

# HLC Assurance Argument

University of Cincinnati - 2018

## Criterion 3

Teaching and Learning: Quality, Resources, and Support

### **3 – Teaching and Learning: Quality, Resources, and Support**

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

#### **3.A. – Core Component**

The institution's degree programs are appropriate to higher education.

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

#### **Argument**

##### **3.A.1.**

***Prompt: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.***

**Response:** The University of Cincinnati offers undergraduate, graduate, and professional degree and certificate programs in a range of disciplines. New degree and certificate programs are designed through a multi-stage review and endorsement process involving multiple stakeholders. New academic programs originate with a faculty member, then must gain approval of the particular department housing the program, the particular college's curriculum committee, the Dean's Office, the Graduate School New Programs Committee and Graduate Council (for graduate degrees and certificates), the Academic Committee, the Provost, the President, the Board of Trustees, and the Ohio Department of Higher Education (Evidence: 3.A.1 - New Academic Program Form and 3.A.1 - Approval Process for New Graduate Programs). In cases of shared or collaborative academic programs, each of the departments and colleges must review for approval.

At each level, essential reviews are completed to ensure academic quality. Each new program proposal must describe admission requirements. Specifically, the proposal must describe any admission requirements specific to the proposed program if they differ from an existing set of admission requirements, such as those shared across a college. This consistency of process, which originates at the academic unit level ensures that student performance is appropriate to the degree or certificate awarded. Minimum undergraduate admission requirements displayed to prospective students and their families on our Admissions website. Minimum graduate program admission requirements and are listed in the Graduate Student Handbook (Evidence: 3.A.1 - Graduate Student Handbook). Admission requirements specific to an individual program are listed on their program description webpage.

Faculty members continue to create and approve new academic courses, or modify existing courses, through the eCurriculum system each semester. Course modifications include editing the description and/or Student Learning Outcomes (SLOs) to keep content current. New course numbers might be created to completely replace older courses or to introduce new elective options within an academic discipline. Each new academic course must be created and reviewed for approval in the eCurriculum system (described in section 4). The course approval process similarly requires review by the proposing department, curriculum committee, Dean's Office, Graduate Council (for graduate courses), and Office of the Provost. General Education courses may also need to be reviewed by the General Education Council. Course prerequisites are created in eCurriculum and visible to reviewers throughout this process. Prerequisites might include prior coursework, minimum placement test scores, minimum ACT/SAT component scores, and/or admission into a specific academic program. Prerequisites for a course taught by multiple colleges cannot be modified without each college's review and approval. Prerequisite rules approved in eCurriculum are automatically transmitted into the Student Information System, Catalyst. The course's description is automatically amended to include an explanation of the prerequisite. In addition, a logic rule is automatically created and applied to all future class sections to check each student's record for the appropriate criteria and permit registration (Evidence: 3.C.1 - eCurriculum Build a Course Instructions).

Courses and programs are current following an extensive curriculum review in 2012 for semester conversion that coupled our calendar conversion with curricular transformation. This change resulted in deletions and additions of many academic courses and programs. Decisions about course and program changes were made at the department level. To be offered in the semester system, each course number and program was reviewed through eCurriculum, and approved in the steps described above. Moving forward, assessment processes (described in section 4.) ensure that existing programs remain relevant, rigorous, current, and at the appropriate level.

In 2017, the Office of the Provost engaged consulting firm Gray Associates to provide a tool for program evaluation. Gray Associates provides a platform that analyzes student demand, market saturation, job postings, and career outlook by CIP code to allow institutions to consider new and innovative programs and also whether current programs are still relevant to student demand and changes in industry. At the time of this writing, the Office of the Provost has conducted training on the Gray's tool with the Office of Institutional Research (OIR) and mid-level managers in the colleges. Three licenses have been purchased for OIR, and the office will begin to conduct market analyses. Part of the process of proposing new programs to the Ohio Department of Higher Education involves sharing the results of needs assessments, market analyses, and consultations with industry advisors as a means to demonstrate market need for new programs (3.A.1 - Proposal\_undergraduate Degree\_August 2016).

### **3.A.2.**

***Prompt: The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.***

**Response:** In addition to their curricular requirements, all academic programs must articulate Student Learning Outcomes in the eCurriculum system and gain approval through the steps described in 3.A.1 (department, college curriculum committee, Deans Office, Graduate School (for graduate programs), Academic Committee, and Provost Office. New academic programs must also include Student Learning Outcomes in their

proposal. Each academic program must maintain a program assessment plan, which is posted on the Assessment of Learning website. These academic program learning outcomes are assessed annually. (Evidence: Criterion 3.A.2 - CETL Academic Program Assessment)

In addition to the Student Learning Outcomes of a specific program, UC has defined learning objectives for all undergraduate programs in its General Education (GenEd) program. The initial implementation of a general education program at the University began in 1996. In response to concerns found in the 1999 North Central accreditation review, the University implemented a new General Education program in fall 2001. This program included three parts: 1) baccalaureate competencies, 2) Breadth of Knowledge (BoK) course designations, and 3) the specific major/program. The GenEd program was articulated by the faculty General Education Coordinating Committee, and endorsed by all undergraduate degree awarding colleges through each of their respective faculty governance processes.

The university's curricular transformation with our conversion to semesters in fall 2012 included a substantial reinvention of the GenEd program. Specific changes included: 1) defining a mid-collegiate course or experience that encourages students to engage in experiential learning to increase disciplinary proficiency and promote contextual understanding and knowledge integration, 2) creating a new BoK course designation of Technology and Innovation (TI), 3) combining the previously separate Literature (LT) and Humanities (HU) BoK designations into a single Humanities and Literature (HU) designation. To convert to the semester calendar, each academic program articulated the specific way that it addressed each component of GenEd. Each program defined its First Year Experience, Mid-Collegiate Experience, and Senior Capstone. In addition, programs could specify which BoK courses their students must take in particular, such as a major in a STEM field requiring that students take calculus specifically to complete the BoK in Quantitative Reasoning (QR). (Evidence: Criterion 3.A.2 – GenEd Website, Core Story)

Since semester conversion, the General Education Coordinating Committee has been reviewing results of our annual assessment survey, sent to senior

capstone faculty members, to monitor students' achievement of the baccalaureate competencies (described in section 4). The GenEd Coordinating Committee has articulated a revision to the GenEd program including three substantive changes planned to be introduced in fall 2019. These changes are: 1) the creation of a Diversity, Equity, and Inclusion (DEI) code to replace the Diversity and Culture (DC) designation, 2) the creation of a Society, Culture, and Ethics (SCE) designation to replace Social and Ethical Issues (SE), and 3) rearticulating the GenEd touchpoints to address Student Learning Outcomes in career education. With the GenEd committee members' endorsement, this revision is currently under review through each undergraduate degree awarding college's faculty governance process. With endorsement of the new GenEd program, each academic program would rearticulate the way it meets each GenEd touchpoint during the 2018-19 academic year, and introduce new graduation requirements for students entering fall 2019. (Evidence: Criterion 3.A.2 – GenEd Website, Revising GenEd)

Each individual course must also articulate its Student Learning Outcomes. As part of the course approval process (described in section 4), faculty must provide the course's learning outcomes in eCurriculum, and gain approval through the review process. In addition to the specific course-level Student Learning Outcomes, each undergraduate course indicates which of the baccalaureate competencies it addresses, and at what level (introduced, developed, and/or assessed). For courses taught by multiple colleges or through multiple modes of delivery, the Student Learning Outcomes cannot be modified without the review and approval of each unit teaching the course. (Evidence: Criterion 3.A.2 – eCurriculum Build a Course document). These course level learning outcomes are mapped into a undergraduate program outcomes through the e-curriculum system.

The Graduate School, which oversees graduate admission and education at UC, has also developed learning outcomes for students enrolled in advanced-degree programs. These include the expectations that students will be able to:

1. Understand how scholars construct knowledge within the parameters of particular disciplinary traditions—how they build, interrogate, deconstruct, and reassemble entire fields like astronomy and history.

2. Make their own contributions to knowledge based on the understanding noted above; realize what counts as significant and original scholarship, and therefore what the threshold for discovery and innovation is.
3. Become professionals in their fields, meaning skilled, conscientious practitioners who master both a set of specialized skills and a code of behavior that positions them for service to society rather than simply for making money.

These outcomes are in addition to discipline specific outcomes that are indicated as approved through e-curriculum as described above.

### **3.A.3.**

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

**Response:** The University introduced eCurriculum to manage academic courses for its conversion to semesters in 2012, and to provide each academic unit an electronic portal to assure rapid review of new courses and course modifications. Significantly, the semester conversion eliminated separate course numbers for each regional campus. In one example: before 2012, quarter courses at UC included 15SPAN111 (Arts & Sciences at Clifton campus), 28SPAN101 (UC Blue Ash), and 34SPAN111 (UC Clermont), each referring to a 3-credit introductory Spanish language course. In fall 2012, the university established SPAN1011 as the single course number taught by all campuses. Similar curricular alignment occurred in math, statistics, chemistry, biology, English composition, history, psychology, and many other shared subjects. By sharing a common course number across all campuses, it is mechanically impossible for the course to be modified in our Student Information System without the review and approval of each teaching college through eCurriculum. This ensures curricular alignment, and that all units collaborate on any curricular modification. The single course number is also used regardless of the mode of delivery through distance learning, dual enrollment, or hybrid instruction.

## **Multi-Campus Courses**

Several of the multi-campus courses are coordinated through cross-college committees. For example, the University Composition (UComp) Committee determines curriculum for all of the students taking English Composition at all of the campuses. (Evidence of UComp Charge) The cross-college committees examine specific instruction methods, required learning materials and course syllabi, going beyond the course description and Student Learning Outcomes reported in eCurriculum. This helps to ensure consistent standards across all the units, and that Student Learning Outcomes are achieved similarly.

Many general education and technical courses conform to the Ohio Articulation and Transfer Policy. The Ohio Department of Higher Education establishes certain types of course articulation agreements, and coordinates panels of faculty members including several from UC. Faculty panels first articulate and agree upon course learning outcomes, then review each institution's proposed course syllabus and supporting materials for approval. Types of articulation agreements include: 1) Transfer Assurance Guide (TAG) for specific core courses including foundational STEM and foreign language courses, 2) Ohio Transfer Module (OTM) for general education areas including humanities, social sciences, English Composition, and math, and 3) Career-Technical Assurance Guide (CTAG) for specific technical courses. The goals of the Ohio Articulation and Transfer Policy are to ensure that students transferring from one institution to another will receive the maximum equivalent coursework at their new institution, and that transfer students will have achieved similar learning outcomes in introductory coursework before advancing to second- or third-year courses at a new institution. Simultaneously, the active participation of our faculty members in Ohio state panels helps ensure collaboration across institutions, alignment within UC's own teaching colleges, and that our coursework remains up-to-date with state-wide trends in each discipline. (Evidence: 3.A.3 - Credit Transfer\_Ohio Higher Ed)

## **Distance Learning Courses**

Many of the university's courses can be taken online. Initiation of distance learning courses and programs begins in the academic unit and requires

approval at the university and state level as well as ongoing assessment in the same manner as their face-to-face counterparts (Evidence: 3.A.1 - Proposal\_Undergraduate Degree\_August 2016) The University's Academic Committee reviews program assessment plans for distance and face-to-face delivery to ensure that learning objectives are consistent across the delivery modes.

Consistent with UC's commitment to excellence aligned with research-based best practices, UC is a subscribing member of Quality Matters (QM), a nationally recognized, student-centered, best-practice based instructional design standards for online and hybrid courses. QM principles and standards have been adopted within UC colleges with a strong online presence, incorporated in enterprise-wide faculty training and instructional design support services and collaborations between the Center for Excellence in eLearning (CeEL) and the Center for the Enhancement of Teaching and Learning (CET&L), and provide the framework for course shells in the University's learning management system, Blackboard. The university's instructional designers work with faculty to develop effective courses that meet QM standards. This includes alignment of SLOs (in eCurriculum) with other key components (assessment, instructional materials, instructional activities and learner interaction).

In multiple assessment measures, distance learning students earn similar grades and report similar or higher levels of satisfaction as students enrolled in face-to-face programs. Undergraduate distance learners earn average GPAs of 3.17 as opposed to 3.06 for non-distance learners while graduate distance learners earn an average GPA of 3.64 as opposed to 3.62 for non-distance learners. In addition careful assessment of the equivalency of distance and on-line programs is taking place through our ongoing program assessment processes.

The National Survey of Student Engagement (NSSE) indicates that undergraduate distance learning seniors rate the quality of their interactions with advisors and faculty significantly higher than students who are not in distance learning programs. Undergraduate distance learning seniors also report that their courses challenge them to do their best work significantly more than students who are not in Distance Learning

programs.

Moving forward the University is transitioning its distance offerings to a new online delivery unit, Cincinnati Online, this will replace the use of 3rd-party partners in this arena and provide the opportunity for UC to better meet the needs of our online learners and to more directly provide quality assurance and consistency in course templates of our online offerings. At the time of this report, we are in the process of building this office and planning for a strategic focus on the development of an array of high-quality QM-certified general education and high student demand undergraduate course to support the needs of our students.

