

Assurance Argument
University of Cincinnati - OH

8/6/2018

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A.1.

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

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

University of Cincinnati's Mission Statement

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier public, urban, research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research.

We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and freedom of intellectual inquiry flourish.

Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy, and enrich our University, city, state, and global community.

University stakeholders have used the mission statement to develop priorities and guide strategic initiatives such as: the [UC2019/Academic Master Plan](#), [Research Pathways](#), [UC Foundation's Strategic Plan](#) and the [Diversity Plan](#). In short, the university is sharpening its vision of UC's institutional priorities as it enters its Bicentennial with a new [strategic direction](#) designed to lead urban

public universities into a new era of impact. This direction is developed off of three platforms, and nine pathways:

Academic Excellence

- Faculty Investment
- Bearcat Promise
- Staff Enrichment

Urban Impact

- Urban Health
- Urban Futures
- CPS (Cincinnati Public Schools) Strong

Innovation Agenda

- Innovation District
- Co-op 2.0
- Inclusive Excellence

The strategic direction is designed to promote [collective engagement](#) from all colleges and units within the university and from outside stakeholders. This process is inclusive and ensures that UC's guiding documents and actions remain nimble, relevant, ambitious, and central to its mission.

1.A.2.

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

The University of Cincinnati serves the people of Ohio, the nation, and the world as a premier public, urban, research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research, and maintains this commitment across its diverse and comprehensive academic and service environment. The university comprises 13 colleges, including two regional colleges (both of which are separately accredited by the HLC), with 379 academic degrees at the undergraduate, graduate, and professional levels. The Clifton (Main) colleges and areas of study include the following:

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

- Winkler College of Pharmacy

Enrollment Profile

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

Between fall 2010 and fall 2017, total headcount on our [Clifton \(Main\) campus](#) has grown from 32,283 to 37,204, a 15% increase. The calculated proportion of underrepresented minority (URM) students has grown from 11.4% in 2010 to 14.1% in 2017. In 2017, 3,384 international students account for 9.1% of the total enrollment, whereas in 2010, they were 2,205 (6.3% of total).

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

Over the years, the [student population](#) has become slightly younger. In 2010, 44.2% of the Clifton (Main) enrollment were 21 years of age or younger. By 2017, it is 51.8%.

In 2010, 75% of undergraduate [first-year students were staying at University residential housing](#); in 2017, this has increased to 79.6%.

At the undergraduate level, new incoming classes have improved in academic profile. The percentage of students coming in with a 3.0+ [HS GPA](#) has gone from 85% to 90% (evidence: Clifton First-Time Student GPA), and the percentage with [ACT](#) scores 25 or higher has gone from 52% to 59%.

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

The [retention rate for baccalaureate degree-seeking students](#) has improved from 82% (2006 cohort) to 86% (2016 cohort). Six-year [baccalaureate graduation rates](#) have improved from 56% (2004 cohort) to 69% (2011 cohort).

In an effort to support student success, the university provides a comprehensive array of services and programs (see 3.D.1) consistent with its mission. UC's [General Education Program](#) (GenEd) requires all baccalaureate students to participate in experience-based learning. Below are examples of mission-based support for experience-based learning. Building these supports were the subject of our institutional [Quality Improvement Plan](#). The University's Division of Experience-Based Learning and Career Education (ELCE) serves as a fully integrated career preparation hub within the University of Cincinnati. As the global birthplace of cooperative education, the division is a recognized leader in "real-world" education. [ELCE](#) is the instructional home of the university's Cooperative Education Program, which for over 100 years has provided students the opportunity to alternate full-time terms of school and work to give them a solid base of experience and professional development. In 2016-17, students worked in over 7,300 co-op positions at 1,377 unique employers with collective earnings totaling over \$66 million. The International Co-op Program (ICP) provides exciting opportunities for UC students to learn a second language and gain international experience through an overseas co-op assignment. Programs are available in Germany and Japan.

Furthermore, UC's Division of Student Affairs advocates for and meets students' diverse needs by providing innovative co-curricular experiences that enhance well-being, foster life and academic skill

development, engender responsibility, and grow leadership capability. UC considers diversity, equity, and inclusion to be benchmark values as evidenced by commitments at all levels of the institution, ranging from the Gen-1 House, annual incentive grants and awards that support diversity, faculty diversity initiatives, and a strong commitment to social justice. A more in-depth description of UC's student services is found in Core Component 3.D.1.

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

1.A.3.

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

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

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

Sources

- 1600 QIR Review University of Cincinnati
- Baccalaureate Graduation Rates
- Baccalaureate Retention Rates
- BOT approval of Mission Statement 1.A.1
- Clifton First-Time Cohort Campus Housing
- Clifton First-Time Student ACT
- Clifton First-Time Student GPA
- Clifton Headcount by Age
- Clifton Headcount by Gender
- Clifton Headcount Demographics
- Diversity Plan.pdf
- ELCE Annual Report- 2016-2017
- General Education (GenEd) Core.pdf

- Next Lives Here-ways to engage
- President Cabinet
- Research-Pathways-2015
- Third Century Reports
- Trustees, Home _ University of Cincinnati, University of Cincinnati
- UC Foundation Strategic Plan.pdf
- UC_StrategicDirection_R6
- UC2019Academic Master Plan

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1.B.1.

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

The institution clearly articulates its [mission](#) on [multiple websites](#), in public documents and in the [Student Code of Conduct](#). College and unit mission, vision, goals, and objectives are developed in alignment with the university mission statement. UC's mission informs its actions and guides the establishment of its priorities, as evidenced by references to the mission within the university's [strategic direction](#) and plans throughout the years.

1.B.2.

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

All of the university's mission documents are kept in alignment through the university's [strategic direction](#), which seeks to provide a dynamic way of continually evaluating UC's future. The strategic direction is directly tied to the university's mission, draws on previous strategic planning efforts, and builds on what the university has accomplished and learned from those plans. It directs time and resources to actualizing UC's mission. The university's strategic direction was developed with input from a comprehensive listening tour as well as the wisdom contained in all of the university's preceding planning processes. It is designed to allow UC to be more focused on those aspects of the mission that need attention and to nimbly address other areas of strategic need as the institution advances change. The platforms and associated pathways are current and fully aligned with our mission:

- Academic Excellence and its associated pathways (Faculty Investment, Bearcat Promise, and Staff Enrichment) speak to UC's commitment to excellence in education and the centrality of its obligation to students, faculty, and staff.

- Urban Impact and its associated pathways: Urban Health, Urban Futures, and CPS (Cincinnati Public Schools) Strong speak to UC's commitment to the community and to an agenda that advances diversity, equity, and inclusion.
- Innovation Agenda and its associated pathways (Innovation District, Co-op 2.0, and Inclusive Excellence) speak to UC's commitment to experience-based learning and the capacity for UC to create impact as a premier, public, research institution.

1.B.3.

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

The mission clearly identifies a commitment to undergraduate, graduate, and professional education, across a wide array of disciplines with a strong emphasis on experience-based learning. Constituents identified in the mission include students, faculty, staff, and the local, national, and international communities that UC serves. The university recognizes that its impact is felt locally, throughout the state, and globally. Through a variety of programs and services, the [university supports students, faculty, and staff](#) in their personal and professional growth.

Sources

- [libraries.uc.edu_arb_records-management_responsibility](#)
- SCOC - mission statement - page 1, b
- UC Benefits Final full report 2017
- [uc.edu_about_mission](#)
- [uc.edu_trustees](#)
- [UC_MainReport_1617_Finalv2](#)
- [UC_StrategicDirection_R6](#)

1.C - Core Component 1.C

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

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

Argument

1.C.1.

The institution addresses its role in a multicultural society.

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

The university recognizes a broad and inclusive concept of diversity that encompasses internal, external, organizational, and cultural dimensions – from the commonly recognized considerations of race, gender, ability, geographic status, and seniority, to the less prevalent categories of generations and thinking styles. As a result, UC's guiding documents and personnel both address and reinforce the role of the institution in a multicultural society. The [university's diversity plan](#) concentrates on four primary areas: 1) recruiting, retaining, and advancing faculty, staff, and students from underrepresented communities; 2) creating a welcoming and inclusive climate where all individuals can live, learn, work, and thrive in a safe and supportive environment; 3) serving as a resource to the community to enhance learning, service, and employment opportunities; and 4) tracking its progress through metrics.

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

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

measure of consistency and standardization across the university relative to messaging, processes, and practices.

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

UC's general education core is designed to direct students to courses and experiences that prepare graduates to contribute and thrive in a global, diverse, and technological society. These courses aim to enhance the cultural competency of the UC student body. In 2017, the [university faculty voted](#) to strengthen UC's commitment to diversity, equity, and inclusion through its general education program by developing student learning outcomes and creating a new category within "contemporary topics" to address these outcomes.

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

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

1.C.2.

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

The university strives to provide an opportunity for its constituents to live, learn, work, and thrive in a safe and supportive environment. We seek to make all processes and activities fair and reflective of human diversity in an ever-evolving multicultural society. The [Office of Equal Opportunity & Access](#) (OEOA) guides the university community in establishing fair and consistent practices for sourcing applicants (students and employees), hiring, and promotion. The office regularly conducts a workshop entitled Inclusion Advocacy in Support of [Equitable Hiring Processes](#). This 90-minute workshop is designed to empower and engage the UC community in efforts to ensure equal employment opportunity, and good faith, affirmative action practices towards diversifying the university workforce. Providing attendees with foundational policy information and compliance requirements, this session prepares search committee members, hiring units, and leadership to recruit strategically, equitably assess validated qualifications, structure fair hiring processes, and champion workforce diversity across the organization. This program is designed to supplement—not replace—OEOA search committee consultations, particularly for individuals desiring to better advocate for inclusive employment practices at UC.

In collaboration with community partners, the Office of Equity, Inclusion & Community Impact developed a series of educational programs designed to facilitate conversation, increase understanding, and advance cultural curiosity and competence in several areas related to equity, diversity, and inclusion. In 2017, [18 sessions](#) were held with topics that included the

Multigenerational Workforce, Emotional Intelligence & Diversity, Microaggressions in Everyday Life, Safe Zone Training (to support our LGBTQ community), and Stars & Stripes Training (to support our veterans, military students, and their families). Given the national discord, a special module, Courageous Conversations, was developed to facilitate dialogue on sensitive subjects. Based on the Video Review for Crucial Conversations (Callibrain, 2015) and a PaperClip Communications (2016) Informed Discussions resource, this interactive session provides ground rules and best practices for facilitating and engaging in difficult conversations. As an added feature, attendees practice with each other using real-life scenarios. Other offerings include Anti-Harassment and Non-Discrimination Training from OEOA as well as education and training related to Title IX, the federal civil rights law prohibiting discrimination on the basis of sex or gender.

In order to move from theory to practice, the College of Education, Criminal Justice and Human Services' Counseling Program Diversity Work Group launched an inaugural assessment of the college's environment in academic year 2015-2016; Phase I of an Institutional Review Board (IRB)-approved study. The [evaluation](#) contained, among other assessments, the Cross Cultural Counseling Inventory-Revised (CCCI-R) (LaFromboise, Coleman, & Hernandez, 1991), a validated instrument developed to measure the cross-cultural competence of clinicians. Pre-test scores provided evidence of a deficiency in the Cultural Sensitivity subscale of the CCCI-R. Phase II of the study began with the Work Group consulting with the Office of Equity, Inclusion & Community Impact to identify an appropriate intervention for advancing cultural competence among faculty as well as counselors-in-training. A review of literature found a specific experiential training device, Bafa Bafa, to be effective in increasing participant understanding of cultural diversity (Inglis, et al., 2004). The Vice President for Equity & Inclusion facilitated a "Train-the-Trainer" workshop to prepare faculty, doctoral students, and members of the Diversity Work Group to employ this intervention to increase cultural competence and sensitivity among Masters-level counseling students.

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

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

Sources

- Accessibility Network
- Bearcat Bound ResourceGuide_2018
- Creating a Culturally Responsive Classroom._6.27.18
- D&I Resource Liaisons, University of Cincinnati
- Diversity Council Membership_Evidence_Criterion 1
- Equity and Inclusion Offices & Programs
- IE_Workshop_Schedule_Fall_2017
- Inclusion_Advocacy_in_Support_of_Equitable_Hiring_Processes
- Office of Equal Opportunity & Access_uc.edu_inclusion_oEOA

- Revising GenEd, University of Cincinnati
- Student Diversity and Inclusion Council.pdf
- UC-Diversity-Plan 2011-2016

1.D - Core Component 1.D

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

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

Argument

1.D.1.

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

As outlined in UC's mission statement, "through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy, and enrich our university, city, state, and global community." A central aspect of the university's value to the community is its engagement with and subsequent impact on the community, through its academic activities as well as the service of its faculty, staff, and students. The community benefits generated by UC are often a direct result of its academic activities through experience-based learning, service to community organizations and individuals, research and operational spending.

A recent analysis of the [University of Cincinnati's Economic Impact](#) and Return on Investment of Education by an independent provider shows the university delivers a significant economic boost to the region and state of Ohio thanks to alumni impact, operations and research spending, student demand for goods and services, launch of start-up companies and more. The study finds that UC's impact on the business community improves higher education delivery throughout the region and helps students increase their employability and potential. The university facilitates new research and company developments, provides healthcare for the region through its medical centers, and also draws visitors to the region, generating new dollars and opportunities for the Cincinnati Metropolitan area. The benefits created by UC also extend to the state and local government through increased tax revenues and public sector savings. The overall impact of UC on the business community in southwest Ohio, northern Kentucky and eastern Indiana is nearly \$4.2 billion in added income to the business community, an amount that supports 61,704 jobs.

A study published in 2017 by [UC's Economic Center](#) estimated the financial impact of UC's volunteerism in the community exceeds \$3.1 million. The impact is evidenced in myriad ways, including service, innovation, K-12 education, employment, health and wellness, social justice initiatives, legal support, culture, and athletics, in addition to creating an educated and socially conscious citizenry. Recent examples of outreach and engagement include:

- [Bearcat Buddies](#) tutoring program

- [UC Science Fair](#)
- [Cincinnati Scholarship program](#)
- [Alliance for Arts in Research Universities](#)
- [Higher Education Mentoring Initiative](#)
- [UC Serves](#)
- [Innocence Project](#)
- [UC Women Lead Program](#)
- Hundreds of annual cultural performances and exhibitions
- [Village Life Outreach](#)

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

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

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

Finally, as an institution that is committed to [experiential learning](#), last year (2016-2017) there were more than 14,000 Clifton (Main) undergraduate students that participated in over 31,000 course-based [experiential learning placements](#). These included student teaching, clinical placements, cultural performances, exhibitions, study abroad, co-ops, internships, and industry collaboratives through UC Forward.

1.D.2.

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

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

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

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

1.D.3.

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

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

- The [Safety and Reform Community Advisory Council](#) (CAC) provides a forum for community input regarding reform efforts of the University of Cincinnati Police Department (UCPD). The goal of the CAC is to guide the UCPD forward to become a national model for best practices in urban-university policing. Members of the CAC provide oversight to ensure meaningful transformation and sustainability. Specifically, the CAC's purpose is twofold:
 1. To advise the UC Vice President for Safety & Reform on developing UCPD's reform agenda as well as tracking its progress and communicating its impact; and
 2. To assist the UCPD Director of Police Community Relations in building, enhancing, and expanding UCPD's relationships with its diverse local communities.
- [UC Research Institute](#) (UCRI) was created to advance industrial sponsorship of research and development activities of university faculty, researchers, and staff. UCRI creates a comprehensive strategic approach for business engagement throughout the entire university.
- [Veteran's Programs and Services](#) is committed to providing veterans the support and assistance they need to successfully complete their education at UC. Its services include: utilization of education benefits, Veterans Integration to Academic Leadership (VITAL), the Yellow Ribbon Program, and Sisters in Arms.
- [College-Conservatory of Music](#) is the largest single source of performing and media arts events in the State of Ohio. Its annual calendar boasts nearly 1,000 events, ranging from solo recitals to fully staged opera and musical theatre productions.
- [The Uptown Consortium](#) is a non-profit corporation made up of UC Health, TriHealth, Inc., Cincinnati Children's Hospital Medical Center, Cincinnati Zoo & Botanical Gardens, and the University of Cincinnati. The Uptown Consortium undertakes a variety of investment and

program activities to help provide housing, health care, and job opportunities.

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

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

- [Carl H. Lindner College of Business has a Business Advisory Council](#) that provides advice, counsel, and assistance to the leadership of the Carl H. Lindner College of Business. The Council includes a cross-section of business leaders from the Greater Cincinnati region and national business community, representing small, medium, and large companies from the public, private, and family-owned sectors.
- College of Education, Criminal Justice, Human Services and Information Technology [Dean's Advisory Council](#) was developed to render advice to the dean on any matter affecting the college, including matters involving alumni relations, community relations, and private support.
- The Aerospace Engineering & Engineering Mechanics Department consults with an [advisory board](#) consisting of an all-volunteer group of engineers in the Aerospace/Aeronautics industry. This advisory board meets as a group once a year with department leadership and periodically through webinars hosted by the Board Chair.

Sources

- ABOUT US — Uptown Consortium
- Academic Health Center.pdf
- Advisory Board Aerospace Engineering 1.D.3
- Alliance for the Arts in Research Universities 1.D.3 - DAAP Alliance
- Bearcat Buddies, University of Cincinnati_1.D1
- Business Advisory Council, College of Business 1.D.3
- CCM Did You Know
- Cincinnati Scholarship 1.D.3
- Dean's Advisory Council CECH 1.D.3
- Experiential Learning Placements
- Experiential Learning.pdf
- Governance_Faculty Senate_1.D.2
- HEMI
- IT Council_1.D.2
- Ohio Innocence Project_1.D.3
- Safety and Reform CAC Home Page

- Student Affairs
- Students, Grades 5-12 - Science Fair - 1.D.3
- UC Benefits Final full report 2017
- UC Receives 2015 Community Engagement Classification from Carnegie Foundation
- UC Serves - 1.D.3
- UC Women Lead Program - 1.D.3
- UC_MainReport_1617_Finalv2
- UCRI
- Veteran's Programs and Services
- Village Life Outreach Program 1.D.3.pdf

1.S - Criterion 1 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Cincinnati is serious in its focus on integrity for all university functions.

The University

As a public institution, the University of Cincinnati is governed by the rules of the Ohio Department of Higher Education, the Ohio Ethics Commission, and UC's Board of Trustees. For example, [Board of Trustees Rule 3361:10-17](#) (page 1, A.1) states, "As members of the university of Cincinnati ("university" or "UC") community, all faculty, staff, students, members of the board of trustees, university officers, and affiliates are responsible for maintaining the highest ethical standards of this institution, and of the broader community in which we function. The university values integrity, honesty, and fairness, and strives to integrate these values into its teaching, research, service, and business practices."

The university does not tolerate discrimination on the basis of sex, including sexual harassment, sexual violence or retaliation. The [Title IX Office](#) has set forth explicit policies and procedures and offers [training classes](#), [support and reporting options](#) and [materials](#) to students and university employees to increase awareness and accountability.

Faculty

The full-time faculty are represented by the American Association of University Professors (AAUP), thus rules and policies regarding a variety of faculty issues conform to the [AAUP/UC Collective Bargaining Agreement](#) (CBA). These rules protect the bargaining unit in the areas of academic freedom, non-discrimination, reappointment, promotion, tenure, and other faculty work-life issues. Thus, unit rules are implemented in accordance with the CBA to ensure that all faculty are treated in a fair and equitable manner by the various individual units that implement the rules.

UC operates a shared governance process outlined in the CBA and is present at the department level (governed by departmental operating procedures), the unit level (governed by college bylaws), and the university level (governed by Faculty Senate, Undergraduate Student Government Association, and Graduate Student Governance Association).

Faculty are expected to engage in fair grading practices. If a student believes that a grade has been improperly assigned, the student may employ the [undergraduate](#) or [graduate](#) student grievance

process, which is overseen by the University Ombuds and the College Grievance Review Committee (CGRC). The grievance process starts with an informal resolution stage where the student attempts to resolve the situation through discussion with the faculty, department head, and/or the college dean's office. If the informal process is unsuccessful, voluntary mediation or formal hearing can be pursued by the student. The [process](#) is detailed in flowchart on the University Ombuds website.

Faculty are also expected to engage in [ethical practices](#) regarding their research. Please refer to 2.E for more details.

Students

We apply high ethical standards to the student learning environment. The University's [Student Code of Conduct](#) sets forth expected behaviors of all students and outlines the process for grievances, adjudication, and corrective measures. These [processes](#) are managed by the [Office of Student Conduct and Community Standards](#). This provides a roadmap to all student disciplinary and grievance procedures.

Research

The university is committed to producing ethical and relevant research. The [Institutional Review Board](#) (IRB) reviews all research protocols that include human subjects to ensure that researchers take appropriate steps to protect the rights and welfare of human participants in research. To protect the integrity of the researcher, the institution, and the research enterprise, the university has a [conflict of interest policy](#) along with a committee (COIC) that reviews individual conflicts of interest (COI) in research. The COIC works with the researcher to implement measures that mitigate the COI, allowing the research to move forward in a responsible and ethical manner. The IRB has a separate subcommittee on COI that reviews and manages investigator financial relationships related to the sponsor by creating protocol-specific safeguards.

To protect the university from risks resulting from [institutional conflicts of interest](#) (ICOI) where the [financial interests of the institution](#) or an institutional official, acting within his or her authority on behalf of the institution, may affect or appear to affect research activities, policies, procedures, and an institutional conflict of interest committee (ICOIC) are in place. The [safety and welfare of human subjects](#) will not be compromised by the existence or even the reasonable appearance of ICOI.

The [Human Research Protection Program](#) and the [Office for Ethics in Industry Engagement](#) within the university Office of Research, oversee the policies and procedures related to the IRB, COI, and ICOI.

