Academic Master Plan
Phase II: Action Steps
**Principle #1 Learning:** U.C. is committed to strengthening and extending its broad curricular offerings to provide an innovative curriculum for the 21\textsuperscript{st} century that will develop students as active, critical-minded participants in the workforce and in civic life.

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<tr>
<th>Recommendation*</th>
<th>Targets</th>
<th>Action Steps*</th>
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<tr>
<td><strong>Emphasize learning &amp; real-world problems.</strong></td>
<td>Increase number of students engaged in: Study abroad from 806 to 1,500 Internships and co-ops from 5,714 to 6,500 Undergraduate research (tbd) Service-Learning courses (tbd) Improve <em>US News</em> ranking to top 100.</td>
<td>1. Redesign degree programs to include and engage all students in at least one experiential learning component. a. Increase overall numbers of students engaged in undergraduate research, study abroad, and internships and co-ops, and service-learning courses. b. Build on existing models - Co-op and UC Forward – to further refine and expand signature, innovative pedagogical techniques. c. Develop definition of experiential learning that expands beyond traditional curricular experiences. 2. Seek external recognition of UC’s applied learning expertise and achievements. a. Build on UC’s <em>US News and World Report</em> Ranking as a top cooperative education school. b. Build on UC’s Carnegie designation as a community-engaged institution. c. Identify key programs in order to improve national reputation. d. Establish more robust mechanisms to identify national and international awards, institutional and individual, for application and nomination (e.g., Truman).</td>
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<td><strong>Develop innovative pedagogical techniques.</strong></td>
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<td>1. Technology a. Document and showcase best-practices approaches to uses of technology in the classroom. b. Expand the use of hybrid models for technology use throughout the curriculum. c. Implement recommendations from Blue Ribbon AIT Report. 2. Innovative Pedagogy a. Identify funding to involve students more heavily in the promotion of innovative instructional technologies in the classroom and to provide assistance to faculty. b. Develop clearer definitions for and expectations about key concepts such as “active learning,” “interdisciplinary learning,” and “student-centered learning”. c. Expand student learning communities to engage students in innovative learning</td>
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*Not in priority order*
| Provide students with 21st-century learning tools. | Increase Library holdings to 4,000,000 volumes. Improve Library national ranking from 69 to 45 in the ARL. | 1. Learning Tools and Libraries  
   a. Identify funding to expand access to academic computing resources such as electronic classrooms, wireless coverage, and course management systems along the lines of recommendations in the Blue Ribbon AIT Report (e.g., 100% centrally-scheduled E-classrooms).  
   b. Expand, improve and integrate learning support services (e.g., university writing and math centers, supplemental instruction, tutoring, peer education, career counseling, and leadership programs).  
   c. Identify funding to expand the number of flexible studio style classrooms.  
   d. Increase Library holdings and improve national ranking in the ARL.  
2. Online Courses and Programs  
   a. Expand online course offerings and programs in areas where there are market opportunities consistent with enrollment planning.  
   b. Use Quality Matters (QM) for ensuring quality of online offerings.  
   c. Develop greater efficiencies and sharing of best practices across colleges.  
   d. Create more programmatic resources for faculty and graduate students teaching online courses, via more training through the CET&L, for instance.  
3. Integrated Core Learning (ICL)  
   a. Fully achieve integration of ICL in undergraduate curricula.  
   b. Explore ways to integrate ICL into graduate curricula.  
   c. Instill expectations about lifelong-learning skills within all curricula. |

| Strategically determine and justify right mix of online, hybrid and face-to-face offerings by college. | 1. Conduct an environmental assessment (internal audit and external benchmarks).  
2. Engage university community to develop a plan. |
### Make excellent teaching a higher priority.

1. **Incentives**
   a. Seek to expand RPT documents to emphasize teaching (e.g., Boyer’s model of scholarship) as a major criterion.
   b. Create mechanisms to support faculty in the development of teaching portfolios that can be used for RPT and other purposes.
   c. Nominate faculty for national teaching awards and recognitions.
   d. Build a curriculum for new faculty, during their first two years, to promote excellence in teaching.

