

ID	UC Affiliation	Comment
3	faculty	<p>The strengths of UC flow from our position as a research state-supported institution located in a major urban center and our strategies and future orientation and growth must flow from that special location. I raise three questions--how do we best serve the city of Cincinnati? How do we best serve the state of Ohio? And how do we best serve the intellectual community of the United States? The answers to all these questions involve a frank assessment of our research and teaching role. Through initiatives in research in race, urban planning and reconciliation we can serve the city of Cincinnati by providing an academic structure for advances in these troubled areas in the city where we reside. Special resources should be placed in social work, sociology, urban planning, philosophy, ethics, anthropology, criminal justice, the law school and the Center for Human Rights. The future of this city depends on its growth and stability and that growth depends on its ability to solve fundamental problems in racial harmony and inter-community tolerance. Our relationship to the state of Ohio is influenced by two facts :1. we became a state university fairly recently in 1977 and 2. we are constantly viewed as secondary to the status of OSU. Since we are not the land grant Big Ten University in the state, we must enhance our standing in other ways. Our service to the state resides in the unique programs of excellence we have developed in such areas as OPERA, MUSICAL THEATER and Drama all housed in CCM;in the strong creative writing in the English department, in the advanced work associated with DAAP, and the strength of our law school with its forceful emphasis on human rights, and the international renown of the Medical School with its primacy in such health fields as pediatrics and stroke management.. IN the future sustainability will emerge as a key issue in determining the direction of many institutions and communities. I believe that sustainability should be studied in all its aspects as it impinges on every discipline in the University. Are we sustainable as a nation? How can we best sustain the experiment in democracy that is America? This is a huge and central question for the survival of the country and even of the human race. I have most recently from within my own narrow specialization and expertise been working on an aspect of this question. What is the drama of sustainability? I believe that the conflicts around issues of sustainability will mark our national and international debate for much of the this century</p>
4	faculty	Sent Town Hall Meeting Notes
5	staff	<p>This is my input on the questions being asked. Q1: What is your vision of UC's leadership role in the 21st century society? Answer: First of all, it is very unsettling that I am being asked this question, because the vision should be obvious. The vision of UC's leadership role should be that they work to develop and improve the students. One way this can happen is to find ways to lower tuition. This will not only help out those undergrads who have to finance their own education, but it would also help graduate programs in that they would not have to pay so much tuition for their graduate students, making more money available for research. In addition, this would probably bring in more undergrad students, making money more available to develop the East campus programs and departments, which would increase the number of graduate students that apply. Q2: What strategic steps and resources are required to realize that future? Answer: I think the main step that can be taken to acquire the vision mentioned in Question 1 is to stop spending money on things that are not important. The building of elaborate buildings should not be a priority to a university, especially when programs or departments are not well-funded. Do not get me wrong. I love the building I work in (Vontz). However, it does not contribute any more to my education than working in the MSB would. In addition, it does nothing to help the undergrads. True, it brings in quite a number of people and increases UC's recognition. However, many people come here to study the architecture of the building, as well as others, but that does not contribute to the betterment of the University. Another example is the fitness course that was installed a year or so ago. I have never seen anyone use the track - ever! In fact, and I think the majority would agree, each time I walk by the station located outside the Vontz I immediately think, "What a waste of money." Not only is it a waste of money, but it is a waste of money that is in public view. I know it is probably a drop in the bucket, but it makes me question the financial qualifications of the people who make the decisions to do this stuff. If they can waste money in</p>

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		<p>public view like this, what are they doing behind closed doors. Another example is the development of the new UC insignia. When I read how much it cost to develop it, I thought again, "what a waste of money." The university could have killed two birds with one stone by making it into a project for the students in DAAP to develop a new insignia. I would imagine it would have been much cheaper, and it would have helped develop the minds of those DAAP students that would participate. The approach UC took is like me hiring a personal chef work in my house, but going out to eat instead. Q3: What strategic steps and resources are required to realize that future? Answer: This situation needs to be addressed the same way people address, or should address, a financial situation in their own homes. The University should decide what is important, first of all. Hopefully, in this case, that will be the development of the students. Then, they should trim the excess and not raise tuition or seek credit from outside sources. For example, in February 2004 my electric bill for my house was \$212. This is a large increase from the \$70-80 that I am used to. I didn't get out my credit card or call my mom or dip into savings. We changed our lifestyle. I told my wife that we needed to not eat out as much this month and that discretionary spending should be kept to a minimum. This situation commonly