Sources

- 2016-2019 AAUP CBA
- 3361_10-17-08 - policy on conflicts of interest
- 3361_10-17-09 - employee financial interests in private companies
- 3361_10-17-10 - ethical conduct in research involving human subjects
- 3361_10-17-10 - ethical conduct in research involving human subjects
- BOT Rule 3361 10-17-03 Code of Conduct
- COIC and policy
- Conduct Flow Chart

- Grievances, Graduate School, University of Cincinnati
- Human Research Protection Program
- Incident Reporting, Student Conduct and Community Standards
- Institutional Compliance
- IRB Board
- Office for Ethics in Industry Engagement - Overview
- SCOC
- Student Grievance Policy and Procedures Flowchart
- Title IX and University Policy
- Title IX Brochure
- Title IX Support & Reporting Options
- Title IXD on-line training
- Undergraduate Student Grievance Policy

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Presenting UC to the public

The University of Cincinnati has an extensive set of resources for students, parents, families, alumni, staff, faculty, and members of the general public. The [home page](#) provides access to extensive information and resources. These include links offering guidance for future and current students, faculty, staff, and alumni.

Via a number of pathways, audiences can access the following information:

- [Campus visits](#): This information is readily accessible from the home page. A button on the home page invites students to “[Visit Campus](#),” leading to a page regarding visiting, taking a virtual tour and to Campus Maps.
- The “Apply Today” button and other digital pathways lead to a top-level [Admit](#) page. This Admit page contains links for **visiting campus, undergraduate programs, graduate programs, transfers, tuition and fees, scholarships and other financial aid, student job opportunities**, and more.
- Second-level pages off the home page, and other digital pathways lead to information on majors and programs on the [undergraduate](#) and [graduate](#) level.
- Accreditation information is available via a path from the home page to the [About](#) page. The Governance and Policies subhead leads to accreditation information. Both [HLC accreditation](#) information and [specialty accreditation](#) is available via this and other pathways.
- The icon for the [UC Directory Page](#) is located at the top right of the home page and provides the ability to search for contacts, offices, units and colleges, etc. Another pathway to this universal directory is found via an icon near the home page footer. Another icon located near the home page footer leads to the university’s [events calendar](#).

The home page also contains news information highlighting recent student, alumni, staff, and faculty achievements. In addition, the [news link](#) from the home page leads to all recent headlines, recent university magazine issues, contacts, and more. The [UC Fact Sheet](#) also contains general information about the university.

Further, the university has a strong [social media](#) presence, using a range of tools, all of which are accessible from the university’s sites and pages, as well as the colleges’ and units’.

Specific information augments the materials available to the public, especially information for current students, as well as for faculty and staff. Since the last accreditation, the university has established new systems, tools, and resources dedicated to [enrollment management](#)/services for students.

Enrollment Management encompasses undergraduate Admissions, Advising, College Credit Plus, Orientation, Registrar, Research and Assessment, and Student Financial Aid. The online presence related to Admissions provides access to the requirements for admission both to the university and particular programs. The website also describes the [admissions process](#) and requirements for [high school students](#), [transfer students](#), [international students](#), and [admitted students](#). Information on [student costs](#), including tuition and fees as well as financial aid, are easily accessible via a number of digital pathways. Available information includes the [net price calculator](#). This student financial aid page includes information on types of aid, fees and billing, maintaining eligibility, student employment, loans, financial planning, and much more. The [Office of the Bursar](#) page addresses bill paying and more.

The [OneStop](#) Student Services has both physical and virtual locales, providing students centralized support from the offices of the Registrar, Bursar, and Student Financial Aid. Virtually (and in person), students can find information on enrollment, academic records, billing, and financial aid – all in one place.

The Division of [Student Affairs](#) has a [Parents and Families page](#) that provides links to [resources](#) related to academics, student life, public safety, admissions, commuter services, residence halls, and more. The Parents and Families page also links to a guide to billing and financial aid information via the [Parent FAQ](#) link. The Division of Student Affairs website also includes information on university [OMBUDS](#), [accessibility resources](#), [counseling and psychological services](#), [student conduct and community standards](#), which includes both academic and non-academic misconduct, [Title IX](#), and more. On the footer of this page and all other UC pages is a link to the [notice of non-discrimination](#).

A [Students page](#) contains links accessing similar information, as well as a link to [University Health Services](#).

UC's [Right to Know](#) page is distributed to the campus community annually and contains information related to safety, student outcomes, resources, policies, and conflict resolution.

[Board rules](#) are also found online, and address policies and university rules specific to students, faculty, and staff.

Links to the university's mission statement, vision, and strategic direction are available on the [About UC](#) page. Information on mission and general facts are available via the Fact Sheet, and information on the university's [strategic direction](#) is available via the president's site.

Information related to instructors/researchers and their credentials is available on academic departmental pages in the respective colleges. The [research directory](#) allows any member of the public to search a faculty researcher's expertise and background by name or by area of specialty. Through the Provost's [Academic Personnel](#) office, the university provides information on resources; reappointment, promotion and tenure; Board rules; university policy and procedures; collective bargaining agreements, and more, including academic planning and [decision making](#).

Through the [Office of General Counsel](#) the university actively complies with the Ohio Public Records Act. This law enables any member of the public to receive, upon request, any public record maintained by the university. This site includes a link to the [public records policy](#) and the manner to make such a request.

Sources

- About - Accreditation page 7
- About UC
- Academic Personnel, Home
- Accessibility Resources
- Accreditation
- Admissions home page
- Admitted Students
- Apply
- Bursar
- Counseling & Psychological Services
- Current News
- Enrollment Management
- Events Calendar - Calendar
- Graduate Degree Programs and Majors
- High School Students
- HLC Accreditation
- Integrated Decision Making
- International Students
- Net Price Calculator
- Notice of Non-Discrimination,
- Office of General Counsel, Home _
- Ombuds
- One Stop
- Parent FAQ
- Public Records Requests,
- Research Directory
- Right To Know,
- SA_Parents and Families webpage
- SA_Resources
- Social Media
- Student Affairs
- Student Conduct and Community Standards
- Students, Home
- Title IX,
- Transfer Students
- UC 2018-19 Costs
- UC Directory Services
- UC Facts sheet
- UC Home page.pdf
- UC_StrategicDirection_R6
- Undergrad Degree Programs and Majors
- University Health Services
- University Rules,
- Visit Campus
- Visitors page

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1.

The governing board's deliberations reflect priorities to preserve and enhance the institution.

An 11-member [Board of Trustees](#) governs the University of Cincinnati. Comprised of nine voting members and two non-voting student members, the Board is appointed by the Governor of Ohio with the advice and consent of the State Senate pursuant to [Ohio Revised Code 3361.01](#). Trustees are appointed to a nine-year term of office, with the exception of student trustees who are appointed to a two-year term. The Board also consists of representatives from several constituent groups: faculty, alumni, and foundation. These representatives are not entitled to attend executive sessions of the Board.

The Board is responsible for [selecting and appointing the president](#); setting the operating [budget](#); [approving personnel appointments](#); granting all degrees awarded by the university, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all rules, regulations, curriculum changes, new programs, and degrees of the university.

The Board holds [six regular meetings](#) per year in addition to any special meetings, and complies with all provisions of the Ohio open meeting law set forth in [section 121.22](#) of the Revised Code. In order to govern the university as effectively as possible, the Board has [seven committees](#): Academic and Student Affairs, Health Affairs, Finance and Administration, Audit and Risk Management, Governance and Internal Affairs, Government Relations, and Investment. These [committees](#) meet prior to each of the regularly scheduled meetings and present recommendations and resolutions to the full board for consideration.

2.C.2.

The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

[Minutes](#) from the [Board of Trustees' meetings](#) reflect the [deliberative processes](#) of [matters pertinent](#) to the interests of internal and external constituents. The university uses an integrated decision-making

process, better known as a shared governance model, to ensure multiple well-established governance committees are able to provide input. These [all-university governance committees](#) include: Athletics Advisory Council, Council of Deans, Diversity Council, Executive Committee, Faculty Senate, Fiscal Coordinating Committee, General Education Coordinating Committee, Graduate Council, Graduate Student Governance Association, President's Advisory Council on Environment and Sustainability, President's Cabinet, Strategic Enrollment Management Policy Council, Undergraduate Academic Affairs Committee, Undergraduate Student Government, University Academic Committee, University Budget Committee, University Honors Committee, University IT Council, and the University Naming Committee.

2.C.3.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Members of the Board of Trustees adhere to the [university's code of conduct and conflict of interest policy](#). As such, board members do not vote on issues where they may have an interest. Each year, Board members submit financial disclosure statements to the Ohio Ethics Commission, which tracks business dealings with the university. Additionally, the Board receives ethics training from the Ohio Attorney General's Office.

As a public institution supported by public resources, even the appearance of misconduct or impropriety can be very damaging to the university. Members of the University of Cincinnati strive to maintain the highest standards of quality and integrity. This involves more than merely complying with the law. Sometimes, specific laws or regulations do not govern the university's business activities and the conduct of its members. In these instances, principles of fairness, honesty, and respect for the rights of others govern our conduct. In addition, each individual is required to conduct university business transactions with the utmost honesty, accuracy, and fairness. Each situation is examined in accordance with this standard.

2.C.4.

The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Although the Board of Trustees may deliberate and make certain institutional decisions, the day-to-day operations are deemed the responsibility of university administrators. Similarly, academic matters are under the purview of the faculty. For example, in the appointment of college deans, the Board invests them with authority for the daily management of their colleges. A central tenet of the Collective Bargaining Agreement (CBA) between the UC Chapter of the AAUP and the university administration is a clearly defined policy of shared governance, which is articulated in [Article 27](#), "Governance of the University." The Board approves the CBA and respects the policy laid out within it. On occasion, the Board may issue a resolution in support of administrative decisions.

Sources

- 3361_10-1-04 - BOT bylaws_meetings
- 3361_10-1-05 - BOT bylaws_committees
- 3361_10-17-03 - BOT Code of Ethics_CoC

- All-University Governance Committees
- Board of Trustees
- BOT and their powers
- BOT Budget
- BoT Committee Roster 12.7.2017 - Board Standing Committees
- BOT Meetings RegBoardMinutes 10.24.17
- BOT Meetings RegBoardMinutes 8.22.17
- BOT Meetings SummaryActions 10.24.17
- BOT Meetings SummaryActions 8.22.17
- CBA Article 27
- Lawriter - ORC - 121.22 Public meetings - exceptions
- Ohio Revised Code 3361.01 - scraped code.ohio.gov_OCR and BOT homepage
- pres search committee

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Prompt: *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

Response: The University of Cincinnati has a long tradition of commitment to [freedom of expression](#) and the pursuit of truth in teaching and learning for its faculty, staff, and students. As stated in the Board of Trustees Rules, “all members of the university community shall honor the freedom of each individual within that community in matters of speech, learning, inquiry, hearing, and peaceful assembly; and no one may interfere with the rights of others to pursue teaching, study, class attendance, research, learning, administrative duties, and the like.”

In addition to this university-wide policy declaration, the University of Cincinnati has reinforced and supported this commitment in many ways, including, but not limited to, the following:

For Faculty – UC provides an atmosphere of free expression of academic ideas.

- Through extensive provisions guaranteeing [academic freedom](#) (p. 4, Article 2,) for its faculty as set forth in its collective bargaining agreement with its AAUP-represented faculty;

For Students – UC supports [students’ exercise of their right of free speech](#) on campus.

- Through robust policies regarding student rights and expected conduct, which establishes that “students are members of society as well as members of the academic community. As members of society, students have the same responsibilities as other members of society and enjoy the same freedom of speech and peaceful assembly and the right of petition that other members of society enjoy”;

For Staff, Campus, and Community – UC provides resources to assist our campus and community partners in ensuring freedom of expression and access to support when such expression is controversial.

- Through the establishment of a standing [Bias Incident Response Team](#);
- Through the UC Faculty Senate’s [Human Relations Committee](#), which is charged with serving as a source for a just university community.
- Through the creation of a dedicated website to [free speech](#) with content on the law, statements from community members and leaders of the university, a frequently-asked-questions document regarding a controversial and unsolicited speaker, general free speech information, and links to numerous related resources.

In addition, the University of Cincinnati has policies and procedures in place that [provide guidance](#) for various kinds of speech, including guest speakers and political campaigns.

The University of Cincinnati's commitment to freedom of expression and the pursuit of truth in teaching and learning is unwavering, and serves as a bedrock foundation for our work.

Sources

- 2016-2019 AAUP CBA - 2.d
- 3361_40-05-01- charter of student rights and responsibilities
- 3361_50-07-01 - Academic freedom_BoT policy statement
- Bias Incident response Team webpage
- Free Speech
- Free Speech FAQs
- Human Relations Committee

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1.

The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

UC is committed to ensuring that students, postdoctoral fellows, faculty, and staff conduct research and scholarship in an ethical manner. Research conduct and ethics are covered and enforced under University Rules [10-17-03](#), [10-17-05](#), [10-17-08](#), [10-17-09](#), [10-17-10](#) and [40-5-05](#). A [university policy](#) requires that all work with human subjects be reviewed and approved by our accredited Institutional Review Board (IRB) or by an external IRB with which the university has an established reliance agreement. Further, research and educational activities using vertebrate animals must have approval from our accredited [Institutional Animal Care and Use Committee \(IACUC\)](#). Approval to work on IRB and/or IACUC-regulated research requires [training](#). UC uses online training provided by the Collaborative Institutional Training Initiative (CITI) supplemented with in-person training. Training is centrally tracked to ensure compliance.

To enhance appropriate attribution, the Office of Research partnered with the Graduate School to purchase a license for the iThenticate plagiarism detection tool. Access to the software is available to UC faculty, students, and staff to evaluate works on which they are an author or that are being generated within a given program. All students and postdoctoral fellows working in National Science Foundation-funded laboratories are required to receive training in the responsible conduct of research (RCR). At the present time, this requirement is fulfilled by completion of the CITI RCR training course with certification of supplemental training from their primary mentor. Students and postdoctoral fellows funded by grants from the National Institutes of Health (NIH) are required to receive more extensive RCR training that includes face-to-face interaction. Colleges have developed RCR courses that meet the discipline-specific mandate of NIH, and more are currently under development. The College of Medicine mandates that all first- and fifth-year graduate students complete an RCR course that meets the NIH mandate. For example, the "Responsible Conduct of Research Refresher" is an informal course mandated by the College of Medicine for all 5th year graduate students.

In addition to specific RCR requirements, courses focused on research conduct and ethics are available throughout the university. Examples include a new course on foundations in bioethics that was introduced in the Fall semester to undergraduates in the Medical Sciences degree program within the College of Medicine (26MEDS4035). This is a required yearlong course offered to seniors and focuses on clinical ethics, research ethics, and public health ethics. Students develop ethical

sensitivity and decision-making skills to resolve clinical and research ethics issues. Other courses have included:

- GNTD 7003-001): Scientific Integrity
- (BE-7067-002) Scientific Integrity and Ethics
- 26PH 704-001: Legal and Ethical Issues
- PHIL 247: Ethics of Scientific Research
- PHIL 308: Philosophy of Science
- PHIL 4050 (3cr) / PHIL 6050 (2cr): Ethical Foundations for Researchers
- PHIL 475: Philosophy of Medicine

The Office of Research, in conjunction with the Graduate School and the College Conservatory of Music (CCM), recently developed 16 video vignettes that promote integrity in research and scholarship. The videos, created by undergraduate students in CCM, are designed to be entertaining and provocative. Video topics include workplace safety, professionalism, bias, and reproducible research.

There are multiple seminars, rounds, and forums across the university each year with an ethics or research integrity theme (e.g. the annual Hutton Ethics Lecture in the College of Medicine).

UC researchers are subject to both federal regulations and provisions of Ohio law regarding conflict of interest. UC requires that faculty, staff, and trainees involved in research complete an annual outside activity reporting system disclosure. This document requires researchers to provide information on any possible activities or connections that might generate a real or perceived conflict of interest in pursuing a research endeavor. When a potential conflict of interest is disclosed, it is evaluated to determine whether a management plan can be put in place to allow the research effort to go forward. A standing Conflict of Interest Committee (COIC) works with the faculty member to develop a management plan; which the Vice President for Research must then approve. The Conflict of Interest Officer facilitates the review, management, and oversight of any identified conflicts of interest as they relate to research in accordance with federal and state rules and regulations.

2.E.2.

Students are offered guidance in the ethical use of information resources.

The university's efforts to promote academic integrity are incorporated into university-wide efforts and begin at orientation. All incoming undergraduate students complete a survey, which includes questions on their experience with citing sources and their understanding of plagiarism. At the graduate student's international orientation conference, plagiarism is addressed in the sessions on libraries and classroom differences. All new international students receive a handout, which includes the university's [definition of plagiarism](#) and tips on prevention. Plagiarism prevention sessions are offered to students taking courses at English Language Services as part of the "University Bound" track.

Attribution of sources is generally addressed in library instruction at all levels, both face-to-face and online. The university created the Cite Your Sources video and a number of online guides: [Using Information Sources Ethically and Legally](#), Avoiding Plagiarism (copy of the previous, but password-protected for tracking purposes; assigned to at-risk students along with the test), and [Citing Your Sources](#). The university is currently working with instructional designers at the Office of Student Conduct and Community Standards and the College of Allied Health Sciences (CAHS) to modify the CAHS plagiarism tutorial for university-wide use. In terms of providing faculty with the tools for

plagiarism prevention and detection, the university offers the online guide [Preventing Student Plagiarism: A Guide for Faculty](#).

In addition to plagiarism, online guides address issues related to the value of information and responsible use of information sources (for example, "[Ethics and Copyright](#)"). In *Introducing Students to Library Research*, "Information Has Value" points faculty to relevant resources as well as assignments and assessment techniques.

The university library system and the Office of Student Conduct and Community Standards are the key partners in the implementation of the above policy and practices.

2.E.3.

The institution has and enforces policies on academic honesty and integrity.

Pursuant to its mission to develop educated and engaged citizens to enrich the global community, UC aspires for its students to demonstrate high standards of integrity and conduct. As a guide for community members to obtain this objective, in spring of 2012, the Bearcat bond was endorsed by Faculty Senate, the Graduate Student Governance Association, and Student Government. The Bearcat bond identifies community values essential to fostering a safe and scholarly environment. The [Bearcat bond](#) states the following: "As a member of the University of Cincinnati, I will uphold the principles of a Just Community and the values of respect, responsibility, and inclusiveness. I will promote the highest levels of personal and academic honesty and aspire continuously to better myself, the Bearcat community, and the world." Although there is no policy that expressly states that students are bound to the Bearcat bond, the spirit of the Bearcat bond is incorporated in university policy, and most especially, in the [student code of conduct](#).

The authority for the SCOC is found in section 3345.21 of the Revised Code. The university disciplinary system is separate and independent of any criminal or civil investigation or process. If a student is undergoing civil or criminal action for the same behavior which forms the basis of disciplinary action at the university, the university may still continue the disciplinary process as outlined in the SCOC. The Division of Student Affairs will regularly circulate the SCOC along with other rules, regulations, and policies, which directly affect students at the University of Cincinnati. The SCOC will be available for review in the following locations: the Office of the University Ombuds, the [Office of Student Conduct and Community Standards](#), and the university webpage.

As part of its mission, the University of Cincinnati Libraries (UCL) has also been involved in university-wide efforts to promote academic integrity with a focus on cheating, plagiarism, copyright, technology, and social media. In 2011-12, four librarians served on the Task Force on Academic Integrity in the 21st Century formed by the University of Cincinnati (UC) Faculty Senate with the charge of investigating incidence of academic misconduct at UC and recommending a detailed action plan for strengthening academic integrity at UC. Selected recommendations of the Task Force have been implemented since 2012.

Sources

- 3361_10-17-03 - BOT Code of Ethics_CoC
- 3361_10-17-05 - Policy for investigation of research misconduct
- 3361_10-17-08 - policy on conflicts of interest
- 3361_10-17-09 - employee financial interests in private companies

- 3361_10-17-10 - ethical conduct in research involving human subjects
- 3361_40-5-05 - Student code of conduct
- Animal Care and Use Program - Events and Trainings
- Animal Care and Use Program - Overview
- Bearcat Bond
- Ethics and copyright - Digital Literacy
- HRPP policy III.01
- Office of Research Integrity
- Office of Student Conduct and Community Standards Homepage
- Preventing Student Plagiarism_ A Guide for Faculty
- To Cite or Not to Cite - UISEL
- Using Information Sources Ethically and Legally (UISEL)
- What Is Plagiarism UC Flyer

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

There is no argument.

Sources

There are no sources.

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 3.A

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 consortial arrangements, or any other modality).

Argument

3.A.1

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

New degree and certificate programs at the University of Cincinnati are designed through a multi-stage review and endorsement process. Faculty proposing [new academic programs](#) must gain approval from the department, the college's curriculum committee, the Office of the Dean, the [Graduate School New Programs Committee and Graduate Council](#) (for graduate programs), the [Academic Committee](#), the Provost, the President, the Board of Trustees, and the Ohio Department of Higher Education. In cases of shared or collaborative academic programs, each department and college must review the programs for approval. At each level, essential reviews are completed to ensure academic quality. 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.

Faculty members create and approve [new academic courses](#), or modify existing courses, through the eCurriculum system. Course modifications include editing the description and/or Student Learning Outcomes (SLOs) to keep content current. Each new academic course must be created and reviewed for approval in the eCurriculum system. The course approval process similarly requires review by the proposing department, curriculum committee, Office of the Dean, Graduate Council (for graduate courses), and the 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 are visible to reviewers throughout this process. Prerequisites for a course taught by multiple colleges cannot be modified without each college's review and approval.

An extensive curriculum review was conducted in 2012 for semester conversion, resulting in deletions and additions of many academic courses and programs. Decisions about course and program changes were made at the department level. Each course and program was reviewed through eCurriculum and approved as described above. Moving forward, assessment processes ensure that existing programs remain relevant, rigorous, current, and at the appropriate level.

