Other Significant Tensions

Group 2:

- We have never agreed on the conflicting missions and what it means to both an access and research mission
- We don’t give anyone credit for being part of the family
- Tension between college identity and university identity - currently there is too much competition between departments and units
- Research mission vs. academic and teaching mission
- University as a business (language of market place and consumer economy) vs. academic values. We need to negotiate a balance not have one dominate the image
- Tension between the city of Cincinnati and the university

Group 3

- An observation from those who work with the outside community: When UC tries to work with people, we often can’t find out who is in charge. How can we be a genuine influence on the community in this situation? Do we deal with them (especially local political entities) as they exist, or do we need to rise above them? This seems to be a tension, not a big idea. There’s also a discrepancy between local and the national image of UC. The local image is limiting. Or are we too big? What are we?

- What is the community we are trying to connect with? The University engages the community in many ways. In the past there has been no leadership at the top for these interactions. There is a great deal of intellectual horsepower at UC, but it doesn’t ever get out and impact the community. UC needs to identify the alumni base in the community and cultivate it. Marketing needs to be done to let people know about UC and the good things going on.

- Another tension: Power largely results from decentralization. Some units are able to function on their own, and at a lower level, the problems aren’t as noticeable. Criminal Justice is successful because they have been left alone. On the other hand, the lack of connectedness is also why we don’t move forward. At the University of Florida, the coach donated $7 million to the academic programs. We don’t see that kind of connection here.

- We need to tie strategic goals to the academic environment. Should neighborhood development be one of our goals? Development of the fringe might not have been a problem if we knew what the goal is. We were told that the development corporations are non-profit organizations. Still, if we are cutting budgets within the university, how far can we reach out?
• The public schools have collapsed, creating problems for universities who are trying to maintain diversity. Reaching this audience is a big task.

• More of a student voice is needed. Staff is an integral part of the university and need to be included in every way.

Group 4
• Commitment to quality that crosses division boundaries, and all of the university instead of ownership within
• Difficulty of the community connecting with the university
• Name (U. of Cincinnati) defines us- need to serve local community vs. statewide/global concerns

Group 5
• Include unrepresented minorities
• The pull between identity as individual colleges vs. university
• Socially responsible while engaging in highest quality basic research
• Need more research
• Tension in the management between having discussion result in tangible results
• Faculty tensions
• Lack of focus on research

Group 6
• Students often work full time so advise them on recommended number of work hours to credit hours
• Better financial aid for students
• Affordability and accessibility vs. cost
• University growth in diverse areas and cuts to academic programs
• Specialization vs. general knowledge
• Needs of faculty workforce vs. nature of university
• Lifelong learning
• Teaching students to be nimble business leaders
• “bricks and mortar” and unity level and resources to academics

Group 7
• Traditional roles of faculty and the need to be more revenue minded
• Injecting business model into liberal arts economy
• Need to get money undermines the notion of scholarship
• Openness of university vs. safety and security
• Availability of resources vs. pressure to generate resources
• Community and university construction
Group 8

- Articulation from one program into another (college vs. UC)
- Resource tension between academic side and non-academic side
- UC is largest employer but also largest client in Cincinnati. What kind of client will we be? Does Cincinnati realize we are the biggest? Do reality and reputation match?
- Not currently in vogue to fund education
- Teacher/student relationship versus customer/provider relationship
- Students as customers who purchase a commodity as opposed to learners
- Student’s focus on buying education for a purpose and legislators only want to fund things that create jobs. These combine to devalue critical thinking and more liberal education. How do we both prepare well-educated students with skills for a lifetime and also meet needs of the marketplace?

Group 9

- Stronger ties to the community
- Union vs. administration
- Tenure
- Control vs. flexibility
- Athletics vs. academics
- Branch campus vs. Clifton campus - course redundancy and articulation

Group 10

- Faculty vs. administration
- Staff vs. faculty
- Students vs. faculty
- Students vs. administration
- Access vs. quality education - faculty need to develop international presence - focus on research not undergraduate research
- When money is tight what is the focus
- Seeking funding through revenue drivers while focusing on our educational mission
- Public perception of higher education