### **Dual Enrollment Courses**

UC participates in the State of Ohio's College Credit Plus (CCP) dual enrollment program as well as a small number of dual enrollment partnerships in Northern Kentucky. Qualified students may take courses on UC's Clifton Campus or online with UC faculty. Students may also participate by taking courses taught at their high school if a CCP partnership is established. Faculty and departments monitor and oversee dual credit. UC has control over the content and delivery methods of dual enrollment courses offered at partnering high school sites. UC assures the dual enrollment coursework is equivalent in rigor to other branches in the university system and other colleges in the state of Ohio, while also giving students the same level of instruction whether the course is traditional, online, or hybrid. Dual credit faculty are reviewed against the HLC Assumed Practices and ODHE requirements. College faculty review and approve syllabi for these courses upon initial course approval. Updated syllabi are then collected and reviewed by faculty mentors during semesterly classroom observation visits.

### **Sources**

- Ohio Integrated Decision Making Process: <http://www.uc.edu/provost/faculty1/academic-planning/decisionmaking1.html>
- New programs process and forms/checklist: <http://www.uc.edu/provost/faculty1/academic-planning/RedirectToNewProgramApprovalProcess/NewUndergraduateDegree.html>

- Minimum HS admission req's: <http://admissions.uc.edu/information/high-school/hs-faq.html#requirements>
- CET&L's Academic Program Assessment: <http://www.uc.edu/cetl/ourwork/apa.html>
- Grad min admission req's: [http://grad.uc.edu/student-life/graduate\\_studenthandbook.html](http://grad.uc.edu/student-life/graduate_studenthandbook.html)
- History of GenEd: <http://www.uc.edu/gened/story.html>
- Ohio's transfer network: <https://www.ohiohighered.org/transfer> **Argument**

### **3.B. – Core Component**

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

#### **Argument**

##### **3.B.1.**

***Prompt: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.***

**Response:** The General Education Core has a firm foundation in UC's mission, and reaffirms our institutional commitment to the idea that a liberal education is central to preparing students as life-long learners. UC's General Education program experienced a significant transformation following the university's conversion to a semester calendar in 2012. As a part of semester conversion, the eCurriculum system was created, and all baccalaureate programs generated a curriculum map, showing how they

meet the general education learning program (3.B.1 - eCurriculum Learning Outcomes) and providing an overlay between the general education outcomes and the program outcomes. The program currently is organized around the achievement of five essential competencies, debated and voted upon by our faculty. These five areas include: Critical Thinking, Knowledge Integration, Effective Communication, Social Responsibility, and Information Literacy. Our General Education course requirements are purposefully designed to strengthen the five competencies throughout the student's progress toward their degree. (Evidence: 3.B.1 - GenEd Definitions)

In particular, General Education at the University of Cincinnati:

- 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
- Encourage contextual linkages between the baccalaureate competencies

In addition, the General Education Core is informed by the Association of American Colleges and Universities' LEAP campaign and by the state conversation around the guiding principles of General Education. As a national best practice, we have been transitioning to the Value rubrics and LEAP were chosen to shape the General Education Core as UC hoped to improve our assessment metrics and use general education assessment data for future research and benchmarking.

### **3.B.2.**

***Prompt: The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a***

***philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.***

**Response:** We have designed a purposeful, sequenced, and on-going approach to achieving the student learning outcomes of the General Education Program. The UC General Education Program evolved in 2000 in response to concerns from our 1999 reaccreditation visit. The Office of the Provost worked with faculty for months to gather input on important competencies to shape the curriculum. The General Education program is somewhat organic, and the university continually strives to modernize it to address skills needed for students to thrive. We are also aware that complete overhauls can be quite expensive in time and resources. The most recent change which will go into effect in fall semester 2019 includes an evolution of the Diversity, Equity and Inclusion requirement, reflects both a reaction to societal needs and tremendous faculty input. The development of this requirement was informed by extensive national benchmarking (Report – contact Bryan Smith). The career education component of the curriculum reflects new trends in higher education but more importantly, our own institutional strength in this area and our commitment, as the birthplace of co-operative education, to address career education in the curriculum rather than as a co-curricular add-on.

Each major can determine specific ways in which its students meet the five General Education competencies. See each program's curriculum guide for specifics. (Evidence: 3.B.1 - eCurriculum Learning Outcomes) All baccalaureate programs fulfill the General Education requirements. (Evidence: 3.A.2 - GenEd Core Story)

### **Key Touchpoints**

- **First Year Experience.** The foundation of UC's First Year Experience (FYE) approach is the responsiveness to ongoing student reflection and a common set of targeted learning areas.
  - One or more appropriate First Year courses, or learning communities. The course(s) used to complete FYE might also

- apply to another GenEd requirement (see below).
  - Begin Fundamental Skills and Breadth of Knowledge (BoK) requirements.
  - Meet FYE Career Learning Outcomes
- **Mid-Collegiate.** Purposeful mid-collegiate programming and student reflection will continue to provide on-going support for students as they proceed through their college career. Components include:
  - One or more mid-collegiate courses or academic experiences that encourage students to engage in experiential learning to increase disciplinary proficiency and promote contextual understanding and knowledge integration (course or experience determined by unit or major).
  - Methodology. Each academic major program requires academic training in the understanding of the systematic methods and history of the discipline/profession (course or experience determined by unit or major).
  - Mid-Collegiate Writing. A college-determined course, usually ENGL2089, "Intermediate Composition". Intermediate Composition will reinforce what students learn in the first year and will focus their attention on where meaning is made. It also introduces 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).
  - Complete Foundational Skills and BOK requirements.
  - Meet Mid-collegiate Career Learning Outcomes
- **Senior-Year Experience.** A senior-year experience that enables students to transition to a profession or graduate school and continue to pursue life-long learning and social responsibility.
  - 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 (course or experience determined by unit or major). Note: a capstone course is usually 3 credit hours, but can be determined by the unit or major.

- Meet Capstone Career Learning Outcomes

### **Foundational Skills**

- **English Composition** (6 credit hours)
  - ENGL1001 "English Composition" to be completed during the first year
  - ENGL2089 "Intermediate Composition" or other designated writing course to be completed during the mid-collegiate years
- **Quantitative Reasoning (QR)** (3 credit hours)
  - The appropriate level of analytical and/or mathematical literacy determined by each academic unit/program.

### **Breadth of Knowledge Requirements (BoK)**

(Evidence: 3.A.3 - Breadth of Knowledge Definitions-9-7-2017)

- **Contemporary Topics:** UC's GenEd Core is designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society. Each student should take 2 courses from 2 of the following 3 topics (6 credit hours)
  - **Diversity Equity and Inclusion (DEI):** understand and analyze the nature of equality and the development and perpetuation of inequality through interlocking systems of oppression, privilege, and power.
  - **Society, Culture and Ethics (SCE):** understand and analyze their own cultural traditions and ethical frameworks, and how they inform decision-making. Students should also be able to identify attributes of cultures and societies, and be able to describe the worldviews and decision-making approaches deployed in languages and cultures not their own.
  - **Technology and Innovation (TI):** analysis and understanding of how discovery and invention (tangible or intangible) impact society.
- **Distribution Areas:** UC's GenEd program assures exposure to the traditional disciplines that are the hallmark of a liberally educated person. Students should choose 4 courses from a minimum of 3 distribution areas. (12 credit hours)
  - Fine Arts (FA)

- Historical Perspectives (HP)
- Humanities and Literature (HU)
- Natural Sciences (NS)
- Social Sciences (SS)

Interdisciplinary Courses may carry up to two BoK classifications when faculty certify that a course fully meets the expectations of each BoK. Students completing these courses will earn credit for each of the indicated BOKs. This option is meant to encourage and facilitate the completion of course sequences for depth of learning, double majors, and certificate programs.

### **3.B.3.**

***Prompt: Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.***

**Response:** UC's general education program fosters students' self-directed learning in a complex and dynamic information environment. Specifically, the baccalaureate competencies identified in our General Education program include Critical Thinking, Knowledge Integration, and Information Literacy. These revolve around the collection and analysis of information, followed by the presentation and communication of findings. Each academic program must include coursework addressing these competencies. In addition, each program must identify a mid-collegiate methodology course followed by senior capstone. This combination seeks to instill a methodological skillset appropriate for the discipline, then to deeply analyze subject matter, and for each student to effectively demonstrate their own findings and contributions.

To further recognize the importance of information literacy for our students and graduates, our faculty voted in 2012 to add information literacy as one of the baccalaureate competencies. Information literacy is also championed by the University of Cincinnati Libraries (UCL), which engages students in collecting, analyzing and communicating information through innovative teaching, and by instructing students in information and digital literacy. [Evidence: 3.B.3 - UC Libraries Student Instruction Guide]

To further build capacity and expertise, UCL has built upon a strong foundation of dedicated and knowledgeable staff with unique and advanced skill sets and is transforming the workforce into 21st-century informational professionals. [Evidence: 3.B.3 - UC Libraries Subject Librarians] Recently hired staff partner with researchers and scholars to transform data and information into new expertise and knowledge.

Each academic program then integrated these goals as a foundation for their program student learning outcomes (SLOs) and assessments. Two of the Undergraduate goals, Communication and Critical Thinking, are focused on engaging students in collecting, analyzing, and communicating information, mastering modes of inquiry or creative work, and developing skills adaptable to changing environments. Each college, department, or program defines the outcome relevant to the structure of their students' program of study.

### **3.B.4.**

***Prompt: The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.***

**Response:** In 2015 the university began a vibrant conversation about more explicitly including diversity and inclusion in its general education framework. This prolonged and ongoing effort resulted in revision of our core student learning outcomes to specifically address expectations with regard to competency in this arena (3.B.4 - Faculty Senate Resolution DEI).

This process included several open faculty forums that gave rise to four task forces: 1) Inclusive teaching strategies (Evidence: 3.B.4 - Creating an Inclusive Classroom Environment) 2) Student learning outcomes 3) General Education revision 4) Faculty Development. Each task force delivered key outcomes included in the Appendix, outcomes that have helped transform the centrality of UC's ongoing commitment to diversity, equity and inclusion. As a result of this effort, the university is engaged in revising its General Education requirements so that our previous Breadth of Knowledge category "Culture and Diversity" is replaced with "Diversity, Equity, and

Inclusion” as we are writing this report. The university offers more than 600 courses that address diversity, equity and inclusion in their learning outcomes.

A variety of co-curricular programs also incorporate human and cultural diversity within stated student learning outcomes. The Racial Awareness Program (9-month) and Accelerating Racial Justice (5-day) are experiential learning-based intensives designed for participants to understand individual, institutional, and systemic oppression while practicing active listening, self-awareness, and reflection. Participants are expected to apply these concepts to life at UC and beyond; this is measured through pre-program surveys issued at the start of the program and post-program surveys issued after successful completion. (Evidence: 3.B.4\_RAPP Curriculum, 3.B.4\_ARJ Master Curriculum)

Students who participate in RAPP often report feeling a greater connection to the university at the end of their experience, and the participation in this program has increased year after year (Nicole – RAPP Assessment).

Through full participation in the RAPP process over an academic year, participants:

- Develop relationships with 35+ other students
- Enhance their ability to communicate across difference for learning and understanding
- Deepen their understanding of oppression/privilege
- Develop knowledge and skills to more effectively fight oppression and create inclusive communities

In addition to these experiential learning intensives, student leaders, peer leaders, and student workers within the Division of Student Affairs participate in trainings, both online and in-person, that include education and development on diversity, equity and inclusion. The College of Education, Criminal Justice, and Human Services has already made the online training mandatory for their first-year experience courses. These trainings better equip students to model interdependence, inclusive leadership, and cross-cultural communication through presentation, facilitation, and teaching skills.

Additionally, student leaders, peer leaders and student workers participate in trainings that include education and development on diversity, equity, and inclusion. This training equips students to model interdependence and inclusive leadership through presentation, facilitation, and teaching skills. In 2016, the Division of Student Affairs developed ROOTEd, a 3-part training for staff within the division. ROOTEd ensures staff are properly prepared to work with diverse populations of students, faculty, and staff. The training includes three in-person training modules and two writing assignments. (Evidence: 3.B.4\_Student\_Affairs\_ROOTED\_Training) Other curriculum-based programs like the Safe Zone Ally training and Dream Zone Ally training equip students, faculty, and staff the skills to support students with marginalized identities. Event-based programs include Worldfest, Latino Student Welcome, African American Student Welcome, Asian Student Welcome, LGBTQ Student Welcome, which support learning through engagement and celebration.

### **3.B.5**

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

**Response:** UC has been called a "research heavyweight" and "one of America's top public research universities." The university has nearly 200 years of history as a research pioneer; UC scientists invented the world's first electronic organ, antihistamine, heart-lung machine and the oral polio vaccine. Research and development expenditures in fiscal year 2016 for UC and its affiliates amounted to \$430,579,000.

(Evidence: <https://ncesdata.nsf.gov/herd/2016/>) Funding sources for this sponsored research included the National Institutes of Health, the National Science Foundation, the U.S. Department of Defense, the Bill and Melinda Gates Foundation, and more.

The university's faculty includes many distinguished scholars, as recognized by prestigious scholar designations and discipline-specific organizations. Since 2013, 28 UC faculty have received Fulbright Scholarships or Fellowships and two have received Pew Scholarships. (Evidence: 3.B.5 -

Faculty Awards Dashboard). All tenured and tenured-track faculty are expected to produce scholarly work related to their disciplines in order to meet the expectations of their appointment. All department documents include some aspect of scholarly work as part of their evaluation process for tenured and tenured-track faculty. (Please see core component 3.C.3).