The university has engaged consulting firm Gray Associates to provide a [market analysis tool](#) analyzing student demand, market saturation, job postings, and career outlook to allow colleges to consider new, innovative programs and relevance of existing programs. This tool is being used for all programs. The Office of the Provost has conducted raining with the Office of Institutional Research (OIR), associate deans, and business officers in the colleges. Part of the process of [proposing new programs to the Ohio Department of Higher Education](#) involves sharing results of needs assessments, market analyses, and consultations with industry advisors as a means to demonstrate market need for new programs.

3.A.2.

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

All academic programs must articulate Student Learning Outcomes (SLOs) in eCurriculum and gain approval through the steps described in 3.A.1. In addition to SLOs for specific programs, UC has defined learning objectives for all undergraduate programs in its General Education (GenEd) program. The GenEd curriculum includes three parts: [Breadth of Knowledge \(BoK\) course designations](#), [baccalaureate competencies](#), and the [specific major/program](#).

The university's [curricular transformation](#) for semester conversion in 2012 included a substantial reinvention of GenEd. Specific changes included: defining a [mid-collegiate course or experience](#), 2) creating a new [BoK course designation](#) of Technology and Innovation, 3) combining the previously separate Literature and Humanities BoK designations into a single Humanities and Literature designation. Each program articulated how it addressed each GenEd component and defined its [First Year Experience, Mid-Collegiate Experience, and Senior Capstone](#).

Findings from assessment surveys for capstone classes have contributed to [ongoing revisions of the GenEd program](#), specifically the 2019 introduction of a [Diversity, Equity, and Inclusion](#) code to replace the Diversity and Culture (DC) designation, the creation of a Society, Culture, and Ethics (SCE) designation to replace Social and Ethical Issues (SE), and rearticulating the GenEd touchpoints to address [career education SLOs](#). This revision is under review through each undergraduate degree-awarding college's faculty governance process. With endorsement of the new GenEd program, each academic program would rearticulate how it meets each GenEd touchpoint during the 2018-19 academic year and introduce new graduation requirements for students entering fall 2019.

Given the specialized nature of graduate programs, SLOs for graduate programs are defined at the program and course level rather than having a universal set of outcomes.

3.A.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)

The University introduced eCurriculum to manage academic courses for its 2012 semester conversion and to provide an electronic portal to assure rapid review of new courses and course modifications. Semester conversion aligned equivalent courses at each campus to one common course number taught on multiple campuses. Revisions to this common course number requires review and approval from each teaching college before a course can be modified in eCurriculum, which ensures curricular alignment and collaboration. The single course number is also used regardless of online modality, dual enrollment, or hybrid instruction.

Multi-Campus Courses

Several multi-campus courses are coordinated through [cross-college committees](#), which examine instruction methods, required learning materials, and course syllabi. This helps ensure consistent standards across all units, and that Student Learning Outcomes are achieved similarly.

Many general education and technical courses conform to the [Ohio Articulation and Transfer Policy](#). The curricular alignment and equivalencies outlined in this policy ensure that courses that receive transfer credit at UC meet the same standards as UC courses.

Online Learning Courses

[Initiation of online learning courses and programs](#) requires the same approval process and ongoing assessment as face-to-face counterparts. The University's Academic Committee reviews program assessment plans for online and face-to-face delivery to ensure that learning objectives are consistent across modalities.

[Assessment](#) shows that online students earn similar grades and report similar or higher levels of satisfaction as students enrolled in on-campus programs. The National Survey of Student Engagement (NSSE) indicates that undergraduate seniors in online programs rate the quality of their interactions with advisors and faculty and course challenge higher than on-campus peers. In addition, careful assessment of the [equivalency of face-to-face and online programs](#) is taking place through our ongoing program assessment processes.

The university is currently transitioning its online offerings to a new program management unit, Cincinnati Online, which will replace third-party vendors and provide the opportunity for UC to better meet the needs of online learners and provide quality assurance and consistency in our online offerings. The university is planning for a strategic focus on developing an array of high-quality, Quality Matters-certified general education and high-student-demand undergraduate online programs to support student needs.

Dual Enrollment Courses

UC participates in Ohio's College Credit Plus (CCP) dual enrollment program and a few small dual enrollment partnerships in Northern Kentucky. Courses take place on UC's campus, online with UC faculty, or at high school where a CCP partnership is established. Faculty and departments have control over content and delivery methods of dual enrollment courses offered at partnering high

schools. UC assures that dual enrollment coursework is equivalent in rigor and quality of instruction, regardless of modality. Dual credit faculty are reviewed against HLC Assumed Practices and ODHE requirements. College faculty review and approve syllabi for these courses upon initial course approval. Updated syllabi are collected and reviewed by [faculty mentors](#) during [classroom observation visits](#) each semester.

Sources

- 2017 12 01 v1 zap UC PES Use Guide Documentation
- Academic Committee Training 2018-2019 7-25-18
- Academic Committee Training 2018-2019 7-25-18 (page number 9)
- Approval-Process-for-New-Graduate-Degree-Programs
- Breadth of Knowledge - Definitions-9-7-2017
- Career Education Student Learning Outcomes
- CCP Mentor Contract
- CCP Observation Form
- CETL Academic Program Assessment
- College of Allied Health Sciences Assessment Plans
- Credit Transfer _ Ohio Higher Ed
- Criminal Justice MS On Campus and Online April 27 2018
- Cross-College Collaboration in Communication 2
- Cross-College Template
- Degree and Certificate Programs
- Distance Learning Fact Sheet Fall 2016
- eCurriculum Build a Course Instructions
- GenEd BoK Proposal 2019 Changes
- GenEd Core Story
- GenEd Curriculum Planning
- GenEd Definitions
- GenEd Definitions (page number 1)
- GenEd Definitions (page number 4)
- GenEd Proposal 2019 Changes
- GenEd Requirements
- Graduate Student Handbook
- New Undergraduate Degree Checklist
- New-Academic-Program-Form
- Ohio Articulation and Transfer Policy
- Proposal _Undergraduate Degree _August 2016
- Revising GenEd
- Undergraduate Admissions Requirements

3.B - Core Component 3.B

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.

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

The [General Education \(GenEd\) Core](#) is based on UC's commitment to liberal education and lifelong learning. The program is currently organized around the achievement of [five essential competencies](#): Critical Thinking, Knowledge Integration, Effective Communication, Social Responsibility, and Information Literacy, all vetted and approved by our faculty.

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.

3.B.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.

We have designed a purposeful, sequenced, and ongoing approach to achieving the Student Learning Outcomes of the General Education Program. The university continually strives to modernize GenEd to address skills needed for students to thrive but recognizes that complete overhauls can be expensive in time and resources. The most recent changes, which will go into effect in fall 2019, include enhancements to both the [Diversity, Equity, and Inclusion](#) and [Career Education](#) learning outcomes. The Diversity, Equity and Inclusion revisions reflect a reaction to societal needs and tremendous faculty input and were endorsed through a 2016 faculty senate resolution. The development of this requirement was informed by extensive [national benchmarking](#). 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 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 [baccalaureate competencies](#) and notes these in the program's curriculum guide. All baccalaureate programs fulfill the GenEd requirements. The [new GenEd program](#) includes three key touchpoints, two sets of foundational skills, and Breadth of Knowledge requirements.

3.B.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.

Three of the baccalaureate competencies (Critical Thinking, Knowledge Integration, and Information Literacy) revolve around collection and analysis of information followed by the presentation and communication of findings. Each academic program must include coursework addressing these competencies and identify both a mid-collegiate methodology course and senior capstone.

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.

To further build expertise, UCL has built upon a [dedicated and knowledgeable staff with unique and advanced skill sets](#), and is transforming the workforce into 21st-century informational professionals. Recently-hired staff partner with researchers and scholars to transform data and information into new expertise and knowledge.

3.B.4.

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

In 2015, the university began to consider more explicitly including diversity and inclusion in its General Education (GenEd) framework, which resulted in [revision of our general education breadth of knowledge requirements](#) to specifically address competency expectations in this arena. This process involved faculty in enhancing recommendations for [inclusive teaching strategies](#) and [student learning outcomes](#). More than 600 UC courses 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.

In addition to these experiential learning intensives, student leaders, peer leaders, and student workers within the Division of Student Affairs participate in trainings that include education and development on diversity, equity, and inclusion. Division of Student Affairs staff participate in [ROOTEd](#) training, and others in the UC community participate in [Safe Zone](#) and [Dream Zone Ally](#) training.

3.B.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.

UC has been called a “research heavyweight” and “one of America’s top public research universities.” Research and development expenditures for UC and its affiliates amounted to [\\$455,093,000 in fiscal year 2017](#) and [\\$430,579,000 in fiscal year 2016](#). In fiscal year 2017, UC also received [941 sponsored awards totaling \\$193,077,020](#) to support activities in research, student services, instruction, and public service.

The UC College of Medicine is a [U.S. News and World Report](#) top-45 medical school for research, and, new grants awarded to the College of Medicine have [increased from \\$68 million in 2014 to \\$93 million in 2017](#).

Since 2013, [27 UC faculty have received Fulbright Scholarships or Fellowships, and two have received Pew Scholarships](#). All department reappointment, promotion, and tenure documents include some aspect of scholarly work as part of their evaluation process for tenured and tenure-track faculty.

The University of Cincinnati Research Institute (UCRI) leads a comprehensive strategic approach to advance industrial research partnerships with university faculty, researchers, and staff. UCRI enjoys strong relationships with Cincinnati Children’s Hospital, UC Health, Cintrifuse, the Hamilton County Development Commission (HCDC), GE Aviation and Proctor & Gamble, and others.

The [1819 Innovation Hub](#) is the new home for UC students, staff, faculty, and partners to engage in high-risk, high-reward innovation, scholarship, and entrepreneurial activities. The Hub provides a single point-of-contact to promote an environment where designers, creators, and self-starters can ideate, collaborate, and create. Most notably, [Cincinnati Bell](#) will house a corporate innovation center within the Hub. In addition to Cincinnati Bell and UCRI, the [LiveWell Collaborative](#), which cultivates collaboration between industry and academia to develop breakthrough innovations for the consumer lifespan, will be housed in the Hub.

The university also supports scholarship, creative work, and diversity of knowledge through undergraduate research opportunities. Approximately 400 undergraduate courses are designated as research experiences, enrolling approximately [2,000 undergraduate students](#) in academic year 2016-2017. Courses with this designation meet a specific [definition](#) and can include independent research by students or assistance on a faculty member’s project.

The Office of Undergraduate Research hosts an annual Scholarly Showcase where approximately

1,000 undergraduates come together to disseminate their scholarly findings through presentations, posters, and demonstrations that are judged by their peers and faculty.

The University of Cincinnati sponsors a number of programs to engage specific groups of students in research and scholarly endeavors, including [Women in Science and Engineering](#), [Protégé](#), the [Ronald E. McNair Post-Baccalaureate Achievement Program](#), the [Louis Stokes Alliance for Minority Participation](#), and the [Research & Creative Opportunity Network](#).

Research and scholarship are an integral part of graduate education at UC. In working alongside professors who are developing new ideas, UC graduate students learn how to put together and take apart ideas and develop original contributions to advance their fields. Graduate students also publish and present their findings alongside faculty.

Sources

- AAC&U LEAP
- ARJ Master Curriculum
- Capstone Assessment for FA
- Capstone Assessment for MLS
- Career Education Final Report
- Career Education Learning Outcomes
- COM Research Annual Report 2017
- COM Research Annual Report 2017 (page number 6)
- Creating an Inclusive Classroom Environment Master Document & Appendices
- Creating an Inclusive Classroom Environment_ Master Document, University of Cincinnati
- Diversity and Inclusion General Education Benchmark Report
- Diversity Equity Inclusion GenEd Enhancements
- DREAMZone Ally Training 2017
- eCurriculum Learning Outcomes
- eLearning and Digital Literacy
- Experiential Learning Definitions
- Experiential Learning Definitions (page number 2)
- Faculty Awards Dashboard
- Faculty Senate Resolution DEI
- Faculty Senate Resolution Regarding GenEd DEI Enhancement
- FY2016 Research and Development Expenditures by Institution
- FY2016 Research and Development Expenditures by Institution (page number 16)
- FY2017 Research & Development Expenditures
- FY2017 Sponsored Award Report
- GenEd BoK Proposal 2019 Changes
- GenEd Core Story
- GenEd Definitions
- GenEd Definitions (page number 1)
- GenEd Definitions (page number 4)
- GenEd Proposal 2019 Changes
- Innovation Hub Article
- Innovation Hub Cincinnati Bell Partnership
- LGBTQ SAFEZONE Curriculum
- Live Well Collaborative

- Louis Stokes Alliances for Minority Participation
- ODHE Academic Program Review Guidelines
- ODHE Academic Program Review Guidelines (page number 12)
- Protege Undergraduate Research Program
- RAPP Curriculum
- ReCON Peer to Peer Mentoring
- Ronald E. McNair Post-Baccalaureate Achievement Program
- State Conversation - Guiding Principles for Gen Ed
- Student Affairs ROOTED Training
- Three Years GenEd VALUE Rubric Responses
- UC Libraries For Students
- UC Libraries Subject Librarians
- Undergraduate Research Participation EL Dashboard
- US News Best Medical Schools
- VALUE Rubrics
- Women in Science and Engineering

3.C - Core Component 3.C

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.

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.

The University of Cincinnati's Clifton (Main) [student-to-faculty ratio](#) has consistently remained at 17:1 for several years, despite consistently increasing enrollment, and decreased to 16:1 in fall 2017. During academic year 2016-2017, the university hired a [net of 63 permanent nine-month or 12-month contract faculty](#) in colleges on the Clifton (Main) campus. In fall 2017, the Clifton (Main) campus employed [2,405 full-time faculty and 1,184 part-time 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 UC's Collective Bargaining Agreement](#) with the American Associations of University Professors (AAUP) describes the autonomy of faculty (subject to approval by the Board of Trustees) to determine courses offered, grading policies, curricular matters and to share in the responsibility in program development, program review, and departmental review. Faculty control curricular requirements of all programs and majors, course content, and assessment processes for programs and courses. The approval process for new programs and courses is described in section 3.A.1.

Curricular assessment is driven by the faculty as described in 4.B.2. To increase support of faculty members' assessment efforts, the Office of the Provost added a full-time [Assistant Director](#) with

expertise in assessment, scholarship of teaching and learning, and data management to the team of faculty and staff already contributing to curricular assessment. Feedback from faculty teaching annual capstone courses included requests for greater access to assessment data and general assistance in locating and interpreting assessment data. The Assistant Director role will increase support for faculty in compiling, analyzing, and presenting academic assessment data.

3.C.2.

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

Standards

The University of Cincinnati uses the [Ohio Department of Higher Education's requirements](#) and the [Higher Learning Commission's Assumed Practices](#) as determinants of faculty qualifications. The UC [Instructor Qualifications policy](#) outlines acceptable qualifications for each level and applies to all full-time and part-time faculty, volunteers, and emeriti providing instruction.

A standardized tested experience process applies to any instructor who does not meet the degree requirements. Official academic transcripts and a curriculum vitae demonstrating tested experience are kept on file and reviewed annually. Tested experience cases are reviewed by the unit, college, and Office of the Provost. The faculty member's qualifications are then either approved or denied as appropriate for the discipline taught. A letter indicating the outcome of the tested experience assessment is shared with the applicant and 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 they are mentored by an instructor who meets 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 was previously charged to human resources officers in each college. Under this process, there was no central repository for verified faculty credentials. The faculty credentialing project involved the development of an [instructor qualifications policy](#) and required all full-time faculty members and actively teaching adjuncts to submit their degrees to Fastrax Select, an independent third-party verification agency. Fastrax Select 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. Verified degrees are stored in university systems, and transcripts are archived in OnBase. Personnel in the Office of Institutional Research annually match degree disciplines to courses taught to verify that instructors are appropriately qualified. 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 continue to be verified through Fastrax Select to ensure that students receive quality instruction from experts in the field.

Continuing Practice

The education verification is part of the hiring process conducted by Central Human Resources. Central HR collaborates with the colleges to ensure adherence to these [processes and policies](#). Education information is collected at the time of application. Finalists for instructor positions are extended a contingent offer of employment based on the successful completion of a background check, including education verification and collection of transcripts where applicable. In situations where the education cannot be verified, hiring coordinators work with the candidate to resolve the issue. If the issue is not successfully resolved, the employment offer is withdrawn.

3.C.3.

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

Faculty at UC are regularly evaluated through annual performance reviews (APRs), student evaluation of teaching, and Reappointment, Promotion, and Tenure (RPT) reviews.

In response to [state legislation](#), UC developed [guidelines for annual performance reviews](#) of faculty, to be conducted in each college. This university policy is included in [Article 33 of the Collective Bargaining Agreement](#).

The second way faculty are evaluated is through student evaluation of teaching (SET) for each of their courses. UC conducts summative evaluations for most courses at the end of each term. 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.

Following final grade submission, course evaluation results are made available to faculty members. Department heads are also given access to evaluation results for all faculty in their department. [Course evaluation data](#) is retained in the system for ten years so that faculty may access their evaluations for RPT.

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 conducts an independent review of the candidate's dossier and provides recommendation on the application. Per the [Article 7 of the Collective Bargaining Agreement](#), RPT criteria are developed for each unit by their faculty, with final approval from the dean. The [Office of the Provost](#) and the [Center for Enhancement for Teaching and Learning](#) also offer ongoing support for the building of dossier evidence that includes documentation of scholarship, teaching effectiveness, service, and the impact of these activities.

3.C.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.

Faculty development is resourced through academic-support offices and local distribution of centrally designated funds described in the [Article 24 of the Collective Bargaining Agreement](#). These professional development funds include support for skill acquisition in research and/or teaching,

conference travel for the same, and to further activities or resources that enhance personal and professional development within and across disciplines. Within the Office of the Provost, the Associate Provost for Faculty Development and the Vice Provost for Academic Personnel support these activities.

Support for teaching and learning is centrally provided by the [Center for the Enhancement of Teaching & Learning](#), which is charged with fostering communities of inquiry, practice, and scholarship to impact student success through faculty-driven [programming](#). Similarly, faculty are supported in their discovery role through a variety of [workshops](#) offered by the Office of the Vice President for Research.

Discipline-based support for teaching at the unit level varies across the university but often 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.

Instructors are accessible for student inquiry.

Students are given ample time with faculty and staff on an instructional, advisory, and administrative level. [Article 3.6 of the Collective Bargaining Agreement](#) outlines faculty members' responsibility to be accessible and engage with students outside of the classroom through office hours and by appointment.

Online courses are structured to allow meaningful faculty-student interactions. Faculty are available for student inquiry through synchronous and asynchronous formats, including telephone, email, and online "office hours." Echo360 and WebEx facilitate synchronous and asynchronous communication between faculty and students.

Peer educators are also used extensively as part of a student's learning support network to supplement attention from instructors of record. Learning Communities, which co-enroll 60% of the first-year class, use well-trained peer leaders who 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.

The [Student Satisfaction Inventory](#) and [National Survey of Student Engagement](#) both note faculty availability and engagement as a strength at UC.

3.C.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.

Response:

Academic Advising

Approximately 80% of UC undergraduate academic advisors 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 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. In 2017, UC's new [online advisor training model](#) was featured in an "Academic Advising Today" article. An annual Professional Development Series, open to all UC advisors, offers monthly sessions on a range of current, relevant topics. In 2017-2018, the university is working to align all advisor training and development programming with NACADA's newly released "Academic Advising Core Competencies Model."

Professional development is also supported at the college, unit, and central levels with strong advisor participation in NACADA national and regional events, an annual [UC Advising Conference](#) attended by over 160 UC advisors, and additional on-campus professional development sessions throughout the year. 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 advisors need to know to stay current on UC resources, programs, courses, processes, policies, and advisor development.

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.

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 the support of Human Resources and ensures that only candidates having specific qualifications are interviewed and hired.

Staff participate in a variety of local, regional, and national training opportunities 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 assessment trainings designed and based on the CAS standards to appropriately assess student learning and program evaluation.

All staff have the opportunity to [attend and present](#) at local, regional, and national conferences, webinars, and certificate programs offered through professional associations and conferences. The Division of Student Affairs utilizes the NASPA/ACPA professional competencies within staff performance evaluation processes to enhance employee development, training, and preparedness.

The [UCHR Learning & Leadership Development Center](#) provides eligible UC employees (both faculty and staff) with opportunities to develop their skills, knowledge, and abilities. Offerings include comprehensive professional development workshops, software training for UC applications, and more.

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.

Financial Aid

Upon hire, all new staff in the Student Financial Aid Office (SFAO) and [One Stop Centers](#) complete an extensive [forty-hour classroom training curriculum](#) on financial aid policies and procedures prior to working with students or completing processing functions. Staff 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, and are provided opportunities to attend and present at workshops and conferences throughout the year.

Tutoring

All professional staff within the Learning Commons hold a master's or doctoral degree 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. Funding is provided 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. Student staff members also 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

- Advising Conference Schedule
- Advising Conference Sessions
- Building a Strong Dossier
- Center for Enhancement of Teaching & Learning
- CETL Documenting Your Teaching for RPT_2018
- CETL Workshops and Programs
- Clifton IPEDS Fall Enrollment Survey 2017
- Clifton IPEDS Student-Faculty Ratio
- CoursEval Usage and Growth
- eCurriculum Build a Course Instructions
- Faculty Enrichment Center Campus Forums
- Faculty Headcount by FT PT
- Faculty Recruitment Dashboard
- FacultyGuidelines_2016_OPB
- Financial Aid Training Schedule_
- Job Listing Assistant Director Academic Undergraduate Assessment
- List of Student Affairs staff presentations

- Managing to Achieve Diversity Proposal
- NACADA Academic Advising Core Competencies Model
- NACADA Online Training for New Advisors
- NSSE Faculty Interaction
- ODHE Academic Program Review Guidelines
- ODHE Academic Program Review Guidelines (page number 13)
- Office of Research Workshops
- Ohio Revised Code 3345.45
- One Stop
- Pre-Employment Background Check Policy
- Spring 2018 Instructor Degrees - Arts and Sciences - FINAL
- Staff Success Center Article
- Staff Success Center Page
- Student Satisfaction Inventory Importance Satisfaction.pdf
- Teachers of English Certificate
- UC AAUP Collective Bargaining Agreement 2016-2019
- UC AAUP Collective Bargaining Agreement 2016-2019 (page number 11)
- UC AAUP Collective Bargaining Agreement 2016-2019 (page number 26)
- UC AAUP Collective Bargaining Agreement 2016-2019 (page number 122)
- UC AAUP Collective Bargaining Agreement 2016-2019 (page number 135)
- UC AAUP Collective Bargaining Agreement 2016-2019 (page number 161)
- UC Instructor Qualifications Policy
- UC Policies and Procedures for Annual Performance Review of Faculty
- UCHR Course Catalog 11.21.17

3.D - Core Component 3.D

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.

