Table Input from Town Hall Meeting 4  
2/25/04

Q1: In what ways can life-space and academic planning support community life at UC?

**Group 1**
- What do we want community life to be then work backwards
- Connectivity that takes place thru location encourage space that enables making those connections
- Budgeting at UC encourages silos
- Every space should be a learning space
- Reserve outdoor spaces for classroom use
- Linking of curricula is tremendous opportunity but no share space
- Do we have university-wide experiences?
- Create space that enables flexible use of space to allow joint collegiate ventures that may be temporary
- Create a “heart” of UC that is clearly identifiable
- Buildings and budgets are connected to collegiate structures
- Option of remote access becoming more important so coming to campus is an issue
- Even with distance learning there is a value added to coming to campus

**Group 2**
- More people hanging out and talking together
- Greater enjoyment of our environment and surroundings
- Still not enough parking
- Still need to focus on making it easier to get here
- What about an intra transportation system among four uptown partners. Bus shuttle, light rail, innovative people mover
- Become a destination point for weekends- restaurants, stores, festivals, events that bring people to blend community and university
- Create business spin offs from patents of research etc. Build a business corridor
- Make it easier to link students and faculty to solve urban problems- may need a front door and/or person to help link our resources to the community

**Group 3**
- UC community is more than just the uptown area- e.g. RWC, Clermont, OCAS, Distance learning etc.
- How are we defining the UC Community?
- Geographical attention is the thing but also distance learning
- Life space affects how you learn
• Campus and community are all part of the learning experience inside and outside of the classroom
• Main street- part of public thoroughfare- other campus activities like concerts
• Cohesive plan to define who we are- gives us identity

Group 4

• Need more programming that appeals to students- keep them on campus
• Many students became dissatisfied with academic, co-op option
• How immersive can we be? DAAP example
• Missing a place to play where you work/learn- will the construction “after” be the answer?
• Guard against being “house-poor” our dollars are tied up in facilities preventing building programs that may be what creates the true vibrancy of people and place
• Why is the federal government not part of the consortium? The EPA and VA hospital are prominent but not at the table
• Is it fair to consider the web in the life-space definition? Where more and more young people spend their time

Group 5

• Safety- 24/7 environment produces comfort and freedom
• Campus was a place to work- make it a place to play, live, work, entertain
• Create a warm caring environment
• Access to and from the community
• Develop multi active spaces
• Develop community partnerships and establish community service as a core value- get students and faculty working in the community

Group 6

• To expand the boundaries of the university
• How can the community provide for the university
• The plan allows UC to leverage itself to grow its community life
• We need to bring people in to live- all walks of life and demographics
• The surrounding businesses and schools need to improve their image to help the UC community
• Improve safety
• Improve the flow and ease of transportation and commuting
• Our perception is based on surrounding area
• Hyde Park- send to UC and public schools

Group 7

• Students not having to run away from campus to what they want to do
• Not ashamed to bring mother to
• Stores within campus radius
• “Entertainment and life district”
• An ease of use of getting to and from campus- transportation
• Get out into neighborhood and have areas like Hyde park and Clifton
• Bring shops, restaurants, things to do
• Would want to live around there and help with parking
• Like area around OSU- as revitalize students and residents
• Students and residents have similar needs
• See more “real” businesses not just services, have “real jobs” in the community
• Attract biosciences?
• Small to midsize to stay not just incubate

Group 8

• Off campus space has little integration with campus life
• Economic development- housing for all UC members
• Satellite service for UC- off campus locations?
• Off campus student education centers (urban planning)
• Result: people staying in Cincinnati, especially Coryville
• Problem: UC exploiting development in Coryville. A new model: UC as a partner
• UC taking responsibility for students living off campus in the Coryville
• One remark: misunderstanding between UC and the Coryville community, need for UC to invite community leaders in making integration plans explicit

Group 9

• UC needs to define the concept of community
• UC needs to collaborate with the community
• There needs to be more communication of Master Plan
• We need to have better student articulation between RWC and branches with Clifton campus. Branch students do not see Clifton as a hospitable place. Find ways to connect

Group 10

• Safety issue is very important and glad it is addressed
• Safety can increase activity on nights and weekends
• Culture is big in heading the way
• Transportation
• Create a 24/7 place based on safety and transportation
• Integration
• Communication between east and west campus
• Transportation can be a part of safety and eyes should be out and visible
• Have balance between traditional and online college
• Community is built in the classroom. Students have to be able to meet and build relationships in the class to build that community outside
• This community can be carried outside to green space, café
• Credit be given for activities, jobs, and interactions
• Are we re-defining community

