Discussion point #1
What are the expectations for this strategic planning process and what concerns if any do you have about it?

-Table I-

Expectations:
- “University” policy- not location policy
- University identity serving community
- Thought out directions
- Find new revenue sources
- New ways of housing
- Increased communication between programs and community
- University does not always communicate well with stakeholders
- Broaden the understanding of the university
- Integration of UC academic and technological functions into immediate community surround
- Community classroom crossover
- Use of surrounding community for economic initiatives- space acquisition, entrepreneurial exercises
- Context for change

Concerns:
- Moving 14,000 people in same direction
- Impact will be successful
- Impetuous and resources & will to implement
- Budget problems and hard decision in face of cuts
- Difficult to overcome proprietary fallback
- “Do” projects must be realistic projects
- Results might get lost in political juggling
- Plan backs strong implementation strategy and gets shelved

-Table II (Unidentified)-

Expectations:
- If a student returns he’ll say “look what happened to the academics”
- Wow effect- gets to be a regional academic institution. Look at the size of whole
- Optimism- address weaknesses, solve difficulties of transitions correct weaknesses

Concerns:
- Don’t find “best practices” find “next practices”
- From Clermont less than 10% go to Clifton and 28% go to NKU
1-29-04 “What are the expectations and concerns for this strategic planning process?”

Come up with a vision for what it means to the region- as a unified whole
- Improve academic programs – retain access

Table III

Expectations:
- Pin point opportunity to build on what we do well
- Address challenge of implementation
- University should find way to reinvent itself
- Helping students improve credentials

Concerns:
- Impact on ground level of day to day programming
- Benchmark measures- what will they be
- Remain open and all inclusive- University does in fact engage stakeholders in process
- Need to hear from all stakeholders
- Concern that budget problems will not be solved fast
- Something will actually get done
- Change is hard- keeping everyone on board
- Process will be chaotic- amazing if it gets pulled off
- Every college is different- how will overall vision fit given diversity of colleges?
- People on inside those on outside- who will be most represented?
- Be able to identify assets

Table IV

Expectations:
- We want a plan that is tangible and coherent- a well rounded balanced plan with clarity
- We need more good ideas than what we can follow up on
- We need 3 or 4 big things- are the goals imaginable
- We need overriding themes/academic excellence
- A university team building exercise by executing a big idea

Concerns:
- Can there be a comprehensive plan?
- Are people willing to open up and branch out to share with other colleges and the community
- Are expectations too high that people will be disappointed?

Table V

Expectations:
- We want a comprehensive plan (others aren’t a part of it)
- To get a greater understanding of the institution as a whole.
- We need a common agenda- how can everyone contribute to this (we need a local and global expectation)
1-29-04 “What are the expectations and concerns for this strategic planning process?”

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Concerns:

- Administration can do stuff but how will everyone give input?
- “Master plan” phrase used for building academic future. What’s our future? We need a vision!
- This process may be logistically difficult and unyielding. How can we make it achievable
- Fallout has affected this plan
- Need a realistic plan
- How do we get money for a vision

-Table VI-

Expectations:

- Research University? Professional schools? Open academic? Liberal Arts?
- Want actual outcome- not just talk or plan
- University less schizoid- better focus
- Focus; who/what are we?
- Better student outcomes; retention/graduation rates academic support
- Struggle to provide open access; student success

Concerns:

- Been through this before; many universities have academic plans that are fairly generic. We need to focus on our local, unique situation
- Vision=Execution. Don’t want to hear, want to see something being done. Do need practical constraints
- Will we have the courage to act on plan; to build some programs & cut others?
- Plan should inform us as to how to do budget cuts

-Table VII (Unidentified)-

Expectations:

- Goals that will lead to all groups working together
- Very diverse institute
- Need to make difficult choices that are intentional and strategic.
- Focus on common ground. Need more guidance from a public policy

Concerns:

- Need to act
- Our structure is 70% lethargic. Need to create a dynamic and flexible university that effectively can stay in tune with educational demands of the constituencies
- Colleges operate as every college for itself. Less competitive and more cooperation
1-29-04 “What are the expectations and concerns for this strategic planning process?”