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

In this section, student services are organized by the vice provost to whom they report. However, collaboration among units is a constant. [The Vice Provost for Academic Programs, Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, Vice Provost for Enrollment Management, and Vice Provost for International Affairs, regularly meet to discuss the intersection of student support services.](#)

Enrollment Management

Advising & Academic Services

Academic advising and related services are described in 3.D.3.

One Stop Student Services

[One Stop](#) is the primary hub for services supporting “the business of being a student.” Services are available in person, online, and by phone. One Stop is the student service delivery point for Bursar, Registrar and Student Financial Aid. One Stop is also the home of UC’s [financial literacy resources](#).

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. 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-ops, internships, service learning, and undergraduate research) and transition-to-career services. In addition, the Lindner College of Business offers career services through a separate office for students in this college.

The Learning Commons

At the recommendation of the Office of the Provost 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 [one-stop shop](#) serves students seeking support for academic success, housing peer education programs such as peer teaching assistants, tutors, mentors, and learning community leaders.

Libraries

The mission of UC 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 are described 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.

Student Affairs

The Division of Student Affairs advocates for and meets students' diverse needs by providing innovative co-curricular experiences that enhance well-being, foster life and academic skill development, engender responsibility, and grow leadership capability. The division is built upon [four pillars](#). In February 2017, the division launched a [strategic plan](#) that outlines how the four pillars above will be elevated.

Within Student Affairs, several departments support the success and retention of specific student populations. These units, listed below, assist with the matriculation of a diverse student population.

Accessibility Resources Office (ARO)

ARO empowers students with disabilities by providing [accommodations and support services](#). Students who register receive accommodations to meet their individual needs as well as advocacy assistance on disability-related issues.

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.

Center for Community Engagement

The [Center for Community Engagement](#) connects students with community partners to make a meaningful impact on the local community.

Counseling and Psychological Services (CAPS)

CAPS, a professional counseling office, provide [counseling, outreach programs, and related services](#). CAPS help students address and resolve personal issues so that they can make the most of their educational opportunities at the university.

Ethnic Programs & Services (EPS)

The [EPS](#) provides a culturally inclusive environment by enhancing the growth and development of underrepresented students through intentional programming, academic and community engagement, and increasing access to resources.

EPS houses 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 a 3.4 grade point average.

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. Gen-1 students are [consistently retained and graduate at higher rates](#) than first-generation Pell-eligible peers and earn comparable or higher GPAs.

LGBTQ Center

The LGBTQ Center provides intentional [advocacy](#), a safe space, intersectional [programming](#), and access to culturally relevant resources for LGBTQ students and allies.

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 study abroad programs as well as undergraduate and graduate research programs.

Resident Education and Development (RED)

[RED](#) aids in overall student development through learning, leadership, inclusion, and community. RED provides programming opportunities and access to faculty members and advisors in the halls.

Student Activities and Leadership Development (SALD)

SALD cultivates a vibrant campus community through engagement, advocacy, inclusion, and education. The office encourages students to build community through 600+ [student organizations](#), the [Programs and Activities Council](#), [Greek Life](#), [club sports](#), [equity and inclusion programs](#), and [leadership education and development programs](#), which includes a robust [academic leadership certificate](#).

The Women's Center

The [Women's Center](#) supports the personal, political, professional, and intellectual growth of women students by facilitating action, promoting intersectional justice, and fostering connections for all students.

Student Wellness Center

The Student Wellness Center reduces health risks and helps prevent illnesses that might interfere with academic and personal success by providing a multitude of [services and programs](#) focused on health and wellness, financial coaching, and healthy living.

Veterans Programs and Services

The [Office of Veterans Programs and Services](#) is the single point of contact for military and veterans services and concerns. The office provides veterans and their dependents with support and assistance needed to successfully complete their education at UC.

International Affairs

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

The [International Programs Office](#) helps students search for study abroad programs, apply to foreign universities, and obtain visas. Over [1,700 students study abroad](#) each year, an increase of over 60% since 2013.

The [International Services Office](#) assists international students and scholars in understanding the rules, regulations, and procedures that must be followed while in the United States. The office also helps students and scholars maintain their visas, find work, pay taxes, and engage in co-curricular activities.

The [International Planning Office](#) provides UC students and faculty with opportunities to participate in exchange programs, collaborative research, and global engagement.

Office of the President

Office of Equity and Inclusion

The Office of Equity and Inclusion is committed to excellence and diversity, and to providing an inclusive environment for all students, faculty, and staff. UC 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 a university environment where all persons can work, live, and learn free of all forms of sex discrimination including harassment, exploitation, and intimidation.

3.D.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.

Admission

New student applicants are holistically reviewed for admissibility directly to academic programs based on preparedness, academic credentials, and other application materials. Many programs have admissions guidelines that require 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 programs and campuses.

Orientation

An important component of the welcome and transition process is [Bearcats Bound Orientation](#), coordinated by the Office of New Student Orientation. This immersive in-person experience is required for all new first-year students and many transfer students. The orientation team communicates with students and families regarding preparation for coming to UC, including placement testing and registration for an orientation session. Orientation is additionally supported through a comprehensive mobile app called Guidebook, which organizes informational content and resources.

Advising, Placement & Online Tools

A major component of orientation is the academic advising session that precedes class registration. Students and parents meet faculty, staff and academic advisors on the first day of orientation. Students receive advising and register for classes on the second day while parents attend other informational sessions.

Advising conversations focus on the appropriate placement of students into math, English, and other courses such as foreign language. The university places students into English courses based on ACT or SAT subscores. Math placement is determined based on the student's academic program requirements and a UC-developed [Math Placement Test \(MPT\)](#). Some academic programs do not require the MPT while others have specific math sequences required. Previously earned college credits, including dual enrollment, College Credit Plus, and test credit are reviewed and taken into account by advisors before advising begins. Advisors also review pre-orientation survey information about students' decidedness relative to majors and careers. Several students change their minds about majors during orientation, and our advising system flexibly connects them to 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, the UC Programs webpage provides 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 in UC's student information system for all current students and through Transferology.com for prospective transfer students. Course prerequisites 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 (Main) campus departments offer a small number of developmental courses to meet student needs.

3.D.3.

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

UC Investment in Advising

UC has invested significantly in student academic advising over the last several years. In 2011, UC hired twenty new, permanent academic advisor positions before converting from a quarter to a semester system. In 2016, the university 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 \(p.61\)](#) also allowed for the creation of an innovative new Center for Pathways Advising & Student Success to help address key gaps in meeting student advising needs and student success infrastructure.

Advising Activity, Quality, & Assessment

There were over [117,000 advising contacts documented for 33,761 UC students](#) in 2017-2018. The 2017-18 advising scan reflects that only one out of the 11 undergraduate colleges needs to add more full-time advisors to meet identified student-to-advisor ratio targets as of fall 2017. That college is in the process of making those allocations.

The National Survey of Student Engagement (NSSE) shows that UC [first-years](#) and [seniors](#) rate their interactions with academic advisors comparable to or higher than similar institutions. The annual [UC Advising Experience Survey](#) consistently reflects similar perceptions of student quality in various aspects of advising. 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 underrepresented 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 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 and technology strategies from UC's [Complete College Ohio Campus Completion Plan](#), submitted to the Ohio Department of Higher Education, would be actualized.

Advising Model

Academic advising is provided by every undergraduate college through a primarily decentralized model. This model allows advisors proximity to the faculty, a deep understanding of the college's curricula, and the opportunity to work with students throughout their degree program as a generalist. Additionally, specialized advising centers and programs address specific needs spanning various student populations. Undergraduate advising 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.

Office of Advising and Academic Services

In 2015, the [Office of Advising and Academic Services](#) was established to provide better university-wide coordination of advising and promote high-quality advising across UC academic advising units.

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.

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 another UC program 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 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.

The [Center for Pathways Advising & Student Success](#), new in 2016, provides major-changing (transition) students and new transfer students with 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 are located on each regional campus to help support student transitions to the Clifton (Main) 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 early alert system.

The [College Credit Plus \(CCP\)](#) program supports students taking courses for college credit while still in high school. This state-mandated program allows students to earn early college credit and includes heavily-legislated mandates for how the program is managed. The CCP advisor works with students and families to ensure 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. Most students complete CCP courses while on-site at their high schools, in addition to campus-based courses.

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. Link In the 2017-2018 academic year, 13 UC students received or were finalists for university-endorsed awards.

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 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 compete after their collegiate career.

[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 undergraduates and offers an engaging environment in which students are inspired to experience and learn more. Students are challenged through honors seminars and experiential learning projects that focus on community engagement, creativity, global studies, leadership, and research.

The Division of Experience-Based Learning and Career Education provides [career advising and coaching](#) utilizing professional staff, peer educators, and professional practice faculty. This unit is described above in section 3.D.1.

3.D.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).

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 can be found in section 5.A.1.

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 2012 change from quarters to semesters. 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 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.

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 [Link](#)

A founding member of the Association of Research Libraries, UC Libraries offers access to an outstanding research library collection of over 4.4 million volumes, 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](#).

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](#), 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.

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](#).

The University of Cincinnati maintains digital collections and repositories 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](#). UC also has an [herbarium](#), [a map collection](#), a nature preserve, a historical collection of the eminent forest ecologist E. Lucy Braun, and a collection of vascular plant specimens collected worldwide and dating back to the early 1800s. 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.

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

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, the university's centralized IT services provider, supports faculty and students with network and telecommunication services, including a [state-of-the-art wired and wireless network](#); [student and faculty email](#); [storage, file, and print services](#); [data warehousing](#); and [site licensed software](#).

[UCScienceNet](#) connects UC researchers to Internet2 and other National Research Networks via the Ohio Academic Resources Network statewide fiber-optics backbone. Its capacity for high-speed data transfer allows researchers to share massive amounts of research data at 10Gb/s speeds.

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 and 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.

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.

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.

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. The Catalyst student information system (based on PeopleSoft) was implemented in 2016 and 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 financial, cost accounting, and employee self-service abilities.

3.D.5

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

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 and other discipline-specific classes. [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 faculty. Embedded instruction for online

courses is offered through Blackboard with a guide for online learners, customized online tutorials for specific classes, and librarian support. Workshops are also offered for software tools, emerging technologies, and research strategies. [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.

Online research guides are available for courses, research help, subject areas, and special topics. Pathfinder guides identify databases, information resources, and librarians for [specific disciplines](#). Pedagogy-based guides serve as [teaching and learning modules](#) to accompany face-to-face research sessions and for flipped classroom activities.

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 undergraduate research is provided in 3.B.5.

Sources

- 2016-17 ELCE Annual Report
- AACRC Transitions Program History
- AACRC Transitions Program Schedule 2018
- Accessibility Resources Office - Student Resources
- Advising Activity 2017-2018
- Advising Activity 2017-2018 (page number 1)
- Advising and Academic Services Organization
- Advising Scan 2017-18 - Final
- Advising Strategic Plan Phase I Final Report
- Advising Strategic Plan Phase I Final Report
- Advising Strategic Plan Phase I Final Report (page number 50)
- Advising Strategic Plan Phase I Final Report (page number 61)
- Advising Strategic Plan Presentation
- African American Cultural Resource Center Programs
- Bearcat Bound Resource Guide
- Bearcat Buddies Impact
- Biomedical Engineering Program Description
- Career Coaching
- Catalyst Reporting Tool (CaRT)
- CCM Facilities
- CCO - UC One Page Overview - Final
- Center for Community Engagement Programs
- Center for Excellence in eLearning Workshops & Programs
- Center for Exploratory Studies
- Center for Pathways Advising & Student Success
- CETL Workshops and Programs
- College Credit Plus Academic Advising
- Complete College Ohio - Overview and Full Plan
- Counseling and Psychological Services

- CoursEval Usage and Growth
- Ethnic Programs and Services
- Financial Literacy
- Gen 1 House 2008-2018 Outcomes FINAL
- Gen 1 Theme House
- Geology Department Map Collection
- Haas Culture of Care
- Herbarium
- International Planning
- Learning Commons
- LGBTQ Advocate Training
- LGBTQ Center Programs
- Math Placement Test
- Nationally Competitive Awards Recipients
- NSSE 2017 Engagement Indicators - Advising
- NSSE 2017 Frequencies and Statistical Comparisons
- NSSE First-Year Advising
- NSSE Senior Advising
- Oesper Collections in the History of Chemistry
- Office of Nationally Competitive Awards
- OhioLINK
- One Stop
- Pre-Professional Advising Center
- Resident Education
- Ronald E. McNair Post-Baccalaureate Achievement Program
- SALD Campus Communities
- SALD Equity & Inclusion
- SALD Leadership
- SALD Programming
- Site-Licensed Software
- Software for Faculty Staff
- Software for Students
- Student Advising Experience Survey Results 2017
- Student Affairs Pillars
- Student Affairs Strategic Plan
- Student Athlete Support Services
- Student Internationalization
- Student Leadership Certificate
- Student Organizations
- Student Technology Resources Center
- Student Wellness Center Program Menu
- Team Student Article
- Team Student Learning Commons Discussion
- Technology Workshops - FacultyOneStop
- UC Campus Completion Plan 2018
- UC Community and Partners Celebrate 100 Percent Wireless Campus
- UC Libraries Digital Scholarship Center
- UC Libraries English Composition 1001 LibGuide
- UC Libraries Instruction Community of Practice
- UC Libraries Instruction Sessions2016-2017

- UC Libraries One Stop Business Resources
- UC Libraries Progress Report
- UC Libraries Progress Report (page number 12)
- UC Libraries Scholar@UC
- UC Libraries Subject Librarians
- UC Libraries Workshops 2016-2017
- UC Libraries_Why Manage Your Data - Data Management Planning
- UCIT_Data Centers, Servers & Storage
- UCIT_email_collaboration_file_storage_services
- UC's Approved CCO Campus Completion Plan
- UCScienceNet - NSF Award#1541410_abstract
- University Honors Program
- Veterans Office
- Women's Center Programs

3.E - Core Component 3.E

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.

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

The university recognizes that co-curricular experiences are a critical component of students' overall learning experience. The Division of Student Affairs 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 supports the mission of the university in providing educational programs that actively engage students and 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. 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. In addition to this certificate, SALD connects students to 600+ [registered student organizations](#) (ranging from academic, multicultural, and religious organizations to business and recreational), [annual leadership conferences](#), retreats, teaching experiences, campuses, 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. All trainings offered through the [LGBTQ Center](#) and [Ethnic Programs and Services](#) allow students to better understand how to create inclusive spaces. The [Racial Awareness Program](#) and [Accelerating Racial Justice](#) (described in 3.B.4) 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 UC 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.

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. UC International is described in section 3.D.1.

3.E.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.

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 through an extensive range of academic programs and 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 currently places more than 6,000 students in co-op positions (with collective co-op earnings exceeding \$65 million annually) as part of 14,000 students annually in [various types of experiential learning](#). The university's [general education curriculum](#) requires all baccalaureate students to participate in transcripted Experiential Learning, and our [revised curriculum](#) includes explicit [career education outcomes](#).

UC's commitment to equity and inclusion is demonstrated through the diversity, equity, and inclusion learning outcome that is being integrated into our [new General Education program](#). Additionally, UC has received the Insight to Diversity Champion Award (2016) and the Higher Education Excellence in Diversity Award (2014, 2015), which acknowledges institutions that demonstrate an outstanding commitment to diversity and inclusion.

UC's contribution to the community and the economy is evidenced in a [report](#) by the UC Economics Center estimating that university faculty and staff generated 133,000+ hours of community service in academic year 2015-1016, estimated to have over \$3.1 million in financial impact on the Greater Cincinnati region. An [economic impact study](#) performed by consulting group Emsi shows that UC added nearly \$4.2 billion in income to the local business community in fiscal year 2016-2017. In

2013, the APLU awarded its inaugural economic prosperity award, which recognizes an institution that is making connections between all university-engaged economic development areas, to UC 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 fiscal year 2017, UC and its affiliates had over [\\$455 million in research and development expenditures](#), which led to opportunities for nearly 2,000 Clifton (Main) campus undergraduate students to participate in undergraduate research-intensive courses, as well as the myriad research opportunities described in section 3.B.5.

Finally, we have evidence that the UC educational experience prepares students to be successful contributors in the economy and in their careers. See 4.B.6 for further details.

Sources

- ARJ Master Curriculum
- Career Education Learning Outcomes
- Division of Student Affairs Annual Report
- Ethnic Programs and Services
- Ethnic Programs and Services (page number 2)
- Experiential Learning Definitions
- FY2017 Research & Development Expenditures
- GenEd Requirements
- LGBTQ Center Programs
- RAPP Curriculum
- Revising GenEd
- SALD Leadership
- Student Leadership Certificate
- Student Organizations
- UC Benefits Final full report 2017
- UC_MainReport_1617_Finalv2
- Women's Center Programs

3.S - Criterion 3 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

The institution maintains a practice of regular program reviews.

UC has maintained [regular program and discipline/area reviews](#) since 1990. While the procedures have been modified with the change from quarters to semesters, the faculty's close review of curriculum, quality of instruction, assessment of student learning, and planning for the future remain at the core of the process. These reviews provide data for program improvement including enhanced faculty resources and recommendations for improved instructional practices, upgraded technology and facilities, expanded student support services for improved teaching and learning, and rationales for budgetary requests.

Prior to the University of Cincinnati's conversion from the quarter to the semester system, all programs and general education areas were reviewed annually. As part of semester conversation, each academic program was required to develop an [assessment plan](#) prior to meeting the fall 2012 deadline.

The process of assessment plan development was supported centrally through a [program assessment training and design sessions and workshops](#) hosted by the Center for the Enhancement of Teaching & Learning (CET&L) for academic programs to work within and across disciplines while creating their plans. Following an initial orientation, program leaders brought plans back to their respective programs to review and revise program outcomes, work to [develop detailed curriculum maps](#), and [build program assessment plans](#). These were then submitted for review both at the collegiate and institutional level, which often involved iterative processes between the Academic Committee and the faculty leading the academic programs. Throughout this process, and partly owing to the sheer volume of this effort—[roughly 100 plans were created and approved](#) in a concentrated period—the university focused on the developmental nature and process of assessment as a form of continuous improvement. Because of this focus, the university has been able to attend to shortcomings in assessment plan review, plan implementation, and necessary revisions in ways specific to program and institutional need. For instance, to address issues of consistency during AC reviews of assessment plans, the university ratcheted up training for the AC approvers and modified the [standard review template](#).

Furthermore, units that made curricular changes, introduced new programs, or otherwise needed to change their assessment plans were afforded individual guidance. This process took place in 2013-2015. In the spring of 2016, the CET&L implemented an [assessment survey for all programs](#). The following year introduced, in addition to a [revised survey for accredited programs](#), an [Assessment of Student Learning Report](#) for unaccredited programs with the support of faculty senate, the academic committee, the associate deans, and the provost's office. In the 2017 academic year, the university began an [annual reporting cycle](#) for student achievement of program outcomes due at the end of each spring semester. Formative feedback regarding the continuous improvement processes of academic program efforts is provided during the summer courtesy of CET&L.

4.A.2

The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

[The University of Cincinnati's Credit Evaluation Center](#) evaluates both Ohio and Non-Ohio credit from all regionally-accredited colleges and universities. Students, prospective and currently enrolled, may compare coursework from other institutions with UC's equivalent course using Transferology, a national database. In addition, UC adheres to the [Ohio Articulation and Transfer Policy](#), set by the Ohio Department of Higher Education (ODHE). UC awards transfer credit applicable to its General Education program for any courses approved in Ohio's Transfer Assurance Guide (TAG), Ohio Transfer Module (OTM), or Military Transfer Assurance Guide (MTAG). Similarly, Career Technical Assurance Guide (CTAG) courses allow for vocational school credits to be transferred seamlessly to degree programs at UC, and all other Ohio public institutions.

Activity for non-traditional education support program provide a mechanism for the transfer of credit earned through active duty. Because TAGs, MTAGs and CTAGs are rigorously examined and have agreed upon learning outcomes approved by faculty peers for the Department of Higher Education, UC is comfortable accepting courses with these designations. We also accept credit earned through CLEP, IB, A-Levels and AP test results in compliance with ODHE. With exception of the TAGS, UC determines the way in which transfer credit applies to graduation requirements in specific programs and also allows students to [earn college credit](#) for knowledge obtained outside of the traditional college classroom setting through the use of a [state-approved rubric and evaluation process](#) for Prior Learning Assessment (PLA).

4.A.3

The institution has policies that assure the quality of the credit it accepts in transfer.

UC has policies that assure the quality of transfer credit. The institution accepts [transfer credit](#) from colleges and universities accredited by regional associations; credit consistent with state policies governing the Ohio Transfer Module and Transfer Assurance Guides; and credit through programs such as Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). High school students who have participated in dual credit programs in Ohio have either attended accredited Ohio public universities or taken dual credit courses in their high schools, which are treated as identical to courses at the offering college. In particular, the state recently introduced College Credit Plus (CCP) (described in 3.D.3) as a statewide initiative to give all college-ready high school students access to dual enrollment credit. In addition, colleges have made determinations regarding which courses may consider PLA as a way of meeting course criteria for credit.