Group 11

- Access vs. quality students
- University vs. colleges
- Social responsibility vs. basic research
- Competition for resources between 2 year and 4 year schools
- Competition with Cincinnati State
- External environment
- University can’t solve city problems
- Implied research mission vs. basic research
- Pay faculty to teach but hire them to do research
• Pressure for faculty to bring in money
• Tension with community- can’t be everything to everyone
• 40% of all classes are taught by adjuncts

Group 12
• Resources allocation
• Education vs. business side- rat race to get customers
• Identity of individual colleges is a struggle
• Hunter and gatherer mentality- colleges select programs, no clear cut issues, no quick fix

Group 13
• Orientation of students is different— not about learning but getting a job— motivation for life long learning.
• Trying to centralize, rationalize, having resources to foster, be innovative— do more with less and differently
• Getting students involved in teaching change processes—
  Have to get students involved
  Why aren’t students involved: 
  a. students not encouraged to participate
  b. University does not encourage more involvement with all University activities
  c. Have we (UC lost) the focus to include students in governance decisions
  d. Cost of education for students impacts time— not enough to be involved students because they have to focus on earning wages

• Thinking of how revenues are generated and utilized.
  a. Knowledge productions versus revenue generation
  b. Change the way you work with revenue sources
Reflection on and Other Guiding Principles

Group 2:
- Have to be willing to take risks and embrace change
- Creating flexibility while maintaining integrity
- Change must be coupled with fiscal accountability
- **Issue with** model for anytime/any place learning. More of a big idea than a guiding principle. Perhaps problem is with the vague wording- too open to interpretation

Group 3

Group 4
- Concern with anytime/any place learning because it isn’t possible for all learning and conflicts with the notion of community in all areas
- Global linkages- we often train people who leave and don’t stay in the community
- Model for articulation and transfer
- Access for people w/ no formal presence at UC such as high school dropouts and senior citizens
- Provide education in formats other than the traditional degree program

Group 5
- Relevance of university to society
- Change of working ways in the US. Work is changing and we could help reshape the interactions with the workforce
- Meaning for people outside the university. The real world side needs to be evident
- University mission statement and why do we exist?
- Strive for excellence and must be a part of the whole experience
- Human development language must be used
- Need high standards across the board. Quality and excellence for all

Group 6
- Emphasis on academics and research
- Core mission should be driver
- Who is in the room when allocation decisions are made
- Mission statement should be reviewed and revised if necessary
- Transparency and availability of information at all levels
- Clarity of reporting lines
- Accountability at every level
- Embrace/encourage support and recognize collaboration between disciplines and other partners
Group 7
- Quality should be added to model of anytime/anyplace learning
- Principle of access as public institution should be maintained. Includes affordability and excellence
- Interdisciplinary and external connections
- Strategic allocations of resources
- Principle of commitment and to student success
- Student as customer language should be abandoned

Group 8
- Public identity we want to have in the 21st century
- Excellence permeates throughout our plan and new identity
- Content of what we do is important
- Alignment between planning and management is critical in this time of diminished resources
- Choosing among many options gives more importance to the choice
- Selection of partners is critical to the success of partnerships
- With rapid change constant monitoring of stakeholder needs is critical
- Be an agile organization to stay able to adjust to changing needs
- Have our own large vision that also guides our course
- Don’t assume we have an advocate for our cause of education

Group 9
- Some colleges become upper division only
- Strong push toward jr. colleges, selective 4/5 year institution and access between
- Separate associate degree from bachelor
- Access may be mandated
- Privatize upper level colleges
- Public lower level and link to high schools

Group 10
- Redefine the mission of the university
- What is our role given resources. How many masters can we serve at one time
- Role of research hasn’t been mentioned
- Students want access to professor when they have questions and don’t want to hear “I’m working on research today”
- Commitment to immediate community links; state legislature, higher Ed not a priority in funding.
- Student voice needs to be heard- encourage voting
- Largest employer in city needs to be a leader and increase global role
- Scholarships to Cincinnati students
- Increase United Way giving
- Communicate all we do to community
• UC and community relationships…what does Cincinnati do for UC?
• Faculty recognized and rewarded for teaching as this is major part of mission

Group 11
• Model for excellence in applied and basic research
• Are we future oriented- what are the careers of the future?
• Support for distance learning
• Excellence in research is necessary for funding
• Practical market place for ideas
• Winnow our focus and efforts
• Collaborate ideas of access colleges
• Continuing improvement
• Regular and transparent assessment as a principle of management
• If we want to be career oriented then that needs to be part of assessment
• Assessment will help us focus on what we really need to be doing in going forward