The University of Cincinnati maintains a research directory that is a searchable database with information more than 3,700 researchers across campus. This directory supports faculty partnerships and also provides a way for students to connect with faculty. The University of Cincinnati Research Institute (UCRI) was created in 2012 as an independent nonprofit 501(c)(3) to advance industrial sponsorship of research and development activities of the University of Cincinnati faculty, researchers, and staff. In coordination with our Vice President for Innovation, UCRI leads a comprehensive strategic approach for business engagement throughout the entire University. Our approach is defined by the mission: to provide students and faculty with opportunities in business and industry. UCRI enjoys strong relationships with several key players in the region's fast-growing innovation ecosystem, including: Cincinnati Children's Hospital, UC Health, Cintrifuse, Cincy Tech, REDI, Queen City Angels, The Brandery and The Hamilton County Development Commission (HCDC). Since its inception, UCRI has been particularly well-served by its growing partnership with GE Aviation and P&G— two of the biggest and best brands in the world.

The new 1819 Innovation Hub is part of the University's investment in the innovation corridor brought about by the new interchange off of I-71. As the newest and most interconnected piece of Cincinnati's innovation ecosystem, the 1819 Innovation Hub builds on the legacy that launched the world's oldest cooperative education institution and the history of developing life-saving medications. The 1819 Innovation Hub is the new home for University of Cincinnati students, staff, faculty and partners to engage in high-risk, high-reward innovation, scholarship and entrepreneurial activities. More than a meeting space, the 1819 Innovation Hub provides our partners, community and the regional ecosystem a single point-of-contact to engage with UC talent on team-based academic initiatives, research and development projects. From access to programming, events, and state-of-the-art shared office spaces, to

leveraging UC resources, the 1819 Innovation Hub (New industry partner in 2 weeks – update) promotes an environment where designers, creators, and self-starters can ideate, collaborate and create with the nation’s most talented students and world-renowned researchers (Evidence: 3.B.5 - Innovation Hub Article). In addition to UCRI, the LiveWell Collaborative, which cultivates collaboration between industry and academia to develop breakthrough innovations for the consumer lifespan, will be housed in the 1819 Innovation Hub. (Evidence: 3.B.5 - Live Well Collaborative)

The University of Cincinnati is also a national leader in experienced-based learning, and in particular supports scholarship, creative work and diversity of knowledge by offering approximately 400 undergraduate courses designated as research experiences, enrolling approximately 2,800 undergraduate students annually (Evidence: 3.B.5 - Undergraduate Research Participation EL Dashboard). Courses with this designation meet the following definition:

A specially designed learning experience in which all or part of the instruction includes student participation in supervised research with a faculty member.

Supervised research can be: 1) independent research undertaken by the student (thesis, independent study), or 2) assistance on a faculty member’s research project.

Each year, the Office of Undergraduate research hosts a Scholarly Showcase where students come together to disseminate their scholarly findings in an annual research conference, where approximately 1,000 undergraduates provide presentations, posters and demonstrations that are judged by their peers and faculty. This exhibition is thought to be one of the largest in the United States.

The University of Cincinnati sponsors a number of programs to engage specific groups of students in research and scholarly endeavors. The Women in Science and Engineering (WISE) program matches talented undergraduate female scientists and engineers with faculty members in a twelve-week summer research program supplemented by programming throughout the academic year. Similarly, the Protege program connects

high-achieving engineering majors to a summer research experience during the summer after their freshman year. Students in the University Honors Program (UHP) participate in research through Biomedical Research and Mentorship Program (RaMP) and/or the UHP Discover Program (Arts, Humanities, and Social Science research). Undergraduates who are pre-emptively admitted into UC's College of Medicine participate in the Research, Observation, Service, and Education (ROSE) program, which includes a faculty-mentored research experience.

The Ronald E. McNair Post-Baccalaureate Achievement Program is one of the federal TRIO programs designed to assist undergraduate students who are from low-income households, are first-generation college students, and/or are members of an under-represented ethnic group in graduate school. Arts and Sciences students affiliated with the Louis Stokes Alliance for Minority Participation (LSAMP) program are introduced to research opportunities during a summer bridge program before freshman year where the Director of Undergraduate Research is also their biology instructor. Throughout their college career at UC, LSAMP students have a direct line to the Office of Undergraduate Research for support in achieving a faculty-mentored research experience. Additionally, each year UC has a number of faculty members supporting undergraduate research through the NSF research experience for undergraduates program (REUs). Many colleges also run college specific research programs for their undergraduates that pair faculty and students in scholarly endeavors. UC's student-led peer-mentoring group Research & Creative Opportunity Network (ReCON) connects students with research experience to students hoping to get involved. The peer mentors take the mentees through a five step process that helps them achieve scholarly opportunity.

The Office of Nationally Competitive Awards (NCA) works with students who desire to compete for world-renowned, highly competitive scholarships and fellowships. Each year, UC students go on to earn these scholarships and contribute to scholarship in their field by participating in these programs. More information about NCA and recipients is included in section 3.D.1.

UC's graduate students inhabit an institution whose mission and resources facilitate the creation of new knowledge: innovations, discoveries, and

understandings that benefit society. Working alongside professors who are themselves developing new ideas, graduate students learn what knowledge in a given field even is, how it is put together and taken apart, and hence what counts as an original contribution that can advance our understanding of the natural and human worlds. The diverse landscape of UC's master's and doctoral candidates contribute through their work in research laboratories, reading of old sources of literature, and through the inquiry of the city's population in order to shed light on our world and make it better. They then publish and present their findings alongside faculty, thus sharing the university's intellectual capital and extending its research in service to their city, region, nation, and world. They also disseminate their work to the undergraduates they teach as part of their advanced-degree programs, enhancing the college experience for UC undergraduates and learning to become teachers and mentors in their own right. In short, graduate students sit at the heart of this institution's DNA as a research enterprise, and through their investigations become tomorrow' leaders and professionals across an incredible variety of disciplines, from music and marketing to chemistry and audiology and architecture.

The UC College of Medicine—a Clinical and Translational Science Award (CTSA) institution—is a top-40 medical school for research according to U.S. News and World Report. The efforts of our faculty have increased the new grants awarded in each of the last three years from \$67M in 2014 to \$159M in 2016 (need to add 2017

### **Sources**

- Ohio

### 3.C. – Core Component

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

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

#### Argument

##### 3.C.1.

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

#### Response:

##### Hiring

The University of Cincinnati's Clifton (Main) campus is proactively hiring faculty to ensure students receive personal attention as student enrollment increases. The student-to-faculty ratio (using the IPEDS formula) has

consistently remained at 17:1 for the past three years, despite consistently increasing enrollment. During the 2015-2016 academic year, the university hired a net total of 71 permanent nine-month or 12-month contract faculty members. This net total includes 219 new hires, 35 retirements and 113 other non-returning faculty (Evidence: 3.C.1 - Faculty Net Hire Dashboard). In fall 2016, the university employed 2,526 full-time faculty and 1,633 adjunct faculty.

Faculty serve on all search committees to hire new faculty, deans, most other senior-level positions and recent provostal and presidential hires. Article 27 of the Central bargaining agreement between UC and the American Associations of University Professors (AAUP) describes the faculty role in governance. [Evidence: 3.C.1 - Article 27 UCAAUP-CBA]

### **Curriculum**

Faculty at the University of Cincinnati control the curricular requirements of all programs and majors, the content of all courses, and the assessment processes for the programs and course. This process originates within a department then requires program approval, followed by department head approval, curricular committee approval within the college, decanal approval, graduate council approval (for graduate courses only) and then approval in the office of the provost. At each level of review, courses, programs, and majors are evaluated to ensure that they meet industry, accreditation, and/or national quality standards and to ensure that they are adequately resourced. Shared courses must be approved by each teaching unit. New minors, certificates and degree programs must be approved by the Academic Committee prior to provostal approval and being sent to the Board of Trustees and the Ohio Department of Higher Education. (Evidence: 3.C.1 - eCurriculum Build a Course Instructions).

### **Assessment**

Similarly, curricular assessment is driven by the faculty as thoroughly described in 4.B.2.

### **3.C.2.**

***Prompt: All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.***

**Response:****Standards**

The University of Cincinnati uses the Ohio Department of Higher Education's requirements [Evidence: 3.C.2 - ODHE Academic-Program-Review-Guidelines\_070516] and the Higher Learning Commission's Assumed Practices [Evidence: 3.C.2 - FacultyGuidelines\_2016\_OPB] as determinants of faculty qualifications. The Instructor Qualifications policy applies to all represented and unrepresented full-time faculty, part-time, faculty, volunteers, and Emeriti who are teaching (Evidence: 3.C.2 - UC Faculty Credentials Policy). Instructors are expected to possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, instructors must possess the same level of degree. Instructors teaching in graduate programs must also have a record of research, scholarship or achievement appropriate for the graduate program.

Instructors teaching general education courses, or other non-occupational courses, must hold a master's degree or higher in the discipline or subfield. Instructors who hold a master's degree or higher in a discipline or subfield other than that in which they are teaching must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. This policy also applies to dual enrollment instructors who hold a Master's of Education degree. Unless the curriculum of a Master's of Education degree included 18 hours of instruction in the discipline the instructor teaches at UC, the instructor must go through the tested experience process. Some departments have additional requirements for offsite instructors. For example, the Department of English and Comparative Literature requires that offsite instructors complete an 18-hour Teachers of English post-baccalaureate certificate before teaching. (Evidence – 3.C.2 - Teachers of English Certificate)

The university uses a standardized tested experience process for any instructor who does not hold the degree typically required or a minimum of 18 graduate credit hours in the appropriate discipline. Tested experience may consist of a combination of undergraduate and graduate degrees and coursework, related work and scholarly experience, professional licensure

and certifications, honors and awards, documented excellence in teaching, and demonstrated competencies and achievements. Official academic transcripts and a curriculum vita demonstrating tested experience are kept on file and reviewed annually. Once a faculty member has submitted the required documentation for tested experience, an expert committee appointed by the Senior Vice Provost for Academic Affairs reviews the case and approves or denies the faculty member's qualifications. A letter indicating the outcome of the tested experience assessment is shared with the applicant, and a copy of the letter is placed in his or her personnel file.

Instructors who do not meet the instructor credentialing requirements may serve as instructors while enrolled in a program to meet credentialing requirements, provided he or she is mentored by an instructor who does meet the minimum credentialing requirements. This provision typically applies to graduate teaching assistants.

### **Faculty Credentialing Project**

In accordance with the HLC's clarification of Assumed Practice B.2., UC implemented a faculty credentialing project. Due to the decentralized nature of the university, verification of credentials for newly hired faculty was previously charged to local human resources officers in each college. Under this process, there was no central repository for verified faculty credentials or transcripts. Our faculty credentialing project involved the development of a faculty credentials policy (Evidence - Faculty Credentials Policy) and required all full-time faculty members and actively teaching adjuncts to submit their degrees to Selection.com, an independent third-party verification agency. [Evidence—Selection.com web page] Selection.com utilizes National Student Clearinghouse data and communicates with universities and colleges to verify that degrees faculty members submitted match the official record of the degree-granting institution. Selection.com also serves as a liaison between the University of Cincinnati and other institutions to obtain transcripts for each degree earned by a UC faculty member. Verified degrees are stored in SAP, the university's human resources system, and transcripts are archived in OnBase. Personnel in the Office of Institutional Research match degree disciplines to courses taught to verify that each faculty member's degree matches the discipline taught. Where available, Classification of

Instructional Program (CIP) code is used as an unbiased indicator of discipline. The faculty credentialing project includes faculty who teach in dual credit, contractual, and consortial programs. As new faculty members are hired, faculty credentials will continue to be verified through Selection.com and stored in both SAP and OnBase to ensure that students receive quality instruction from experts in the field.

### **Continuing Practice**

The University of Cincinnati has a sustainable process and resources in place for assuring that instructors are properly credentialed for their current disciplines and teaching assignments. As of August 2016, education verification was incorporated into the hiring process conducted by Central Human Resources. Central HR collaborates with the colleges to ensure adherence to these processes and policies (Evidence: Criterion 3.C.2 - Pre-Employment Background Check Policy).

To be considered for any instructor position at the University, one must first complete an application of employment. At that time, the applicant completes education information that will later be verified should he or she be selected as a finalist in the search.

As a candidate, the finalist is extended a contingent offer of employment. The contingent offer is predicated on the successful completion of a background check, which includes education verification and collection of transcripts for all instructor positions. When appropriate, the department's hiring coordinator initiates the background check through Selection.com, a third-party vendor. The candidate receives a link where he or she enters their social security number and date of birth.

Once the results are available, they are sent to Central HR for adjudication. In addition to education verification, the adjudication process includes the review of the criminal background check to ensure the candidate meets University standards. Verified education is recorded in the system of record, SAP. In situations where the education cannot be verified, the hiring coordinators work with the candidate to try and resolve the issue. For those whose issues do not result in successful resolution, the offer is withdrawn.