4.A.4

The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The prerequisites and student learning outcomes for all UC courses are enumerated in several places. Prerequisites are [imbedded in course descriptions](#) visible to students browsing course offerings. All courses, degree programs, and certificates are required to have learning outcomes, which are housed in their entirety and maintained by the faculty using [eCurriculum](#), an electronic database for all courses and programs for faculty and staff use. Furthermore, all program and certificate learning outcomes must be approved by the [Academic Committee \(AC\)](#). Prerequisites are systematically enforced during the class registration process in the SIS. Course and program learning outcomes within eCurriculum are visible as part of each [program's assessment plan](#). As evidence of continuous refinement, the most frequently modified field in eCurriculum continues to be learning outcomes at the program and course level. Course learning outcomes are generally listed on course syllabi. [A Faculty Senate resolution](#) recommends that all syllabi be posted in the Learning Management System (LMS). Additionally, the faculty senate has also provided a [template](#) of recommended best practices for syllabi. Furthermore, we continue to work with contingent and graduate faculty to increase posting of syllabi.

The rigor of courses is assured through a multi-step process. Teaching faculty may [submit, build, or modify](#) a course in eCurriculum (see below); this form is then routed to the program director, unit head, college curriculum committee, college dean's office, and the provost's office [for review and approval](#). For graduate courses, the process also includes review by the graduate school prior to provostal review.

The quality of teaching is also reviewed through multiple methods including, in all cases, [teaching evaluations](#). Additionally, reviews of student success data, peer observation, peer mentoring, teaching portfolios, and faculty development are frequently used to support and assess quality teaching. Most academic departments require [regular, sustained peer observation](#) and student evaluation data as part of the Reappointment, Promotion, and Tenure process. Generally, tenure-track faculty undergo

[comprehensive review](#) a minimum of three times—twice in the pre-tenure period for reappointment and for tenure in the sixth year. Tenured faculty are again reviewed as part of the promotion to full professor and when university contracts have included merit pay. Furthermore, Educator and contingent faculty also face regular review as part of the appointment and merit process. This review relies heavily on an evaluation of teaching effectiveness as described above. All combined courses taught are subject to the same processes described above. Faculty development around teaching is well supported in the [university contract](#) and is in the order of \$500,000 annually.

Please refer to Criterion 3A for a detailed account of how the university ensures appropriate qualifications for faculty hiring, including for contractual and consortial faculty.

4.A.5

The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

All university programs that require accreditation for professional licensure or certification remain fully accredited and in compliance. Additional programs are accredited because faculty and leadership perceive benefits to accreditation, including alignment with disciplinary standards and measures of quality. The institution has accredited programs in each college or school at UC. Examples of recent reaccreditation visits from external agencies include:

- Accreditation Board for Engineering and Technology
- National Association of Schools of Art and Design
- American Bar Association
- Association to Advance Collegiate Schools of Business
- American Psychological Association
- American Chemical Society

The university maintains a public, web-based list of [accredited programs](#) and their statuses.

4.A.6.

The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

The Office of Institutional Research (OIR) collaborates with the Division of Experience-Based Learning and Career Education (ELCE) and the Lindner College of Business (LCB) to collect data assuring that degrees and certificates are preparing students to meet their academic and career goals. Following the standards of the National Association of Colleges and Employers (NACE), student outcomes are collected six months after graduation.

The Office of Institutional Research uses data from the National Student Clearinghouse to determine if students are enrolled in graduate school or other continuing education, and collaborates with the Ohio Department of Jobs and Family Services to obtain tax records verifying students' employment within Ohio. Student outcomes not available in either of these two sources are supplemented with surveys conducted by Experience-Based Learning and Career Education and the Lindner College of

Business.

OIR was able to obtain [outcomes](#) for 90.8% of undergraduate students and 50.0% of graduate and professional students completing degrees in the 2015-2016 fiscal year. Of undergraduate students with known outcomes, 60.8% were employed, 30.2% were enrolled in continuing education, and 8.8% were seeking employment. ELCE reached out to the students who were seeking employment to offer further support. Of graduate and professional students with known outcomes, 82.6% were employed and 17.4% were enrolled in continuing education. Since less information was available about graduate and professional students' post-secondary outcomes, the university is unable to determine how many students from [graduate and professional programs](#) are unemployed. Institutional Research is researching consortia that would allow access to tax records from multiple states, which would allow for a higher overall knowledge rate of post-graduation outcomes.

Sources

- 15BA-PSYC --- PYSC BA assessment plan 2014 6
- 2013 Program_Assmt_Plan_Template
- 2016 APA Survey
- 2017.01.13_Academic Program Assessment Initial Report_FORAC
- 2018-2024_Graduate-Program-Review-Schedule
- AC Reviewers Form_revised_brs
- AC Training_8.9.17
- Academic Committee, Home
- Academic Program Assessment, CET&L
- Accreditation, Home
- AC-Meeting-Minutes-2016-2018
- Administration, Graduate School, University of Cincinnati
- APA Check-in 2017_18
- Approval-Process-for-New-Graduate-Degree-Programs
- Assessment of Student Learning Report
- Catalystprereq
- ChemistryGradProgReview
- College of Arts & Sciences, Home
- CourseEval_Sample Surveys
- Credit Transfer _ Ohio Higher Ed
- Curriculum Mapping Matrix
- eCurriculum 2.0 PROGRAM APPROVAL WORKFLOWS
- eCurriculum 2.0 Program Curriculum Guide
- eCurriculum 2.0 Program Learning Outcomes Details
- eCurriculum 2.0 Program Search University of Cincinnati
- eCurriculum BuildCourse
- eCurriculum_Learning_Outcomes_By_Program_Report07_09_2018
- eCurriculumMajorMapApprovalWorkflow_PSYCHBA
- EnglishGradProgReview
- EXAMPLE ANTH_Program_Assmt_Plan_version3[2]
- FacSenRecommendations for Syllabi
- FacultyAPR_Articlec33_CBAP
- Information for Transfer Students, Home
- New-Academic-Program-Form

- Ohio Articulation and Transfer Policy
- PLA, Home
- PLA-Rubric-Key
- Program Assessment Workbook
- Program Level Assessment, Home
- Proposal_Undergraduate Degree_August 2016
- Proposed AC Assessment Plan Rubric
- RPT_UC_AAUP_Article7_16-19-2
- Sample Assessment Plans
- State-Academic-Program-Review-Guidelines_FINAL_042915
- UC Graduate Post-Graduation Outcomes 2015-2016
- UC Syllabus Template
- UC Undergraduate Post-Graduation Outcomes 2015-2016
- UC_AAUP_16-19_FACDEV_Article24
- UCCourseEval Report
- University of Cincinnati Policy and Procedures for Annual Performance Review of Faculty

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1.

The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Assessment is part of the regular business of the University of Cincinnati.

At the time of this writing, the university has the following [Undergraduate Baccalaureate Competencies](#), or learning outcomes (please see criterion 3.C for references to proposed changes to general education). These competencies include:

- Critical Thinking: Analysis, synthesis, and evaluation of information and ideas from multiple perspectives
- Knowledge Integration: Fusion of information and concepts from multiple disciplines
- Effective Communication: Competence in oral, visual, and written language; use of resources and technology for communication
- Social Responsibility: Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society

In addition, the university has identified Information Literacy as an essential skill that supports each of the competencies and which must permeate every component of the General Education Core.

All academic degree programs have [learning outcomes](#) defined by the faculty that correspond to the [undergraduate competencies](#) in ways specific to the measures and requirements of the discipline and that are housed and updated in eCurriculum, as noted above, which is the university's primary repository for learning outcomes, documentation of course contribution to general education competencies, and a log of continuous curricular improvement. As a way to ensure full utilization of the eCurriculum 2.0 system (see criterion 3.A.1. and 3.A.2.), the university has designed its workflow so that the only way to add courses to Catalyst is through the automated approval process housed within eCurriculum 2.0.

Furthermore, [assessment plans and curriculum matrixes](#) outlining student attainment of the general education competencies for all baccalaureate programs were created and approved through an

iterative process via the Academic Committee for every degree program following the university's conversion to semesters in 2012.

Annual assessment reports are submitted via an annual check-in survey. Since 1997, all undergraduate programs annually collect and report student achievement data via the [general education assessment survey](#). This survey is sent to senior capstone faculty. Results are reviewed by the GenEd Coordinating Committee, as well as the undergraduate associate deans. Since our conversion to semesters, five years of assessment data have been reviewed. Findings from survey data during this period, including comments from capstone faculty members completing the survey, have guided substantive changes affecting UC undergraduate programs, but also of the university's assessment practices themselves. Three significant examples follow.

Firstly, UC faculty members identified a need to share results more broadly with the capstone faculty members completing the survey itself, in easily accessible electronic formats. To address this need, the Office of the Provost has created a new full-time [Assistant Director, Academic, staff position](#). The Assistant Director will support assessment by gathering assessment data, and presenting it in easily accessible visual formats, but also by making observations and communicating recommendations to support faculty in curricular planning. (See section 3.C.1.)

Secondly, assessment results, in combination with institutional priorities, indicated a need to address diversity and inclusion in our General Education curriculum. A committee of faculty members developed learning outcomes related to diversity and inclusion, which were subsequently reviewed, discussed, and approved by the GenEd Coordinating Committee during 2016/17, with the creation of two Breadth of Knowledge (BoK) course identifiers, [Diversity, Equity, and Inclusion \(DEI\)](#), and [Society, Culture, and Ethics \(SCE\)](#), eliminating two previously used BoK codes. (See section 3.B.2.)

Thirdly, the [GenEd Coordinating Committee](#) decided to make a transition from the 1-to-5 scale rubrics originally adopted in 1997. Following national best practices, the Committee decided to utilize VALUE rubrics recognized in the AAC&U's LEAP campaign. Following a pilot in 2014-15, the university shared both survey options in transition during 2015-16 and 2016-17. The [2017-18 survey](#) now uses only VALUE rubrics. (See section 3.B.1.)

Beyond the senior capstone survey, the university gathers and presents assessment data from numerous available sources to inform curricular change for continuous improvement. The university regularly collects [program assessment plan updates](#), findings, and actions; [analyzes and reports on DFW rates university-wide](#), and [targets key courses](#) for strategic support through [the Great Gateways program](#); collects and reports on pass rates for national exams; and reviews employer data and feedback for co-ops and internships. Graduate programs report on a 7-year cycle as part of an internal and external [program review process](#). In addition, units comply with required assessment for professional accreditation on a regular basis. Our Center for the Enhancement of Teaching & Learning, in partnership with the Academic Committee and Institutional Research, [provide documents, workshops, and consultations](#) to guide in the collection, analysis, and refinement of student learning measures and data.

In addition to the processes and supports described above, the Office of Institutional Research regularly administers the National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI), and data from these surveys are shared across campus as described in 4.B.2.

4.B.2

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Data from each process referenced above is collected through regular assessment and shared through governance processes and bodies, which include regular college meetings, the annual budget process, the [Academic Committee](#), [Associate Deans Council](#), the [General Education Council](#), and Faculty Senate. It should be noted that undergraduate and graduate students sit on many of these bodies.

As a result of this continuous improvement process, the university has made numerous curricular and programmatic changes to benefit greater achievement of student learning outcomes. Recent examples include the following:

- The Provost Office and CET&L partnering with STEM faculty to further support active learning models in foundational science courses such as General Chemistry, Calculus, Applied Calculus, and Anatomy and Physiology, along with providing professional development support and strategic funding for instructor support through the process of course refinement.
- The allocation of central funding to support the analysis of post-semester conversion data to create a predictive model for individual student success and resource-building for foundational, high-DFW courses.
- The piloting of a peer-supported recitation model in Econ1001.
- The College of Allied Health Sciences combined first-year learning communities and academic course content to facilitate shared discussions between courses and learning communities to ensure stronger retention.
- The university committed to creating a set of pathways in mathematics attached to meta-majors, health, social, and STEM, which included determining discipline-specific and program-based quantitative reasoning needs rather than sending all students through a shared track. As of today, there are 50 programs requiring various quantitative reasoning competencies.
- The 2018 merger of the Learning Assistance Center and the Center for First Year Experience and Learning Communities along with an investment of new permanent funding to create the Learning Commons. This Commons provides centralized academic support for University of Cincinnati students by bringing together faculty, best-practices in teaching and learning, and hundreds of outstanding peer educators to create flexible academic-success programming. This year more than 6,000 students will take advantage of Learning Commons programs to build confidence, integrate on campus, and master challenging course content.
- The ongoing refinement of our General Education program and processes are the result of assessment for continuous program improvement. The most recent modifications include: new student learning outcomes for Diversity, Equity, and Inclusion, and for Career Education (see 3.B.2), an enhanced review process for new General Education courses, and the increased use of VALUE rubrics for the assessment of effective communication and critical thinking.

The culture of assessment is quite strong in those colleges that maintain specialized accreditation. Therefore, recent efforts have been concentrated in the College of Arts and Sciences and other non-accredited programs. Supports include: establishing a position within the Provost's Office for a [Faculty Assessment Fellow from Arts & Sciences](#) to provide faculty leadership in assessment practices and serve as a bridge between administrative and faculty efforts at improving processes—the creation of this position has led to a serious discussion regarding the inclusion of assessment roles and responsibilities in the annual review processes for chairs and program directors; instituting a formal assessment plan revision cycle for unaccredited Arts & Sciences programs to better support implementation efforts and recognize ongoing excellence in assessment; and the adoption of the [Assessment of Student Learning Report](#) as an annual document to centrally house discipline-

specific efforts as well as provide context and continuity to local and university-wide assessment practices.

[Co-curricular assessment](#) is annually conducted by the Office of Student Affairs, with concentrated program reviews occurring on a three-year cycle. All assessment plans utilize guidelines for continuous improvement as defined by the National Council for the Advancement of Standards in Higher Education. Collected data is shared in aggregate via an [annual report](#). [Unit-specific data](#) is also shared via key academic partnerships. For example, there is a regular sharing of data between the Learning Commons with Great Gateways faculty and programs for the purposes of continuous program improvement and stronger student success. In addition to unit-based partnerships, Student Affairs also sponsors [an annual assessment conference](#) and maintains a [Student Affairs Assessment Council](#) as a central resource and forum for continuous improvement efforts.

Minutes from the annual assessment meetings, as well as survey data, student satisfaction survey data, NSSE data, student success data, employment data, graduation rates, retention, and data from experiential learning can be found on the [university's assessment website](#). Some of this information requires log-in credentials.

To ensure adequate support for assessment efforts, and in response to feedback from capstone faculty members in particular, the university has created a new [full-time staff position](#) to facilitate the collection of assessment data and present it in easily accessible visual formats. The Assistant Director will not only facilitate data collection, but also make observations and communicate recommendations to support faculty in curricular planning. See section 3.C.1.

4.B.3.

The institution uses the information gained from assessment to improve student learning.

As described above University findings are made public in aggregate by college via an assessment web portal, which includes college-based reports, NSSE, and general education assessment results and other college-specific data. In addition, regular meetings are held at the college level to [present central data](#) and identify target areas for improvement and follow-up. As of spring 2017, we have committed to and begun the process of integrating college-based assessment data into the annual budget process.

As part of the regular collegiate assessment meetings, colleges identify [areas for improvement](#). In some colleges, these plans are developed at the school or unit level. For example, when the college converted their programs to semesters, the Lindner College of Business curricular mapping indicated inadequate attention to social responsibility. These data were then reviewed at the college level and courses were modified to increase attention to this learning outcome. Specifically, the Professionalism Academics Communication and Engagement (PACE) program was put in place as part of this process. Likewise, analysis has shown that the participation in experiential learning during the first-year increases retention.

4.B.4

The institution's processes and methodologies to assess student learning reflect good practice,

including the substantial participation of faculty and other instructional staff members.

Faculty participation is central to UC's culture of assessment and continuous improvement. All programs are expected to participate in the assessment process and are held accountable to this expectation through the [annual survey and report](#), the results of which are shared with their dean. In addition, UC maintains a standing, university-wide [Academic Committee](#), which is instrumental in the oversight of the development and implementation of current assessment plans at the program and college level. The Academic Committee's membership was modified in 2016 to be inclusive of all colleges. In 2015 the institution began piloting the use of [VALUE rubrics](#) in effective communication and critical thinking and supported this effort through a series of meetings and consultations. In our most recent [assessment cycle](#), as reported to the GenEd Committee, more than 70% of the senior class was assessed and approximately 1/3 of the rubrics were derived from the VALUE tool set.

In addition, the Academic Committee, in partnership with CET&L, sponsors regular [professional development activities](#) in support of assessment, including: college- or unit-specific workshops, course design institutes, and consultations. In 2015, the committee sponsored an Assessment Day, for which they invited Dr. Tom Angelo, a nationally renowned expert on academic assessment, to give several seminars on best practices in assessment. Additionally, training programs in direct support of program directors and division heads were hosted in [Fall 17](#) and [Spring 18](#), run by CET&L, to better provide support and guidance for discipline-specific program assessment expectations and to further unit updates and implementations of assessment plans and reporting processes.

Sources

- 2016 APA Survey
- 2017.01.13_Academic Program Assessment Initial Report_FORAC
- 2017-18 College Assessment Memos
- 2017-18 College Assessment Responses
- 2018-2024_Graduate-Program-Review-Schedule
- A&S_Academic_Program_Assessment_Unit_Heads_&_Program_Directors (1)
- AACU LEAP
- Academic Program Assessment, CET&L
- AC-Meeting-Minutes-2016-2018
- Administration, Graduate School, University of Cincinnati
- APA Check-in 2017_18
- Assessment of Student Learning Report
- AssocDeans_Minutes_2015-2018
- Attachment2-Capstone-Survey-PREVIEW-VALUERubrics-1to4
- Attachment3-Capstone-Survey-PREVIEW-BaccCompetencies-1to5
- CASStandards
- Description-Asst-Director-UG-Assessment
- DFW Dashboards Index Screenshot
- Division of Student Affairs Annual Report
- eCurriculum GenEdmap
- eCurriculum_Learning_Outcomes_By_Program_Report07_09_2018
- FAA-GenEdCapstoneResults-Individual-2017-18
- Gartner Great Gateways Presentation 2016.04.04
- GenEd Capstone-Survey-PREVIEW-VALUERubrics-1to4
- GenEd Committee Minutes 2013-18 (1).pdf

- GenEd Definitions
- GenEd Proposal 2019 Changes
- GraduateProgramReviewTemplates
- Great Gateways Agendas
- Great Gateways, CETL, University of Cincinnati
- Institutional Dashboards, Home
- IR screenshot of Institutional Dashboards
- Learning Commons_Great Gateways 2_15_2017
- Program Level Assessment, Home
- Provost Fellow signed letter 07281728072017
- SA_Annual_Report_template
- SA_AssessmentConference_Full_Schedule_17
- SACcommittees, Home
- SPRING_A&S_Academic_Program_Assessment_Unit_Heads_&_Program_Directors_workshopslides
(1)
- Three-Years-GenEd-Responses
- VALUE Rubrics

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The University of Cincinnati uses as a guiding document a fully vetted and Board of Trustees-approved [Complete College Ohio Plan](#). This annually updated plan aligns with the [academic strategic plan](#) to attain first-time, full-time baccalaureate retention and graduation rates of 90% and 75% respectively. The university continues to make steady progress toward these goals, and is mindful of these targets as it crafts its class, plan, and [support services for our students](#). The success metrics of the university are managed through UC's Strategic Enrollment Management (SEM) structure and assessed annually. Our plan is disaggregated to take into account student preparation, familiarity with the college process, and financial considerations. SEM works through standing committees and ad hoc task forces to focus on specific population needs such as transfer and transition students, first generation students, underrepresented students, and First Years.

4.C.2.

The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Office of Institutional Research analyzes retention, persistence, and completion data on an annual basis. Institutional-level data are [published on the university's website](#), in accordance with the federal Student Right-to-Know Act. Program-level retention and graduation rates are available on the university's Tableau server website for internal users with appropriate credentials. [The internal](#)

[versions](#) of the retention and graduation rates also include filters for bio-demographic variables such as first-generation and Learning Communities status. The Provost's Office and Enrollment Management use college-level and program-level retention and graduation rates in concert with academic preparation measures of incoming students to project retention and graduation rate goals for each college. [Degree completions](#) are compiled and reported to the Ohio Department of Higher Education as well as to IPEDS. Completions are a critical and dominant part of the State Share of Instruction formula for distribution of funding from the state of Ohio.

4.C.3.

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

[The academic strategic plan](#) aims to achieve first-time, full-time baccalaureate retention and graduation rates of 90% and 75%, respectively. Data on these goals are assessed annually through UC's Strategic Enrollment Management structure and through annual Deans' performance reviews.

In 2015, as part of a state initiative, the University of Cincinnati initiated a [Complete College Ohio plan](#) that recognizes these targets. This data-driven, detailed plan remains a priority. Annual updates are made to the state. It is also important to note that the university is incentivized to bring students to successful course and degree completion, as both successful grades and degrees awarded are reported to the Ohio Department of Higher Education every year. These completion metrics are important factors in the State Share of Instruction formula utilized in the distribution of funding among Ohio public institutions.

These institutional goals and incentives, as well as the ease with which colleges and student service offices can analyze their outcomes, have created a virtuous culture involving the regular tracking of outcomes. This focused practice has in turn created further analysis. As noted in 4.C.2, the internal versions of the [retention and graduation rates dashboards](#) now include filters for bio-demographic variables such as first-generation and Learning Communities participation. Other dashboards that have been developed to promote student success and that receive significant use are the [DFW reports](#) and the ["15 to Finish" dashboard](#). Both of these have revealed new evidence that has in turn helped in the creation of new policies and practices that have already shown successful results. For example, [DFW rates](#) for courses have declined from 13.8% in 2013 to 9.1% in 2017 (see attached evidence in Appendix V in Federal Compliance report). [The "15 to Finish" dashboard](#) demonstrated that students who took 15 or more credit hours in their first semester were more likely to be retained than students who took 14 or less credit hours, regardless of ACT/SAT scores. This information, which confirms trends in higher education findings, is already changing the way UC advises students, so that advisors strongly recommend that their students focus on their studies, as students who are potentially working and studying are more likely to struggle and leave (see attached snapshots in Appendix V). Additionally, analysis of UC data on a range of student engagement factors known to impact student retention, persistence, and completion has resulted in specific investments and strategy implementation to advance a culture of student success. Examples include: [The Great Gateways initiative](#) to focus on success of faculty leading courses for large-enrollment first year courses; [the Early Alert initiative](#) to facilitate student/faculty/advisor insight, contact, and intervention for early- and mid-term student success; significant investment in primary role academic advisor positions to meet national practice standards and support intrusive advising; design of learning community structures to support effective degree pathways; and Student Affairs support programming.