occurs in the winter, and each time we always come out ahead at the end. I have no doubt this will be the outcome this month. Conclusion: It seems to me that the University tries to make itself known by building elaborate buildings and by doing other things in the public view. When in fact this only hurts the foundation of the University - the students. If the University wants to be recognized, they should make an effort to REDUCE tuition and eliminate wasteful spending. Each time a financial decision needs to be made, they should ask themselves, "How will this effect the students." They need to not only "trim the fat", but keep the fat off. Then, disseminate that strategy to other universities. That will not only get UC recognized by the community, but it would also make UC more attractive to prospective students. In addition, this will help those of us on East campus as well. By decreasing wasteful spending and decreasing tuition, more money will be available to fund research and grad students; more publications will be made; more students will apply; more publications; more funded grants; more money will come in. It is a cycle. Another thing I want to say is that I know I have harped on about the issue of buildings, but I do understand that new buildings need to be built. However, I don't think they need to be built in such a way that the end does not justify the means. You can still build a nice, attractive building without wasting money. It would be like me going out to buy a car, but instead of buying a car that would suit my family, I go out and buy a Porsche. In both cases we would still have a car, but one is wasteful (Porsche) and the other is not. I know that things are more complicated, but if the proper vision is always the focus of the University, decisions will have a more favorable outcome. If I had to summarize this response in one sentence, it would be, "Think about what is important." Every day - Think about what is important. Rich Bennett, Graduate Student, Cell and Molecular Biology College of Medicine</p>
6	faculty	<p>Here are my thoughts in regard to the questions brought up by the Dean in regard to President Zimpher's "Comprehensive Academic Planning Process". Because I am once again in my body brace until I can go for an MRI next Wednesday, I could not attend the "input meeting" yesterday. So I am not entirely clear of the meaning of Questions #1 and #3, especially in relation to the College of Medicine. 1. If UC's leadership role in 21st century society means in comparison to other universities, my vision is that our College of Medicine will some day take its place among the top ten medical schools in the country. It is my impression that tremendous progress has been made during the past few years, more than is realized by the academic community elsewhere. An important aspect of this is the widespread desire to improve, rather than be satisfied with the status quo. 2. To help achieve an eminent place among the nation's schools of medicine, several suggestions come to mind, most, but not all, requiring financial resources. a. Enhance UC's image, both in the city and in the national academic community. Strive to have several members of the National Academy of Sciences on the faculty, both by recruitment from elsewhere and by promoting the election of outstanding scientists already here. In December a remarkable 3-day symposium was held on campus, where a distinguished organizing committee brought together the</p>

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		<p>top scientists from around the world in an important biomedical field. This symposium received good publicity in east campus publications, in Cincinnati magazine, and on the Internet, and its proceedings will appear in the eminent international journal, Molecular Cell. However, not one word about this event was mentioned in the Cincinnati newspaper nor, to my knowledge, on television. It is noteworthy that, after the symposium, several of the leading participants expressed the opinion that they had not realized before how impressive UC actually is. b. Increase the attractiveness of a faculty position here as an aid to recruitment of top scientists. The time and effort that senior faculty must divert both to commuting and to performing routine secretarial work markedly lowers the attraction of UC for the best candidates. Paying a professor to spend much of his/her time doing what a secretary can do better and cheaper is false economy. For the longer projection, thought should be given establishing a University community in this area, where many faculty could live, interacting socially as well as professionally with members of various academic disciplines, without having to spend time and energy fighting traffic. This would require construction and financing availability for appropriate housing and recreational facilities. c. Increase the interaction between the east and the west campuses, especially with the basic science departments such as Biology, Chemistry and Physics. This would provide an advantage in attracting the top undergraduate students to graduate, medical or MD/PhD studies in the College of Medicine, as well as to collaborate with scientists in chemistry and/or physics, which are often important in biomedical studies. d. Enlarge the base of financial support, especially for novel ideas, by establishing citizen groups in various medical areas where they would feel close to the research and the University. The model for this is the Women's Board I had at the University of Chicago, where 65 ladies, mostly wives of business leaders in town, every autumn put on the "Grand Auction", a black tie benefit/social event that usually raised more than \$ 200,000 in unrestricted funds for the Ben May Laboratory for Cancer Research. In the 1970s, this was a considerable amount. Not only did these ladies greatly enjoy this activity, which always received good publicity in the Chicago newspapers, but once a year they came to the campus for lunch at the faculty club and a short visit with the scientists in the laboratory. The Chicago Lying-In Hospital had a similar group of supporters, as did the cardiology unit of our Department of Medicine. I know that the University of Cincinnati has many benefactors from the business community, but I am not aware of any group of society ladies who obtain such satisfaction by feeling that they are closely involved in a good cause. 3. I am afraid that I can not answer the question about outcomes. These are some of thoughts I had about strategies and resources for the future. I would be happy to discuss any of these items further with you, especially the establishment of a Women's Board for the cancer program here. Best regards, Elwood Jensen</p>