Group 11
• Academic planning should come first
• Parking/classes - they are connected. Academic and physical should co-develop
• Effective planning would force community
• Safety is a barrier to community
• Connect east/west campus looks good on paper but why
• Disconnect in master plan reports and life-space planning - use internal experts e.g. Crime stats by Criminal Justice
• Address the issue of k-12 schools
• Bring faculty staff to live around campus - schools would improve
• Safety and security are concerns
• Socialize on Ludlow Ave. but not Calhoun or short vine
• Faculty and staff need to be centralized
• Campus should be less permeable
• Change the nature of people around campus
• Develop students to love the university and its surroundings

Group 12
• Broadening boundaries into the community to make them less rigid
• Better campus appearance to promote safer environment to new students, especially women
• Parents must believe the area and campus is safe
• Great service learning opportunities for students
• Job creation opportunities for research
• Creating viable connections with Hughes high school and CPS more general
• Foster emerging partnerships in community
• Manage and assist disclosed families and people from revitalized area, support low income homes

Group 13
• Integration/access of living facilities and academic spaces such as the library
• Use of residence halls space for classrooms, or academic counseling offices
• Academic planning should take into consideration the physical constraints/opportunities
  o Night courses
  o Classes: time, location, safety
  o Adjacencies of parking, services, classrooms
o Informal spaces needed to foster interaction and dialogue among students and faculty, students/students
- How to create an environment around and on campus to encourage students and faculty to live, work, learn, and play on/around campus to foster community

Group 14

- The ability to do multiple things at one location
- Quality of life for faculty and staff i.e. unable to be connected to west campus from east campus
- To break down barriers for people to live in Clifton area i.e. available school systems and importance on public spaces
- Parking, parking, parking. More aesthetic emphasis than functionality
- Ease of arrival sets tone about destination- a real inconvenience
- Increasing UC’s presence outside of main campus. Quality of programs important
- Perception of parking and safety very important

Group 15

- A lounge in the math department added to community life among students and faculty
- Concern about safety is a barrier
- Connectivity in wireless and internet services to use your laptop anywhere
- Transportation form Ludlow to UC or other aspects of the city using public transportation
- Teaching needs better outreach programs
- Research should create spin offs, supported by UC
- Service- more in service requirements beyond co-op and studying abroad
- UC’s existing outreach programs are an attraction for students
- The university can be an attraction for lifestyle decisions- community life takes place by accident rather than by design.
- Should be attention to the quality and appearance of the neighborhood
- Consider events with the community like concerts or fairs
- Alumni are astounded by the changes on campus
- Plans for Vine St. are very positive, greater attention to cleaning up the streets
- Consider Ludlow as a central, vibrant artery.
- MLK is the “wrong street” upon which to focus
- Consider other ways to get across MLK besides overpass

Group 16

Group 17

- Life space is open and space where people live, work and study
• What is community life- a sense of belonging within the university environment
• Learn from environment as well as classroom
  o You learn as much from the environment by increased interaction
• How can we draw students in not just to live in residence halls but to make campus the social environment to meet
• Have to develop a marketing plan to draw and/or keep students on campus for the social environment
• Give people a reason- activities include faculty a reason to be on campus
• Problem with the notion that the education extends beyond the classroom
• Establish faculty/student co-horts
• Due to different economic times students are working and have a different focus
• There is no form of a community that promotes interaction with groups with common interests

Group 18

• In what way can community life support the other things
• Academic life is the mission of the university
• One mandate: enhance learning space within the campus environment
• What does it mean to be an urban university
• Is the university willing to allow the city to be a classroom- no longer isolated from the university environment
• Can the university embrace the urban environment
• Are faculty members willing to work w/ the community issues
• Can the institution abandon it’s “ivory tower” attitude
• All folks can’t be converted but many can
• Academically: what is a contemporary urban house?
• Are houses constructed any more that physical structures- do they fit in the context differently?
• Necessary to weave activities seamlessly into the community
• Ways to serve and be served by the community
• How many people are there who transit on MLK/Vine but haven’t been on the interior of campus…it should come out into the world a bit
• Kingsgate replaced community center- we now have no real way to integrate the community activities onto our campus- we don’t see it now
• Buildings that produce large walls
• Physical changes that isolate the campus from everyday community activities
• Visual cues that send you out instead of in e.g. CCM- but it’s inside
• We need to use the visual sense of entry to invite people in
• We need to embrace chaos of urban life and rather than trying to sanitize it
• Youth, change, innovation, experimentation- things adults are always looking for and that a university environment can encourage
• Our kids say: “you don’t have 19 year old eyes”
• Get students into the process
• Lets not replicate a suburban mall in the center of campus
• What makes a university environment appealing and unique