### 3.C.3.

***Prompt: Instructors are evaluated regularly in accordance with established institutional policies and procedures.***

**Response:** Faculty at UC are regularly and meaningfully evaluated in three different ways: annual performance reviews (APRs), student evaluation of teaching, and Reappointment, Promotion, and Tenure (RPT) reviews.

In 1993, the State of Ohio passed workload legislation, which required that on or before January 1, 1994, the Chancellor of Higher Education in Ohio, working jointly with the state universities, develop standards for instructional workloads, including clear guidelines for institutions to determine a range of acceptable undergraduate teaching by faculty. The legislation also required that on or before June 30, 1994, the Board of Trustees of each state university must take formal action to adopt a faculty workload policy consistent with the standards adopted by the Chancellor. The standards adopted by the Chancellor are those found in the "Report of the Regents' Advisory Committee on Faculty Workload Standards and Guidelines", dated February 18, 1994, which included a commitment to oversee the development and implementation of annual performance reviews of faculty. (Evidence: 3.C.3 - Report of the Regents' Advisory Committee on Faculty Workload Standards and Guidelines, 3.C.3 - Ohio Revised Code 3345.45) 1, 1994, entitled the "University of Cincinnati Policy and Procedures for Annual Performance Review of Faculty." (Evidence: 3.C.3 - University of Cincinnati Policy and Procedures for Annual Performance Review of Faculty) This document provided some general guidelines for APRs, but left specific procedures up to the academic unit faculty, subject to the approval of the dean and provost. The general guidelines include: (1) an APR must be done for each faculty member each year, (2) the APR should be a review of the performance of the past year and planning for success for the coming year, (3) the APR would become part of the personnel file of the faculty member housed in the academic unit, and (4) the academic unit head would annually certify to the dean that all of the APRs in the unit had been done.

This University policy was then further codified by incorporation into Article 33 of the [Evidence: 3.C.3 - AAUP-UC Collective Bargaining Agreement].

Thus, an annual performance review of every faculty member is mandated by the standards adopted by the Chancellor, University policy, and the UC/AAUP collective bargaining agreement. Failure to conduct or to participate in an APR is a violation of all three.

The second way faculty are regularly evaluated is through the expected use of student evaluation of teaching (SET) surveys for each of their courses. UC conducts summative evaluations for most courses at the end of each term using a centrally supported online assessment tool, CoursEval. This service is available for use by whole colleges, departments or program areas. It can deliver evaluations with a large selection of response sets and follow common evaluation layouts. These course evaluation surveys provide feedback on such items as fairness in grading, planning of the course, availability of the professor, relevance of assignments to the course material and overall ratings of both the course and the professor. These are routinely reviewed and incorporated into APRs of faculty and play a role in the RPT process.

Students are emailed periodic reminders near the end of the term to complete an evaluation for each of their courses. Following final grade submission, course evaluation results are made available to all faculty members who had a course evaluated. Department heads are also provided with access to course evaluation results for all of the faculty in their department. Course evaluation data is retained in the system for ten (10) years so that faculty may access their evaluations for RPT purposes. [Evidence: 3D5\_CoursEval\_usage\_and\_growth] In 2016, an inter-functional team of administrators, faculty, and students worked to create a plan for institution-wide implementation of student course evaluations. This plan is being implemented as a pilot in the division of Experience-Based Learning and Career Education and in the College of Arts and Sciences in AY 2017-2018. Feedback from this process will be used to refine complete implementation. Nonetheless, every college implements course evaluations as part of the annual review process for contingent and non-tenured faculty, as well as for formative purposes.

The third way faculty are evaluated is through the RPT process. RPT dossiers are typically evaluated by the Unit RPT Committee, the Unit Head,

the College RPT Committee, the Dean, and the Provost. Each level of review is required to conduct an independent review of the candidate's dossier and provide its own recommendation on the application. Per the AAUP-UC Collective Bargaining Agreement, RPT criteria are developed for each unit by their faculty, with final approval from the Dean of that unit's college. The University also offers ongoing support for the building of dossier evidence that includes documentation of scholarship, teaching effectiveness, and service, and the impact of these activities.

#### **3.C.4.**

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

**Response:** Institutional attention to faculty development is a central, college- and unit-level concern that is resourced through the administrative functions of academic-support offices and through the local distribution of centrally designated funds set aside for faculty and maintained through the AAUP Bargaining Unit contract process. These professional development funds are distributed at the central and college-levels for the purposes of funding professional development activities, including - but not limited to - support for skill acquisition in research and/or teaching, conference travel for the same, and to further activities or resources that contribute to enhancing personal and professional development within and across disciplines. [Evidence: 3.C.4 - Article 24 UCAAUP- CBA]

At the provost level, the Associate Provost for Faculty Development and Special Initiatives provides direct support for faculty through a number of mediums at the individual and group level. First, the associate provost facilitates workshops and trainings for faculty on a variety of subjects such as preparing a successful dossier, finding a mentor, and career goal setting, which are conducted by experts internal and external to UC. Second, per Article 24.3.2 of the Collective Bargaining Agreement between UC and the AAUP of Cincinnati chapter, funding is provided to faculty annually to support collaborative and interdisciplinary professional development projects. [Evidence-Article 24.3.2]

Administrators in the office of the provost also form a group referred to as "Team Faculty," which meets routinely to discuss and address matters related to faculty affairs. This group consists of the Senior Vice Provost for Academic Affairs, the Associate Provost for Faculty Development, the Vice Provost for Undergraduate Affairs, the Vice Provost and Dean of the Graduate School, and the Associate Dean of the Graduate School. Team Faculty works collectively to identify professional development topics for faculty, unit heads, and associate deans; create awards for faculty and serve as the review committee for awards; and work with the provost to review reappointment, promotion, and tenure application. Currently, this group is working to revise course evaluations to provide faculty with feedback on their course content and teaching performance in a more streamlined manner than is currently available.

Support for teaching & learning is centrally provided by the Center for the Enhancement of Teaching & Learning, which reports to the Vice Provost for Undergraduate Affairs, and is charged with fostering communities of inquiry, practice and scholarship to impact student success through faculty-driven programming designed to:

- Promote research-based best practices;
- Provide consultations on the programmatic, curricular, course, and individual level;
- Advance university initiatives in student learning;
- Support equity, diversity and inclusion; and
- Inspire, invigorate, and empower faculty dedicated to the success of their students.

Similarly, faculty are supported in their discovery role through workshops offered by the Office of the Vice President for Research, which include but are not limited, to the following topics:

- How to Find Funding Opportunities
- Proposal Budgets – Not just a bunch of numbers
- Proposal Development – UC Infrastructure
- How to form Research Teams
- Communicating your Research – Impact and Significance
- Working with Industry
- How to work with Program Officers (for funded investigators)

- Research Ethics

Additionally, a myriad of other groups provide central professional development support, in collaboration with the previously named offices and on their own, including UC Libraries, First Year Experience, Experience-Based Learning and Career Education (ELCE), Leadership, Empowerment, and Advancement for STEM Faculty (LEAF), IT@UC eLearning, UCHR Learning & Leadership Development, and UC Women Lead.

Discipline-based support for teaching at the unit level varies across the university but more often than not includes systems for annual observations, conducted either unofficially as formative teaching evaluation and/or formally as a core component of the Appointment, Reappointment, Promotion and Tenure processes at the college- and university-level.

### 3.C.5.

***Prompt: Instructors are accessible for student inquiry.***

**Response:** Students at UC are given ample time and resources with faculty and staff on an instructional, advisory, and administrative level. Article 3.6 of the Collective Bargaining Agreement states that the responsibilities of faculty as teachers are not confined to formal instructional settings but also include accessibility to and engagement with students outside of the classroom. Accessibility of faculty members includes posting and keeping of office hours convenient to students and availability by appointment. (Evidence: Collective Bargaining Agreement)

Online courses are structured so that students are given the opportunity to interact with their professors in meaningful ways. Faculty make themselves available for student inquiry in a variety of synchronous and asynchronous formats, including telephone, email, dedicated "office" hours via web conferencing and video chat, and other electronic formats. The Department of English and Comparative Literature has an online training program for professors who teach online courses. These yearly workshops prepare faculty for synchronous and asynchronous online education. The sessions focus on dialogic education, audiovisual illustration of course themes, assignment sequencing, and multimodal response techniques.

Echo360 and WebEx provide a medium to facilitate synchronous and asynchronous communication from faculty to students and peer-to-peer. In addition to traditional instructors of record, peer educators are used extensively as part of a student's learning support network. Peers have proven to be particularly effective in a variety of settings, including mentoring, academic coaching, learning community direction, supplemental instruction, peer-to-peer advising, and learning assistance in the classroom. For example, Learning Communities, which co-enroll 60% of the first-year class, use Peer Leaders who are well-trained and provide twenty hours of peer instruction per week throughout the first year. Peer educators, such as tutors, supplemental instructors, and learning assistants are used extensively in gateway courses. All of these programs are assessed, and the findings are shared at the course-level with the faculty teaching these gateway courses through the Great Gateway Initiative. (Evidence – training manuals for peer educators – Noel and Lauren B and report on peer education – Gigi)

The Student Satisfaction Inventory has noted faculty availability as a strength at UC, with 69% of students reporting that they were "satisfied" or "very satisfied" with faculty's availability after class and during office hours. UC has historically had high ratings on this metric. (Evidence: 3.C.5 - Student Satisfaction Inventory Importance Satisfaction) The National Survey of Student Engagement also attests to the quality of students' interactions with faculty with more UC first-year and senior students reporting that they often discuss their academic performance with faculty than Carnegie Class peers (Evidence: 3.C.5 - NSSE Faculty Interaction).

### **3.C.6.**

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

**Response:**

#### **Academic Advising**

Academic advisors are appropriately qualified, trained and supported in

their professional development as follows:

Approximately 80% of UC Academic Advisors of undergraduate students hold master's degrees, and all hold at least a baccalaureate degree. Academic advisors have relevant prior experience and are selected from highly competitive candidate pools. A career ladder is in place for advisor promotion and advancement.

Advisor training is a two-tier system, comprised of unit- or college-level and university-wide training. The Office of Advising & Academic Services employs an Assistant Director for Advisor Training, Development, and Online Resources and a program coordinator to deploy a central advisor training and professional development program consisting of in-person, online, and web-based advisor training. In 2017, UC's new online advisor training model was featured in an "Academic Advising Today" article, published by the National Academic Advising Association (NACADA) (Evidence - 3.C.6 - NACADA Online Training for New Advisors). An annual Professional Development Series is provided and open to all UC advisors, offering monthly sessions on a range of current, relevant topics. In 2017-18, we are working to align all of our advisor training and development programming with NACADA's newly released "Academic Advising Core Competencies Model." (Evidence: 3.C.6 - NACADA Academic Advising Core Competencies Model)

Professional development is also supported at both the college or unit and central levels with strong advisor participation in NACADA national and regional events, an annual UC Advising Conference (Evidence – list of past conference sessions) that is attended by over 160 UC advisors, and additional on-campus advisor professional development sessions available throughout the year, as mentioned above (Evidence: 3.C.6 - Advising Conference Sessions). The UC Undergraduate Academic Advising Association (UCUAADA) provides opportunities for professional networking and information sharing to all UC advisors and those interested in advising. A weekly newsletter and listserv share updates on information that advisors need to know to stay current on UC resources, programs, courses, process, policy and advisor development. The association also provides an annual awards ceremony at the end of each spring semester, recognizing outstanding staff and faculty advisors and advising administrators. Several

new awards were added in 2016 to reflect excellence in several specific areas of priority and value within student advising (ex. Innovation, diversity and inclusion, teamwork, etc.)

Graduate student advising is primarily handled by faculty in the discipline, and all advisor training is available to them. Finally, the Assistant Vice Provost for Advising & Academic Services serves as a faculty member for the NACADA Advising Administrators' Institute and provides leadership and planning support for the UC Advising Administrators. She offered a grant-funded, multi-part workshop series for advising administrators in 2017 (co- led by faculty and HR) called "Managing to Achieve Diversity & Inclusion."

### **Co-curricular Activities**

Staff members are appropriately qualified for their positions as defined in the relevant job descriptions. The search and hiring process is overseen by localized units with support of Human Resources and ensures only candidates having specific qualifications are interviewed and hired.

In addition, staff participate in a variety of local, regional, and national training opportunities provided by organizations and specific development programs focused on the development of co-curricular activities, programs and services, as well as supporting staff in their professional development. Examples include the National Association of Student Personnel Administrators (NASPA) Leadership Educators Institute, ACPA-College Student Educators International, Safe Zone Ally Training, Strengths Quest Coach and Facilitator training, and a variety of assessment trainings designed and based on the CAS standards to appropriately assess student learning and program evaluation.

All staff have the opportunity to attend local, regional, and national conferences, webinars, and certificate programs offered through professional associations and conferences. Examples include campus-based activities and conferences, law and policy certificate programs, a localized series of webinars by state agencies on appropriate prevention and response mechanisms designed to create a safe, supportive and inclusive campus culture including but not limited to mental and emotional health and wellness; prevention of gender-based violence; bystander training and

peer-based supports. (Evidence: Criterion 3.C.6 - List of Student Affairs staff presentations)

The Division of Student Affairs utilizes the NASPA/ACPA professional competencies within staff performance evaluation processes to enhance employee development, training, and preparedness. These competencies highlight foundational, intermediate, and advanced professional skills and outcomes that student affairs professional should attain through their work. Staff are given the opportunities to enhance these competencies through four divisional committees: Assessment Council, Equity & Inclusion Council, the Professional Development Committee, and the Communication Committee. Each of these committees are responsible for the on-going education and training around one of the 8 NASPA/ACPA professional competencies.