7	faculty	<p>I don't think there is anything more important to UC's future well-being than our ability to recruit, retain, and reward a first-rate faculty. This must be a top priority for the university as a whole. It cannot be simply a college-by-college priority. That is to say, the central administration cannot continue to cut college budgets and expect colleges to build a faculty for the 21st Century. Instead, there must be a university plan for faculty hiring and retention--with a budget that can make this happen. Such a plan should include a provision for significant minority hiring, as well as a provision for spousal and/or partner hiring. Unless there is a strong commitment and budget from the university administration to build a first-rate faculty for the 21st Century, UC cannot hope to lead, cannot hope to attract first-rate students, and cannot hope to make effective use of all the new buildings that have been our top priority for the past half dozen years.</p>

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8	faculty	<p>1) UC must be a leader for the community of Cincinnati, both showcasing its great strengths as well as dealing with its challenges. The University and city are bound closely together by name, location, and hopefully goals. From the standpoint of the COM, UC should be focused on being an innovative leader in improving the health of the public regionally as well as nationally and internationally. In delivery of health care, this means being the best regionally for all areas of medicine in terms of the expertise and excellent delivery of care in outpatient and inpatient settings. For many people in the region, health care is the main way that people interact with UC faculty and personnel. UC should also be known nationally and internationally as a leader in clinical care and research in three of so distinct areas. These areas should be branded strongly to UC and to city (enhancing reputation of both). Outside of the COM, I would also promote and invest in 3-4 areas of exceptional accomplishments (e.g. CCM and architectural schools) to be noted as international stars and recruit the best students from around the world. In the region, we should be the school of choice for science and liberal arts for the top local high school students. This means that we need to outcompete other state schools like Ohio State, Miami, IU and capture some of the students going to private local Universities as well (which we don't do currently very well). We may lose to Harvard or Yale for those persons with a lot of money but we should be able to recruit the best and brightest from other local families where the advantages of a state tuition are the overwhelming consideration. 2)Steps and Resources Make sure that we continue to invest in the most successful people and programs and attract new talent to work with ongoing successful programs. We need to both retain and invest. Use COM successes to brand and recruit for entire University. For COM and engineering, we need strategic partners in business and government for new resources. This also means greater investment in development of ongoing research into projects, intellectual property, etc. Some of the other state schools have invested more into these endeavors. We need outstanding state lobbyists to be successful in times of diminishing resources. Finally, we can do better with endowments of programs. Most successful programs are easiest to get monies from the community. 3) Outcomes COM - clinical care - volume of patient visits in inpatient and outpatient setting, market share, the success of NIH-funded clinical research studies and trials, U.S. News and World Report Rankings Education - success of medical student recruitments (accepted as compared to matriculated and compare this to other COMs in region). Research - NIH Ranking by institution and per full-time faculty (we already are very successful here), number of ground-breaking research advances. Also we should strive for diversity as measured by number of woman and minority faculty, including those at more senior ranks.</p>
9	faculty	<p>My input to the UC Academic Plan Top Ten Academic Principles (with apologies to David Letterman) 1. UC's primary objectives are the creation, dissemination, and application of KNOWLEDGE (from this flows research, teaching &amp; service). 2. UC always strives for EXCELLENCE in research, teaching, and service. Life long learning is necessary. 3. UC is its FACULTY (who conduct the research, teach the students, and perform the services). Faculty who fail to contribute must be dismissed by the administration in accordance with an understanding faculty union. Post-tenure review should be considered. 4. UC strives to be the employer of choice and therefore hires the best people, gives them the resources to perform their jobs, and holds them accountable. 5. The UC bureaucracy must be de-ossified in order to be user-friendly and support services must be performed in real-world time, not "UC time". Unfriendly and incompetent personnel must be dismissed, not repeatedly transferred. 6. Research and discovery enhance the prestige of the university but research actually costs significant university resources and therefore must be carefully prioritized. 7. Interdisciplinary research, teaching, and service must be encouraged in order to destroy the silo mentality. 8. Community outreach is important but is expensive in time, energy, and money. Priorities must be determined and re-vitalization of Corryville must not financially starve the academic missions of the colleges. 9. UC must plan for the future where replacement faculty for the retiring baby-boomers will be hard to find, Spanish will be commonly spoken on campus, and freedom of expression of ideas is protected. 10. Information technology must be carefully used as a tool, not an end in itself. While distance learning will become more</p>