-Table VIII (Unidentified)-

Expectations:
- Be able to rise to the challenge
- Have the resources to do so
- Showcase the university
- Clear guide of direction
- Learn about the university
- Develop plan worthy of this university
- Sharper focus on who/what we are
- Make choices
- What can we do better
- Re-evaluate the “givens” in higher education

Concerns:
- Resources: is it even doable
- Group this large?
- Spin our wheels- same old’
- Our ability to foresee the 21st century
- All things to all people
- Courage to make hard decision

-Table IX –

Expectations:
- Student groups need resources for big ideas
- Big ideas for the future – need to define timeframe
- Rethink academic structure; can we be nimble enough
- Switch from internal focus to external focus
- Find a way to become more nationally/internationally known
- Improve student base; our best students aren’t as highly qualified as at top schools

Concerns:
- Cost to students
- We will lose students to NKU
- Difficult to predict future needs
- Important to gauge pulse of community.
- Need to know who is out in front, so we know how to get out in front.
- Need to have a reputation to attract people to improve your reputation
- Need to find out what makes state tick. To know how to help them achieve their goals

-Table X-

Expectations:
- Better understanding of who we are, what we want to be
- Better delivery to our customers
1-29-04 “What are the expectations and concerns for this strategic planning process?”

-Table XI-

Expectations:
- Plan will help get in tune with major changes
- Something for students to understand- results mush be clear and improve matriculation and ease of use
- Comprehensive and all inclusive of all campuses
- Opportunities to have curriculum value added to communities locally and regionally
- New revenue streams
- End product defines the university and how it interfaces with city and state- must be clear
- Need to know who the university is- clear articulation of the university and its services

Concerns:
- Move too slowly
- We talk a lot but move little
- Not much benefit for student
- 28 hr commitment is a concern
- Faculty-need an accountability
- Too hard

-Table XII-

Expectations:
- Whirlwind is manageable
- Published products of other universities on the web
- Look at vision- best product
- Improve UC/community relations
Hope- do rational planning w/o budget wrecking ball
All come together: methodical of academic world and more efficient of business world
Report-effective
Eclectic mix should have positive impact on outcome
Early stage- identify “who UC is” (prior of planning stage of how to get there)

Concerns:
10 yrs- remember that town meeting hope it is not insignificant process
So many demoralized- don’t even believe in process
Not another shelved plan
Will required resources be there for plans
Must recognize some will get more/less resources

Expectations:
Develop principles for common discussion- a priority list
Transparency and inclusiveness of process
Common understanding issues and decisive issues
Think outside of now and get out 15 years
Sharing aspirations w/ entire community
Representing our constituencies
Re-look at education, research, community
Bring faculty and staff and administration together

Concerns:
Not being able to focus
Waste of time- no results
Representative of constituency
Set big enough goals
Vulnerability

Expectations:
More reciprocity, commonly between athletics, academic articulation and reciprocity
Shared vision in helping us to move forward
Communication of this vision
Link resources with this shared vision
See university look at this shared vision to look at a more interdisciplinary approach
Community vision

Concerns:
Have done this two or three times before
Another document with flowery language
Be a part of this planning process
Do not see how this can be solved by a new strategic plan
Only way you can do interdisciplinary stuff is by having resources you need
Interdisciplinary cooperation across campus, key point in moving forward
Interdisciplinary: build on shared resources, cross campus sharing

-Table XV-

Expectations:
• Have a big audacious idea- not small
• Inclusive- have an impact on neighborhood
• One big vision- so that we are all working toward the same place
• Establish a dream- everyone find a place in the dream
• Think about the university in a regional context

Concerns:
• So big- unwieldy undertaking
• Want this to be diverse
• How do we incorporate all facets of society- include all campuses
• Philosophy and vision- some colleges or individuals uniqueness will be swallowed up
• Articulations within the university and out
Discussion point #2
How has “being a University” changed in the last 20 years?