Group 12
• Quality in all guiding principles
• Access to higher education- no simple answer to access
• Leadership- be involved in predicting future of society locally and globally
• Prioritize needs- what are we about
• Reach out to the community
• Foster diversity of staff, all inclusive term
• Vision and guidance- define priorities, community, excellence
• Research and teaching coexist
• Diverse history and culture of colleges
• Identify what we do well and acknowledge the strengths of faculty and staff

Group 13
• Idea – cut across all big ideas; not necessarily resolved but acknowledged
• Quality – not included in language of Principles – can meet every principle and have no high quality programs
• Marketing – more cohesive, planned strategies – importance of education in State of Ohio – marketing our product – “education”
• Looking at diverse pool of learners in a different way than we have in the past – redefine
Reflection on and Other Big Ideas

Group 2:
- Make sure that real-world learning expands to older areas, not just the ones we now do well. Expand the horizon
- Notice that science is missing, and in addition we need a statement about integrating knowledge and interdisciplinary expansion
- Students at the core aren’t reflected in the big ideas. Learning should be at the core of what we do
- UC should be anticipatory not just reacting to future needs in order to be a major player in the new frontier

Group 3

Big Ideas:
- The big ideas: Are these the Right Ideas?

  Bob Gleason presented the “Big ideas:” succinctly they are: learning from real world experience; real world problems are solved; social justice and citizenship are fostered; economic development; health care; national–global scale, not internal; safety and security issues; key to seamless K-16 education; arts and humanities are appreciated.

- The group didn’t feel that these were “big ideas,” and they strongly suggested that more active verbs be used, especially on the arts and humanities statement. They suggested “contribute to” and “advance” the arts and humanities.

- UC will need to focus, to identify its strengths, and these may be new ones, not what we are used to thinking about as our strengths. Our perception of strengths may differ depending on whether we are thinking at the College level or the University level.

- We suggested some values for our work: socially responsible; high quality; basic research.

- We were brought back to reality: these are not “big ideas.” We need to talk about our aspirations.

- We need to seek collaboration and multidisciplinary areas for work. We need to be proactive rather reactive. We need more active language: for example, to transform “delivering health care” to “prevention.” We need big ideas that will advance us. And we need accountability on the part of the University’s leadership.
• A possible big idea: Sustainability: everything we do should be ongoing. Don’t make one-time investments. Make sure investments in research, etc. are long-term. Be proactive. Be excellent.

• A second, at the conceptual level: What kind of education will we provide? What programs will we support? We need to ensure that we are providing opportunities and degree programs that are well coordinated with 21st century needs. Will our graduates be successful? How do they need to evolve? How will they lead the way?

• Leadership takes risks, and is accountable.

**Group 4**
- UC and its graduates will conduct research and translate the results into meaningful applications that benefit people and society
- Racial and cultural and socio-economic diversity
- Connections: across disciplines, with community
- “Science” ought to show up somewhere in the big ideas along with arts and humanities
- Need more specific goals and how to find it by defining objectives
- Need to capture and reflect change: Remind people of where we were and where we come from
- Real-world experiences are good including service learning

**Group 5**
- Research and scholarly activity
- We are here to create and disseminate knowledge
- Tools of business including technology
- Understanding and appreciation of all disciplines
- Foster a maturation process. Personal growth. There is a continuum from liberal arts to preparing for a profession

**Group 6**
- Reject entire list of big ideas because it is uninspiring
- Build a world class research organization
- Reward interdisciplinary activities
- Big ideas should be overarching across all disciplines and only 1-3 words and organized along mission statement
- Should be enduring and respond to societal issues and concerns
- Train Leaders
- Health care
- Seamless Pk-eternity education
Group 7
- Informed citizens need knowledge to think and act in addition to commitment to social justice.
- Think critically
- Get rid of silos
- Departments should specialize in important areas. UC should rank #1 in law, music, or whatever. Premier people in premier programs
- Become the flagship institution
- Liberal arts is the heart of university academic core
- Increase levels of financial support for students to be competitive
- Smooth transition to privatization
- Higher ed has a physical and virtual place

Group 8
- Use data that we gather from industry through our real world programs then use our research expertise to analyze data for developmental activities
- Commit to real world experience for students in all programs
- Search for innovative ideas like co-op was in 1906
- Ensure students understand why they are learning what they are learning
- Integrate learning and research
- Force important ideas into a curriculum that may resist change in mindset (broader than GenEd)
- Allow students to drive course design if they have ideas for courses (i.e. learning communities propose courses)
- Bilingual requirement
- Weave the concepts of integration, excellence, leadership and innovation into all big ideas
- Excellence needs to be defined and then achieved
- Mega trends drive big ideas
- Don’t just settle for business as usual
- Determine what we are committed to making sure that all students learn in additional to their career-related or vocational education.