Q2: Reflection on Next Steps

Group 1

Group 2 (1-3)

• There was concern that the four ships may be punitive and more things to do. Particularly community engagement
• Community engagement was right on- it will be complex and something that will push us- we need to do it well and could be a big stick
• Leadership institution is great
• We must give the resources to do PR
• Must get very serious about having more resources for lobbying
• Perhaps we could fund greater PR and lobbying efforts by having a 1% tax on athletics
• Get out athletes and coaches to be our ambassadors
• Focusing on getting more excellent students was wrong- we should focus on developing good programs and the students will come to us
• Recruiting excellent students and having excellent programs are fine as long as clear access pathways are successful
• We must have real access pathways that have students that succeed
• We need flexible programs that reflect the students and their outside pressure to work

Group 3 (4-6)

• What are our guiding objectives
• Recruitment, cultural competence, focus not scattered, look at likely recruitment markets
• College of medicine joint faculty appointments
• Real connections
• Shuttle service needs to be faster
• Expand concept of faculty appointments on the east and west side showcasing our own people
• Celebrate and reward collaborations
• Focused hiring – incentives for coordinating hiring between east and west campus
• Interdisciplinary center including scholars from other colleges and universities
• Pose problems first, identify issues and common interest of colleagues to collaborate
• Database/clearing house- university wide
• The world of work- where are the jobs now? Companies outsourcing jobs to other countries
Group 4 (7-9)

- Co-op extends campus. This dovetails with embedding students in learning environments.
- Second language- students, staff, etc. Globalization enriches the “one-community”
- Internships work as well, but carry a different status
- 2006- centennial of co-op… “The experiment works!” time to expand
- Requirement for graduation: Co-op, Internship, study abroad, service commitment
  - Must view as part of the student curriculum not as an add on with little relevance
- Is there critical mass sufficient to create a 24/7/365? Faculty contact hours
- Bring the educational process out into the open- make learning more public. Adds to the sense of community
- Need to foster more students helping students culture- student networking begets professional networking
- “Develop rewards and incentives for meeting goals” we too often don’t reward those who really did the work and do reward those who didn’t
- It would be nice to be able to purchase UC which is not C paw athletics

Group 5 (10-12)

Group 6 (13-15)

- Student government needs to help with how services are represented
- Communication-
  - Improve multimedia
  - Improve support services- current events on computer screens through Bearcat
  - Student government should poll student
- More cohesive student advisory committee
- Students create system to influence policy
- Be attractive so create programs that people want
- Transportation
- Safety
- Easy access
- Affordable parking
- MLK and 71= need entrance and exit
- How can we make ourselves a part of taking people downtown
  - Partner with downtown solutions
  - Bring in business
  - Downtown/uptown monorail
  - Demonstration project- let us do it. Have downtown businesses invest in this
At the same time, don’t alienate local people

- Our resource to P &G
- P&G a resource to UC
- Already done genome research center
- Share ideas and space but not teaching
- Let someone go through promotion and tenure at .50 FTE
- Look at med school and CCM for models of “working” academics
- #15 and #18 should be looked at together
- Teaching law is different than practicing law. May be great for person of excellent who finds they want both, but not considered “adjunct”
- Medical costs/salary split

**Group 7 (16-18)**

- Needs to be more practical and action oriented
- Combine 16 and 17
- Can’t adequately do performance based budgeting without revenue generation
- Revenue generation is a measurement under performance based budgeting
- How do we increase revenue
- “Deep partnership” is important to revenue generation
- Corps look to UC as training provider
- Need a competitive structure e.g. distance learning
- Revenue needs to go back to unit
- Bureaucratic cannot develop new ideas to meet market needs
- Create inter disciplinary profit centers
- If professors have to “sell a product” do students have less time with them? Image problem
- Many criteria in performance based such as retention of students
- Isn’t university about learning? Is selling against this? We serve not sell
- Revenue- enrollment, grants, private donations—need to generate a diverse portfolio of revenue generators
- Increase in enrollments will increase revenue to units
- Does this mean getting away from tuition-driven revenue?
- Supply and demand- DAAP could charge more
- Sports bring money to university but is it a lot?
- What is core competency?
- Focus on core like corporations do “out sourcing “ continues
- Where is revenue being made and where is it going?
- Do sports revenue just goes back to sports?
- Need to understand budget better
- Make sure endowments can fill holes in budget
- Universities need to help k-12
- Leader in organizing higher education to help k-12 urban and rural
- Not many cincy students come to UC
- Does p-16 just mean CPS? Should be regional as well
• #2, #3, and #18 seem contradictory
• UC has a particular responsibility to its local district (CPS)
• Put CAT program in CPS
• Raising the reputation of Cincy raises the reputation of UC
• P-16 may not be top priority, but we have a responsibility to the community
• Debate on whether P-16 was just another recruitment strategy (should it be part of #2)