In terms of planning, the Office of the Provost and Enrollment Management marry historical data from the class profile in our [student fact books](#) to longitudinal data in the [retention and graduation dashboards](#) to project retention and graduation rate goals for each college (see also 5.C.5). These conversations provide significant help for deans and business administrators in each college, who utilize these projections in creating their budget projections.

At the graduate level, the Graduate School performs program reviews on a specific seven-year cycle. [The program review process](#) includes external reviewers, who are provided with program review reports. These reports rely on the dashboards created for this purpose, and these dashboards include outcome metrics such as time-to-degree, completions, etc.

In terms of post-graduation outcomes, the university has devoted significant resources to obtain better and faster employment information for our graduates. Since 2016, the university has partnered with the Ohio Department of Job and Family Services to obtain these data in an efficient format. The Office of Institutional Research combined these data with continuing education data from the National Student Clearinghouse, and those [dashboards](#) enabled the reporting of 91% of post-graduation outcome statuses for the graduating class of 2015-16. This information is now publicly available on the university's website, and internally it has been shared in greater detail with key constituents, such as provost's senior staff, college advisors, etc. UC is optimistic that this research and information, especially when coupled with continuous annual updates, will continue to provide opportunities for improvement.

4.C.4

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The University of Cincinnati [uses IPEDS definitions](#) to identify the cohort tracked for retention and graduation rates. This cohort includes all first-time, full-time baccalaureate degree-seeking undergraduate students. There are very few associate degree programs on the Clifton campus, but these students are grouped together in a cohort for tracking purposes. Since 2015, the university has conducted a National Student Clearinghouse audit prior to the beginning of each semester to identify freshman applicants who had postsecondary enrollment between their high school graduation date and application to UC. The Office of Enrollment Management examines these students and, if necessary, reclassifies them as transfer students. This practice ensures that the cohort used for graduation rates is truly comprised of first-time students.

Sources

- 15 to Finish Bacc (Main Campus)
- 17-18 Cohort Retention by Comparison Groups
- AcademicMasterPlan-Phase2-ActionSteps
- Advising Strategic Plan Phase I Final Report
- Baccalaureate Graduation Rates
- ChemistryGradProgReview

- Clifton IPEDS Fall Enrollment Survey 2017
- DFW Dashboard Sample
- DFW Rate Trends Sample
- DFW Single Class Dashboard
- Factbook Table of Contents
- Fall 2016 Cohort Retention to Fall 2017
- Fall 2017 Student Fact Book
- First-Time and Graduate Student Cohort Retention
- Gartner Great Gateways Presentation 2016.04.04
- GraduateProgramReviewTemplates
- Great Gateways, CETL, University of Cincinnati
- Institutional Dashboards, Home
- Starfish EARLY ALERT, Home
- UC Campus Completion Plan 2018
- UC Post-Graduation Outcomes 2015-2016

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

There is no argument.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1.

The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

During the past ten years, the operating position of the university has dramatically improved, from a loss of \$45 million in FY 2008, to a gain of \$5.4 million (which included \$57 million in extraordinary expense related to Governmental Accounting Standards Board 68 implementation) in FY 2017. There are many factors associated with this improved performance, with the primary drivers being: (a) increased enrollment; (b) operating efficiencies; and (c) endowment investments.

Source: [FY17 Audited Financial Statement](#).

Enrollment

The university population has grown from 37,072 in 2008 to 44,783 in the fall of 2017. UC has taken a very diversified approach to growing enrollment, inclusive of growing the first-year baccalaureate class from 3,144 to 5,400; growing graduate and professional program enrollment from 8,703 to 10,596; growing distance learning students from 1,460 to 5,508; and increasing the number of international students from 1,867 to 3,447. Improvements in aggregate retention have also contributed to UC's growth. During this same time period, funding from the state of Ohio has moved from a headcount to a completion model, thus our [institutional increases in retention and graduation numbers](#) have enhanced [UC's share of state subsidy](#).

Operating Efficiencies

The university, independently and in conjunction with the Inter-University Council (IUC), has taken focused efforts to become more efficient in the way it operates. As of the [FY 2017 efficiency report filed with the Ohio Department of Higher Education](#), the university has reported approximately \$9.0 million in cost savings, cost avoidance, and/or revenue enhancements. These improvements encompass many areas of operations, including but not limited to: renegotiation of campus contracts, accessing group purchasing agreements, affinity partnerships and sponsorships, and implementing a new method for managing the debt portfolio.

In addition, the university engaged [Huron Consulting to perform an exhaustive review](#) of the aggregate operation to identify additional areas for potential implementation. The primary areas for implementation are related to: shared services, electronic procurement, unit consolidation, and information technology governance. The university is a good steward of its financial resources, and currently is planning for additional activities and changes in the upcoming years.

Further, the university engaged Jones, Lang, LaSalle to assist in the unbiased evaluation of assets and operating units that may be best suited for Public/Private Partnership. This in-depth review was focused on current operating performance against industry benchmarks in categories such as service, quality, and finance. The evaluation then evolved to include consideration of whether it would be in the best interests of the university to continue to own and operate specific units internally, outsource the operation, or monetize the asset/operation in its entirety. This is a large undertaking, and we are currently working toward completing the first evaluation cycle toward this ambitious goal.

Endowment Management

The university's endowment totaled \$1.3 billion at June 30, 2017, an increase of approximately \$100 million when compared to June 30, 2008. The endowment is comprised of approximately 2,000 individual endowment funds, each of which was established by a gift from a private donor to support a specific scholarship, professorship, or another component of the university's mission.

Driven by the total endowment, the strength of the overall markets, and the skills of UC's investment office and managers, investment earnings have increased by approximately \$40 million (\$56 million in FY 2008; \$95 million in FY 2017).

The culmination of these activities is reflected in the university's financial statements, but a correlated outcome is the annual ratings received by Moody's and Standard & Poor's. During 2017, [Standard & Poor's reaffirmed its previously assigned AA-long-term rating with a stable outlook](#). [Moody's also reaffirmed its previously assigned Aa3 rating with a stable outlook](#). The ratings were assigned after extensive reviews of the university's financial activities, strategic plans, and future prospects.

Both rating agencies have highlighted, as positive attributes supporting their published ratings, UC's excellent governance structure, as well as the effectiveness of its financial controls and budgeting process, as contributors to effective decision-making and operational effectiveness. These components will be essential as the university navigates the waters of higher education affordability alongside challenging state budgets.

Budgeting, resource allocation, and monitoring

The university's main campus annual general funds budget is \$680 million, of which \$460 million is invested in the academic mission through the Provost's office (including the College of Medicine). This represents an increase of \$275 million over the last 10 years, a 67% increase.

The two primary components of the general funds budget are: (a) Tuition and Fees; and (b) State Share of Instruction.

Tuition and Fees

Over the past ten (10) years, tuition and fees have increased \$163 million, growing from \$296 million in FY 2008 to a projected amount in FY 2018 of \$459 million. These increases in resources are tied directly to enrollment, which has grown from approximately 35,000 in FY 2008 to 45,000 in FY 2018.

State Share of Instruction

[State Share of Instruction \(SSI\)](#) is the State of Ohio's primary mechanism for subsidizing the instructional costs at Ohio's public institutions of higher education with the sole purpose of helping reduce the cost of tuition for Ohio residents.

Public institutions are placed into peer groups by institutional type (i.e. 4- year, 2-year, etc.) and receive allocations via a performance-based funding model. Approximately eighty (80) percent of the allocation is based on course completion and awarding of degrees. The model also includes weighting for service to at-risk students and doctoral set-aside variables.

During the current governor's tenure and as part of the State of Ohio budgets, the legislature has frozen or limited tuition increases. To help offset the burden this places at the public institutions, the SSI pool has also been increased.

UC's Uptown campus operates on a general funds recurring budget of approximately \$665 million, and has internally designated funds totaling \$152 million. Since the [2009 Self-Study](#), UC's general fund operating budget has grown from \$498 million to \$665 million, a 33.5% change, and internally designated funds have grown from a deficit of \$34 million to a positive balance of \$152 million, a significant positive change. During the same period, tuition and fees represented an increasing percentage of the budget, from 70.3% in FY 2009 to 77.9% in FY 2017, as state support declined from 40.7% in FY 2009 to 31.6% in FY 2017.

In addition to the recurring budget, the general funds include \$86.8 million in funding that represents unspent prior year funds. Other retained earnings are transferred to a reserve fund that currently has a balance of \$17 million. Endowment funds available for spending, gifts, and contributions from affiliates are also available for operations and scholarships and are currently budgeted at \$110 million.

Human Resources: Faculty

The University of Cincinnati faculty are at the heart of its academic mission, and hiring and supporting faculty in both their research and their teaching is vital to the university's institutional success.

Starting salaries are established by HR Compensation in conjunction with the business offices of the individual colleges. [For AAUP-represented faculty, minimum salaries are established by Article 12 of the collective bargaining agreement.](#) The collective bargaining agreement also covers various additional compensation for AAUP-represented faculty, including raises, overloads, summer and secondary semester teaching, and stipends.

In addition, [faculty salary levels are routinely monitored](#) to ensure that compensation for UC faculty falls within competitive ranges as compared to peer institutions.

UC maintains a relatively low ([17:1 faculty-to-student ratio](#)), and the Associate Provost for Faculty Development and Strategic Initiatives coordinates a rich portfolio of faculty development activities throughout the year, beginning with a new faculty orientation program.

New Faculty Orientation

Recruiting and retaining highly qualified faculty is a top priority at UC. As such, the university has invested an abundance of resources into programming and initiatives that promote faculty success. One such program is the New Faculty Orientation (NFO), which has two primary goals: to welcome new faculty to the University of Cincinnati community and orient new faculty to UC.

Note: [See new faculty orientation schedule of events, 2017](#).

Faculty Development

The University of Cincinnati values faculty success. As such, the Office of the Provost developed a model for professional development that articulates the university's approach. The office espouses a longitudinal approach to professional development that caters programming to each individual's unique career position. From graduate students to faculty-administrators, the office collaborates with a variety of internal and external offices to offer professional development opportunities designed to impart the knowledge and skills individuals need to flourish in their careers. Funding for faculty development, as stipulated in the collective bargaining agreement, is provided centrally through the Office of the Provost as well as at the college level to support the acquisition of knowledge and skill development through the completion of workshops, trainings, and seminars, and travel to professional conferences.

Centrally, the Associate Provost for Faculty Development and Special Initiatives provides direct support for faculty both individually and in groups on behalf of the Office of the Provost.

Second, [per Article 24.3.2](#) of the collective bargaining agreement, funding is provided to faculty annually to support collaborative and interdisciplinary professional development projects. During AY17-18, the Office of the Provost funded five teams who devised a variety of professional development projects ranging from enhancing online teaching skills to starting a mentoring program to delivering a diversity symposium.

Other offices and centers throughout campus are instrumental in providing professional development opportunities for faculty. For instance, support for teaching and learning is centrally provided by the [Center for the Enhancement of Teaching & Learning](#), 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, myriad other groups provide central professional development support both on their own and in collaboration with the previously named offices, including: [UC Libraries](#), [Learning Commons](#), [Experience-Based Learning and Career Education \(ELCE\)](#), [Leadership, Empowerment, and Advancement for STEM Faculty \(LEAF\)](#), [Staff Success Center](#), [Center for Enterprise Academic Technology](#), 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 evaluations and/or formally as a core component of the appointment, reappointment, promotion, and tenure processes at the college and university level.

Faculty Retention

The university works to retain faculty by providing competitive salaries and benefits and by offering special programs such as the Dual Career Assistance Program, which is designed to assist partners of newly hired tenured and tenure-eligible faculty to obtain faculty appointments at UC. As described previously, numerous opportunities for professional development exist, all of which are designed to bolster faculty success and retention. Moreover, the university partnered with the [Collaborative on Academic Careers in Higher Education \(COACHE\)](#) to obtain data from faculty through COACHE's Faculty Retention and Exit Survey and [Faculty Job Satisfaction Survey](#) that the Office of the Provost will use to enhance the climate and conditions for faculty.

Human Resources: Our Staff

UC has the ability to attract, motivate, and retain talented candidates and employees, and the institution views its staff resources as a core to delivering on its institutional mission. The first step of hiring begins with the Department of Compensation, which conducts external salary market analysis on positions. The main purpose of conducting the market pricing analyses for UC positions is to make certain of the following:

- Determine job worth within the competing labor market
- Ensure that the university is not under-paying for its jobs (does not allow UC to compete)
- Ensure that the university is not over-paying for its jobs (spending funds unnecessarily in regards to labor costs).
- Ensure that the university is paying competitively (most companies desire to compete at or above the average rate of pay for the individual job)

Compensation Plan

Compensation is highly complex and very individualized for employees within any organization. At the UC, pay is designed to have the ability to attract, motivate, and retain excellent staff. Base pay is the primary way in which the university offers compensation; however, the university can offer a combination of both base pay and variable compensation in the forms of bonuses and awards to meet the needs and circumstances of individual organizational units.

Periodic increases to base pay for staff may come in various forms including across-the-board increases that have been approved by the Board of Trustees, equity increases based upon various

criteria, [reclassification of a job](#) due to the employee performing permanent higher-level duties, employees proactively applying for higher-level positions via the recruitment process, and management promoting employees into higher-level roles due to merit and performance.

The Department of Compensation partners with the department and the vice-presidential area designee to ensure internal equity and external competitiveness, while also being mindful of the need to operate within the confines of a budget.

The careful hiring of UC employees assures that the institution has the necessary human resources to adequately support its students and faculty. In section 5.A.4 below, additional information is provided about the university's ongoing staff development efforts.

Physical Resources

The University of Cincinnati's physical resources support the university's mission of teaching, research, and job preparedness. Across three campuses, three satellite locations, and over 40 leased buildings in the Cincinnati area, the university utilizes over 250 buildings and over 360 acres. Of this total, the university's main, or Uptown, campus operations consist of 155 buildings on 194 acres on two portions known as "East" and "West," 19 satellite buildings on 91 acres, and programs that are housed in leased space. The university also operates two regional campuses that consist of a total of 16 buildings on 223 acres. Our [Uptown Campus Space Summaries report](#) provides further details about these campus physical assets that include the university's central utility plant; delivery, facility, and grounds operations; an innovation center that is the first of its type along the new I-71/MLK corridor; support facilities for the region's largest blood donation center; some limited housing for graduate students; and observatories that are North America's oldest continuously-operated telescopes as well as a National Historic Landmark.

In response to academic, deferred maintenance, and student recruitment and retention needs, a physical renewal of the campus begun in the late 1980s emanated from a campus master plan that culminated in the campus' current plan, [Master Plan 2000](#) with a [2004 update](#). The capital improvement program for the Uptown Campus during this renewal period has received wide acclaim from sources that include The New York Times, Forbes Magazine, The Los Angeles Times, Princeton Review, Delta Sky, Travel+Leisure, and many architectural journals. The New York Times recently called UC's dramatic campus renovation of the past quarter century "the most ambitious campus-design program in the country."

To help guide facility investment decisions, the university maintains facility condition information; and determines space needs through the Master Plan planning process. All potential capital projects are prioritized and approved through an all-university committee that includes a [Capital Advisory Committee](#), the [President's Executive Committee](#), the [Real Estate Sub-Committee of the Board of Trustees](#), and ultimately the [Board of Trustees](#). Projects are funded through a combination of state, local university, credit, and gift resources.

The UC uses multiple tools and analyses to track Space Utilization including the following: [Uptown Campus-West Classroom Utilization](#), and [Uptown Campus Teaching Lab Utilization](#), [Uptown Campus Physical Structures Inventory](#), [CollegeNET's series25 software](#), [Sightlines Report](#).

College & Unit Master Plans. In cooperation with the Office of the Provost, the Planning group inside the area of Planning + Design + Construction periodically updates master plans noting curricular changes and the numbers and types of faculty, staff, and students in order to address how the university's space supports its academic mission. Data from these documents supports and informs

the prioritization of projects for the university.

Instructional Technology. Recently completed and in-process projects that address a number of the above issues include the Teacher/Dyer renovation, with its new active learning classroom models and technological capacities, as well as the [new Lindner College of Business building](#) slated for completion in fall 2019.

Instructional spaces including traditional classrooms, digital learning spaces, laboratories, and performance spaces are supported by a robust system of enterprise technologies. In addition to technologies that aid instructors, each classroom has the capacity for three wireless connections per student seat to support the variety of wireless devices used by students and faculty. The Classroom Readiness Committee, a partnership between the Offices of Academic Affairs, Strategic Enrollment Planning, Administration and Planning, and the Chief Information Officer (CIO), ensures that the university's teaching and learning spaces are effective, support the needs of faculty and students, and allow for innovation and discovery. The committee collects feedback from instructors and students about the effectiveness of teaching spaces, academic technology, and other support. Furthermore, the institution provides access to computer laboratories and software to support teaching and learning.

Other infrastructure planning systems include the Geographic Information System (GIS). See [Geographic Information System Master Plan](#).

Space Policy, Planning & Utilization.

Energy, Sustainability, & Water Management. The University of Cincinnati consumes large amounts of energy, and on its Uptown Campus operates two utility-generation plants – one of which is co-generating – and maintains a distribution system that also supplies area hospitals that include the adjacent Veterans Administration and UC Health, Cincinnati's Level One Trauma Center. Savings garnered from co-generation help reduce operating costs. Through capital improvements since 2007, the university has also improved its utility plant efficiencies, and has improved the efficiency of its largest energy-consuming facilities. Since 2005, most if not all of the university's new buildings and major rehabilitation continue to be LEED-registered Silver or higher, and all have greater-than-predicted energy efficiency.

The university maintains a comprehensive sustainability program. This includes adaptations to university food service programs such as trayless dining, composting and cooking oil filtration; encouraging the purchase of environmentally friendly products such as Energy Star appliances; expanding recycling and waste management programs; and utilizing snow-removal procedures that minimize the harmful effects of salt on landscape, hard surfaces, and storm water runoff. Under the guidance of a [Stormwater Management Master Plan](#), the university finds ways to reduce its stormwater runoff which contributes millions of gallons of water annually into Cincinnati's combined sewer system.

Information Technology (IT) Resources

The Vice President for Information Technology and Chief Information Officer leads the University of Cincinnati's enterprise technology organization (IT@UC) and works with the university's distributed IT organizations to achieve an optimal balance of both enterprise and customized technologies and services that support the academic, research, and operational priorities of the university. University-wide [IT Governance](#) (five topical committees that report to an IT Council) includes student, faculty, and staff representatives and feeds directly to university leadership.

Per the university's Information Security Policy and Compliance Framework, all [information security](#)

[policies](#) must be annually reviewed and updated if applicable via IT Governance. [IT Governance bylaws](#) influence the design and delivery of online learning and research technologies, enterprise applications systems and services, networking and telecommunications, information security, data center operations, and user support and outreach. IT@UC's \$40 million budget includes priority investments to support programs for university-wide online learning and federal accessibility compliance priorities, continued adoption of the tools and resources in the [Canopy Online Learning Ecosystem](#), and establishing and sustaining the accessibility of the websites and learning management systems operated by the university. The Board of Trustees recently approved a major capital project to upgrade and replace IT network infrastructure and telephone systems, which are foundational to supporting increasing reliance on online learning tools and approaches to 21st century teaching and learning. The evidence folder includes the university's IT governance structure, bylaws, security compliance framework, accessibility (for 504/508 compliance), and its learning management systems. See [Accessibility Network Steering Committee](#) and [Accessibility Network Minutes Sample](#).

Capital Project for IT

There are seven times as many wireless devices accessing UC's IT network today than five years ago. More than 68,000 wireless devices—and 22,000 wired devices—connect to the network each day. The network experienced an all-time high of 119,000 unique wireless connections in the month of September 2017, a clear indicator of an increasing demand for service and connectivity. In response to this increased demand, the [Board of Trustees approved the IT Network Infrastructure and Telephone System Upgrade/Replacement project](#) to replace all wired and wireless network infrastructure and the university's telephone system. This project to replace the foundational IT infrastructure begins in January 2018 and will take 24 months to complete.

Huron Consulting Engagements

A third-party audit conducted by Huron Consulting, Inc., also recommended the immediate replacement of all of these critical foundational components of the university's IT network infrastructure. The university engaged Huron to look at different budget models for funding IT that would ensure that the capital investment cycles (5-to-7-years) necessary to maintain the IT infrastructure are in place, as noted in the IT Capital Infrastructure Project.

Business Continuity and On-Data Center Upgrades

The university is a member of the State of Ohio Computing Center (SOCC) operated by OARnet. The SOCC serves as a business continuity site for the university's core IT systems, which include faculty/staff email; a web content management system (Adobe Experience Manager); and authentication (login) capabilities for Catalyst (Student Information System), Canopy/Blackboard (Online Learning ecosystem/Learning Management System), SuccessFactors (Talent Management), Concur (Travel and Procurement), and Box (Personal Cloud Storage). The university tests the connection from the primary "on premise" Data Center to the SOCC annually. Other milestones related to business continuity include connecting the primary on-premise data center to a back-up generator shared with UC Health; upgrading Uninterruptible Power Supplies; and adding a second point-of-presence for external telecommunication and Internet service providers for the institution in the event the primary ingress is disabled.

Joint Planning & Governance

University-wide IT Governance (six topical committees that report to an IT Council) includes leadership of distributed and central IT, student government (undergraduate and graduate), and

Faculty Senate. The IT Governance committees meet monthly and report to the IT Council Advisory Committee, which escalates enterprise IT updates (e.g. change management and project management) to the IT Council and to the university's senior leadership. IT staff serve as de facto members of Faculty Senate IT and Online Learning Committees. Communication, collaboration, and strategic partnerships are hallmarks of IT Governance.