2. **Course Design**
   a. Establish challenging learning outcomes in all courses.
   b. Align resources and enrollments to support best practices in teaching (class sizes, classroom design, program enrollment caps, registration processes, experiential learning supports, and supports for faculty-student out-of-class interactions).
   c. Assist faculty in the design and implementation of high quality, innovative courses.

### Improve the way we measure student learning.

| Improve SSI (overall satisfaction) from 5.24 to 5.55. |
| Improve NSSE – Freshmen from 44.3 to 47.8. |
| Improve NSSE – Seniors from 48.6 to 51.3. |
| Improve Grad Student Satisfaction – Masters from 90% to 95%. |
| Improve Grad Student Satisfaction – Doc from 93% to 97%. |
| Improve International Student Satisfaction from 77% to 85% as measured by the International Student Barometer Survey. |

1. **Course Evaluation**
   a. Develop centralized but flexible course-evaluation mechanisms.
   b. Develop mid-term course evaluations as a routine feature of all courses.
   c. Conduct and publicize student evaluations for all classes.

2. **E-portfolio**
   a. Identify funding for institutional e-portfolio platform.
   b. Conduct longitudinal assessment using the e-portfolio, including co-curricular activities.

3. **Assessment**
   a. Complete loop using multiple measures of student learning, curriculum development, program reviews, and resource allocations.
   b. Disseminate information regarding student learning across the institution.

4. **Student Engagement & Satisfaction Measures**
   a. Inform the public of student engagement and satisfaction (e.g., Voluntary System of Accountability).

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*Not in priority order*
| **Optimize enrollment targets to enhance quality and access.** | 1. Admissions  
   a. Improve profile of entering class.  
      i. Grow the applicant pool at the upper end through more clearly communicated curricular and co-curricular opportunities for honors students, in undergraduate research, and in key programmatic efforts like Pre-Med, Pre-Pharmacy, and STEMM disciplines.  
      ii. Clearly articulate career and graduate school placement results.  
      iii. Assess institutional aid distribution for targeted effectiveness and yield.  
      iv. Develop a strategy for increasing aid awards.  
      v. Explore living-learning communities as way to attract and retain high achieving students.  
   b. Expand use of holistic admissions criteria.  
   c. Modify current rolling admissions practices.  
   d. Enhance strategies to become a transfer destination.  
   e. Increase out-of-state enrollment.  
      i. Deploy regional recruiters starting in the Chicago market and expanding to Texas, Florida, Georgia and NY/NJ.  
      ii. Continue to grow metro and reciprocity market yield.  
      iii. Collaborate with global strategy recruiting.  
2. Scholarships  
   a. Grow scholarships and grants available for merit and unmet need.  
   b. Review utilization of current funding sources for student scholarships.  
   c. More effectively communicate funding needs associated with scholarships.  
   d. Close the student financial-need gap.  
      i. Enhance fund-raising for Gen-1 students.  
      ii. Create more on-campus student employment.  
      iii. Facilitate seamless 2+2 or 2+3 student movement from UC Regionals and community colleges.  
      iv. Grow Choose Ohio First STEMM Grant possibilities.  
   e. Build on FY12 investment in scholarships for Gen-1, Honors and National Merit.  
3. Retention  
   a. Improve first year retention rate by maintaining appropriate advising ratios and assure professional development of professional and faculty advisors.  
   b. Improve six year graduation by maintaining appropriate advising ratios; assuring professional development of professional and faculty advisors; improving retention  |
| Increase mean ACT scores of entering class from 25 to 27. |  
| Increase transfer from non-UC schools and universities from 1,771 to 2,500. |   |
| Increase out-of-state enrollment from 16.8% to 18%. |   |
| Improve first-year retention from 85% to 90%. |   |
| Improve six-year graduation from 56% to 75%. |   |

*Not in priority order*
| Increase number of new National Merit Scholars from 45 to 60. |
| Grow total number of National Merit Scholars from 135 to 200. |
| from second to third year; assuring availability of critical path courses. |
| c. Expand resources for learning assistance (e.g., new writing and math centers). |
| d. Expand opportunities for faculty-student interaction outside the classroom (i.e., field-based activities and living-learning environments). |
| e. Create more small (25 students or fewer) classes in the first year. |
| f. Establish system to monitor and project course availability freshman year through graduation. |

4. High Performing Students
   a. Build on the FY12 investment in the University Honors Program (UHP) and implement the Honors strategic plan.
   b. Hire dedicated staff for recruitment of National Merit Scholars and Honors students.
   c. Create more Honors-like opportunities for qualified students who are not part of the UHP.
**Principle #2 Discovery:** Through the creation of knowledge, creativity, and scholarship, U.C. will grow its total research funding and expenditures to produce new ways of understanding and changing the world, and to take our research into the public domain.