The UCHR Learning & Leadership Development Center provides eligible UC employees (both faculty and staff) with numerous options to develop their skills, knowledge, and abilities to both support the overall mission of the University and lead us into the future. Offerings include comprehensive professional development workshops, software training for UC applications, and more. (Evidence: 3.C.6 - UCHR Course Catalog 11.21.17)

The University encourages continued education by providing up to six credit hours of tuition waiver per semester for staff to further their higher education/professional development. Finally, the Division of Student Affairs annually supports and incentivizes professional staff through awards that recognize professional excellence as another important means of development. The Division of Student Affairs Annual awards include: Innovation Award, Partnership Award, Vice President's Award for Distinguished Leadership, Outstanding New Staff Award, etc.

### **Financial Aid**

The University of Cincinnati Student Financial Aid Office (SFAO) consists of 26 full-time staff members, including directors, assistant directors, program managers, advisors, and record management officers. They are assisted by 18 service associates in our One Stop Student Service Center as well as 12 other service associates divided between the two regional campuses. These

service associates provide initial and routine customer service to students on their financial aid while also addressing interrelated items such as registration and billing. The central SFAO Staff assist with more difficult cases and support service associates in resolving student concerns. The SFAO staff process all Title IV (federal) aid for all campuses with the exception of the College of Medicine MD Program, which has their own aid processing and advising unit. SFAO staff also manage institutional aid directly and by advising and assisting college offices with their scholarship funds. The SFAO is regularly audited by a contracted agency as part of the annual audit required of institutions utilizing federal aid. It is also subject to federal program reviews by the Department of Education, the most recent of which took place on-site in February 2015.

Upon hire, all new staff in SFAO and One Stop Centers complete an extensive forty-hour classroom training curriculum on financial aid policies and procedures prior to being permitted to work with students or complete processing functions (Evidence: 3.C.6 - Financial Aid Training Schedule). Staff within SFAO as well as the One Stop Centers are part of ongoing, internal training workshops held to address time-specific issues in the aid cycle (i.e., application processing, awards to students, academic progress review). All professional staff within SFAO are provided membership in our state financial aid association, the Ohio Association of Student Financial Aid Administrators (OASFAA), and are provided opportunities to attend and present at OASFAA workshops and conferences throughout the year. One Stop Staff often designate personnel within their teams to likewise utilize and share this training. Leadership within SFAO also regularly attend the Midwest professional association as well as annually attend both the conference hosted by the National Association of Student Financial Aid Administrators (NASFAA) and the Federal Student Aid (FSA) program office of the U.S. Department of Education. Information from these conferences is shared with staff in on-campus training sessions as needed. SFAO professional staff have regularly served in leadership roles within the state and Midwest professional associations.

### **Tutoring**

All professional staff within the Learning Commons hold a master's or doctoral degrees and participate in relevant national organizations such as

the National College Learning Center Association (NCLCA) or the International Peer Mentor and Tutor Certification programs, among others. Departmentally, they are provided funding for attendance at national conferences and relevant trainings. Divisionally, staff are provided professional development (PD) opportunities via the Office of Undergraduate Affairs.

The Learning Commons' peer educator selection process includes rigorous academic standards and relevant faculty recommendations. Once hired, all student staff undergo training in programs that are certified by the College Reading and Learning Association (CRLA) or follow the national model for Learning Assistant (LA) training. In addition to this training, student staff members conduct peer-to-peer observations and undergo observations each term. PD workshops and ongoing training are also provided multiple times throughout each semester for student staff members.

### **Sources**

- Ohio

### **3.D. – Core Component**

The institution provides support for student learning and effective teaching.

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

#### **Argument**

##### **3.D.1.**

***Prompt: The institution provides student support services suited to the needs of its student populations.***

**Response:** University of Cincinnati enrolls a diverse student body and offers a wide range of services designed to meet their needs. In particular, the university enrolls many non-first-time students. In fall 2017, 2,135 of the 26,608 undergraduates on the Clifton (Main) campus had just transferred from another institution or transitioned from one of UC's two regional campuses. An increasingly racially and ethnically diverse student body has also shaped the types of services the university offers to students. In the past five years, the percentage of non-white students on the Clifton campus has increased by nearly three percentage points, increasing above 30% of the population. By understanding the demographics of our student body, we are able to offer targeted support services so that students have the resources they need to fully engage in their academic pursuits.

In this section, student services are organized by the vice provost to whom they report. However, UC recognizes that there is much overlap between student services and actively collaborates. A group of office of the provost administrators called Team Student meet regularly to discuss the intersection of student support services. This team consists of the Senior Vice Provost for Academic Affairs, the Vice Provost for Undergraduate Affairs, the Vice President for Student Affairs, the Vice Provost for Enrollment Management, and as needed, the Vice Provost for International Affairs.

## **Enrollment Management**

### Advising & Academic Services

Academic advising and directly related academic services, including all specialized advising programs, are described in 3.D.3.

### One Stop Student Services

One Stop is the primary hub for the delivery of services that are related to supporting “the business of being a student”. Services are available in person, via the web and by phone. One Stop is the student service delivery point for Bursar, Registrar and Student Financial Aid. Through the services of One Stop, students are supported in understanding the university calendars and key action dates; advised on managing their financial obligations; informed on how to access various types of financial aid; and shown how to access curricular requirements, registration and withdrawal requirements, degree and enrollment verification.

One Stop staff are supported by personnel in the Bursar's Office, who provide policy/procedural guidance and process finance functions; the Office of the Registrar, who interpret and publish academic policy and manage course offerings on behalf of the colleges; and the Student Financial Aid Office, who process approximately \$500 Million in federal, state and institutional aid on behalf of UC students.

One Stop is also the home of UC's Financial Literacy Coalition, an educational effort designed to help students understand their opportunities and responsibilities to keep college affordable.

## **Academic and Undergraduate Affairs**

### Experience-Based Learning and Career Education (ELCE)

The Division of Experience-Based Learning and Career Education 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. Within a thriving culture of collaboration, the division provides students, employers and partners a single point of contact for experience-based learning opportunities (including industry collaboratives, co-op, internships, service learning, and undergraduate research) and transition-to-career services.

### The Learning Commons

At the recommendation of Team Student and with support from the Academic Committee and the Council of Deans, the Learning Assistance Center and the Center for First-Year Experience were merged to create the Learning Commons. This new endeavor, which began on January 1, 2018, is fully aligned with the President’s focus on student success, and will introduce efficiencies and coordination across two highly successful and complementary offices.

This single one-stop shop serves students seeking support for academic success. It is the home of a number of large and highly successful peer education programs (peer teaching assistants, tutors, mentors, learning community leaders, etc.). The Commons is designed with significant collegiate input so that the programming offered closely aligns with students’ needs and is strongly integrated with what faculty are doing in the classroom. The Commons is the central partner for colleges, faculty and advisors in the co-creation of academic success programs, courses and strategies, not only for the first year but across the undergraduate experience. Each year more than 6,000 students will take advantage of Learning Commons programs to build confidence, integrate on campus, and master challenging course content. These programs include:

- One-on-one and group-based tutoring in more than 200 courses.
- A nationally-recognized Learning Communities program that brings together first-year students and campus mentors to promote social integration and academic success.
- Academic Coaching for students seeking improved organization,

motivation, and learning strategies

- Student learning assistants for faculty using active and collaborative teaching methods
- Collaborative learning opportunities such as our Success Skills Workshops or Supplemental Instruction program

The Commons offers credit-bearing, drop-in, and appointment-based options

### Libraries

The mission of the University of Cincinnati Libraries is to empower discovery, stimulate learning and inspire the creation of knowledge by connecting students, faculty, researchers and scholars to dynamic data, information and resources.

In pursuit of our mission, we believe that libraries should be places for inquiry, deeper thought and the open exploration of ideas. UC Libraries offers open access to information, spaces to study and to collaborate, and access to research services for all regardless of political, socio-economic or institutional affiliation, as well as to all races, religions, countries of origin or gender identification. It is through this role of open information providers that libraries help to create informed, educated and enlightened citizens. UC Libraries are described in greater depth in section 3.D.4.

### Student Technology Resources Center

The STRC is a student-centered service area within UC Libraries designed to provide instructional technology resources and services to assist students who require specific software or equipment to complete course assignments. Services include help in designing web pages; converting files; creating CDs and DVDs; working in Adobe Acrobat, Photoshop, InDesign, and MS Imaging; digital video editing, and assistance in preparing electronic theses and dissertations.

### **Student Affairs**

The Division of Student Affairs advocates for and meets students' diverse needs by providing innovative co-curricular experiences that enhance wellbeing, foster life and academic skill development, engender responsibility and grow leadership capability. The division is built upon the following four pillars:

- Accessible culture of academic success
- Holistic development of students
- Intentional student advocacy
- Engaging relationships and experiences

In February 2017, the Division launched a strategic plan that outlines how the four pillars above will be elevated. Goals include:

- Create a vibrant, student-centered, on-campus and virtual Student Affairs presence;
- Lead the development of a campus culture in which all students are empowered to thrive;
- Enhance the division's capacity to meet the needs of an evolving and growing student body, and;
- Improve student-centered critical decision-making and response protocols, processes, and practices.

Within the Division of Student Affairs, several departments support the success and retention of specific student populations. These units include, but are not limited to Accessibility Resources, the African American Cultural & Resource Center, Ethnic Programs & Services, the Gen-1 Theme House, the LGBTQ Center, the McNair Scholars Program, Resident Education & Development, Student Activities & Leadership Development, the Women's Center, and Veterans Programs & Services. These units, listed below, assist with the matriculation of a diverse student population at the University of Cincinnati.

#### Accessibility Resources Office

The Accessibility Resources Office (ARO) empowers students with disabilities by providing accommodations and support services. Students who register with the ARO receive accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Examples of services provided by the ARO include digital readings, Communication Access Realtime Translation (CART), testing accommodations, open or closed captioning of classroom videos, peer notetakers, readers for exams, scribes, sign language interpreters, and supernotes transcripts of lectures. The ARO also provides resources to faculty to help them accommodate student needs. The ARO is also a part of the UC Accessibility Network,

which provides resources and support to UC faculty and staff for resolving remediation requests, purchasing accessible software and applications, and creating inclusive electronic materials.

### African American Cultural and Resource Center (AACRC)

The AACRC's signature programs and services create well-rounded individuals from all backgrounds who are culturally aware and ready to become leaders in the community and beyond. Examples include:

- Akwaaba, the Black Student Welcome
- Kuamka, a weeklong celebration of Black student excellence and achievement
- Tyehimba, an Afrocentric graduation celebration
- Transitions, a first-year experience program that uses a Rites of Passage curriculum to increase the retention and graduation rates of African American students. The program includes academic coaching and tutoring, Black male initiatives, development of cultural foundations, leadership development, and community service and engagement.
- BASE, which stands for Brothers and Sisters Excelling, is a peer mentor program designed to assist in the personal, cultural, and educational development of African American students.

### Center for Community Engagement

The University of Cincinnati Center for Community Engagement (CCE) connects students with community partners to make a meaningful impact on our local community. The CCE offers community service programming ranging from one-day service events to ongoing, supported programs as well as community service advising that empowers students and student organizations to bring their own service ideas to life. The CCE also works with AmeriCorps, Teach for America, and the Peace Corps to provide students with pathways to life-long service. Examples of CCE programming include alternative service breaks as well as extensive partnerships with local school districts. One signature program, Bearcat Buddies, connects UC students with K-12 students in the Cincinnati Public School system to provide mentoring and academic tutoring. Numbers of tutors as well as hours of tutoring provided have increased every year since 2010.

(Evidence: 3.D.1 - Bearcat Buddies Impact)

### Counseling and Psychological Services (CAPS)

CAPS is a professional counseling office within Student Affairs. We provide counseling, outreach programs, and related services for UC students and those concerned about their welfare. CAPS help students address and resolve personal issues so that they can make the most of their educational opportunities at the University. The counseling center offers a variety of services including individual and group counseling, sexual assault support services, crisis support, and guided meditation. CAPS works with students on concerns related to stress, depression, anxiety, identity exploration, grief, anger, body image, academic concerns, relationship problems, and sexual assault. Services are offered at rates intended to make mental health services accessible to students. Group therapy is offered at no cost to students, and all students are eligible for three individual therapy sessions at no cost each academic year. Costs for subsequent sessions and other services are listed online. All counseling staff hold at least a master's degree in counseling or a related field. Most hold doctoral degrees in counseling or clinical psychology.

### Ethnic Programs & Services (EPS)

The Office of Ethnic Programs & Services provides a culturally inclusive environment by enhancing the growth and development of underrepresented students through intentional programming, academic and community engagement, and the access of resources.

EPS is home to the Darwin T. Turner Scholarship Program, which promotes academic excellence, fosters diversity and inclusion, and provides leadership development opportunities to qualified students. The program boasts a 97.6% graduation rate and 3.4 grade point average.