Group 9
- Leader in knowledge development- discovery, application, and dissemination
- Service oriented to students and eliminate the “UC Shuffle” and become user friendly
- Rewards and incentives must be closely tied to chosen idea
- Themes should cross all colleges and disciplines

Group 10
- Create a constant student life on campus not just a commuter school.
- 2nd tier school rankings to attract enrollment
- Become driven not a contributor
• Health care too big- focus on what we can control; academics, student life, research
• Model after Jane Henry’s presentation
• Offer programs students can succeed in life
• Safety and security important but not a big idea
• National recognition of expertise- get our people in Washington on panels
• Mission statement should reflect globalization and sustainability
• Become an international model in environmental sustainability reflective in all we do

Group 11
• Research is a core aspect that pervades all other aspects of university life
• Understanding and appreciation of technology and science
• Shouldn’t be pk-16 should be pk-80 (lifetime)
• Continuing education
• Need to be more active and inspiring instead of passive
• Beyond co-ops require real world projects prior to graduation in all majors
• Defining how faculty are developed (real world experiences)

Group 12
• Definition of university is community of scholars creating and disseminating knowledge
• Must have a great faculty and students to have great university
• Identify our strengths and weaknesses
• Great teachers and researchers teach careers 101
• Researchers are “reputable people” and frequently are the best teachers
• Must recognize what UC is- not many have jr. colleges and nationally rated bachelor colleges
• Define what great is
• Need a foundation for Big Ideas

Group 13
• What are big ideas”
  a. not very big or audacious ideas
  b. current list does not sum
  c. not sure that the function of this group is “academic” in focus versus more strategic
  d. instead of big ideas, seems more like guiding principles
  e. content analysis is a “means seeking activity” not a variant analysis – could lose very good ideas because of focus.

• What are some ideas – Big
  a. what is expected in higher ed.? Emphasis on general education – breadth and depth
  b. will completely abandon current college structure
➢ need a structure – open

c. admit mission has changed and redefine
   ➢ has expanded and developed new organizational structures that need support

d. attract one world class scholar per college – Nobel Prize winner

e. prioritize the University or units

f. raise our admittance standards

g. change admission process

h. redefine who is considered “faculty”

i. define “life long learning” – once admitted – UC student for life

j. create a “true honor system” in the classroom
   ➢ honor code
   ➢ no proctors for exams
Take up to 4 themes and flesh them out to create more detail

Group 2:
- **Pk-16**
  - Interface with students long before they come to UC
  - We see as our commitment how children are educated
  - More linkages and systematic
  - Joint positions in the university and the schools
  - An academy built around dual enrollment options
  - Mini college activity in highschool
  - Have current projects that are very successful by not systematic in development
- **Leading change instead of reacting**
  - Review and change policies…develop a stupid rules committee
  - Deans held accountable
  - UC create a think tank
  - UC work with city and actually help establish what kind of city it will be
  - UCs identity as an urban university

Group 3

We try to maintain the highest level of standards and relevance; we don’t want to be known for lowest common denominators. We need to craft the education we provide in such a way that our students can get at it and benefit from it. We must turn feeder schools (Raymond Walters and Clermont) into real feeder schools, so that we can bring students in, bring them up to the level where they need to be in order to benefit from what we have to offer. We need another feeder school in the city-- but isn’t this what U College was, and we just did away with that. Some felt we need articulation agreements so we can do a better job of getting students into campus programs. Another commented that this is already at full steam, not a big idea for the future.

Other possibilities of what we can “Be and be known for,” or ways in which we could establish a point of difference, a unique quality that will set us apart.

- The guiding principle of the work force: how do you maintain the work force? Do we take care of and nurture the people who make UC work?