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| **Solve real-world problems through world class-research.** | Increase total research funding to $500 million.
Increase total research expenditures to $500 million to place UC in top-20 ranking among public institutions.
Increase total federal research expenditures to $350 million to place UC in the top-20 ranking among public institutions.
Increase corporate research investment in UC from $15M to $20M.
Increase number of patent applications from 50 to 100.
Increase number of patents issued from 16 to 20.
Increase number of invention disclosures from 82 to 160.
Increase the number of licensing agreements from 15 to 20.
Increase number of National Academy memberships from 9 to 15 and other national awards to 14. | 1. Expand research funding and diversify research portfolio.
   a. Create a vibrant and self-sustaining commercialization infrastructure integrated within our research infrastructure (e.g., University of Cincinnati Research Institute – UCRI).
   b. Develop multi-/inter-disciplinary centers of innovation with seed funding and expertise resources to advance the commercial potential of early stage technologies.
   c. Develop business opportunities for multi-/inter-disciplinary centers as another revenue stream.
   d. Develop a unified strategy to attract industry to UC.
   e. Determine UC’s role in moving discoveries and concepts to market.
   f. Facilitate start-ups that involve faculty-created intellectual property.
2. Expand the dissemination of our intellectual property at UC through commercialization.
   a. Categorize current funded and non-funded research strengths at UC.
   b. Target research based on individual faculty strengths and multi-/inter-disciplinary strengths at UC.
   c. Facilitate research teams, particularly multi-/inter-disciplinary teams, through workshops/retreats to enhance connections across the campus.
   d. Sufficiently fund core research infrastructure with professional staff.
3. Facilitate research more extensively.
   a. Categorize current funded and non-funded research strengths at UC.
   b. Target research based on individual faculty strengths and multi-/inter-disciplinary strengths at UC.
   c. Facilitate research teams, particularly multi-/inter-disciplinary teams, through workshops/retreats to enhance connections across the campus.
   d. Sufficiently fund core research infrastructure with professional staff.
4. Faculty Scholarship
   a. Measure scholarship of faculty as an indicator of quality-- Academic Analytics.
   b. Institutionalize expectations for faculty to apply for National Academy memberships and national awards to reflect their achievements.
   c. Institutionalize a system to nominate faculty for Academy memberships. |**** |

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<th>Reward innovation.</th>
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| Build on current research strengths and expand other areas of strength and critical need to solve real-world problems. | 1. List areas of strength and areas with critical need.  
2. Identify these areas based on multi-/inter-disciplinary models that solve social problems as well as environmental, medical, biological, and physical ones.  
3. Build Centers of Excellence around multi-/inter-disciplinary models.  
4. Identify research opportunities that lend themselves to multi-/inter-disciplinary approaches and integrate those more thoroughly into the curriculum. |
|---|---|
| Hire strategically to support developing areas of excellence, interdisciplinary research projects, and other areas of critical need. | 1. Relate new faculty hires to real-world research linked with inquiry-based learning.  
2. Develop strategies for cross-college and cross-department hires.  
3. Target members of National Academy for hire.  
4. Conduct feasibility analysis for hiring junior faculty on trajectory for Academy membership. |
| Maintain and enhance resources and support for faculty research. | Increase post-doc fellowships from 277 to 350.  
1. Expand internal funding to match desired outcomes in research expansion.  
2. Expand funding for start-up packages.  
3. Review research leave proposals more strategically.  
4. Increase support for University Research Council Program for multi-/inter-disciplinary and entrepreneurial research.  
5. Enhance essential library collections, laboratories, and other core facilities to improve UC’s research profile.  
6. Create more centrally managed and shared labs.  
7. Increase post-doc fellowships. |
| Partner with the community to | 1. Create a student project incubator to foster entrepreneurship. |