Guided by the university's Information Security Policy and Compliance Framework, all information security policies must be annually reviewed and updated if applicable via IT Governance. Ongoing partnerships exist with Enterprise Risk Management, Internal Audit, Public Safety, and the Emergency Management Advisory Committee to strategically examine the university's risk profile and risk response. IT is a permanent member of the university's Emergency Management Advisory Committee (EMAC) charged with creating a comprehensive disaster recovery framework. The university holds cyber security insurance to protect against information and cyber security risks. See [Strategic Map of Online Learning at UC](#).

The enterprise IT budget includes priority investments for university-wide priorities including information security, online learning, and federal accessibility compliance (e.g. maintaining equipment in centrally scheduled eClassrooms; and establishing and sustaining the accessibility of the websites and all courses, including online courses, delivered by the university). Please refer to Accessibility Network Roadmap, Accessibility Network Governance, and [eClassroom Report](#).

Canopy

[Canopy](#) is the university's online learning 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 and 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). The university's Learning Technology Support Team manages a partnership with Blackboard Student Services that allows the university to provide students, faculty, and staff with 24x7 phone and chat support for the technology tools within Canopy. Technologists in the Center for Excellence in online learning collaborate with the Center for the Enhancement of Teaching & Learning to support the pedagogical components of Canopy tools in the classroom and online. Please refer to [Online Learning Strategic Map](#).

5.A.2.

The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The annual budget process is driven by the [Budget Committee](#) and consists of the following activities: (a) Budget Planning and Assumptions; (b) Incremental General Funds Schedule; (c) Budget Hearings; and (d) Board of Trustees Approval.

Although the budget is prepared and presented centrally, it is compiled within the distinct operating units. To ensure horizontal and vertical input and communication, the Budget Committee is comprised of representatives from the divisions of the university to ensure representation. Current membership consists of: (a) Senior Vice President of Administration & Finance; (b) Vice President of Finance (Chair); (c) Senior Vice Provost for Academic Finance; (d) Senior Associate Dean – Finance Operations, College of Medicine; (e) Assistant Vice President – Research Operations Management; and the (f) Vice President of Government Relations and Communications.

The Budget Committee meets twice per month in the first six (6) months of the fiscal year, and weekly in the last six (6) months of the fiscal year as the budget preparation activity intensifies. A product of this committee is the [Preliminary Budget Planning Assumptions Memorandum](#).

Divisional “budget hearings” are held that allow each college/department to present its plans to the divisional leader for consideration and possible modification. The divisional leaders then consolidate these individual plans into a divisional plan that is presented to the president to allow for a deeper discussion of alignments with strategy, impacts, outcomes, and resource allocations. Please refer to the [Budget Presentation FY 2018](#).

The divisional budgets are then “rolled up” by the Office of Budget Management and a university “budget book” is prepared and presented, first to the Finance Committee of the Board of Trustees, and then brought forward by the Finance Committee Chair, and finally presented to the entire Board of Trustees for final approval. Please refer to the [University Current Funds Budget Plan 2017-2018](#).

In addition to the various check points included within the budget hearings, the resource allocation process ensures the educational mission is not adversely affected by elective resources being allocated to other areas via the implementation of the [Performance Based Budgeting system](#) that is employed within the academic areas.

UC’s annual planning and budgeting process aligns educational goals with academic investments. The university’s Performance Based Budget (PBB) system directly links enrollment and retention to annual base budgeting. This system prevents significant reallocation away from the university’s core academic mission. The investment in the educational mission of the university is formalized and assessed through annual budget hearings for each academic unit (colleges and offices). These meetings are attended by the university’s executive officers including the provost, several vice-provosts, relevant deans, the senior vice provost for academic affairs and the senior vice provost for academic finance and administration, and budget officers. This process is rolled up into an overarching academic budget plan that is then reviewed and approved by the president’s cabinet and the Board of Trustees.

Performance Based Budgeting (PBB) encourages colleges to advance UC’s core instructional mission. PBB is an incentive model that encourages innovation and entrepreneurship in academic programming. With PBB “splittable revenue,” colleges that exceed their tuition targets are rewarded with expense budget increases, and these increases provide additional resources for colleges to continue growing their academic enterprise. The PBB model also provides resources for innovations that are beyond the scope of any one college. Significant examples of these initiatives include Third Century initiatives and the new student information system, Catalyst.

5.A.3.

The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Despite several changes in executive leadership over the past decade, UC’s overarching mission and goals have remained on a steady upward trajectory. The planning process continues to dedicate the majority of the institution’s resources in support of its academic and community missions. The budget process, shared governance, and commitment to UC’s core principles has enabled this success.

Over the past decade, UC has made and met a number of specific goals related to its mission statements and academic plans, including the Third Century, Campus Master Plan, and its newly

created Next Lives Here Strategic Direction. As is natural, these various plans have refined and evolved a core set of goals in key areas, and together these documents demonstrate that the university establishes and provides resourcing for consistent, ambitious, yet attainable goals. For example, documented below is the university's progress on key goals around student success that are elaborations of its mission statement:

- Retention growth: (GOAL of 90%, currently at 86% as of 2017-18)
- Graduation growth: (GOAL of 75%, currently at 69% as of 2017-18)

See [Longitudinal Retention and Graduation Rates](#).

UC also continuously strives for new avenues for deepening its commitment to experiential education: As a distinctive aspect of a UC education, in order to graduate, every baccalaureate student participates in transcribed experiential learning. This has resulted in a steady increase in course-based experiential learning, with [student participation growing from 26,121 in 2012 to 34,318 in 2016-17](#). Under President Pinto's leadership, the university has renewed its dedication to assuring that its graduates are prepared to live and work as productive members of a technologically driven society.

An additional arena of impact and innovation lies in UC's multifaceted efforts to continue to strengthen the diversity of its faculty and students. The [faculty is currently at 8.8% URM](#), while the [student body is currently at 17.7% URM](#).

5.A.4.

The institution's staff in all areas are appropriately qualified and trained.

Minimum Qualifications for all staff positions:

Human Resources policies and procedures with specific rules related to hiring, qualifications, and filling vacancies at the university, provide the strict process for establishing minimum qualifications for staff positions at the university. Human Resources at the University of Cincinnati is responsible for reviewing and maintaining all staff job classifications within the university, [HR policy 13.01 – Job Classifications](#). All active positions at the University of Cincinnati include a job description consisting of (1) Essential Function (2) Characteristic Duties, and (3) Minimum Qualifications. Human Resources collaborates with supervisors, hiring managers, and departmental administrators to determine the necessary qualifications for the role and to be successful in the position. Once hired and/or promoted into a role, an incumbent has the ability to take advantage of staff training and professional development programs, as well as myriad additional college-level courses and certifications offered at the University of Cincinnati.

Staff Training:

Over 2 million dollars is allocated to travel for professional development, training, and training materials. Training methods include but are not limited to: on-the-job training for position-specific required duties; instructor-led workshops including topics on leadership development, technology, professional development, and compliance; webinars, an online training repository including job aids, recorded resources and updates; regional and national professional development opportunities; and e-Learnings. The e-Learnings represent a significant and growing investment, with faculty compliance education modules that provide training on the Office of Equal Opportunity and Access, the Fair Labor Standards Act, risk management, minors on campus, the Americans with Disabilities Act, the Family Medical Leave Act, as well as modules covering new hire benefits and retirement options.

The [Staff Success Center](#), opened in 2018, provides eligible UC employees with numerous options to develop their skills, knowledge, and abilities to both support the overall mission of the University and lead it into the future. The Center offers comprehensive professional development workshops,

software training for UC applications, among other services.

The use of the [SuccessFactors](#) New Hire Portal provides new employees with access to a repository of information in their first thirty days to help them acclimate to being a part of the UC community. In addition, [Employee Type Toolkits](#) are available for legal and other materials integral to their position at UC. The [Dual Career Assistance Program](#) assists eligible UC employees in finding employment for their partner.

Also included on the Careers webpage is an [online orientation section for Adjunct Faculty](#). Since Adjunct Faculty are not required to attend New Employee Orientation (NEO) in person, the Human Resource page now includes an overview of benefits, HR compliance training, Equity and Inclusion practices, payroll information, and other important information to help ensure the success of the new adjunct faculty member.

5.A.5.

The institution has a well-developed process in place for budgeting and for monitoring expense.

The budgeting process starts with a strategic plan presented by the dean/unit head and the business administrator to the provost, the senior vice provost for finance and administration, and various others. That plan is then executed in a university process identified as Budget Formulation, where the detailed budget is loaded into the system. Provost finance staff reviews these budgets prior to finalization. Spending is then monitored against the budget loaded. A university Board rule prohibits overspending of the budget. All funds are monitored to assure compliance with the Board rule. College business administrators are notified if there is a fund in deficit and follow-up occurs to assure resolution. Additionally, [colleges meet with provost staff at least twice per year to review financial progress on both revenue and expense](#).

Additionally, the university uses a [Tableau data-visualization program that easily compares current year expenses to prior year expenses on a quarterly basis](#). The process is designed to identify variances of \$25,000 and 5% above prior year spending. Academic units are reviewed by the senior vice provost for academic finance and administration, and then “rolled up” by the vice president for finance to an overall university level, before being reported to the president on a quarterly basis.

Prudent fiscal monitoring also includes annual local funds analysis, conducted by the senior vice provost for academic finance and administration with each dean and business administrator. This additional layer of review provides assurance that both designated and non-designated funds are properly stewarded. Please view the appendices for [FY 2017 Local Fund Analysis reports by college](#).

Sources

- 2009 self_study
- 2017 New Faculty Orientation Schedule of Events
- AAUP Faculty Compensation vs Peers 2014-15 Adj Cost of Living Jan 7 2016 copy

- Accessibility Network ExecSponsorMtgMinutesAndAttchmts21Jun18
- AccessNetwork_steering March 2018
- Adjunct Faculty Orientation, University of Cincinnati
- AuditedFinancialReport2017
- Board of Trustees, University of Cincinnati
- Budget Committee, University of Cincinnati
- Budget Presentation FY 2018
- Canopy
- Canopy - Blackboard Learn
- Capital Advisory Committee
- CET&L, University of Cincinnati
- CETL Course Design Institutes
- COACHE, Home _ University of Cincinnati, University of Cincinnati
- COACHE_Report_UC_2018
- Collaborative on Academic Careers in Higher Education _ COACHE
- Collective Bargaining Agreement Article 12
- Collective Bargaining Agreement Article 24
- Dual Career Assistance Program, University of Cincinnati
- eClassroom Report
- eLearning Strategic Map
- Employee Type Toolkits
- Enrollment by Ethnicity
- Enterprise Academic Technology, Home _ University of Cincinnati, University of Cincinnati
- Expense Dashboard - VP Area View Jan 2018
- Experience-Based Learning & Career Education, University of Cincinnati
- Experiential Learning Faculty Learning Community CETL University of Cincinnati
- Faculty Diversity Dashboard
- FY 2017 Local Fund Trend Report for all Provost areas
- FY17 Efficiency Report _ University of Cincinnati
- FY18 PBB Tracking Report DRAFTS as of 11-02-17
- FY2018_SSIHandbookUniversity
- GIS Master Plan
- HR Policy 13.01 - Job Classifications
- Huron Efficiency Review - UC BoT Update _20160608
- Information Security Policies
- IT Capital Infrastructure Project
- IT Committee, University of Cincinnati
- IT Governance Bylaws
- LC + CETL StrengthsTraining
- LCB_ProgrammingFinal
- Learning Commons, Home _ University of Cincinnati, University of Cincinnati
- Libraries Development - What is Digital Humanities _ UC Digital Scholarship Center
- Longitudinal Retention and Graduation by Program
- Longitudinal Retention and Graduation Rates
- Master Plan 2000 - first 24 pages
- Master Plan 2004 Update
- Moody's Investors Service Report, April 2017
- Performance Based Budget, Home _ University of Cincinnati, University of Cincinnati
- Preliminary Budget Planning Assumptions Memorandum
- President's Cabinet, University of Cincinnati

- Real Estate Subcommittee , University of Cincinnati
- Reclassification, Unclassified, and Classified Unrepresented Policy 13.03
- Research Development - Events and Trainings
- Series 25 Description
- Sightlines Report, January 2017
- Staff Success Center, University of Cincinnati
- Standard and Poors Global Ratings, April 2017
- Stormwater Management Master Plan
- Student-to-Faculty Ratio Dashboard
- SuccessFactors, University of Cincinnati
- UC Experiential Learning Flag Participation 2012 to 2016
- UC LEAF, University of Cincinnati
- UC Women Lead Program, Home _ University of Cincinnati, University of Cincinnati
- University Current Funds Budget Plan 2017-2018
- Uptown Campus Physical Structure Inventory, Fall 2016
- Uptown Campus Space Summaries, Fall 2017
- Uptown Campus Teaching Lab Utilization, Fall 2014 - Spring 2015
- Uptown Campus West Classroom Utilization, Fall 2016

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Under [Ohio Revised Code 3361.01](#), the [University of Cincinnati's Board of Trustees](#) is the governing body. Please see [BOT meeting minutes sample from February to October 2017](#).

Responsibilities of the board include selecting and appointing the president; setting the operating budget; approving personnel appointments; granting all degrees awarded by the university, including honorary degrees; establishing tuition and fee rates; approving contracts; and approving all rules, regulations, new programs, and degrees of the university. The board is accountable for how the money received by UC from the ODHE is spent. The BOT office provides a [robust orientation for new trustees](#). Following their appointment, they engage with key members of the board, including the chair, vice chair, and the governance committee chair. They are invited to campus for a formal orientation process that includes meeting with some members of the president's cabinet and department heads such as the president, general counsel, senior vice president for administration and finance, senior vice president for health affairs, senior vice president for academic affairs, provost, vice president for research, leadership from audit and risk management, and the Board secretary and executive vice president to gain an understanding of BOT policies and bylaws, ethics, the operations of the university, strategic priorities, demographic and financial information, and opportunities and challenges that face the university.

The University of Cincinnati president reports to the BOT and is granted authority over all aspects of the university as outlined in [University Rule 3361: 10-5-01](#) Organization: the president of the university. Per the UC President's Organizational Chart, the senior vice president and provost for academic affairs report to the president. Additional direct reports to the president include the VPs for government relations and communication; for development and alumni relations; for equity, inclusion and community impact; for safety and reform; for athletics; for legal affairs and general counsel; for research; as well as the chief innovation officer, the senior vice president for health affairs, and the senior vice president and provost for academic affairs.

Administration & Finance provides a broad range of financial and administrative services to students, faculty, staff, and other university stakeholders. The division strives to deliver all of its services with efficiency and nimbleness and in the best interests of the university.

The Office of the Senior Vice President for Administration and Finance assures that all fiduciary and legal responsibilities of the institution are met with a series of reviews and benchmarking. Internal audit maintains a work plan that provides a two-year review cycle for all units, conducting audits that outline both plans for improvement and recognition of accomplishment. Quarterly reporting to the audit and risk committee of the BOT on issues identified through the university risk management program provide an additional layer of regular review. The Division of Administration and Finance is also responsible for the quarterly review of our audited financial statements, which are reviewed and approved by both the audit and risk subcommittee as well as the full BOT on an annual basis. The senior vice president for administration and finance further serves as the liaison between both the audit and risk subcommittee and the finance and administration subcommittees of the BOT, and also serves as a member of the real estate committee of the BOT and as an ex officio member of the BOT investment subcommittee, thus assuring alignment across the divisions and the university as a whole. Please see [University rule on senior vice president for administration and finance](#).

5.B.2.

The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

UC has a comprehensive [list of rules](#) that govern the university’s activities. All university employees are expected to comply with university rules and policies at all times. The rules are publicly accessible on the university’s website and are categorized in seven divisions: (1) Administration, (2) Business and Finance, (3) Personnel, (4) Students, (5) Academic, (6) Property, and (7) Auxiliary Policies and Procedures. The University of Cincinnati has extensive administrative policies and procedures that address various aspects of governance of the university and its colleges. UC Rule 1.12.1 Formulation and Issuance of University Policies states, “University policies connect the university’s mission with individual conduct, clarify institutional expectations, support compliance with laws and regulations, mitigate institutional risk, and enhance productivity, efficiency, and cost containment in the university’s operations. University policies should be thoroughly reviewed, maintained, and made available to the university community to promote awareness, compliance, and accountability.” This Rule also establishes the procedure for the development of new policy and procedure.

The following are links to more detailed University policies: [Financial, Administration and HR policies](#), [Information Security policies](#), [Student Code of Conduct](#), [Web Policies and Standards](#), [UC Emergency Closing Policy](#).

University Governance

The university employs the University Rules, and policies and procedures, through established organizational structures, including standing committees and student organizations, to engage constituents in institutional governance. The university supports shared governance by university administration and faculty. This model of participatory governance, established in 2007, outlines a structure that ensures constituents from across the university are engaged in university governance. Proposals within UC follow shared governance pathways for engaged decision-making that clearly articulates the flow from the college to the all-university governance committees to the president to

the Board of Trustees. The path includes the following: college or unit committees, dean or division, all-university governance committees, provost, president, and, ultimately, the Board of Trustees (BOT). An [integrated decision-making model](#) is in place that assures a clearly articulated decision-making process from the campus community to the president.

UC faculty, staff, and students contribute and collaborate on the establishment and application of academic policies and practices in accordance with university rules and procedures through various college-level and university-level organizational structures and committees.

[Article 27 of the Collective Agreement between UC and the AAUP](#) provides the language which ensures the integration of faculty input in the shared governance as an iterative and consultative process toward University decisions.

5.B.3.

Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

University Shared Governance Framework All-University Governance Committees

UC has a number of [all-university governance committees](#) that provide integrated oversight of financial and academic policies and procedures. These committees include faculty, staff, and students as required by their individual framing documents. These committees, a brief overview of each committee's charge, and the committees' memberships are outlined below.

The Deans' Council serves as a forum for the deans to discuss and evaluate important issues facing the University and to provide advice, guidance, and recommendations to the provost and president on these issues and other academic matters. [Please see representative Council of Dean's meeting agenda January 2017.](#)

The [Faculty Senate](#), organized under and pursuant to rule 3361:50-3-01 of the Administrative Code, considers matters affecting the university and makes available to the president and the Board of Trustees its aid, advice, and counsel. Faculty Senate is the primary governance body of the UC faculty and has various subcommittees. Additional faculty serve as at-large members on Standing Committees.

The Fiscal Coordinating Committee (FCC) acts as an advisory group to the senior vice president for administration and finance and is charged to help facilitate shared decisions around fiscal planning and priorities. Participatory task forces (e.g., the Performance Based Budget Team) are convened and report to the FCC. FCC interfaces with the Academic Operations Committee and includes faculty, administrators, and undergraduate and graduate student government representatives.

Comprised of faculty, staff, and students, the [Capital Advisory Committee \(CAC\)](#), through an informed understanding of the overall physical campus, provides advice and feedback on the development of the University's capital priorities, and makes recommendations to the Executive Committee on the formulation of the Capital Budget and capital projects. The senior associate vice president for Planning + Design + Construction (P+D+C) responsible for moving priorities through institutional approval (including the CAC) integrates the input of Facilities Management and Utilities, the Office of the Provost, the deans, Student Affairs, Administration and Finance including Debt, Capital Expenditures, and University Budgeting.

The [Real Estate Subcommittee of the Board of Trustees](#) provides feedback to the senior vice president for administration and finance and assisted by the senior associate vice president for P+ D+C on real estate dispositions, updates to both the campus master plan and to unit-specific or campus district-specific master plans, the university and state capital plans, and capital projects that seek Board approval.

The [President's Cabinet](#) (comprised of senior direct reports as described above) shares information among senior leadership and provides input to the president.

The [Strategic Enrollment Management](#) Policy Council is charged to work with the colleges to set, manage, and monitor enrollment targets for the university, coordinate significant enrollment initiatives from a strategic perspective, and critically appraise cost-benefit ratios before forwarding to the Budget Committee for financial approval. The committee also assures enrollment initiatives align with the Academic Master Plan and guides the development of the associated Five-Year Enrollment Plan.

The University [Academic Committee](#) reviews and recommends newly- proposed academic policies, procedures, and programs to the provost that impact the university's teaching, research, and service missions.

The [Graduate Council](#) considers matters pertaining to the policy of the Graduate School and presents recommendations to the graduate faculty. Through the dean of the Graduate School, it enforces the rules and regulations of the graduate faculty, proposes and considers measures and policies for the improvement of graduate education, assists the dean of the Graduate School, as needed, with issues of discipline and in deciding on petitions of the students and staff, and evaluates new graduate programs for recommendation to the graduate faculty.

The University [Budget Committee](#) reviews and recommends budgetary and fiscal plans, policies, and procedures that impact the university's teaching, research, and service mission as well as its overall financial health. It also provides oversight of the budget planning process and supports the provost, president, and BOT on fiscal matters that impact the university's mission. The committee works with and seeks input from FCC when appropriate.

The University [IT Council](#) considers all significant IT initiatives, issues and policies that impact the university, works with the chief information officer to prepare recommendations to the senior vice president for administration and finance and the senior vice president for academic affairs and provost, and develops appropriate IT policies, standards, guidelines, practices, and compliance expectations. UC has faculty and staff representatives on the IT Topical Committees.

The [Undergraduate Student Government](#) represents the interests and opinions of undergraduate students, provides for the government of student organizations, and promotes the general welfare of the student body. Student Government is the official representative of all undergraduate students attending the University of Cincinnati. In addition, the [Student Advisory Committee on the University Budget \(SACUB\)](#) participates in the University budget process in the form of consultations, recommendations and appropriate reviews.

The [Graduate Student Governance Association \(GSGA\)](#) is an organization run by graduate students for graduate students. It serves as the executive board for the Graduate Student Assembly, which is comprised of representatives from each Graduate Student Association (GSA).