- An education in Arts and Humanities is beneficial across many fields. We need to have more emphasis on this, perhaps “contribute to and advance the arts and humanities.” The language here needs to be much more positive and active.

- Promote sustainability, defined as
  1) economic sustainability;
  2) environmental stewardship
3) social responsibility. 
One part of sustainability would be developing leadership in communities, through classes, collaborations and acting as role models. Our education should create students who are critical thinkers, knowledge integrators, and engaged and responsible citizens. They will become leaders and enrich the community. There could be a university office that would put together projects that do specific things. They would know how to identify people who are active in certain areas and bring them together for collaboration.

Be proactive in what we choose to accomplish. Identify rings around the university and work outward to improve our community. Look at the whole in an integrated way. Advance a sense of how economic issues and development are connected to our needs. Make us understand the logic of it. A proactive city government is needed to do economic development. Make us understand the logic of it.

- Guarantee all students a real world experience. Expand the essence of co-op to include: internship, service learning, research, and study abroad.

Link it to the concept of immersion—direct experience; focused; accelerated learning. It is tied to the social responsibility issue above as well as leadership (see below). Students want to know about the relevance of classroom learning; co-op was founded because Schneider believed that students learned better if classes were reinforced by actual practice. With this focus, the community becomes a laboratory. Students who go out on co-op come back demanding more technical stuff. Yet they need a liberal arts base as a foundation because it can teach them to think critically and creatively (as well as make life more fulfilling and enjoyable). We have the old dichotomy: real world vs. intellectual pursuit/scholarship. Students need a balance between theory and practice. Obsolescence is a big problem in technical areas, but if students understand fundamentals (as taught in liberal arts), they will know how to keep on learning and how to do creative thinking. We need to make them learn how to care and direct their care. Call it foundational learning: how to learn so that they can respond to the changing world, have their intellectual curiosity stimulated.

- Leadership development: work to develop leadership at all levels of faculty, staff and students. Be attractive to and provide mentoring for students who will become leaders.

This might attract a different kind of student to UC. We would probably have to change to accommodate them, and they would certainly change the institution. We may have to work harder to ensure diversity and access for some, because these students will not necessarily those with the high GPAs we usually seek to attract. The admissions process would almost certainly be different. Standardized tests might not be the best way to measure the students we would want.

Attract premier faculty to UC who are leaders in their fields and will come here because exciting things are happening here. Faculty needs to be rewarded and acknowledged.
They will be leaders in the creation of new knowledge; change the world by creating new knowledge through leading edge research. The question is, ‘Is it innovative. Will it eventually make a difference?’

**Group 4**

- **Real world experiences**
  - Invent a world that covers the variety of real-world experiences because co-op alone doesn’t cover it. Include internships, service learning
  - Something that defines us and 21st branding of what we do
  - Allow each college to focus on what they want to do within the overall area
  - Cross disciplinary, interdisciplinary programs
  - Expand opportunities for continuing education apart from degree programs
  - Prepare people for managing stresses and changes in their lives and career
  - Students should be able to generate disseminate and apply knowledge in their fields and become a good citizen

- **Social Justice and Leadership**
  - Student responsibilities to the communities they live in; set up requirements in the Cincinnati community
  - Communities are a focus of real world experiences- community service should be mandatory part of degree
  - Global experiences
  - Community and global experiences should be integrated meaningful part of academic program, not “add-ons”

- **Economic Development**
  - Important idea that cuts across entire university

- **Safety/Security**
  - Community service could make the surrounding area seem safer
  - Integrating policing resources between UC and Cincinnati
  - Working with community in terms of what they want
  - Partnering with communities, neighborhoods to make the surrounding area a place where students and faculty want to live

**Group 5**

- **Safety and security**
  - Unusual to see this in big picture

- **Social justice**
  - Natural environment was not addressed
  - Include stewardship
  - Make students more aware
  - Interact with entire community
  - Student research opportunities for high school students
  - Student experience includes interactions with community
  - Model student programs around community
  - Students through service build habitat
  - Little acknowledgement of successes
02-12-04 “Create more details around up to four ideas”
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- Expansion of service learning
- Break down barriers between colleges
- Eliminate silos
- Attitude change between practical and academic
- Foster communication and collaboration
- Stewardship must be worked in