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<th><strong>solve real-world problems.</strong></th>
<th>2. Expand corporate research investment – tie investments to applied learning (e.g., Live Well collaborative).</th>
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| **Increase emphasis on undergraduate student research.** | 1. Enhance opportunities for all students to participate in UG Research.  
2. Support an Office of Undergraduate Research with personnel and increased budget.  
3. Create research-mentoring opportunities that pair graduate students with undergraduate students.  
4. Create a system to accurately monitor both the formal and informal research activities of undergraduates.  
5. Create a freshmen undergraduate elective course to expose students to research fields, similar to what is available in University Honors Program and Professional Practice. |
| **Further enhance and expand the graduate and professional student experience.** | Increase number of doctoral degrees awarded from 276 to 425.  
| | 1. Admissions and Retention  
2. Scholarships and Stipends  
3. Quality of Life (health insurance and housing; revisit 2008 task force report)  
4. Quality of Programs (comprehensive review) |

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Principle #3 Community: U.C. is committed to creating a vibrant campus community and to leveraging our urban setting in ways that strengthen our commitment to that wider community.

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| **Build on our urban location and resources in Cincinnati toward greater connection and involvement in the surrounding as well as national and international community.** | Increase the number of students participating in volunteer activities to 9000. | 1. Increase the number of students participating in volunteer activities.  
   a. Identify what constitutes a “volunteer activity”.  
   b. Identify a system to track participation (e.g., UGive).  
2. Increase number of students participating in service learning (SL) courses.  
   a. Identify SL courses for tracking in eCurriculum.  
   b. Create more SL opportunities for all students, both domestic and international.  
3. Make more lectures, seminars, and other learning events accessible to the wider community.  
   a. Better advertise existing opportunities.  
   b. Use technology to make opportunities widely accessible.  
4. Quantify faculty engagement with community members to solve real-world problems.  
   a. Create a method to track number of faculty participating, amount of $ generated, and impact of activity.  
   b. Improve systems to identify and connect community partners with faculty.  
5. Coordinate the multiple messages that we communicate to the community (e.g., academic achievements, economic impacts, involvement with community partners) and create a sustained communication strategy between UC and the community.  
6. Create more opportunities for Alumni and community members to share their expertise on and off campus (e.g., presentations, consultations, seminars, recruitment, etc.)  
7. Build on community-based participatory research activities. |
| **Break down internal barriers that inhibit cross-college conversations and internal collaborations.** |  | 1. Increase number of multi-/inter-disciplinary programs and courses.  
   a. Define “multi-/inter-disciplinary program” and “multi-/inter-disciplinary course”.  
   b. Structure Performance-Based Budgeting (PBB) system to reward multi-/inter-disciplinary efforts and seek to expand RPT documents to reflect importance of multi-/inter-disciplinary courses and programs.  
   c. Improve institutional support for multi-/inter-disciplinary programs.  
2. Promote cross-college conversations beyond semester conversion.  
3. Promote collaboration among colleges, academic service units, and student affairs units to promote student learning and life-skill development. |

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<td><strong>Fully integrate regional campuses into UC culture and practices.</strong></td>
<td>Increase articulation and transfer from UC Regionals from 862 to 1500.</td>
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<td>1. Optimize articulation and transfer connections between Uptown and Regional campuses by enhancing and simplifying the processes.</td>
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<td>2. Increase the number of articulation and transfer students from UC Regionals by enhancing and simplifying the transition process (e.g., facilitate seamless 2+2 or 2+3 student movement.)</td>
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<td>3. Perfect articulation and transfer connections between Uptown and Regional campuses.</td>
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<td>4. Increase the number of international students that start on Regional campuses.</td>
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<td>5. Identify ways to make it easier for students, faculty and staff to move among our many campuses.</td>
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<td>6. Ensure that university-wide events (e.g., athletics, concerts, social, etc.) are promoted across the institution.</td>
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<td>7. Identify ways to fully integrate Regional campuses into UC Forward, Study Abroad, UC Honors, faculty development, Internships, Service Learning, undergraduate research, and sustainability and health related activities.</td>
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<td>8. Explore low cost baccalaureate pathway options for students on Regional campuses (e.g., UC East, Carver Woods).</td>
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<td><strong>Create a Compliance Office.</strong></td>
<td>1. Develop a strategy and structure to address and accommodate all compliance issues at the institution.</td>
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**Principle #4 Economy:** U.C. will exercise responsibility to maintain strong fiscal stewardship, achieve financial stability, create opportunity for sustainable growth, and build real value for the citizens of our city and state.