EPS also provides a variety of signature cultural programs, including:

- WorldFest, a weeklong cultural celebration featuring traditions from around the world
- BEARchats, is a conversation partner program that creates cross-cultural friendships between domestic and international students.
- Latino initiatives, including the Latino Student Welcome, Hispanic Heritage Month, the Ohio Latino Student Summit, Dream Zone Ally

## Training, and the Rafael Rennella Scholarship

### Gen-1 Theme House

Gen-1 is a living-learning community that supports Pell-eligible, first generation college students to promote a successful transition to the University of Cincinnati, first-to-second year retention, and degree completion. By helping these students achieve academic, personal, and social success, this program transforms lives and enhances the university community.

First and Second year students in the program live on-campus in a residential hall. Students develop critical thinking skills, healthy living habits, social support, and time management skills through the living component of the program.

The academic component of the program includes 3 courses:

- PD 1100: Success Strategies (for first-year participants)
- PD 2100: Service and Success (for first-year participants)
- PD 2070: Purpose & Professionalism (for second-year participants)

Gen-1 students also participate in internships, co-op opportunities, and on-campus jobs to enhance career exploration.

### LGBTQ Center

The LGBTQ Center enhances the campus community for LGBTQ students and their allies through intentional advocacy, providing a safe space, intersectional programming, and access to culturally relevant resources.

The Center provides on-going education to the campus community to build ally-ship for the LGBTQ population. Educational programs include:

- Safe Zone Ally Training, which seeks to build the skills of students, faculty, and staff in make campus and the community and inclusive space for LGBTQ identified community members. (Evidence: 3.D.1 - LGBTQ Safezone Curriculum)
- Advocate Training, which seeks to deepen participants' knowledge around the needs and issues of the LGBTQ community. (Evidence: 3.D.1 - LGBTQ Advocate Training)

- Activist Training is a fully intersectional LGBTQ training designed to assist participants in understanding the roots of oppression and enable participants with social activism skills in order to stand up for justice, equity, and equality.

The Center also provides a number of social support groups for LGBTQ students:

- Grounds for Support is a general support group for LGBTQ students (Evidence: 3.D.1 - LGBTQ Support Group Curriculum)
- Queer Spirituality is a safe space for open and honest dialogue about the intersections of the LGBTQ community and spirituality (Evidence: 3.D.1 - LGBTQ Support Group Queer Spirituality curriculum)
- Kaleidoscope is a support group for students who identify as transgender, gender non-conforming, and non-binary. (Evidence: 3.D.1 - LGBTQ Support Group Kaleidoscope curriculum)
- Fam Connect is a safe space for queer and trans people of color to build community
- ACES is a community group for those who identify as asexual or have questions about their sexuality

### McNair Scholars Program

The Ronald E. McNair Postbaccalaureate Achievement Program is a Federal TRIO program that prepares global scholars for graduate education. The program includes several abroad programs as well as an undergraduate and graduate research program.

### Resident Education and Development (RED/Resident Life)

Research has shown time and again that living on-campus has a positive impact on a student's grade point average, retention, increased campus and community connections, and greater access to academic resources on-campus. Living on-campus at UC aids in the overall development of the student through learning, leadership, inclusion, and community. RED provides programming opportunities and access to faculty members and advisors in the halls to support this endeavor.

In addition, RED offers many different leadership opportunities through the selection, development, and support of over 150 Resident Advisors as well

as student employment of almost 200 Desk Assistants. RED has partnered with First Year Experience and Student Activities & Leadership Development to cultivate and support an academic-based Living Learning Community for Leadership heading into the next year.

The staff is trained and developed through many experiences promoting equity and inclusion in the halls; including day-long seminars on dialogue and storytelling in an effort to ensure that all voices are not only heard in our community, but welcomed and supported.

### Student Activities and Leadership Development (SALD)

Staffed with full-time professionals, graduate assistants, and interns who are available through the year, Student Activities & Leadership Development cultivates a vibrant campus community through engagement, advocacy, inclusion, and education. The office encourages students to build community with more than 600 student organizations, 5 cohort experiences, and a robust academic leadership certificate.

SALD supports a full range of equity and inclusion programs and activities that allow students to develop connections, expand learning opportunities, and become the best version of themselves. The digital footprint allows students to engage on and off campus through the online student engagement software, Campus LINK, and through web-based trainings and social media.

SALD provides programs that have an intentional leadership educational component. The core curriculum helps students acquire the skills employers desire, including critical thinking, problem-solving, writing, and communication.

### The Women's Center

The UC Women's Center is committed to the personal, political, professional, and intellectual growth of women students by facilitating action, promoting intersectional justice, and fostering connections for all students. Yearly educational and engagement programs include Love Your Body Week, Soul Café, Feminist Snack Break, Black Feminist Symposium, Sexual Assault Awareness Week, and Women's History Month.

The Center also hosts cohort programs that support the social development of women. These programs include:

- Elect Her, a program that encourages and trains college women to run for student government and future political office. A collaboration with Running Start, Elect Her addresses the need to expand the pipeline of women candidates and to diminish the longstanding political leadership gender gap.
- \$tart \$mart is a workshop that provides women and femme students with key strategies, useful techniques, and the confidence to negotiate salary and benefit packages for future employment.
- 1 Girl is a mentoring program that provides creative, hands-on leadership development to middle school girls in the local community.
- Women in Leadership and Learning (WILL) is a three-year experiential learning program comprised of both academic and co-curricular experiences designed to develop a student's leadership over the course of their undergraduate collegiate experience. This co-curricular program is a partnership between the Women's Center and the Department of Women's Gender, and Sexuality Studies.

(Evidence: 3.D.1 - Womens Center WILL Syllabus)

### Student Wellness Center

The Student Wellness Center (SWC) prevents and reduces health risks and illnesses that interfere with student academic and personal success. The center provides a multitude of services and programs focused on health and wellness, financial coaching, and healthy living. Programs include educational sessions on mental wellness, nutrition and fitness, stress management, and sexual health, including HIV testing and Gotcha Covered Campaigns (condom distribution programs). The SWC also provides several targeted initiatives, such as the Be Wise program, on responsible alcohol consumption, peer financial coaching, and sexual assault prevention programs, such as How to Help a Friend, Consent 101, and Changing Campus Culture.

### Veterans Programs and Services

The Office of Veterans Programs and Services (VPS) promotes academic success by providing a single point of contact for all military and veterans

services and concerns. The office provides veterans and their dependents with the support and assistance needed to successfully complete their education at UC. Specifically, VPS assists students in understanding and obtaining their veteran educational benefits, transferring their military credits to UC, and accessing mental and physical health services through the Cincinnati VA Medical Center. VPS also connects students interested in military service with the appropriate branch of the ROTC.

## **International Affairs**

UC International facilitates opportunities for international experience and cultural exchange through three distinct offices.

### International Programs Office

Sometimes known as Study Abroad, the International Programs Office helps students receive a well-rounded education by helping them search for programs, apply to foreign universities, and obtain visas. Over 1,700 students study abroad each year, an increase of over 60% since 2013 (Evidence: 3.D.1 - Student Internationalization Dashboard).

### International Services

The International Services Office assists international students and scholars in understanding the rules, regulations, and procedures that must be followed during their stay in the United States. The office also helps students and scholars maintain their visa status, find opportunities for work, pay their taxes and engage in co-curricular activities.

### International Planning

The International Planning Office provides UC students and faculty with opportunities to participate in exchange programs, collaborative research and global engagement. The office works with the community, key partners and global strategy groups to identify worldwide opportunities for international innovation and institutional growth. Current key partners include Future University in Egypt, Chongqing University, the Universite de Bordeaux, Ludwig Maximilian Universitat, and Technische Universitat Munchen.

## **Office of the President**

### Office of Equity and Inclusion

The office of Equity and Inclusion is committed to excellence and diversity, to providing an inclusive environment for our undergraduate, graduate and professional students, as well as our faculty and staff. The University of Cincinnati embraces diversity and inclusion as core values that empower individuals to transform their lives and achieve their highest potential.

### Title IX Office

The Title IX Office leads the university in creating, fostering and maintaining a community in which all may participate in University programs and activities regardless of their sex, sexual orientation, gender or gender identity and expression. The Title IX Office promotes that all persons can work, live, and learn at the university free of all forms of sex discrimination including harassment, exploitation, or intimidation. The office provides education and training for faculty, staff and students; resources for subjects of and those accused of sex discrimination or misconduct; and provides lactation rooms and gender-inclusive restrooms.

### **3.D.2.**

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

### **Response: Admission**

New student applicants are reviewed for admissibility directly to academic programs based on their preparedness, academic credentials and other application materials as part of a holistic review process. Many programs have admissions guidelines that require an applicant to meet specific quantitative metrics to ensure adequate preparation for the rigors associated with these programs. Admissible students who do not meet the admissions guidelines for their program(s) of choice are offered either a similar academic program for which they are qualified, the university's Exploratory Studies program until they meet transition qualifications or make a new choice, or a UC regional (two year) campus program to prepare for transition into a baccalaureate program. The new Center for

Pathways Advising & Student Success (described in 3.D.3) provides pre-admission guidance to new transfer students and supports transition/major-changing students, as they move between university programs and campuses.

### **Orientation**

An important component of the welcome and transition process for new students is Bearcats Bound Orientation (BBO), coordinated by the Office of New Student Orientation. This is an immersive in-person experience for all new first-year students, who are required to participate, as well as many transfer students. The team in this office communicates with students and families regarding preparation for coming to UC, including placement testing requirements and registration for an orientation session. Each BBO session is comprised of many information sessions for both students and parents/family members, which are presented by the various colleges and departments. Both educational and social programming are intensively structured during orientation with a goal of creating a sense of comfort, clarity, care, and connection for new students. Several student business processes are facilitated during this time as well, such as course registration, financial aid, housing, safety, parking, and health insurance. Over 20 sessions of the day-and-a-half long BBO programs occur over the summer, with one “make up” program offered the week prior to the start of classes. More than 30 Student Orientation Leaders provide peer connection and leadership for small groups of students during each session. They are always a favorite aspect of BBO for students, parents, and even staff.

Orientation is additionally supported through a comprehensive mobile app called Guidebook to organize informational content and resources. The Guidebook app was used over 100,000 times in fall 2017 alone.

### **Advising, Placement & Online Tools**

A major component of orientation is the academic advising session that precedes registration for a student’s first semester. Students and parents hear from college faculty and staff and meet academic advisors on the first day of orientation. Students then receive advising and register for classes on the second day, while parents attend other informational sessions.

A key aspect of advising conversations is the appropriate placement of students into math, English, and other courses such as foreign language. The university places students into English courses based on the ACT or SAT sub-score for English or evidence-based reading and writing, respectively. Math placement is determined based on the student's academic program requirements and UC-developed Math Placement Test (MPT) that most students are required to complete in advance of attending BBO. [Some academic programs do not require the MPT, others have specific math sequences required.] Previously earned college credits including dual enrollment, College Credit Plus, test credit, etc. are reviewed and taken into account by advisors for each student before advising begins. Advisors also review any pre-orientation survey information from students in advance about decidedness relative to majors and careers. Several students change their minds about majors during orientation, and our advising system is designed to flexibly connect them to the most appropriate resources as needed throughout the program and afterward. Following orientation, most first-year students are required to receive academic advising in both fall and spring semesters prior to registration for the following semester.

In addition to in-person advising support, online advising tools are available to students and parents on the UC Programs webpage, which provide a full description of each academic program, the complete set of course requirements (a major map) for the degree, a listing of associated careers, and information about any special opportunities associated with the academic program. Degree audits are available, both in UC's student information system "Catalyst" for all current undergraduate and graduate students as well as via Transferology.com for prospective transfer students. Course pre-requisites are also enforced through the Catalyst registration tools. By Spring 2019, students will have an academic planner tool available to map out the semesterly path to graduation with their advisors. In addition to the option to attend orientation in-person for transfer and online students, virtual orientation experiences are also available via Blackboard.

### **Learning Support & Preparatory Coursework**

The new Learning Commons supports preparatory instruction as described in 3.D.1. Preparatory coursework is made available primarily through our

regional campuses to students who need it. Although the majority of developmental education happens on the regional campuses, Clifton campus departments offer a small number of developmental courses to meet student needs

### **3.D.3.**

***Prompt: The institution provides academic advising suited to its programs and the needs of its students.***

**Response:**

#### **UC Investment in Advising**

UC has invested significantly to reinforce student academic advising over the last several years. In 2011, UC invested in the hire of twenty new, permanent academic advisor positions before converting from a quarter to a semester system. In 2016, we allocated an additional \$825,000 in permanent funding (plus \$50,000 in one-time funding) largely for the hire of 10 additional academic advisors to bring student-to-advisor ratios close to National Academic Advising Association best practices. This funding also allowed for the creation of an innovative new Center for Pathways Advising & Student Success (described below) to help address key gaps in meeting student advising need and student success infrastructure. (See "3.C.6 Advising Strategic Plan Phase 1 Final Report," Appendix E: Advising Scan and Needs, and Appendix H: Budget.)