- Research and scholarly achievement
  - Should be a guiding principle
  - Resources to support it
  - Students capable of critical thinking
  - Faculty rewarded for research
  - Focus on process knowledge creation and development for teaching and research innovation

- Enthusiasm for learning
  - In order to inspire we must be inspired
  - Shape the culture of the institution
  - Awards and rewards must be available
  - Communicate success and take pride

**Group 6**

- Leadership
  - UC as an incubator that cultivates leaders in all walks of life and in everything we need to do
  - Leadership training through experiences, general education, lectures, training, community service, life long learning
  - Develop an institute to cultivate citizenship
  - Incentives and rewards should be aligned with this

- Diversity
  - Represent population demographically within students, faculty and staff
  - Research to understand particular needs and issues of various demographic groups
  - Diversity training and awareness of benefit to the individual with a diverse university
  - Make people feel comfortable
  - Diverse teaching styles to support diverse learning styles
  - Institutional value with individual by in and implementation of Global Village

**Group 7**

- Real world experiences
  - Extend co-op programs
  - Every student should be exposed to foreign language and enhanced knowledge of English
  - Literacy in technology, practical and applied knowledge, race and culture
  - Community practicum, international studies
  - Help under prepared students by developing feeder programs and promoting students helping students
More faculty incentives to do real-world initiatives

- Premier University
  - Develop a system of evaluation necessary to judge strengths and weaknesses
  - Find a comparative advantage

- University Community
  - Elimination of barriers
  - Promotion of common values
  - Minimize bureaucracy
  - Promote history and tradition
  - Learning communities
  - Communications
  - Commencement
  - Convocation at beginning of year
  - Community off campus and how university connects and is visible in community
  - Resource guide to locate faculty etc.
  - More publicity
  - More strategic thought to how to work in community
  - Community as focus of research
  - Reward structure needs to be changed
  - Need follow up info on graduates
  - Emphasis on urban mission is overwhelmingly important

**Group 8**

- Integration and innovation can lead to excellence and leadership
- Institutional level curriculum requirements that come from institutional level values beyond GenEd (i.e. if real world experience is an institutional value then should each degree have an experiential requirement?)
- UC can be an institution that offers the opportunity to integrate scholarship and research for innovation
- UC could be known for a universal experience for students
- Connecting to the world in their educational experience is important.
- An experiential component is critical but not all of those must be tied to jobs
- Empowering students to take control of a piece of their curriculum could provide the opportunity for innovation
- Liberal arts basis and experiential component are two critical areas
- Service learning must we worked into the curriculum
- Teaching in a holistic sense includes more than just the classroom experience
- Students may be attracted to an undergraduate experience that is holistic
- Experiences must be defined broadly
- Goal: Create a reputation for UC grounded in liberal arts with discipline-related programs that have a solid experiential learning program which is based upon the pedagogy of the discipline. This could include cooperative education, internships, leadership activities, international experiences, research experiences, and/or
service learning to ensure that students understand their fields of study in a holistic and long-range manner.

- **Goal:** If we believe in lifelong learning then we need to offer additional options for students to continuously train via more flexible programs like certificate programs and we should be well known and recognized as a leader in this area.

**Group 9**
- Cross disciplinary collaborations around key themes
- Experienced based education as highly visible, consistent, and dominant theme
  - Co-op, service learning, study abroad, field research
  - Enable unique cross college collaboration through field projects and research institutes
  - High impact research
  - Community ties to link service, teaching, and research
  - Allocations made based on success while saving space for innovation
  - Incentives mirror goals
- Align RPT, workload and HR practices
- Increase community ties through projects and sharing faculty expertise
- Fuel grant funding, community and corporate support
- Requires strong leadership

**Group 10**
- Increase research profile
  - Strategic hiring of faculty- hire mentors to get UC researchers up to national and international standards
  - Global research
  - Prioritization- take responsibility for our fiscal situation
  - Privatization- not entirely but certain aspects
  - Support differential loads among faculty
  - Restructure reward system
- Environmental Sustainability
  - Become leader and example for sensitivity to environment and environmental issues
  - Concept of environmental responsibility for the members of the academic community
- Privatization
  - Forced upon us
  - We must be proactive and plan for this possibility so a model of flexibility and ahead of being forced into a given position
- Leadership in the community
  - Sponsor sabbaticals that would “loan” faculty to community organizations to give them the benefit of the faculty members expertise
  - Expand DAAP, CCM, etc. into the community
  - This would bring financial resources and increase our position in the community and make us a leader in the community
  - Re-examine our mission as an institution
Many of our students will not leave Cincinnati so they must be prepared to live and prosper in our community