-Table I-
- Confusion on question
- Think tank research not really changed except nuances
- People different teaching growth of part time faculty less tenured track
- Ivory tower more accessible now accountability reacts more to technology advances
- Change in demographics of teaching staff
- More children “colleges”
- More comprehensive university- more product
- Funding has not kept pace
- More discriminating student
- More diverse student population
- Less state funding- steady decline, increase in tuition
- Higher tuition excludes accessibility to some
- Concerned w/ brand identity “customer” rather than “student”
- Dispensing education
- Faculty and staff more student oriented services
  - Top 3
    1. Different students
    2. Different physical plant
    3. Less funding

-Table II (Unidentified)-
- It was very ?paroilual? more faculty development better support staff, facilities
- Increasing number of under prepared students- university has to prepare them sufficiently to engage in the university
- Growth in responsibility for instruction- reward structure has to change to match that
- Growth in number of students at branch campuses- not sure this growth and development have been recognized
- Absolute movement in trying to improve articulation among campuses
- Teaching/research division
- Dramatic change in physical athletics- amazed at attention to athletics
- Seeing UC as part of region
- Divestiture of medical center
- Early adapting of UC to electronic communication
- Attention to legal issues
- Research has grown, blossomed
- Financing has changed dramatically- level of static support
- Has become the number one employer
• Leading economic driver
• Innovative, bold, generate revenue
• Actual plans
• Continuous improvement
• Learning power- jobs exported?

-Table III-
• Much more externally oriented
• Research role major economic force
• Dominance of business model
• Run as businesses and evaluated as businesses
• Accountability movement
• Influence of sports
• Entertainment industry
• Get a job rather than education
• Speed at which we work
• Budget comes up more
• Access has increased
• More diverse student body
• Students changed in expectations
• Relationship with students is much more complex
• Higher ed more visible
• People want return for educational investment
• Expectations more explicit about university being economic engine
• Demise of liberal arts
• Teacher/student mentoring relationships eroded
• Resources dwindling while expectations on the rise
• Life of faculty has changed

-Table IV-
• State funding decreased
• Dramatically increased federal funding of research for both faculty and students
• Branch campus growth
• Infrastructure
• Information technology
• Electronic portfolios
• Self perceptions have changed due to other changes
• Increased quality
• Rising expectations of both faculty and students
• University is a business and students act as the consumer
• More student participation
• More public private partnerships
• More collaboration example: P&G and GE
• Graduate students are not willing to work as hard
-Table V-

- Has become a necessity rather than a luxury
- State of Ohio doesn’t realize how necessary it is
- 30 years ago, more private stds.
- 20 years ago, role of women has increased (53% are now women)
- We now have a woman President
- Women and diversity. Minorities are coming closer to equal representation
- Students were not heard, now they are
- Student entitle not has changed
- Less liberal arts education
- Students demand more (convenience)
- More are computer savvy
- Physical growth of campus
- City is beginning to use UC as a resource
- Confidence of tax payer is being lost
- Legislators cut budgets

-Table VI-

- Technology
- Student as customer
- Not about teaching, about learning
- University has to be run as a business marketing, competitive
- Teaching loads; research funds
- Faculty expectations not uniform from college to college
- Student expectations
- Should be standards about syllabi; basic platforms accepted as professional responsibility should not be an academic freedom issue
- UC has not changed enough in relation to the industry of education
  - Flexible course scheduling
  - Different teaching/learning
- Service- learning- community service

-Table VII (Unidentified)-

- New buildings
- Technology and its costs, do we use it effectively? It has gotten ahead of the pedagogy
- Students have more information, but less preparation. We have not successfully dealt with technology
- Change in emphasis on the university in response to financial pressure. Shift away from scholarship for sake of knowledge building to attainment of grants to finance institute
- Higher Ed’s status has fallen. Less respected by its faculty-students disaffected
- Community not serving, not engaging
1-29-04 “Has being a University changed in the last 20 years?”

- Loss of community, of service, of governance
- Students have become consumers

-Table VIII (Unidentified)-
- Internet and delivery of education
- Teaching orientation to a research orientation
- Diverse student body
- Improved quality
- Building to distance learning
- Increased competition- shopping around- proprietary
- More business like in recruiting
- Tech changes- ditto machines- copies-computers
- Technology management
- Student and parent expectations of the college

-Table IX –
- At CAS, change in Deans led to growing process, connection to Clifton campus, merge programs, CECE into CAS
- Raised the academic quality of the college
- Honors program has really taken off
- Conflict emerged between university as a right (access) or a privilege
- Physical transformation, blacktop to green
- Research growth
- What happens in classrooms
- Electronic teaching aids
- Easy access to classrooms
- Many places outside of buildings as inside for gathering and interaction of faculty and students; food is a medium for bringing people together
- Accountability
- Research at the undergraduate level
- Recruitment emphasis
- Academics as a commodity
- We regard students as customers now
- Society as a customer: service learning; community service for Cincinnatus
- Emphasis on different types of instruction
- Global outlook