#### **Advising Activity, Quality & Assessment**

There were \_\_\_ advising contacts documented for \_\_\_ UC students in 2017-18. (Evidence: Spring 2018 Advising Activity Snapshot; 2017-18 Advising Scan.) The 2017-18 advising scan reflects that only one out of the 11 undergraduate colleges needs to add at least one or more full-time advisors to meet identified student-to-advisor ratio targets as of Fall 2017. That college is in process on making those allocations.

The National Survey of Student Engagement (NSSE) 2017 shows that UC first-year students report the quality of their interaction with academic advisors as significantly higher than our Carnegie Class Comparison institutions and similar to our peer institutions and regional competitors. Metrics for seniors show similar quality of interaction with comparison

institutions. (Evidence: 3.D.3 - NSSE 2017 Frequencies and Statistical Comparisons, question 13.b). The annual UC Advising Experience Survey (Evidence: UC Advising Experience Survey) consistently reflects similar perceptions of student quality as NSSE but is much more detailed. It was completed by 3,863 students in April 2017. Results are disaggregated and shared with advising administrators and college leadership at the end of each spring to identify target areas of needed improvement at both the program and advisor level. The 2017 data is being used to prompt changes in three colleges' advising models where perception of quality was not as strong. The data provided insights into changes underway this year in advisor training relative to supporting a couple of smaller groups of under-represented students. Additionally, student learning outcomes of advising have been preliminarily identified by a small task force focused on advising assessment. Those learning outcomes are currently being mapped to integrate with UC's emerging Student Success Framework.

### **UC Advising Strategic Plan**

UC's Advising Strategic Plan was developed by a representative, university-wide task force and finalized in 2015-16. The plan was endorsed unanimously by the Faculty Senate the following year and is being used as a guiding document to help us accomplish the UC Advising mission and vision. It addresses advising practice, coordination, quality and assessment. It specifies how the advising & technology strategies from UC's Complete College Ohio Campus Completion Plan, submitted to the Ohio Department of Higher Education, would be actualized. The full strategic plan, summary, and first-year outcomes (ensure they're added online and in evidence) are available to the university community and the public, in addition to UC's Complete College Ohio Campus Completion Plan at this website: (Evidence: 3.D.2 - Advising Strategic Plan Phase 1 Final Report, Appendix B; 3.D.2 Advising Strategic Plan Presentation) The plan was presented and very well received at the National Academic Advising Association Annual Conference in October 2017. It was also presented and included in the published proceedings from the National Symposium on Student Retention in November 2017.

### **Advising Model**

Academic advising is provided by every undergraduate college of the

university through a primarily decentralized model. This model allows advisors proximity to the faculty and a deep understanding of the college's curricula, as well as the opportunity to work with students throughout their degree program as a generalist. Additionally, specialized advising centers and programs address specific student needs that span various student populations. Advising of undergraduates is delivered mostly by full-time, primary role advisors with additional faculty mentorship support. Graduate student advising is facilitated by individual graduate faculty and committees at the departmental level, although a limited amount of graduate advising is also supported by staff. The Office of Advising & Academic Services (described below) provides central coordination, planning, and leadership support for all advising centers and programs in addition to housing some services centrally. This primarily decentralized, but centrally supported model allows for appropriate unit-level flexibility and innovation, while also advancing common alignment toward quality outcomes.

### **Office of Advising and Academic Services**

In 2015, the Office of Advising & Academic Services was established to provide better university-wide coordination of advising and promote high-quality advising across UC academic advising units. This is accomplished through central planning, provision of select academic services, student success technology, advisor professional development, and leadership support for the university's decentralized advising administrators as well as the UC Undergraduate Academic Advising Association. The office is led by an Assistant Vice Provost and houses six units: The Center for Pathways Advising & Student Success, the Pre-Professional Advising Center, New Student Orientation, Catalyst Advising (Tools) & Assessment, College Credit Plus, and the Credit Evaluation Center.

### **Specialized Advising Needs**

In addition to general college-based academic advising, several student populations have more specialized advising needs that are supported by teams with targeted expertise. These specialized supports often work in coordination with students' college-based academic advisors to accomplish distinct, yet complementary outcomes.

### Center for Exploratory Studies

The Center for Exploratory Studies (CES) supports students who enter the university's Exploratory Studies program in the College of Arts & Sciences. Students in this program are generally undecided, or working toward transition into a UC program of choice with more competitive admission requirements. A team of nine academic advisors support all enrolled Exploratory students. Advisors are specially trained with expertise in career and academic decisions, along with a strong working knowledge of the curricula across the university. The center also offers special programming, such as the Major Mentor program, to engage undergraduate students in support of the decision-making process with their peers. CES was published in a National Academic Advising Association (NACADA) monograph in 2007 as an Exemplary Practice Program.

#### Center for Pathways Advising & Student Success

The Center for Pathways Advising & Student Success, new in 2016, provides major-changing (transition) students and new transfer students and with specialized advising and support tailored to their needs, including: pre- and/or post-admission academic advising, transition/major-change advising, transfer/transition student orientation and welcome days, online resources, social programming, and a transfer student ambassador program. The Center employs a team of six advisors, two of whom serve as campus transition advisors located on each regional campus to help support student transitions to the Clifton campus.

The Center serves as the central hub for our Starfish retention and student success platform which facilitates our newly emerging student success networks and our early alert system. This system is being enhanced with integration to the PeopleSoft "Catalyst" student information system in Spring 2017. In addition, the Center centrally coordinates and offers university-wide advisor training as well as online advising resources for both students and advisors. It is located within the Office of Advising & Academic Services, working closely with New Student Orientation and all of the UC colleges.

#### College Credit Plus

The College Credit Plus (CCP) program supports students taking CCP courses for college credit while still in high school. This state mandated

program provides an exceptional opportunity for students to earn early college credit, and includes heavily legislated mandates for how the program is to be managed. The CCP advisor works with students and families to ensure that they are identifying goals, selecting appropriate course options, constructing sound educational plans, are aware of university services and resources, and fully understand the risks, opportunities, and expectations associated with CCP enrollment. In addition to in-person advising, an online advising module is delivered to help facilitate the program for this student population. Most students complete CCP courses while on-site at their high schools, in addition campus-based courses.

#### Office of Nationally Competitive Awards (NCA)

The Office of Nationally Competitive Awards serves as a resource for outstanding students at the University of Cincinnati who seek to compete for world-renowned and highly competitive scholarships and fellowships. NCA mentors students throughout the application process so that they can build the strongest application possible. NCA primarily focuses on a core group of scholarship and fellowship opportunities such as the Boren, Fulbright, Goldwater, Marshall, Mitchell, Rhodes, Truman and Udall Scholarships, all of which require university endorsement. However, resources are also provided for a variety of other scholarships, fellowships, and grants. In the 2016-2017 academic year, ten UC students received or were finalists for university-endorsed awards (Evidence - 3.D.1 - Nationally Competitive Awards).

#### Pre-Professional Advising Center

The Pre-Professional Advising Center advises students who are interested in attending professional school in law and many health professions after their undergraduate career. Health profession preparation is available for medical, optometry, dentistry, veterinary, physician assistant, occupational therapy, physical therapy, and pharmacy schools. The four-person advising team in this office works with students beginning in the freshman year to explore options, prepare a high-quality portfolio, and apply to professional schools. Informational workshops are offered on shadowing, application process, personal statement writing, interviewing, testing, and other important professional school preparation steps. Advising is provided one-

on-one and individualized to student needs. The office also offers an annual Law School Fair, an annual Health Professions Fair, and supports 18 pre-health and pre-law student organizations.

### Student Athlete Support Services

The University of Cincinnati Student-Athlete Support Services (SASS) staff strives to provide the support necessary to assist student-athletes in reaching their full potential academically, personally, athletically, and professionally during their college career. The student-athlete support program works cooperatively with university staff and services to aid student-athletes as they transition into the university, progress through their coursework, receive their diploma and move on to succeed in graduate school, the work force or to compete after their collegiate career.

Academic Services is the core area for all student-athletes who come to the University of Cincinnati. The primary focus is on establishing a graduation plan for each student, and providing the academic support necessary to meet this plan. Seven academic counselors are dedicated to the support of the student-athletes, and provide leadership as well as communication to designated sports. The academic counselors are also responsible for communication with campus advisors, faculty and staff. Student-athletes are closely monitored from their initial enrollment until graduation. Student-athletes are engaged in their learning experience from enrollment to graduation so they become independent learners.

Learning Services is the function that supports the academic services area. Learning services focuses on assisting students with diagnosed learning disabilities, as well as testing students for further assessment to see if an undiagnosed disability exists. Student-athletes can receive study skill and learning strategy development throughout the school year. All student-athletes have access to academic coaching and tutoring as well to support their academic coursework. Tutors focus on specific course content while academic coaches assist students with organization and planning as they adjust to the time management challenges of being a college student-athlete.

Student-athlete leadership encompasses a developmental model within the Committee to Promote Athlete Welfare and Success (CPAWS). The leadership program prepares student-athletes to be professionals by

fostering the development of skills and competencies that will aid in their current and future success. Leadership involves a commitment to understand the impact of decisions and the ability to influence others. A leadership certificate was created for all student-athletes that mandates an annual core of programming as well as elective opportunities, focusing on leadership skills, career exploration, community engagement, and personal development.

#### The University Honors Program

University Honors is committed to helping students maximize their educational opportunities at UC while discovering and pursuing their passions in life and using their gifts and talents to make meaningful contributions to society. The University Honors Program comprises the top 7% of University of Cincinnati undergraduate students and offers an engaging environment in which students are inspired to experience more and learn more. Students are challenged through honors seminars and experiential learning projects that focus on: community engagement, creativity, global studies, leadership and research.

#### **3.D.4.**

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

**Response:** The university operates multiple campuses totaling 251 buildings and 362 acres. Space on these campuses includes traditional classrooms, laboratories, flexible spaces, and libraries and is designed to provide an appropriate environment for effective teaching and learning in each of the institution's unique programs. A full description of the campus and technological resources to support instruction can be found in section 5.A.1.

#### **Instructional Space**

The University has a total of 210 classrooms on the Clifton West (non-

medical) campus, 162 of which are centrally scheduled. The university also has 160 teaching labs encompassing a total of 206,842 square feet. Classes are spread through the day with about half of the day's use occurring in the evening. Since 2009, several improvements have been made to classroom conditions. New classrooms were added to accommodate the change from semesters to quarters in 2012. New classrooms were added and existing classrooms improved in the last phase of renovations to the Teachers/Dyer complex, and the active learning classroom was created in the library, with many different colleges using the space. By fall of 2019, the university is expected to have added 69,904 additional square feet of classroom space, partially but not exclusively due to the new Lindner College of Business and Health Sciences buildings.

### **Clinical Spaces**

Nursing, Medical, Pharmacy and Health Sciences students have the opportunity to practice under the supervision of faculty in the University Health system and Cincinnati Children's Hospital, including clinics. Family settings, hospitals, industries, clinics and community agencies offer experiences of care with patients in many stages of health and illness from a variety of socioeconomic and ethnic backgrounds.

A sample listing of clinical/practice sites for Nursing, Pharmacy, Allied Health and Medicine includes:

- TriHealth
- UC Health
- Children's Hospital Medical Center
- The Christ Hospital
- The Shriners Hospital
- Veterans Affairs Hospital
- St. Elizabeth Healthcare
- Mercy Health Partners
- Beckett Springs
- Summitt Behavioral Healthcare Hospital
- Kroger
- The Lindner Center of Hope
- Beacon Orthopedics and Sports Medicine
- Wellington Orthopedics and Sports Medicine
- Cincinnati Bengals

- Cincinnati Reds
- UC Cancer Institute
- UC Gardner Neuroscience Institute

## **Libraries**

A founding member of the Association of Research Libraries [Evidence-- Association of Research Libraries], UC Libraries offers access to an outstanding research library collection of over 4.4 million volumes, over 150,000 serial subscriptions and thousands of full-text articles online. In addition to providing access to resources at UC, the Libraries also serve as a local gateway to OhioLINK, a consortium that includes a statewide library catalog of over 46 million books and other library materials from 100+ other libraries across Ohio, as well as over 24 million electronic journals articles, more than 100 research databases and over 100,000 e-books. [Evidence: 3.D.5 - UC Libraries Guide]

UC Libraries is expanding the scope and access to library and university collections by transforming the creation, acquisition, organization, discoverability, preservation and curation of data and information to meet the vast and changing needs of current and future students, faculty, researchers and scholars. Scholar@UC, [Evidence: 3.D.5 - Scholar@UC] a digital repository makes accessible, enables re- use, stores, organizes and preserves the full range of an institution's intellectual output, including scholarly, historical and research materials.

Informatics and data management are now a focus for UC Libraries going forward as the roles of libraries and the information professional evolve. The new Digital Scholarship/Digital Humanities Center [Evidence: 3.D.5 - UC Libraries Digital Scholarship Center] will play a pivotal leadership role as connector, facilitator and catalyst in the exploration of digital humanities and digital scholarship at UC.