**Group 11**
- Integrating practical and theoretical without losing focus on basic research
- Identify opportunities for developing cross disciplinary to solve career problems
- Complete real world projects prior to graduation
- Collaboration with other community institutions
- Student experiences inside and outside the university- develop process to give more students experience in research
- To change the university must change the expectations of experience of faculty to include real world experiences
- System of faculty development and reviews to continue improvement and creativity
- Teach independence rather than dependence

**Group 12**
- Use UC for a reason to relocate to Cincinnati
  - Blue Ash was willing to build a performance hall however UC was unwilling to send performers to Blue Ash
  - UC as a resource- economic development
  - Warren county is interested in UC and consider it an important economic development
  - Research at UC could assist communities
  - Current co-op, internship, service learning
  - UC has the power to help with economic development
- Privatization of UC
  - If we provide access to everyone privatization wouldn’t work
  - If we want a selective population privatization works
  - Research is important even though it may not bring in money
- Athletic- bring athletics and academics together

**Group 13**
- Reorganize University structures:
  - define “student”
  - define basic skills – student – Mastery based education
  - look at different aspects – creating the foundation
  - specialization is not as functional:
  - create agents of change
  - funding units differently
  - be responsive to needs of community:
  - shaping students/education
  - What about employees? Need foundations:
  - HR – need to be a constant
  - values as rewards
• recruit, retain, retrain, develop
• Go out and assess what you can do to support the University through experience, funding, currently we educate, send students out and only ask for money
• Large institution with small institution attitude.
• Support knowledge creation and research
• life long learning

• Define: Who UC is:
  o Berea College has a clear mission
  o UC, CCM, DAAP, basketball, “employer of last resort” – we market better nationally, but not locally – known for specific activities vs. institutions
  o We do not focus on “first year experience”
  o The way you structure teaching and research are two very different items.
  o We produce a product but do not market for students that are finished
  o Service orientation for alumni
  o Explore ways entities/alumni can be re-encouraged
  o British model – students pay back a percentage of salary to institution for tuition/scholarship funds
  o Corporate support – increase

Does present college structure get in our way of being who we want to be? Re-org

• Reexamine mission
• Examine if we are access/not access
• Look at CUNY model to sort how these are not oppositional
• Also, look at how we define degree

Think of first 2 years, next 2 years, next 1 or 2 years

Each student must have basic skills to move on to next 2 years
Mastery based education – develop. Delivery

• creating foundation (basis skills)
  2 years – good assessment to move on
don’t go after external funding
• specialization (but not as function or discipline – student driven/ guided, coached by faculty; 3 years to identify venue in which they wish to make change (change entry – multi disciplinary)
• seek external funding
• Need to embed these academic organization changes within an organization that values excellent service and rewards it;
  o What kind of employees do you want to retain, retrain and develop (succession planning for key support services)
• Students go out into the world after 3 year specialization then come back; then venture out: could coop, internship
• targeted research, work experience and means different things for different individuals;
• this is a redefinition of life-long learning; students come back from time out with a redefinition of what learning they need next
• Need to FIX personnel policies and practices that inhibit good quality services – need to become a big university with small institution mentality (Berea College)
• Break down barriers between FAC – STAFF – STUDENTS – all feel they have a stake in what we do here.
• Re-org has to facilitate knowledge creation
• Today UC is recognized as “Centers” (CCM, Basketball, DAAP)
  o Small class size – intense faculty/student interaction are core to these centers of excellence
  o This should be part of our academic re-org – and improve 1st line contact (all services)
• Exists an implicit assumption that the way we structure teaching and way we structure research are different
• Students will feel more committed to UC lifelong
Results that will occur 10 years from now when these ideas are implemented both internally and externally

Group 2:
- Children will have more opportunity to attend college
- Increased UC enrollment
- Positive interaction within the university
- Improved racial relations
- Help faculty real world views that would affect learning and teaching at the university
- City would be able to attract people
- Increased educated workforce
- Internally move in tune with university mission
- Better prepared students, fewer remedial
- Increase influence in the community
- Eliminate barriers to change
- Eliminate competition within units
- Less inefficiencies throughout many systems
- More creative and sustainable solution
- Gives community more concrete things to remember UC with
- Reduce anxiety