-Table X-
- More active unity development
- Public-private partnerships
• Students- more able to attend, more international, more choose to attend
• Technological changes to delivery, marketing
• Increased competition
• Relationship between 2 and 4 year institutions
• Increased costs of public education
• Reduced reliance on support from state university
• Students more conservative
• Students have more complex lives; more non-traditional, lifelong learning
• Empty nesters are growing market/potential (but evening college is gone)
• Much more diverse students
• Contain profit centers; more entrepreneurial
• Lots of talk about money
• Status of faculty changing
• Diversity and broader access
• Economics less support from government, more profit centers

- Table XI -
• Students are different- smarter
• Students think they’re smarter
• Students have less interest in education and more interest in skills and utility
• Want education when they want it; not just 8-5
• Students want convenience
• Students work at jobs more hrs per week
• Technology
• Students are more technologically savvy and that requires the university to offer high tech connectivity and other kinds of needs. Used to be amenity, now it is a requirement
• Focus on research- becomes the only dimension on which faculty are evaluated
• Sources of revenue are different- increasingly grant oriented- less state support
• Access to research and resources has increased exponentially
• Grades are inflated

- Table XII -
• Student- teacher service to a client (teacher/server to student/client)
• Students w/ emotional/learning problems/challenges. University expected to do more with less resources
• Technology revolutionizing teaching (good and bad)
• Laptops reduce community among students but is efficient
• Cultural- past know BC and NC “kids” 60 go to university
• Essential services of university staff overworked
• Global perspective-
  • Technology speeds up what university does (email) and less human contact
  • Thinking of what we do as a “product”
  • Technology marked impact on teaching and way we work
  • Student expectations plus needs are greater

-Table XIII-
  • Changing demographics of students
  • Student population moved from 85% male to 50/50 male/female (DAAP/Medicine
  • Everything is digital, networked, content delivery greatly increased
  • Information increased dramatically flood/explosion
  • Older students- so now we both train and educate
  • From “field of dreams” to aggressive recruiting- students as customers highly competitive environment
  • Students view themselves as customers- entitlement – value proposition
  • Society is more litigious and compliance requirements are heavier
  • Complexity has increased more specialization
  • More college educated citizens
  • Shift from education to publishing
  • More “latchkey” kids as students

-Table XIV-
  • Easier to do interdisciplinary work
  • Internet, must be internet proficient to survive, as a student needs to use web to survive
  • More user friendly community, be more helpful
  • Student services, student supports
  • Various levels of supports, out must ensure they have serious geared toward diverse populations
  • Downside to internet=more solidarity in activities
  • Student population much more diverse
  • Keen competition in higher education, must market ourselves to different kinds of students
  • Different type of marketing
  • Takes a lot of resources
  • Expectations have greatly increased putting large strain on resources doing more with less
  • Title IX- need for support services for women’s athletics
  • In future new conference will mean changes, more competition
  • Athletic media coverage elevates players and teams to level of celebrity

-Table XV-
  • State budget
• More women
• Distance learning
• Bigger less personal
• Role of athletics
• Become a business- putting out an image
• Universities are more visible
• More open to public information- higher profile
• Expectation that student will go to college
• Better equipped faculty- buildings, technology
• Technology changed
• Political targets- academic freedom
• Finances
• Adult students- non traditional
• More international students- political issue
• Terminal degree programs added
• More competitive- survival
• Different recruitment
• Before- students come to us
• Now- we go after them
• Marketing- branding
Discussion point #3
What are 21st Century Issues?

-Table I-

- Longevity of population
- Older students for variety of reasons
- Growth of retirement/university association
- Demographic of population will change programming
- React to change more quickly
- Impact of City, State, Fed governments do affect University viability
- How to be proactive to solve problems
- University as a corporate client to city/urban environments
- Preparing student for global society
  - Top 3
    1. Expanding comprehension
    2. Community involvement
    3. Proactive in anticipating changes in society, technology, and economics