Group 8 (19-21)

• Add greater to reflect a regional emphasis and scope
• Emphasis on neighborhood as a key part of the region. The neighborhood as an “incubator” for ideas about regional development
• Community wide distribution of News Record- to build a sense of belonging
• “Campus” events could take place off campus
• UC sponsored festivals in Coryville
• Arts sampler involving UC and local artists
• For UC staff, regular on-line feedback possibility
• Invitation rather than announcement of events
• Tours of campus (walking lunch tours) tours of campus galleries for local community
• A community center on campus to coordinate, develop, and chronicle UC local community events
• A resource for community members to promote needs for UC students to work on as senior projects- more than just education in a student’s discipline
• Resource centers or at least ombudsman located in community centers
• “Bringing people together” these Town Hall meetings have emphasized the value of these interactions between all members of the UC community
• Local community as an incubator for health delivery ideas
• Bicycle/running/pedestrian paths linking east and west campus- increased bicycle traffic in compliance with the Ohio clean air initiative

Group 9 (not specific)

• We like the idea of having to rethink Gen. Ed.
• We aren’t sure that our Gen. Ed. program will enhance student learning and provide a diverse liberal education within all the colleges. We don’t have real data about Gen Ed’s effectiveness, leave it alone
• Increase resources for funding to students in the form of scholarships
• Develop partnerships with high schools and their counselors
• Offer programs for summer enrichment for high school students
• Change #2 to 2a and 2b
• 2a- To enhance and expand the quality and selectivity of our program, while at the same time developing clear access for our more selective programs. Fully develop the CAT- increase program selectivity
• 2b- Use our strengths in academic and athletics to gain a greater national presence, benchmarking the Big East.

Group 10 (4-6)

• US demographically- baby boomers are moving south west so the northeast needs people
• China- too many people love America and want to be here. Work with China
• Focus on Hispanics and Chinese and raise communication level
• They need to speak English at a certain level so send people there to teach them
• Jobs are outsourced to India but those wages are getting higher and will eventually go to China where wages are lower
• Boston model- create welcome wagon for new wave of foreigners. Fix pipeline so we can pick up CPS
• We have under utilized people here in Cincinnati and need to work with them
• We need trust from each other
• Prioritize the building blocks
• Joint ventures/projects/collaborate seminars on how do we collaborate
• Project oriented- efforts from both sides
• Have more time between “required” classes. How can we be from one campus to the other in 10 minutes
• Star power- capture something big and use it
• UC not medical campus- UC as one this goes on to Clermont and Raymond Walters
• Grants- get two programs have individual grant together and build a program “biomedical engineering”
• Horizontal team building cross programs
• We need to solve the funding issue and take that to the state and share the solution with the state

Group 11 (7-9)

• Tie #7 and #8. Develop research and take it in and out of the community through the experiential learning process and cycle community challenges through the university with the idea of using the incentive to benefit the university and community at the same time
• #8 could tie to #21. Co-op program too strict and too structured in the non-mandatory schools. Not everything has to be run like in engineering. Too much experimenting could be a bad thing
• Can’t be everything to everybody. Tone-down a bit. Lot’s going on already
• Need to market it better
• Schedule better activities- coordinate transportation
• Put packagers together like CCM & dinner or B-ball game & dinner
• Have major festivals or events on campus- have science fairs
• What do we do institutionally to take advantage of situations where people come to uptown festival, zoo, CCM, etc.
• Summer presents an opportunity for the university- offer classes for revenue generation during off peak times
• There need to be metrics to see progress of entire CAAP effort
• Housing services must be improved overall- not always the physical structures but the management of the facilities. Services should be centered under one vice presidential area

Group 12 (10-12)

• Examining life stages of faculty
• Strategize where we recruit world class faculty members to support institutional quality
• Implement rewards and recognize system separate from recruit of world class faculty
• Stand alone principle
• Identify and reward good teaching standards
• Opening faculty recognition to all-university make reward event a public ceremony
• Need to examine organizational structure at UC
• Matrix organization to stimulate inter-disciplinary instructional activities is not clear
• Can students successfully do service learning and gen. ed in 4 years?
• Operationalize promoting diversity through our activities and day to day events
• Access is different than success, work harder to develop more success of diverse student population
• Student interaction multi-cultural, multi-ethnical should include communities within their programs and colleges