Group 3

Group 4
- Expanded community involvement
- People will feel like they are part of a community
- Students will have had experiences outside the campus while at UC
- Faculty will have had off-campus experiences
- Recruitment will be improved
- Better perception of UC
- Improved graduation rates
- Better prepared students
- Fewer barriers between disciplines, university, and community
- Graduates more engaged in community and in life long commitment to UC
- Higher pride by faculty, students, graduates
- Implementation of measurable goals

Group 5
- Improved communication throughout the university
- Understanding and appreciation for all disciplines
- Research and scholarly activities high priority
- Make everyone enthusiastic about learning and knowledge
- Improved perception of the university
• Pride
• Great place to work and learn
• We attract the best faculty and staff
• Great place to work live and learn
• UC will be perceived as a better value

Group 6
• Increase the number of students voting, CEO’s, in political office, on school boards, teaching, and professional leaders
• More effective communication between disciplines and outside of UC
• Increased safety and security (more individual responsibility and accountability)
• More social interaction
• Faculty described themselves as “a faculty member of UC”
• Improved reputation of UC
• Think tank
• Faculty to professional trades- “faculty co-op”
• International student involvement
• Quality and quantity of enrollment
• Repeal article 12- state ban on gay marriage

Group 7
• Students will participate and compete in global society
• Community will benefit
• Literacy tools for participating
• Greater respect by students
• Closer relationship with community
• University is integral part of community
• Stronger sense of university community
• Effect on faculty would be positive
• Greater appreciation of participation
• Unhealthy and poor view of institution by community would change
• Would help people within UC link more positively

Group 8
• Promote culture that provides the opportunity for faculty and students to see that both teaching and research are valued
• More interesting teaching and learning environment that is more provocative and less prescribed with more interaction between faculty and students
• Focus on real world experiences for students would also focus faculty attention on the community
• Degrees would become more diverse
• A culture of conversation around educational content and outcomes would be created because the more we discuss the more we will want to discuss
• We develop an appreciation for pedagogy of educational content
• UC will focus on what we value from our faculty and the teaching/research tension will be addressed and hopefully reflected in RPT criteria
• Faculty will be able to rise based upon teaching as well as research
• We give out a clear message of why students should come to UC by what our product would be
• Cache on UC which should impact rankings
• The product of our graduates and the UC environment becomes more attractive to the outside
• UC is seen as a place of innovation, proactive discourse, and youthful exuberance tempered by wisdom
• Faculty attention on community will drive community interest in UC
• UC could become broadly acknowledged as a premier institution within a 250 mile radius (the hub of the wheel)
• UC becomes an intellectual and entertainment center

Group 9
• Faculty turnover and UC culture will change
• Outsource non-Academic functions such as dorms, food, and maintenance
• Revenue generating opportunities focusing on experience based education such as continuing education, executive education, summer programs, and online programs

Group 10
• Increased external funding and reach the status we deserve
• Increase in participating on review panels, editorial boards, etc.
• Respect ourselves
• Positive visibility in the community
• More emphasis on academics
• Faculty proud to be at UC
• Students will be proud to be UC alum

Group 11
• Clear cut identity
• Nationally recognized for a variety of well rounded programs and research
• Ohio average income is up
• University and community development and economy
• Continuously active
• Better prepared graduates
• Improved retention and graduation rates
• Compete more successfully for students
• Teaching will be peer enabled in a credible way and productivity will increase in many ways
• AAU membership
• UC is a destination of choice for faculty
Group 12
- OKI region becomes the next Semi Valley
- University has a role in educating everyone
- RWC/Clermont provides individuals who provide technical services
- Business community look to us as a think tank for governor Taft’s third frontier project- biomedical, need other areas
- Partnership with business and university
- UC must be a leader in helping solve cultural differences
- Enhance the fact we are an Urban university

Group 13
- Employer of “choice”
- Preferred provider of education
- Alumni satisfaction
- UC for life
- Lifelong learning
- Broad based support
- Better environment for faculty, staff students
- Well defined benchmark to support on going analysis
- Continuing education
- Increase number of research chairs
- System that supports teaching and research
- Restructure table of organization