-Table II (Unidentified)-

- Cost of health care and where it goes- high total basic health care-
  - ethical concerns lost of technology is making health care unaffordable
- Exponential growth of knowledge. How do we educate people- is the less depth of intellect? Do people know a little about a lot of things?
- What are limits as a public university- whom do we educate, how many people coming in from elsewhere
- Healthcare- who will provide
- Dramatic change in demographics
- Increasing gulf between have and have nots
- Increasing crime
- Access to education
- How to identify changes in need for work force and respond to them?
- Are baby boomers going to be satisfied with same kind of retirement their parents had?
- Fastest growing groups are over 100 and under 3- how does this affect whom we educate?
- Increased cost of living
- World economy
- Retraining workers who have been displaced
- Do we have a responsibility to expressed needs of community
- What is limit of public servitude
- Increased pressure on integrity of family structure- students don’t have strong family and responsibility to family
- Generational changes- baby boomers may feel they have failed to pass on a legacy
• Gap between haves and have nots- affects health care
• Immigration education

-Table III-

• Ensure free flow of information across groups nations etc. given global tensions; will we continue to be a global institution?
• National security
• Knowledge being restricted
• War and Peace
• What it means to be a citizen- Who is included and excluded
• How do we cope with diversity
• Dealing with social and economic changes
• Freedom of religion juxtaposed against security
• We need to find new competitive advantage
• Are we keeping up with economic changes?
• Health care- advancements in pharmaceuticals, and who has access to health care?
• Age of population- people living longer
• Responsible for generation of new knowledge
• Media so dominant- has to tackle “sound bite” intellect
• Needs to provide and apply information
• Changes in government
• Individualistic concern about quality of life.
• Too much instant gratification
• Do we have ability to change institution to make life better for individual

-Table IV-

• Access missions in terms of life long learning, diversity of students, diversity of background
• Delivery products in a variety of ways
• Think broadly on access
• Diversity of age and demographics are changing
• Increase role of graduate degrees and higher education
• Multiple careers amongst people
• More public private collaborations
• How will we address competition outside the university i.e. distance learning
• Ethics, are we teaching ethics?
• Students participate and connect with society, co-op, internships
• Robust access- distance access, local access
• What are we doing to educate the undereducated?
• New collaborations to engage with community- federal government no limit
• Social economic gap
• Wealth creation is not being taught
• Compound interest
• Where will we put our interest? Do we care about ranking and being in the top 20?
• Undergraduate- we need multiple means

-Table V-

• Global connectives (products, real daily activities)
• Flexible and creative workforce
• How we define our community, have a sense of belonging
• A sense of humanity, a growing need to belong to something larger than ourselves
• Research (what we are investing in research is never going to be enough to advance UC)
• Democracy is fragile- our distinct majority of our country will yield to a majority of minorities (how will a nation of minorities govern in democracy?)
• People must adhere to a unique value system
• How to conquer racism and because American
• English as a common language
• Role of university dealing with diversity
• How people trust this “plan”
• How do we get a diverse population to buy into a common sense of values and develop a sense of belonging?
• How do we achieve justice and equity in society?

-Table VI-

• Technology breakthroughs internet access, awareness
• Current resistance to technology
• Global issues are everyone’s issues partly due to connectivity
• Information driven but need to think about knowledge, critical thinking
• Diversity
• Economic disparity may be linked to health care disparity- both are issues in education
• Society moving away from intellectual rigor

-Table VII (Unidentified)-

• Economic disparities- will affect ability to afford education, may affect diversity
• Global economic disparity- countries will get closer, but societies within countries will get larger in disparity
• Us consumes large amount of resources
• Jobs leaving country affects the ability for citizens to be prepared for college. What will we do about it?
• Environmental issues will be a driving issue
• Security local as well as national affect where people live and educate.
  Role of government in our lives
• Global public health

-Table VIII (Unidentified)-
• Accessibility to ed- seamless system
• Aging population
• Miniaturization/nanotechnology/genomics
• War and peace
• Natural resources water and pollution
• Ethics
• Diversity
• Highly specialized society
• Economic renewal
• Internationalization/world is getting smaller
• Transmission of instruction
• Students not on campus
• Genomics/nanotech