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<td><strong>Enhance support from alumni, faculty, and staff.</strong></td>
<td>Increase faculty/staff campaign participation from 32.5% to 50%.&lt;br&gt; Increase overall alumni giving participation rate from 11.2% to 18%.&lt;br&gt; Increase annual giving from $104,425,962 to $125,000,000.&lt;br&gt; Improve annual giving rank among public research institutions from 36 to top-20.</td>
<td>1. Promote best practices from the 2010-11 Faculty/Staff Campaign.&lt;br&gt; 2. Collaborate with the Foundation to engage more alumni in institutional activities and to further integrate them into planning processes—with the goal of reaching the university-wide targets.&lt;br&gt; 3. Establish a multi-tiered training program for faculty, staff and students to provide them with practical skills for building relationships, articulating needs and fostering a culture of philanthropy across the institution.&lt;br&gt; 4. Develop a ‘user-friendly’ reporting tool for faculty and staff to register promising alumni connections, pathways for private support, etc.&lt;br&gt; 5. Offer recognition awards to faculty, staff and alums for outstanding contributions to UC’s fundraising goals.&lt;br&gt; 6. Implement recommendations from the strategic review of the UC Foundation co-chaired by the Provost.</td>
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<td><strong>Educate key constituents about the economic value and impact of UC.</strong></td>
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<td>1. Educate legislators about the economic value and impact of higher education in general and UC in particular.&lt;br&gt; 2. Work with the Inter-University Council of Ohio to establish an annual Higher Education Appreciation Day.&lt;br&gt; 3. Create regular economic reports detailing UC’s economic impact on our city, state and country.&lt;br&gt; 4. Insure good communication between governmental offices and UC in terms of faculty accomplishments and other aspects of the impact of higher education in Ohio.</td>
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<td><strong>Establish UC as an economic driver through intellectual activity.</strong></td>
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<td>1. Capitalize on UC’s expertise in innovation to impact economic development.&lt;br&gt; 2. Create the institutional flexibility necessary for academic units to partner with industry.&lt;br&gt; 3. Involve students in the creation of intellectual property and innovative content.&lt;br&gt; 4. Build on the UC Forward initiative to incorporate sponsored research into coursework.</td>
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**Principle #5  Sustainability:** In all operations, U.C. will understand and respect the needs of future generations and the limits of natural systems to create a careful and responsible approach to our environment and resources.

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| **Create a culture in which sustainability is integral.** | Increase attendance at sustainability programming and outreach from 12,435 to 15,870. | 1. Administer a benchmark survey to campus community to assess sustainability indicators.  
2. Charge the PACES Committee to implement education programs based on survey results using student and faculty expertise.  
3. Advance educational outreach and programming (e.g., the Climate 101 Lecture Series). |
| **Embed sustainability in the curriculum.** | | 1. Create courses in the study of “sustainability,” using various models and within multiple disciplines, including University Honors Program.  
2. Assess course enrollments annually and adjust course offerings as needed.  
3. Pilot multi-/inter-disciplinary global courses with a sustainability focus in University Honors Program. |
| **Promote more fully our existing efforts and strengths.** | | 1. Develop more fully our OBR Center of Excellence in Sustaining the Urban Environment and link the work of the Center to colleges and units.  
2. Identify ways that the Center can engage the university community, the city of Cincinnati, peer institutions and the global community in collaborative projects.  
3. Identify fund raising opportunities and create sustainable funding base for the Center.  
4. Develop a global strategy for commercialization efforts tied to the issue of sustainability. |
| **Reduce waste and expand recycling.** | | 1. Partner all units with the Sr. Vice President for Administration and Finance to reduce waste and expand recycling throughout the university. |

*Not in priority order*
Principle #6  Global Engagement: U.C. will realize its global influence and ensure that our students understand and succeed throughout the ever-evolving modern world.