In the evolving world of modern academic libraries, change is constant. Nowhere is this change more evident than in library spaces. UC Libraries is providing enhanced technology, greater flexibility in research and study areas, and more comfortable group and collaborative spaces throughout our facilities. A few examples include: a transformed 24/7 Langsam 400-Level

that includes modular, technology enabled lounge furniture, five additional group study rooms, new consolidated service point, Langsam Starbucks, and a renovated classroom with a glass wall, larger space, improved lighting, new carpet and furniture and technology to facilitate group work. In addition, the Health Sciences Library provided students with more quiet study space with new furnishings and an Informatics Lab that provides an innovative, hands-on learning space for researchers and grad students. Renovations were just finished in the CECH Library adding a new service point, an updated learning commons and collaborative and enhanced teaching spaces. [Evidence--UC Libraries 2016 Progress Report]

### **Museum Collections**

The University of Cincinnati maintains digital collections and repositories on everything ranging from the Neil Armstrong commemorative archive, to the Willis G. Meyer Map collection to the Subway and Streetcar Improvement collection. UC also maintains the Oesper Collections of the History of Chemistry which consists of three components: The Apparatus Museum, the Rare Books and Journals collections and the Historical Portraits and Prints collection. All are centrally maintained and accessible to students 24/7 via an accessible website link. In addition, UC has a herbarium, a geology collection, a nature preserve, a historical collection of the eminent forest ecologist E. Lucy Braun (1889-1971), and a collection of vascular plant specimens collected worldwide and dating back to the early 1800's (on permanent loan from the Lloyd Library, Cincinnati, OH).

The university also has a fine arts collection. There is not a dedicated gallery for the works, but many are displayed in the buildings and the exterior of campus. Notable pieces include Robert Duncanson's portrait of local merchant Nicholas Longworth and Pieces by Elizabeth Nourse. An accessible walking tour of the art provides the opportunity for self-education. Faculty may request works for teaching purposes as well.

### **Performance Spaces**

The CCM Village is equipped with truly state-of-the-art classroom, studio, and performance facilities, which are housed in four buildings: Dieterle Vocal Arts Center, Memorial Hall, the Corbett Center for the Performing Arts, and Mary Emery Hall.

CCM's performance spaces are truly world-class, the envy not only of the tri- state region but setting a high standard for arts conservatories across the globe. In the context of the present "argument" section of the UC report, it is important that we be very explicit about the use of the term "performance space," which only partially defines the actual use – and greatest value – of these locations. In fact, though they do provide wonderfully appropriate spaces within which performances can be presented, the vast majority of time they are used as an extension of CCM classrooms, providing a real-world "lab" for experimentation and the development of artistry. This is one of the primary reasons we were recently able to secure \$15M to provide an extensive renovation of some of these spaces, making them even more functional in fulfilling the critical artistic and pedagogical purposes for which they were intended, while concurrently enhancing their aesthetic impact.

### **Auxiliary Spaces**

1819 Center?

Niehoff Studio?

### **Technology Resources**

#### IT@UC

The information technology community at the University of Cincinnati, known as IT@UC, includes multiple departments and hundreds of professionals across the university. The UC Information Technologies (UCIT) division, led by the Vice President for Information Technology and Chief Information Officer, facilitates collaborations and partnerships among these organizations and is one of the groups that provides IT services to the university.

#### UCIT

UCIT, the university's centralized IT services provider, is an interdependent organization aligned to partner with students, faculty, staff, and the community to support the university's mission. UCIT provides technology services to support faculty and students such as network and telecommunication services, including a state-of-the-art wired and wireless network; student and faculty email; storage, file & print services; data

warehousing; and site licensed software.

[Evidence: 3D4\_UCIT\_email\_collaboration\_file\_storage\_services, 3D4\_UC Community and Partners Celebrate 100 Percent Wireless Campus, 3D4\_UCIT\_Data Centers, Servers & Storage]

### UCScienceNet

UCScienceNet (UCSN) connects UC researchers to Internet2 and other National Research Networks (NRENs) via the Ohio Academic Resources Network (OARnet) statewide fiber-optics backbone. Its capacity for high-speed data transfer allows researchers to share massive amounts of research data at 10Gb/s speeds. [Evidence: 3D4\_UCScienceNet - NSF Award#1541410\_abstract]

### Canopy

Canopy is the University of Cincinnati's eLearning ecosystem which makes enterprise learning technologies available to all students and faculty. The tools available in Canopy include: Blackboard (learning management system), Echo360 (classroom capture & active learning tools), Kaltura (video repository and streaming), WebEx (web conferencing), Examity (proctored testing), UC Smartbooks (e-texts), and Lynda.com/LinkedIn Learning (online learning platform). A partnership with Blackboard Student Services allows the university to provide students, faculty, and staff with 24x7 phone and chat support for the technology tools within Canopy.

### Professional Development/technology workshops

The Center for Excellence and eLearning, Center for Enhancement of Teaching and Learning, and UC Libraries regularly conduct workshops and assessment for instructional tools, provide digital resources (knowledge base), showcase best practices and provide customized workshops upon request. Examples of these workshops include Using WebEx in an Online Class Setting, Creating Interactive Quizzes with Kaltura, etc. All available workshops are listed in a centralized registration system called Faculty OneStop. [Evidence: 3D4\_Technology\_Workshops\_Faculty\_OneStop]

### Software for students and faculty

UCIT negotiates with vendors to provide discounted or free software to students, faculty, and staff. This includes widely used tools such as

Microsoft Office, anti-virus tools, and operating systems. Also available to students and faculty are academic software packages such as SAS, Mathematica, Read & Write Gold, etc. A comprehensive listing of the software offerings available to students and faculty is included in the supporting evidence. [Evidence: 3D4\_Software for Students; 3D5\_Software\_for\_Faculty\_Staff]

### Business Core Systems

UC's Business Core Systems department, which is part of the Administration and Finance division, maintains two enterprise platforms that are central to UC's mission: Catalyst and UC Flex. Catalyst is UC's new student information system based on PeopleSoft and implemented in 2016, which provides a one-stop location for online student services such as class registration, degree audit, billing, and financial aid. UC Flex is a web-based portal based on SAP that provides the capability to manage financial, cost accounting, and employee self service-related duties at the University of Cincinnati

### **3.D.5**

***Prompt: The institution provides to students guidance in the effective use of research and information resources.***

**Response:** The University of Cincinnati has strategically engaged the university library system as a one-stop repository and resource for the effective use of research and information resources. UC Libraries actively engages with students at several touchpoints throughout their academic years. During orientation, new and international students are introduced to services, technology, space and the research role of Libraries. Librarians teach effective use of research and information resources through face-to-face sessions that are integrated into courses, including first year and intermediate English Composition classes as well as discipline-specific classes. (3.D.5 - UC Libraries Instruction Sessions 2016-2017) Subject librarians [Evidence: 3.D.5 - UC Libraries Subject Librarians] act as liaisons to all the departments on campus. They provide subject specific instruction sessions to students and faculty and create e-Learning materials in collaboration with the teaching faculty. Embedded instruction for online courses is offered through our Blackboard with a guide for distance

learners, customized online tutorials for specific classes and librarian support. In addition, workshops are offered for software tools, emerging technologies and research strategies. Scholar@UC, [Evidence: 3.D.5 - UC Libraries Scholar@UC] a digital repository created by the Libraries in partnership with IT@UC, enables the University of Cincinnati community to share its research and scholarly work with a worldwide audience. (3.D.5 - UC Libraries Instruction Sessions 2016-2017)

Research guides are available through the Libraries website for courses, research help, subject areas and special topics. Pathfinder guides identify databases, information resources and librarians for specific disciplines, e.g. One-Stop Business. [Evidence: 3.D.5 - UC Libraries One-Stop Business Resources] Pedagogy-based guides serve as teaching and learning modules to accompany face-to-face research sessions and for flipped classroom activities, e.g. English Composition 1001. [Evidence: 3.D.5 - UC Libraries English 1001 LibGuide] Research help guides supplement workshop offerings, e.g. Data Management Planning. [Evidence-UC Libraries LibGuides]

The Office of Undergraduate Research supports undergraduates and their mentors in all types of research activity. This includes activities designed to expand knowledge and understanding of people and their environment as well as activities aimed at interpreting and enhancing that environment. The primary objective of the office of Undergraduate Research is to increase the visibility of existing opportunities, showcase student successes, and connect more students to research experiences. More information about the Office of Undergraduate Research and research programs is provided in 3.B.5.

### **Sources**

- <http://www.law.uc.edu/library/archives-special-collections>
- <http://www.uc.edu/aas/strategicplan.html>

### 3.E. – Core Component

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

#### Argument

##### 3.E.1.

**Prompt:** *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*

**Response:** The university recognizes that the co-curricular experiences of students are a critical component of the students' overall learning experience. The Division of Student Affairs, which serves all students, is the major resource for - and provider of - co-curricular experiences at UC. The Division advocates for and meets students' diverse needs by providing innovative co-curricular experiences that enhance wellbeing, foster life and academic skill development, engender responsibility, and grow leadership capacity. This purpose is rooted in the notion that co-curricular programs are integral to the overall student experience. The Division's supports the mission of the university in providing educational programs that actively engage students. The Division of Student Affairs fulfills its mission by providing services and programs that enrich and support the academic experience.

In keeping with the university mission statement's goal to develop educated and engaged citizens, the Office of Student Activities & Leadership Development (SALD) provides a co-curricular leadership certificate in partnership with the College of Arts and Sciences (Evidence – 3.E.1 - Student Leadership Certificate). This twelve credit hour certificate offers students the opportunity to combine classroom learning with a student

leadership practicum experience. In some instances, student leaders use their student organization leadership experiences to fulfill this practicum, other times practicums inside and outside the UC community are found. These experiences improve and enhance students' leadership skills and offer them opportunities beyond the collegiate experience. In addition to this certificate, SALD connects students to more than 600 registered student organizations (ranging from academic, multicultural, and religious to business and recreational), annual leadership conferences, retreats, teaching experiences, campus, internships, workshops, and other developmental experiences.

The Division of Student Affairs also supports the university's commitment to excellence and diversity in our students by providing many opportunities for students to participate in programming that reinforces and supports UC's core values of equity and inclusion. Ally trainings offered through the LGBTQ Center and Ethnic Programs and Services allow students to better understand how to create inclusive spaces for LGBTQ students, undocumented students, and others. The Racial Awareness Program and Accelerating Racial Justice (described in greater depth in 3.B.4), offered out of Student Activities & Leadership Development are intensive dialogue programs that enhance cross-cultural competency for students. The UC Women's Center is committed to the personal, political, professional, and intellectual growth of women students at the University of Cincinnati by facilitating action, promoting intersectional justice, and fostering connections for all students.

The Office of Ethnic Programs & Services also hosts the Darwin T. Turner Scholars program, a scholarship that centers on building diverse and inclusive communities. 135 students participate in the program each year. The program includes a variety of leadership development activities, academic coaching, and one-on-one advising. In spring 2016, all 35 graduates had job offers or graduate school placements prior to graduation.

UC International supports the global focus of our mission statement by providing support and programming for our international students and domestic students interested in studying abroad. A full description of UC International can be found in section 3.D.1.

### 3.E.2.

***Prompt: The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.***

**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. 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. UC provides a high-quality education by offering an extensive range of academic programs, with supporting co-curricular offerings that together provide an exceptional student centered learning experience. (See 3.B and 3.D.)

As the birthplace of Co-op, UC is uniquely dedicated to experience based learning and career education. In 2016, a new division, Experience-Based Learning & Career Education, was created to serve the university community. The University of Cincinnati currently places more than 6,000 students in co-op (which accounts for collective co-op earnings in excess \$65M/year) as part of 14,000 students annually in experiential learning (EL), including co-ops, internships, clinicals, student teaching, UC Forward: the Innovation Collaborative, student teaching, performance, exhibition, student research, service learning, and study abroad.

The University's general education curriculum requires all baccalaureate students to participate in transcribed Experiential Learning and our revised

curriculum includes explicit career education outcomes.

UC's commitment to equity and inclusion is demonstrated through the recent passage of student learning outcomes for diversity, equity and inclusion that are being integrated into our new General Education program as well.

Additionally, UC has received several awards: Insight to Diversity Champion Award (2016), Higher Education Excellence in Diversity Award (2014, 2015 - awarded by INSIGHT Into Diversity magazine. This honor is the only national designation of its kind, it acknowledges U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion).

As evidence of our student's contribution to the community and the economy, UC's community service by its students and employees, generated nearly 90,000 days of work, the equivalent of over \$8.5M in financial impact to the Greater Cincinnati Region. In 2013, the University of Cincinnati was recognized by the APLU in its inaugural economic prosperity award. The "Overall" category award, which recognizes an institution that is making connections between all university-engaged economic development areas, went to the University of Cincinnati for its strategic university/industry simulation and modeling partnership that engages students in experiential learning to directly solve product development and manufacturing process problems. UC also has a commercialization center focused as much on non-technology intellectual property as on scientific discovery and technology development and a non-profit start-up organization focused on trans-disciplinary research and development of products and services.

In 2016, UC and affiliates were awarded over \$429M in research funding which led to opportunities for 2,438 undergraduate students to participate in undergraduate research intensive courses, as well as the myriad of research opportunities described in section 3.B.5.

Finally, we have evidence that the UC education experience provides students with the preparation to be successful contributors in economy and

in their careers. See 4.B.6 for further details

### **Sources**

- <https://www.uc.edu/careereducation/experience-based-learning/undergraduate-research/research-opportunities-.html>
- <http://www.uc.edu/inclusion.html>

### **3.S. – Criterion 3 - Summary**

**Summary**

**Sources**