-Table IX-
• Status. Economic, social; clothes, national ranking
• How terrorism affects our lives and lifestyle; How safe do you feel
• Technology
• Outcomes and accountability: Not the student you bring in, but the results you come out with; what outcomes are you generating for the student
• Quality is new standard for outcome; Top companies will not recruit from our college
• Co-op provides that output
• Speed of change: Need students that can adapt to change - Teach life-
  long learning
• Concept of degrees vs. “just in time” education
• Difference between teaching and learning
• Ability to adapt to change
• Greater competition from the privates; online universities
• Can’t be all things to all people; what niche will we fill?
• Plan for being a private university one day; we are slowly going down that path
• Do we need the state system to survive? Or do you create something in the state mechanism that allows us to act more like a private?
• Have to operate 24x7
• Continuing education, bring back graduates for masters, etc.
• Theme: world is demanding us to be more flexible, so we have the change the way we do business. Due to economy, technology, constituents
-Table X-

- Demographic trends
- Technology
- Public safety- fear, trend toward violence, personal and national terrorism
- Justice courts, law, ethics- broad and long term
- Environment- vs. information
- Competition for talent, resources, business
- Philosophical and religious cooperation, conflict in a global economy/society
- Aging population in US
- Disparities more visible (via technology)
- More specialization and more general methods
- Critical thinking more important than facts
- Paradox- strategic and critical thinking/ability required to respond to changing info, environment, However, measurements/tools based on facts/memorization

-Table XI-

- Welfare of individual in regard to benefits, access, services and diminishing employer responsibility for health care
- Aging population
- Energy
- Environment
- Pace of change life- amount of information vs. lack of time to process info and respond to it
- World of work- balance of life and work/blending of life and work- what work is around in 100 years?
- Individual sphere of influence is bigger than ever and more nebulous and thus harder to understand
- Convenience- at a moments notice
- Continuity- lifelong education, research, career
- Conservation- work smarter
- Arts and culture
- The value of diversity
- Homogeneity of culture may be troubling
- Leadership- critical need to develop mission driven, purposeful

-Table XII-

- Competition from internet universities
- How do we convince a student they develop while a student
- Shrinking middle class and blue-collar workers who want kids to have college Ed.
- Aging of primary faculty (early phase of 21st)
- Curriculum- development (globalization impact)
- Cultural diversity vs. old traditional methods of teaching (need diversity there too)
- Smaller percentage of people able to afford university education
- University became less isolated from community
- Encouraging students to become citizens of community
- Shift from teaching to learning
- Community and technology how do we build it
- What is an educated person- what will be the answer?
- Education has become technically job focused- purpose will return to education fro learning/knowledge
- Shrinking social class and cultural diversity
- What is an educated person impact on curriculum
- Campus experience

-Table XIII-

- How presence values of liberal education in the face of increasing specialization
- Collaboration academic exchange agreements integrated into teaching/research and doing
- Critical thinking and problem-solving
- Knowledge generation and knowledge management in a globally integrated environment
- Communication enabled by knowledge packaging
- Maintaining the human connection in a digital world
- What will the nature of work be in 15-20 years, e.g., generate engineering implications (jobs/cost)
- Deciding and consuming sustaining “the essential”
- Importance of sorting by values
- We are seeking wisdom
- Education should be a “right” rather than a business
- How do we define education (vs. training)
- Latchkey kids and values
- How do we develop core competencies? In a changing society? To help student be successful

-Table XIV-

- Healthcare- will affect everyone
- Financing education- scholarships fewer, Pell grant is not keeping up, Ohio has high tuition, University will need to find ways to accommodate
- People cannot just stop with post secondary will need lifelong learning
- Students will be unprepared because of elimination of evening and open access
- Access to higher education
- Future of successful cities (specifically, Cincinnati) vital to success of university
- Table XV -

- Generation and harnesses information, primary role is to generate and utilize new knowledge
- Innovation, new thinking
- Balance the institutions vision/mission
- University cannot be all things to all people
- Part of strategic plan must be a list of values and what we prioritized

- National security
- Cocooning
- Scientific differences in healthcare class economics
- Shrinking student body
- Quality of life- reevaluation
- Appreciating life
- Entitlement
- Shrinking pool- less children
- Growing aging population
- Education for making money
- Learning anytime anywhere
- Need for actual libraries
- Enormity of access of information
- Isolated, socially inept
- Entering 21st century under veil of fear
Discussion point #4
Where are the “Big Ideas”?