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| **Expand international partnerships and faculty engagement.** | Increase the number of international students from 4.9% to 8%. | 1. Incentivize faculty and staff to fully utilize a system-wide database (e.g., U Cosmic).  
2. Increase the number of international research partnerships.  
3. Identify faculty advisors to serve as global experts for the development of comprehensive strategies for recruiting, research and scholarship, curriculum development, etc. |
| **Increase the number of international students.** | Increase the number of international students from 4.9% to 8%. | 1. Increase marketing and recruiting efforts in key markets by developing country-based offices, hiring U.S. and foreign-based country coordinators and staff, and increasing marketing efforts to build a global brand.  
2. Implement ESL and academic support efforts to improve retention and success of international students (international co-op advisor, Chinese academic advisor, additional ESL classes, etc.).  
3. Expand international partnerships and create programs that will attract international students.  
4. Increase opportunities for scholarships for international students.  
5. Increase staff in International Admissions and UC International as students increase.  
6. Develop a global village (administrative offices, housing, event space, Confucius Institute, etc.). |
| **Increase number of students studying abroad.** | Increase students studying abroad from 836 to 1,500. | 1. Build on programs that integrate study abroad as a part of their curriculum.  
2. Explore ways to include student led international service trips in study abroad experiences.  
3. Develop resources to help UC faculty to offer more courses with study abroad components.  
4. Assess the use and effectiveness of the study abroad funds to ensure that the funding is reaching as many students studying abroad as possible.  
5. Increase funding to expand study abroad efforts and programming for both students and faculty. |

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<th><strong>Encourage more foreign-language skills.</strong></th>
<th><strong>Increase the number of students taking globally engaged courses.</strong></th>
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| 6. Continue to support study abroad opportunities as outlined in the University Honors Program strategic plan, increasing the % of UHP students studying abroad to 75% (presently 50%). | 1. Partner American students with international students.  
2. Create a sustainable funding model for language study.  
3. Find financial support for cultural events, organized language mixings, immersion opportunities, and international educational experiences focused on language study.  
4. Expand the number of language-based study abroad programs. |
| Increase percent of FTE students taking globally engaged courses (tbd). | 1. Identify courses that have a global content and create a coordinated curriculum for globally engaged students.  
2. Link courses and projects across the globe through technology (e.g., video conference, global collaboration tools, etc.)  
3. Examine the possibility of synchronized multinational classrooms. |

*Not in priority order*
Principle #7: Diversity: U.C. is committed to creating and maintaining a community that is broadly diverse and inclusive in all aspects of its operations.

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| The University of Cincinnati will attract, retain and graduate academically prepared students who reflect a wide range of diversity. | | 1. Recruitment  
2. Admission  
3. Retention and Graduation |
| All colleges and departments at the University of Cincinnati will attract, retain, and promote an increased number of historically underrepresented and other diverse faculty in tenure and clinical track positions, including faculty at advanced ranks. | | 1. In five years, every college will increase the percentage of African American, women and other traditionally unrepresented faculty of color in tenure track positions consistent with college goals established as part of the implementation of the UC Affirmative Action plan.  
2. Develop and implement strategies to retain a diverse faculty through the probationary period leading up to and beyond the tenure decision in colleges. |
| The University of Cincinnati will create and support learning and work environment that reflects the University’s mission which includes a commitment to excellence and diversity. | | 1. Increase education and professional development related to diversity and inclusion for students, faculty and staff.  
2. Improve quality and scope of communications plan regarding diversity initiatives.  
3. Develop and maintain systemic climate assessment processes and tools to monitor and improve departmental, college and university climate. |

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The University of Cincinnati will develop and implement a comprehensive, integrated, university-wide system of accountability and assessment that will evaluate and quantify institutional performance in relation to these diversity goals at all levels.

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<th>1. Report progress on established goals and objectives in all academic and administrative units.</th>
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**Principle #8: Mission-Based Health Care:** U.C. will ensure that our region will have access to the highest-quality care built upon our continued and expanded medical advances and research breakthroughs.

