1) The Guiding Principles of Academic Programs: To reflect leadership, scholarship, partnership, stewardship, and citizenship: in our general education and other academic programs (e.g., a leadership institute for entering freshmen, undergraduate student research projects, a community engagement requirement.)

14) Cultural Competence: To become known for our ability to promote diversity and engender cultural competence in our faculty and students. To ground our students with a secure knowledge of their own cultural traditions and provide them the means to understand and appreciate other cultures. To develop the “One Community” concept with the Cincinnati community (e.g., requiring all UC students to achieve "second culture competence", expansion of Just Community concepts and efforts, facilitating a community dialogue about community and diversity.)

2) National Presence and Recognition: To use our strengths to gain greater national presence and recognition. To have an aggressive and coordinated marketing/communications plan for targeted audiences (e.g., increasing public awareness of top-rated programs, creating a presence in five new media markets associated with the Big East, have coaches and athletes be ambassadors, target athletic events for academic messages, working systematically to improve our standing in national rating scales.)

3) Selectivity with Clear Access Pathways: To enhance academic program quality and selectivity of our programs, while at the same time developing clear access pathways that aim for participant graduation as a success criterion. Recruit top students locally, nationally, and internationally. (e.g., increasing ACT/SAT and high school class standing averages for entering students, fully developing the CAT, setting graduation benchmarks for CAT graduates, increasing program selectivity, benchmarking the select schools for academics.)

8) Exchange Programs: To develop major exchange programs for targeted populations (e.g., partnerships with institutions at home and abroad in jointly developed programs.)
4) Research Excellence: To affirm research excellence as a key value of the university infusing our efforts in basic research, applied research, clinical research, creative works and performance; to develop programmatic initiatives that enhance our research excellence in areas of community, state, national, and international interest; to develop and enhance the intellectual and technical infrastructure necessary to support path-breaking research involving both undergraduate and graduate students in these efforts; to develop a competitive fund for excellence that would allow UC to become a premier institution in focused areas of excellence attracting students and faculty from around the world (e.g. a UC research challenge program modeled after Ohio Board of Regents Challenge and/or Third Frontier with an internal rewards systems, benchmarking against other premier research institutions)

5) High-Profile Interdisciplinary Centers: To develop a limited number of high-profile interdisciplinary research centers of excellence to enhance interdisciplinary and cross-college connections (e.g., multiple colleges working on specific topics to solve real-world problems that would receive national and international recognition, expanding existing interdisciplinary centers to increase excellence and cross-college connections.)

6) World-Class Faculty: To develop a plan to recruit, retain, and support a world-class faculty. (e.g., more named and chaired professorships, increased Academy memberships, increased international fellowship recipients; recruit endowed chairs around interdisciplinary research centers of excellence, systematic faculty development, a system of faculty rewards and recognition.)

7) Revenue Generation and Performance-based Budgeting: To develop a plan for creative and innovative revenue generation. To develop a comprehensive performance-based budgeting system (e.g., finding new learning markets, developing new programs to meet the needs of the 21st century student, significantly increasing the endowment, expanding current performance based systems, create criteria for performance indicators, develop rewards and incentives for meeting goals.)

9) Experiential Learning: To expand and develop “Experiential Learning” as a unique UC feature that provides real-world and problem-based learning experiences. UC developed co-op education in the beginning of the 20th century; now it will develop a new co-op for the 21st century that takes full advantage of the city’s features: major corporate headquarters, arts and culture and medical sciences to address social challenges. UC's 21st century student will have practical experience in these and contribute to their growth/solution, via co-op, internships or other
problem-based real-world learning. (e.g., expansion of co-op, service learning, internships at many levels, field experiences, active learning, problem-based learning)

-Action Team 8-

10) East-West Connections: To develop a strong East-West campus connection (e.g., programmatic bridges, people-to-people access, provide incentives for collaborations, joint programs that cut across campuses, joint appointments, physical connections.)

17) UC Community: To develop the “UC Community" to unify and create a sense of belonging for students, faculty, staff and alumni. (e.g. create more celebratory events that bring people together, expansion of Just Community concepts and efforts, develop opportunities for dialogue, document satisfaction and attitudes through multiple feedback mechanisms.)

-Action Team 9-

11) UC Anytime Anyplace: To fully develop the concept of "Place" at UC. Reschedule UC as a 24/7/365 campus geared to students of all ages and interests, and to our neighbors, to work, live, learn, play at UC and in Uptown (e.g., fill the spaces and places at UC with unique and distinctive programs and experiences, use of technology to achieve greater connectivity, design more extensive on-line programs and courses for diverse populations, develop diverse course offerings and approaches to diverse students, increase child care.)

-Action Team 10-

12) The New UC Way: To create the “UC Way”, defined as a student-centered approach with superior support services (e.g., student-centered services any time, any place, expansion of student learning communities, student-led cooperative learning strategies, increased student employment opportunities.)

-Action Team 11-

13) Teaching as Scholarship: To develop and become known for the concept of teaching as scholarship. To be leaders in the development of varied instructional delivery systems to meet the changing expectations and needs of 21st century students (e.g., create campus professional development plan, greater connectivity, develop innovative student assessment strategies, innovative use of technology as an instructional tool, develop an "academy" for distinguished teachers, innovative uses of distance learning modes, emphasize pedagogy in the doctorate, emphasize active learning through out the curriculum, matrix organization to stimulate interdisciplinary instructional activities.)

-Action Team 12-

15) Community Partnerships: To increase linkages with the local community and to develop a "front door" to the campus. Create “Destination Uptown" in partnership
with the local community to create programs and attractions that bring people to UC and the Uptown area (e.g., a community point person, a directory of UC activities in the community and board memberships among faculty, an Institute for Civic Leadership.)

16) Expert in Residence: To develop split faculty appointments with civic, arts, and government entities; expand concept of clinical faculty and other part-time faculty (develop programs like executive in residence, teacher in residence programs, reciprocal sabbaticals, artist in residence and other shared faculty concepts, attract the rich array of Ph.D.'s currently employed in the corporate sector to play significant research and instructional roles.)

-Action Team 13-

18) PK-16: To become a critical component of a seamless PK-16 educational system (e.g., our academic work with Cincinnati Public Schools and Cincinnati State to ensure that more CPS students graduate from high school and go on to college, to create deep linkages with CPS and other secondary school systems, to create access pathways for our selective programs.)

-Action Team 14-

19) Economic Force: To further develop UC as an economic engine for the region (e.g., biotechnology, commercialization, the idea of tech corridors both in Uptown and the 3C Corridor, workforce development.)

-Action Team 15-

20) Cincinnati Healthy: To create “Cincinnati Healthy” (e.g., a campus-wide initiative to resolve major health disparities in urban environments, health promotion and prevention programs, translation of research advances into practice, interdisciplinary and proactive approaches with community partnerships, health clinics in the schools.)

-Action Team 16-

21) Liberal Education as our Core: To create stronger bridges between Arts and Sciences and the professional programs. To provide students with a deep understanding of the disciplines an how the disciplines relate to their program of study. To provide students with a deep understanding of the interrelationship between disciplines (e.g. strong ties to professional programs, innovative general education offerings, interdisciplinary offerings, etc.)