-Table I-
  - Humanize technology
  - Co Op programs- expand the traditional
  - Integrated education
  - Bridging education gaps

-Table II (Unidentified)-
  - Areas of particular challenge/opportunity that will have a particular impact on society
  - Increase employable work force
  - Redefine age of national workforce- include 65 and up, simultaneously redefine age of students
  - Check correlation of people auditing classes and their health
  - Partner effectively w/ younger students (jr. high students)
  - Can’t rely on state for leadership
  - How are we going to deal with changing face of national personality? How do we reach out to people whose first language is not English

-Table III-
  - Generate and communicate knowledge. Remove intellectual barriers.
  - Counter attacking prejudice
  - Social responsibility
  - More adaptable, global citizen
  - Informed leadership
  - Preparing tomorrows leaders
  - Engaging with non-academic community
  - Close gap between society and government
  - Co-op education tied to social responsibility incentive

-Table IV-
  - None

-Table V-
  - How learning technology helps students tackle the big issues? (The freshmen year should be an experience like this)
  - Equip each student w/ knowledge of the Big Idea
  - Identity development because the starting point of who we want to become
  - Get students to accept accountability
  - Parents nee to know how to give their children the knowledge to get and education
  - Every student is required to engage in community service (as a freshman)
• Ask students to make suggestions on how they might get a great start in their path to success

-Table VI-
• Create successful students in terms of becoming an informed citizen, prepared to deal with the 21st century issues in their community. Aware of issues and do something about it
• Each student/college invested in practical, experiential, co-op or community service that utilizes the student knowledge base and benefits the community produces a value to society

-Table VII (Unidentified)-
• Economic disparity- Changing pricing model from tax support to corporate products and services. A new way of covering and meliorating those costs. The logic of capitalism does not take in social effects. An option- third sector- non-profit, private organization. Government has not worked

-Table VIII (Unidentified)-
• Maintain quality and delivery
• University integrated approach to problems of health care and environment

-Table IX-
• Social and economic change:
  • Create more employee flexibility
  • Opportunity obvious but challenge is we have to be able to get them into the university
• Global security:
  • Change the way we design our infrastructure
  • Challenge: Training we give the students has to change
• Innovation:
  • Opportunity: Do we just feed industry, or do we innovate and help industry figure out what they need? Transfer ideas into a product by collaborating with industry
  • How does co-op fit into this; the stronger we can make the bridge with education and reality, the stronger we will be in 21st century

-Table X-
• Public education- to distill and explain/clarity complex ideas and connections
• Theory- Practice: capacity building and problem solving skills
• Unique concentration of expertise- potential new models for collaboration
• UC has excellence in practical areas- connected w/ liberal arts education
• Leadership comes from the middle of bell curve, harnessing the extremes
• Problem based learning
• Develop model methodology for experiential learning more than existing methodology and pedagogy

-Table XI-
• Leadership- be more conscious of how we lead, how we teach leaders; how do we train for the leadership gap?
• Restore the urban core including the environment, health care, access to education, new technology- its creating solution
• There are large gaps in knowledge income, education, income, etc. Bridging the gaps is the essence of leadership
• Restoring the essence and core of society not the rehabilitation

-Table XII-
• Leisure vs. work focus of society (work ethic)
• Pervasive influence of media (Watered down “star”- profs need to be entertainers
• Decisions by “15 second sound bite” Groups not intellectual analysis (hard to provide service) complexity reduced to simplicity
• Shrinking of Middle class (export of MC jobs)
• Community- divisive lines of aged communities/separate schools
• Communication of everyday life
• Pervasiveness of media
• Impact on Prof. as entertainer
• Intellectual vs. “sound biter”
• Complex to simplistic
• Easy way (web
• Shrinking of Middle class

-Table XIII-
• Global health, transportation, communication
• Loss of common values (standards) and social consensus
• America’s position in the world as the sole superpower
• Our increasing virtual reality via the Internet is a power for “good” or “evil”
• Creation of “community” that will attract and retain the best and brightest

-Table XIV-
• Where are areas of particular challenge or opportunity in society? What are some big ideas responses?
• Creation of a society that provides for equality, reward and justice for all
• Perfect democracy
• We have an environment where…
- Table XV -

- Promote excellence
- Community of students and scholars that nurtures excellence, self-realization of excellence
- Health issues
- Urban revitalization
- Training ground for minds
- The university is for knowledge development
- The university has a responsibility to contribute to social consciousness

- Create a warm and secure world
- Create a society where people feel secure
- Creating interdependent collaborations and someone taking leadership
- Survival
- Knowledge
- Communication-information
- Technology
- Relational authority