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| *Define the university brand for its health care mission.* | | 1. Define the target audience.  
2. Develop clear and concise message.  
3. Link health care delivery to education and research missions.  
4. Capitalize on innovative care and new models of health care delivery.  
5. Coordinate multi-/inter-disciplinary initiatives to improve the effectiveness of patient care and provide education and research opportunities.  
6. Create and sustain community-based initiatives.  
7. Incorporate student initiatives into overall health care mission and activities. |
| *Redefine the academic health center with regard to multi-/inter-disciplinary engagement in educational programs and clinical activities.* | Increase number of graduates from health-related programs from 1,426 to 2,050.  
Increase number of students enrolled in health-related programs from 6,629 to 8,000.  
Increase number of patient encounters (College of Medicine and UC Physicians) from 798,101 to 1,125,000. | 1. Create accountability for multi-/inter-disciplinary activities.  
2. Grow experiential learning opportunities, consistent with accreditation requirements.  
3. Define the interaction between educational component, clinical setting, facilities, and experiential learning.  
4. Support the distance learning career path to meet the needs of adult learning in health education careers. |
| *Promote scholarship in key health areas and engage students in research.* | Increase funding from Biomedical research grants and contracts (including Affiliates) from $335,845,034 to $375,000,000.  
Increase number of Biomedical patent applications (including Affiliates) from 98 to 120.  
Increase number of active clinical trials (including | 1. Redefine and recreate the academic health center model across multiple health care and non-health care disciplines to support research and scholarship.  
2. Identify key research areas along with centers of excellence.  
3. Identify internal funding source to initiate research projects that advance educational and clinical programs.  
4. Target multi-/inter-disciplinary training and research in clinical care settings.  
5. Integrate translational research into care delivery at clinical sites. |

*Not in priority order*
| **Affiliates** from 2,557 to 2,700. | 1. Target the entire University family for wellness support, including students and faculty.  
2. Coordinate wellness, health and social support initiatives.  
3. Create multiple health and wellness programs across the university supported by multi-/inter-disciplinary teams in medicine, pharmacy, nursing, allied health.  
4. Engage students and faculty from multiple disciplines to support the program capitalizing on experiential learning opportunities.  
5. Examine the university’s student health programs. |
|---|---|
| **Educate the UC community about health care and create incentives for wellness.** | 1. Develop a process to identify and confirm themes such as:  
   - Cancer  
   - Gerontology  
   - Chronic illness  
   - Diabetes and Obesity  
   - Public Health  
   - Prevention and Wellness  
   - Informatics and Safety  
   - Patient Education  
   - Mental Health  
   - Health-related Behaviors  
2. Widely communicate to faculty the broad multi-/inter-disciplinary themes.  
3. Identify funding for projects tied to themes.  
4. Develop criteria for submitting proposals as well as a budgeting process.  
5. Develop a revolving source of funding for supporting priority initiatives. |
| **Choose campus-wide global health themes.** |  |
**Principle #9: Collaboration:** U.C. will maintain and expand its vigorous collaborative engagement within our urban environment and throughout our global community to advance the common good.

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<tr>
<th>Recommendation*</th>
<th>Targets</th>
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| **Establish a campus-wide culture of collaboration based on an expanded definition of collaboration that includes students and faculty.** | Increase number of undergraduate students engaged in internships and co-ops from 5,483 to 6,500. | 1. Recognize and reward collaboration.  
   a. Identify and promote timely unifying themes that cross college lines to shape curricula, teaching, research, and other mission-based activities.  
   b. Host on-campus collaboration fairs and industry symposia and promote impact.  
   c. Develop a database and assessment process for collecting and evaluating collaborative work among colleges.  
2. To increase the number of students engaged in experiential learning:  
   a. Increase the number of opportunities for experiential learning through UC.  
   b. Catalog internships, Co-op and other experiential learning opportunities.  
   c. Improve our mechanisms for connecting students with experiential learning opportunities and quantifying the results.  
   d. Review and address financial policies to facilitate student participation in experiential learning opportunities (e.g., student health insurance, rec center, etc.)  
   e. Increase the number of students engaged in multi-/inter-disciplinary capstones with study abroad components (such as those piloted and offered by the UHP).  
3. Publish the results of student experiential learning activities in media and scholarly outlets.  
4. Expand opportunities through increased student participation in UC Forward and related courses. |
| **Create structures for collaborative work with industry and non-industry research.** | Increase master agreements from 12 to 20 with a wider range of companies in business and industry. | 1. Identify opportunities to increase external collaboration with industry partners.  
2. Identify and increase collaborative opportunities including master agreements with non-industry research partners. |}

*Not in priority order*