Group 13 (13-15)

• Child care availability/connected to hours of classes
• Admissions- wrong and inconsistent information given to students
• Extensive orientation for students during on campus visits
• Student advising @freshman level
• Students should be admitted to University not programs which could have impact on advising
• What is the definition of “community”
• What are the current linkages
• Real estate office
  o Create inventory for faculty/staff
  o Promote living around here
• Look at other urban universities for examples
• Neutral on proposal as presented. All at table liked concept of sharing expertise of faculty with community organizations, but split appt. concept is bad

Group 14 (16-18)

• Have each college assigned a particular school to develop long term relationship with
• Teams (reps from each college) assigned to a school
• Similar program to communiversity for teens/high schoolers
• Traveling program to increase exposure to prospective students (parallel to communiversity)
• Coordinated effort representing UC and Colleges providing some kind of sustained approach (not one day then gone)
• Should budget be re tied to performance
• Training is a major key to setting appropriate goals
• Team approach for set goal means all wins or making team accountable (maybe not reward) do not punish
• Provide incentives for better performance

Group 15

Group 16 (1-3)

• Better and more systematic advertising and promotion
• Get faculty involved in recruiting
• Examine funding models that discourage out of state and international recruiting
• Balance diversity and to 25%
• Excellent programs attract excellent students
• Leverage Cincinnati’s experience/learning
• Consider student thesis
• Student projects carry costs for departments- need to be considered
• Student internships in community co-funded by community/companies
• Student engagement can be expanded
• Aids in exposure of university
• University needs to promote itself effectively and extensively and creatively
• Assess our best versus Big East and allocate resources to meet or exceed
• More from capricious resource allocation process to one based on sound academic criteria

Table 17 (4-6)

• Partner with Cincinnati under “sister city” program if it still exists
• University could encourage ideas to develop collaborations with smaller international groups that don’t have funding for research
• How do you become a targeted population
o Should the exchange programs be more targeted and not as general
o Should the programs be designed more specifically
o Should the focus be on the second tier of programs (not the first tier like DAAP, Engineering, and CCM) That will help
o Also connect with business and community. They may have an interest in areas of the global economy and may provide funding, place for co-ops

- East/West campus connection
  o Academic structure of UC gets in the way
  o Increased joint collaborations between campuses
  o More opportunities for west campus students to have opportunities on east campus
- Should the connection also include cultural change “the silo” institutional mentality. A physical bridge does not span the cultural mind set of separate institutions under the same title (UC)
- Interdisciplinary research center
- Combine #5 and #6- this could be projects that do more to close “the silo” divide

**Group 18 (7-9)**

- All of discussion has missed creating knowledge and research mission of the university
- Need for everything to be redesigned in next 20 yrs.
- We must generate new knowledge and partner with people who can help us do it
- Relevance of the irrelevant
- Expand co-op system but we have to create new knowledge
- There’s only so much energy, time, and effort
- Can’t be everything to all people
- UC never reflects what it’s about back onto the street- if we do this #7 and #9 will come
- Need to make an overt effort to retain graduates within the city- they will turn to UC naturally
- Universities do this already- we want a university not a shopping mall or carnival
- Should exploit the success of #7 and #8
- Our students are not homogeneous
- Depends on outside funding or reallocating internal funds
- See the institution as offering master’s and thinking in the top-down direction rather than bachelor’s up
- If we want to give people life long skills they will need more technical and social knowledge
- Isn’t this just an argument for educating people rather than training them
- If we’re looking for research and coop and getting money for it- isn’t that opportunity
- Our large corporations need the whole community to be an attractive place
- Seek sources of revenue
- Political strategy dimension must be addressed
• We compete well for specialized state monies- we’re innovative
• Uptown partners may be a synergistic element
• UC needs to think of itself as a place where we train for master’s and PhDs- top down
• Should teach a set of competencies regardless of the degree
• #7 is a challenge to faculty and their research
• Research institutions need hefty graduate programs- UC needs an institutional shift
• Gen Ed would become a bachelor’s degree
• Co-op needs to be expanded beyond DAAP and Engineering
• Take a year off and petition experience into the degree
• Look at other models such as GA Tech, Neaster, Antioch
• What about non vocational programs
• Co-op may not feed directly into your profession- a liberal arts experience like travel quarter should also count
• More precision on #9 needed