After a proposal has been approved by the appropriate All-University Governance Committee, it is

forwarded to the University Academic and University Budget Committees. The role of these committees is to seek advice from the [Fiscal Coordinating Committee](#) as necessary, review and endorse proposals and forward to provost, or return to the originating body for additional information.

The provost seeks advice from the [Academic Committee \(AC\)](#) and [Faculty Senate](#) as necessary; reviews, endorses, and makes decisions; forwards to the president for review and recommendation; or returns to the University Academic Committee or University Budget Committee for further information.

The president seeks advice from the [Cabinet and Executive Committee](#); reviews, endorses, and makes decisions; or forwards to the Board per University Rules; or returns to the provost for further information and clarification.

The BOT reviews and makes decisions, or returns to the president for further information and clarification. The organizational structures outlined in this Core Component demonstrate the college and university's commitment to widespread, representative engagement across all internal constituents. Administration, faculty, staff, and students are actively engaged throughout the decision-making process, ensuring that stakeholders are able to contribute to the governance of the college, including setting academic requirements, policy, and processes. The distribution of representation begins with the university rules under the direction of the BOT and ends with the BOT carrying out the decisions that have been vetted through the appropriate organizational structures.

Sources

- Academic Committee, University of Cincinnati
- All-University Governance Committees, University of Cincinnati
- Board of Trustees, University of Cincinnati
- BOT Meeting Minutes Feb to Oct 2017
- BoT-Orientation-March2017
- Budget Committee, University of Cincinnati
- Capital Advisory Committee
- Collective Bargaining Agreement Article 27 on Shared Governance
- Council of Dean's Meeting Agenda January 2017
- Council of Deans, University of Cincinnati
- Faculty Senate, University of Cincinnati
- Financial, Administration and HR Policies, University of Cincinnati
- Fiscal Coordinating Committee , University of Cincinnati
- Graduate Council
- Graduate Student Governance Association, University of Cincinnati
- Information Security Policies University of Cincinnati
- Integrated Decision Making , University of Cincinnati
- IT Committee, University of Cincinnati
- Ohio Revised Code 3361.01
- President's Cabinet, University of Cincinnati
- Real Estate Subcommittee , University of Cincinnati
- SACUB, University of Cincinnati

- Strategic Enrollment Management, University of Cincinnati
- Student Code of Conduct
- UC Emergency Closing Policy 10-55-01
- UC Student Government
- University Rule 10-5-01
- University Rule on Senior vice president for administration and finance 3361_10-5-04
- University Rules, University of Cincinnati
- Web Policies and Standards

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1.

The institution allocates its resources in alignment with its mission and priorities.

The university's annual budget process assures that resources are aligned with its mission and priorities. The investment in the educational mission of the university is formalized and assessed through annual budget hearings for each academic unit (colleges, and offices). These meetings are attended by the university's executive officers including the provost, several vice provosts, the senior vice provost for academic finance and administration, enrollment management, and relevant deans and budget officers. Prior to each budget hearing, every dean is provided with a one-page [Dean's Scorecard summary](#). This concise summary is a collaborative document created by the senior vice provost for academic finance and administration, the senior vice provost for academic affairs, and institutional research. Each individual dean's scorecard assures alignment of fiscal investments with faculty and student outcomes, and collectively these individual scorecards assure the institution meets and exceeds its overarching goals. The college-level enrollment planning is integrated into this budget process, and the vice provost for enrollment management and the vice provost and dean of the Graduate School also attend, to assure that enrollment projections are reasonable and viable. This comprehensive process is rolled up into an over-arching academic budget plan that is then approved by the president's cabinet and the BOT.

Units that support the colleges often face budget challenges. These units do not generate independent revenue and are dependent on the university budget process to provide much-needed support, especially when the university is in a growth climate as UC has been over the past ten years. Units such as Enrollment Management, Libraries, Student Affairs, Title IX, University Police and other support units often require added support as a result of student growth. There are two different budget processes that potentially provide this kind of strategic support. One process is through the Office of the Provost. Funds captured through the Performance Based Budgeting process have been used to provide support for many of these units as they come to terms with serving significantly more students. Additionally, the Central University budgeting management and planning also sets aside funds each year to provide strategic support to units that require added resources to deliver services consistent with the university's mission.

5.C.2.

The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Prior to its annual budget hearing, each college receives a summary report [dean's scorecard](#) as noted above in section 5.C.1 that includes centrally collected assessment data. In addition, each college receives a [comprehensive assessment document set](#). This report includes the results from NSSE, SSI, course success rates, enrollment in Experiential Learning courses, the General Education senior capstone survey, status report on each academic program's assessment plan, and results from a student survey conducted among first-year students in Learning Communities. Using these reports as supplements to [their own assessment data](#), each college is asked to address three areas in its budget presentation: (1) address key strengths, (2) identify areas for improvement, and (3) identify how the college budget and plan reflect findings from assessment. The Office of the Provost expects each college to incorporate the review of assessment data into its annual budget planning process. Each college [summarizes its own evaluation of relevant assessment data](#) in this context, and the particular ways in which findings informed its financial planning. Assessment findings inform budget decisions specific to each college including faculty hiring, physical facilities, learning assistance supports, faculty development, and academic advising.

Non-academic student-centered units that report to the provost include: enrollment management, IT@UC (information technology), student affairs, undergraduate affairs, faculty affairs, and international affairs and honors. For each of these units, the budgeting process mirrors that of the colleges. All of the same budgeting requirements and assessments as described above apply to these units as well. [They each provide an assessment](#) of how their operations meet the needs of the University's mission and Next Lives Here strategic direction, and tie it to their budgetary needs. The senior vice provost for academic finance and administration provides overarching financial oversight and assures alignment with the institutional goals and strategic direction.

5.C.3.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The planning process encompasses the institution as a whole with each area engaging in planning and assessment (academic plan, research plan, information technology plan, diversity plan, enrollment planning, hiring plans, physical and facilities planning, development and fundraising, etc.). Each unit's individual plan is in support of the institution's overarching mission and strategic direction. Annual assessment reporting offers evidence regarding progress towards specific goals. The university's governance structure and [integrated decision making process](#) provides alignment across the various areas of the institution with annual reviews, the annual budget hearing process, and the president's cabinet playing key roles in this effort.

Integrated Planning

Each unit, through their respective vice president, engages with the senior vice president for administration & finance to develop college and unit master plans that inform capital improvement priorities to follow the campus master plan. Planning is data-informed and utilizes tools that include

but are not limited to enrollments and enrollment projections, facilities and space models (through CAFM and Archibus), and space utilization studies employing nationally recognized standards. The planning process includes coordination of Academic, Student Affairs, Research, and Auxiliary priorities through the respective vice president and all university committees; the coordination of physical priorities through Facilities Management, the provost, the executive committee, and the Board of Trustees; and coordination of financial priorities through Debt Management, the vice president for finance, the senior vice president for administration & finance, and the BOT.

In addition, for institutional level decisions, such as the Next Lives Here strategic direction, President Pinto has engaged with faculty, staff, students, alumni, community partners, and other external constituents through [listening sessions](#), and town halls. The president's schedule frequently includes meetings and events with faculty, students, staff, and external constituents. All groups are also engaged and vocal through social media, and online via the [Next Lives Here feedback form online](#).

5.C.4.

The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

UC's planning process and budget model thoughtfully includes [enrollment projections and targets](#), and several scenarios for tuition rates and state's share of subsidy.

These projections are informed with diligent evaluations of the in higher education market for each and every one of its programs, to ensure that programs, departments, and the job prospect of their students are viable and are relevant to changes in student demand, industries and labor needs. In more recent years, UC's partner in these endeavors has been Gray Associates. In addition to their [Program Assessment System](#), which is available for colleges to use on demand, market analysis reports are available for each program at each college, as well as [institutional level summaries](#).

As part of the annual budget review process outlined above in 5.A.5, units and colleges must provide a summary of how allocated expenditures met defined missions and provide data showing the impact of these allocations and how they are aligned with the institutional strategic direction. For examples, please see provided [College Responses aligning improvements to budget](#).

5. C. 5.

Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

UC thoughtfully plans for the future in a variety of dimensions. Planning in the key areas of technology, demographic shifts, and globalization is evidenced by the university's structure and budget, and these areas each have offices headed by executive leadership (a vice provost or a vice president) to assure both careful monitoring and nimble responsiveness. Each vice provost/president in these key areas, including the vice provost for enrollment management, vice provost for international affairs and honors, and vice provost and CIO for UC information technologies, reports to the Office of the Provost. These units are integrated into decision making through the ongoing budget and planning processes of the university.

The vice president for information technology and chief information officer leads the University of

Cincinnati's enterprise technology organization known as the [Information Technology @ the University of Cincinnati unit \(IT@UC\)](#) and works with the university's distributed information technology organizations to achieve an optimal balance of both enterprise and customized technologies and services that support the academic, research, and operational priorities of the university, as well as plans for the future. Responsibilities include the design, delivery, and planning for eLearning and research technologies, enterprise applications systems and services, networking and telecommunications, information security, data center operations, and user support and outreach. Please also refer to the university-wide [IT Governance](#) (five topical committees that report to an [IT Council](#)) which includes student, faculty, and staff representatives, and feeds directly into the university's Integrated Decision-Making Process described in 5.B.2 above, and university leadership.

IT@UC's \$40 million budget includes priority investments to support programs for university-wide eLearning and federal accessibility compliance priorities. In addition to the ecosystem tools, it includes faculty and staff development resources and pedagogical strategies.

The University Architect's office oversees the campus physical plant and green spaces. The office is continuously engaged in ongoing dialog with the colleges to ensure current and future student learning needs are met through modern and appropriate learning spaces. During 2017-2018, the Architect's office embarked upon a listening tour with each of the colleges identifying future needs.

The University of Cincinnati invested over \$50 million in building Catalyst, a new student information system that went live in summer 2016. Catalyst is the University of Cincinnati's student portal, changing the way students take care of student-related services, from class registration to running degree audits to viewing and paying bills and applying for (and checking on the status of) financial aid. The system is open for student and faculty business 24/7, and surrounding resources include an extensive knowledge base and dedicated training resources.

UC is investing in app technology and tools to provide services when and how students want them. UC first began using an orientation app for students in 2016, and as of fall 2017, over 100,000 individual logins were noted for our Bearcat Guide orientation app. UC is also using data analytics to enhance student success, utilizing such tools as Starfish Early Alert.

Demographic shifts

UC staff annually review [Western Interstate Commission for Higher Education \(WICHE\) demographic trends](#) through their [Knocking at the College Door](#) report. The Midwest is one of the regions projecting slow, steady declines of college-age students over the next two decades. This report notes that UC's primary market of Ohio is showing one of the steepest enrollment declines. Due to these demographic shifts, and to further diversify, the university's applicant pool, UC has increased its international recruiting efforts and has also placed regional recruiting representatives in Atlanta, Virginia/Maryland, Dallas, and Chicago. These actions are bearing fruit and allowing UC to continue its upward enrollment growth trajectory.

Cincinnati Online

The University of Cincinnati was an early leader in online learning, assuring access to quality educational programs from the early days of online degree programs.

Between 2013 and 2017, distance learning students have increased from 4,397 students to 5,508. [Total Headcount DL Programs 2013 to 2017](#).

As our online learning portfolio has matured, the University of Cincinnati has begun to move away from third-party providers (such as Pearson), and has created a [Cincinnati Online](#) website.

Cincinnati Online is part of the university's strategic direction, and it is anticipated that this will positively impact the UC campus physical learning environment as the differences between online and face-to-face instruction become increasingly blurred.

In order to keep abreast of changing markets online, the University has held [market analyses workshops for online programs with Gray Associates](#). These workshops have provided insights to each college in regards to what programs offer growing opportunities, market demand based on labor needs, as well as which programs need to be considered for potential changes.

UC International

UC International focuses on strategies to raise UC awareness internationally and to be more deliberative about the use of its financial and human resources through the development of strategic partnerships. In so doing, the university has increased international enrollment, provided UC students with more opportunities to study abroad, facilitated research and scholarly exchange, and raised awareness of UC. The university is also planning for the future by: forming seven world region advisory groups comprising faculty from across the academy (who have knowledge of the region either by virtue of origin or by research/scholarship area) to help direct UC to optimal partner relationships based on similarities such as ranking, size, diversity, interest, and enthusiasm; prioritizing the award of faculty development and mentoring grants to enhance UC's growing strategic partner relationships; awarding more study-abroad scholarship dollars to students attending strategic partners than to those going elsewhere; sending and receiving small (3-4 member) delegations on site visits for first-hand experience of prospective strategic partners; and engaging in visiting scholar exchanges with partner institutions.

Between 2013-2017, the university has almost doubled its international scholarship allocation, and for fall 2017, [22.4% of our graduate students and 3.7% of our undergraduate students were international](#). Last year, over 1600 University of Cincinnati students studied abroad, more than ever before. The steady increases in the international student population here in Cincinnati as well as the growth in students studying abroad combine to position the University of Cincinnati as a global educational leader moving forward.

In spite of its growth, UC continues to monitor and actively adjust to market conditions internationally. For example during 2017-18, in partnership with Gray Associates, a deep analysis of international markets was done, which included evaluations of [Assessment of International Markets](#), which drove to a further analysis of 5 countries with most potential for higher education opportunities. Gray Associates uses a PESTE model (political, economic, social, technological and environmental factors.)

Sources

- 2017 11 03 v2 SBP U of Cincinnati Online Program Portfolio Workshop Agenda (002)

- 2017 12 01 v1 zap UC PES Use Guide Documentation
- 2018 04 17 v5 eba UC SSI International Evaluation_opt
- 2018 04 19 v14 pgs UC Current Programs Analysis_opt
- All Colleges - Assessment Responses from Colleges 17-18
- All Colleges - Assessment Responses from Colleges 17-18
- All Colleges -Assessment for Budget Hearing 16-17
- Assessment Findings
- Budget & Financial Services, Home _ University of Cincinnati, University of Cincinnati
- Budget Management, Home _ University of Cincinnati, University of Cincinnati
- Canopy
- Cincinnati Online
- Education Advisory Board
- E-Learning
- FY17 Scorecards All Colleges 2-20-2018 Full
- Input Sessions Seek Ideas on UC's Priorities, Future
- Integrated Decision Making , University of Cincinnati
- International Student Trend
- IT at UC, University of Cincinnati
- IT Committee, University of Cincinnati
- IT Governance
- Knocking2016FINALFORWEB-revised021717
- Longitudinal Projections for Fall 2018 -- as of June 5
- Next Lives Here Feedback Page University of Cincinnati
- Provost Non-Academi Units Assessment & Budget Hearings 17-18
- Total Headcount DL Programs 2013 to 2017
- Update on Strategic Direction, Home _ University of Cincinnati, University of Cincinnati
- Western Interstate (WICHE) demographic trends
- Western Interstate Commission for Higher Education _
- WICHE State Profiles — Knocking at the College Door

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1.

The institution develops and documents evidence of performance in its operations.

The university routinely evaluates its performance across a spectrum of activities. It assesses those evaluations, and takes actions as necessary to promote the ongoing excellence of the institution. The Office of Institutional Research (OIR) coordinates many of the federal and state reporting requirements, institutional wide assessment of key metrics and scorecards, as well as ad hoc reports and analysis to executive management at the university and college level to assist in informed decision making at UC. OIR uses Tableau, a data visualization tool to create institutional dashboards that are made available to key decision makers across the university, and for its [Student Fact Book](#). The [University Dashboards set](#), includes the following topics:

- Student enrollment trends by multiple demographic filters, level, college, degree status, residency, Pell eligibility, etc.
- Admission trends, including acceptance, yield rates, entrance score summaries, etc.
- Course grade achievement metrics with multiple filters
- Retention and graduation trends with multiple filters
- Time-to-degree outcomes
- Post-graduation outcomes, employment, graduate school, with multiple summaries, including top employers, top post-graduation institutions, median salary information.
- Experiential learning participation trends with multiple filters
- Faculty and staff statistics and trends by gender, ethnicity, proportional distributions on tenure, full-time and part-time.
- Faculty honors and awards
- Financial summaries of revenue and expense allocations
- Endowment value, net position restricted and unrestricted
- Trends of annual tuition chargers
- Federal research expenditures
- Trends of alumni giving rates
- University ranking trends

Additionally, the university has been working with the Education Advisory Board, EAB's Academic Performance Solutions. This is an integrated institutional dashboard that combines data from the university's student information system, human resources data, and finance data. The University administration has devoted significant efforts to roll out these metrics across all levels, from deans, to associate deans, academic chairs and business officers, to assure that stakeholders at every level of the institution have access to the data they need to make informed decisions that maximize the success of

UC students, while managing the opportunities for efficiencies.

The resulting data visualizations are focused on optimizing institutional resources to assure student success. Areas of focus include: removing curricular bottlenecks, ensuring curricular efficiency by collapsing lower enrollment classes, trends on operating costs, faculty and instructional loads, etc. These metrics are all available at the college, department, courses level, in order to make appropriate curricula and staffing management decisions at the unit level. For more details on their metrics please view the [EAB APS Scorecard 17-18](#).

The [Efficiency Council \(EC\)](#) engaged Huron, and together they identified common symptoms of inefficiency such as fragmentation, redundancy, lack of standardization, unneeded hierarchy, and lack of automation evident in UC's administrative and academic support practices and processes. As this report is being written the EC is currently on hiatus as university leadership review and plan for implementation of the Huron Efficiency report, to assure that efficiency efforts are appropriately prioritized and consistent with President Pinto's strategic direction.

Other efficiency efforts are also ongoing at the university as reported in annual State Efficiency Reports, which are submitted to the Ohio Department of Education after being approved by the Board of Trustees. The [2017 Efficiency Report](#) is evidence of the university's ongoing efforts to reinvest monies harnessed from increasing institutional efficiencies into student support.

In addition to overall institutional planning and evaluation, UC applies these data to improve various components of the institution's operations. Prominent illustrations of these activities include rigorous and routine college-level and unit-level strategic planning (see Section 5.C). To promote accountability, the annual reviews from deans, directors, and department heads are based, in part, on progress toward accomplishing their unit's strategic goals. Tools such as the [EAB platform](#) and the institutional dashboards assist the institution in maintaining accountability and fostering high performance.

Coordinated planning among senior academic, research, physical, and resource staff also help the institution make informed decisions. Planning for physical facilities, for example, employs the use of both qualitative and quantitative methods. Qualitative data include surveys and focus groups of faculty, staff, and students, as well as observations. Quantitative tools include three-dimensional campus models and a Geographic Information System (GIS) for tracking assets such as Utilities and Facilities Management and Public Safety assets, among others. In addition, UC updates all buildings' physical and functional conditions as part of its annual State Facilities reporting process. Reports updated regularly are noted in 5A1 and provide third party verification for improvement areas.

UC facilities are regularly assessed and benchmarked utilizing [Sightlines](#), a platform that provides for strategic, data-driven decisions for facilities. Sightlines provides the university's institutional leadership with reliable data and objective analysis, gives them the tools to unify discussions around space, operations, and capital, thus bridging the communication gap between facilities and finance. Sightlines' solutions have become a central component of the university's building lifecycle.

Sightlines consultants collect the university's institutional data and assess its systems and spaces. The data is then analyzed and compared to institutional peers. The result is holistic, objective knowledge that provides institutional leadership the framework to balance operational goals, capital projects, and deferred maintenance. This annual engagement assists UC in creating effective and proactive facilities strategies.

Outcomes assessment (see 4B), as a strategy to improve student learning, results in targeted

evaluations of learning and subsequent modifications in pedagogy and content to improve that learning. The university also monitors retention, persistence, and completion data and takes actions to ensure student success (see 4C). To assist university units in measuring progress through their self-identified goals, and in assessing and improving operations, IR routinely provides them with data as well as assistance in developing metrics that are unit-appropriate through its annual Tableau dashboards and on-demand reports.

Together, these practices demonstrate UC is a learning institution, committed to the regular review of processes and personnel, and taking steps to improve its effectiveness based on these analyses.

5.D.2.

The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

The university engages in a system of annual reviews, reports, budgeting sessions, and benchmarking to review the impact, efficiency, and sustainability of its individual programs and operations in the spirit of continuous improvement. In particular, the institution charged the [Efficiency Council \(EC\)](#) with exploring opportunities for increasing efficiencies and effectiveness in UC's support operations and making recommendations about prioritizing and implementing those opportunities with the goal of improving operations and processes to create added value and reduce cost.

Opportunities for increased efficiencies and cost savings were found in procurement, administration and facilities, and academic support, as noted in 5.D.1.

In addition, and as noted above in 5.C.5, the university contracts with the [Educational Advisory Board \(EAB\)](#) on matters related to the efficiency and effectiveness of enrollment management, information technology, and student affairs. UC learns from its operational experience to improve its institutional effectiveness by partnering with [EAB's Academic Performance Solutions \(APS\)](#). APS empowers multiple levels of UC's academic leadership, including the Office of the Provost, deans, associate deans, department chairs, and business analysts, to assess how well they are using existing academic resources. Through a series of structured analytics, UC leaders can effectively answer important questions such as how to optimize section offerings that satisfy student demand and maximize available instructional resources. Additionally, APS allows UC's academic leadership to compare their performance against peer institutions through department-level benchmarks in areas such as section size and course completion rate. [See presentation to university administration regarding EAB's APS.](#)

The data APS provides is further supported by UC's partnership with EAB's best practice research forums. These forums provide UC with new ideas for shifting current practices on campus in ways that have shown positive results at other institutions. Taken holistically, UC's partnership with EAB provides UC with analytics to evaluate its own effectiveness in utilizing academic resources, in addition to real-life, practical solutions to issues the data uncovers.

Sources

- EAB Academic Efficiency and Operations
- EAB APS Scorecard 17-18
- EAB PPT_Sept 2017

- Efficiency Council, Home _ University of Cincinnati, University of Cincinnati
- Fall 2017 Student Fact Book
- FY17 Efficiency Report_University of Cincinnati
- Sightlines Report, January 2017
- UC - EAB APS - UC dashboard of Courses Data 5.D.2
- University Dashboards 2017-18

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

There is no argument.

Sources

There are no sources.