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		<p>common, UC must not become a correspondence school. ----- Other random thoughts: a. Is there an over-emphasis on Bearcat athletics and at what cost? b. Should faculty tenure be eliminated for all new hires? c. Should all freshmen and sophomores be taught at 2 year colleges and UC main campus only accepts advanced standing students (upperclass &amp; graduate students)? (like Penn State) d. Should UC become a private university? In 2004 UC is not state-supported but state-annoyed. Yet OBR demands accountability that some wish to avoid. e. Should some colleges be merged? Such as OCAS and Engineering, or Social Work and Allied Health? f. The President needs advisors (faculty, students, and staff) who are free to say NO and disagree with her. THANKS Gil Hageman</p>
10	alumni	<p>In the past I held marketing positions with two different firms. At one firm the product managers spent about 3-4 months almost full time preparing plans and forecasts, turning them into formal presentations, and then presenting them to a room full of VPs, managers and peers. Then we put the plan book up on the shelf and went about our business for 8-9 months, when the process started over. At the second firm each product manager prepared a plan and forecast, usually spending about a week or two on the process, sat down at a table with the plant manager and the division VP and discussed the plan for about an hour, revising the plan in pencil as required. For the next five years the product manager was asked each quarter to explain deviations from that plan. Of course, corrections were made in the forecasts as time passed, but the original forecast was always retained as the benchmark. Both styles have merits. The intensive preparation of the first ingrains the plan in one's mind, so that there really is no need to refer to "the book". But, there was never any follow through regarding performance, no real accountability. The second style, while allowing mid-course corrections, never allows the original idea/plan to be forgotten. It demands focus, "keeping your eye on the ball". This undertaking is huge. It will have many "pieces and parts". It is imperative that a system be established that clearly documents the plan, assigns responsibility for each part to an INDIVIDUAL, establishes a timeline, and then "keeps score". I've worked in the public sector for about half of my career, and I know how hard it is to move public bodies. If you don't establish high-level, visible accountability, you are doomed to achieve less than you otherwise might. John D. Grubbs, P.E. Civil Engineering, 1961</p>
11	faculty	<p>As a new faculty member at UC, the single largest impediment (even more than budget cuts!) that I have observed to achieving ANY new vision for UC (assuming the vision is meant to improve the quality of University) is one of attitude. To be more specific, it is my opinion that too many UC staff are plagued with a desire to maintain the status quo, or at least a belief that there is nothing they can do to make things better. During my first week here I called the UC operator because I was unable to locate a particular office phone. She was very friendly and found the number for me. But when I made a comment about how non-intuitive the name of the listing was in the directory she replied resignedly, "It's the UC way." Since that first week I have heard that and a similar phrase, "Welcome to UC," (said sarcastically) used many times in reference to an undesirable state of affairs here. It is a sign of a real problem. It permeates the atmosphere here, affecting staff, faculty, and, most unfortunately, students. A second, related problem that I have observed is that many administrative support staff, including administrative assistants, assistant deans, University staff, etc., seem to miss the point that they are here, at least in part, to support the work of faculty. Often I feel that these people instead see themselves as 'gatekeepers' to desired resources. This experience has not been universal, of course. I had also had several very positive encounters with some UC staff, including those in the faculty technology resource center, for example. But I often hear the same complaint from other junior faculty. One of my more senior colleagues frequently voices a concern that UC loses good faculty because we do not pay them enough or match salary when they receive an offer to take them to another university. My own opinion is that UC loses good faculty because they go places where faculty are better supported (with services) and where there is an optimistic, hopeful attitude (backed, of course, by actual work for positive change). I urge you to make this planning process one</p>

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		that includes a plan to improve the attitudes and behavior of UC support staff.
12	staff	Are UC students becoming better people because of their time here? Is the world becoming a better place because of the existence of this university? I believe these questions should drive our vision quest. I think the role of a university is to call all people (students and employees first, then the community, and, finally, the world) to a higher standard of excellence than they've known before. A starting point for a vision statement could be, "To provide high-quality, affordable education in a thriving environment where people come to develop and realize their potential."
14	other	Please include a "printer friendly" option on the pages with minutes and speeches. It prints like a newspaper column and wastes paper.
15	staff	Where in the mission statement does it say what role the employees have in assuring that the University is meeting the goals set in the mission statement. How are the employees being held accountable for meeting the mission of the University
16	staff	I would like to see online IT certification programs offered wherein a professional can sign up online, take the courses online and take their certification tests online. I would like to see it offered at a substantially lower price than the IT certification programs offered by institutions like CompTIA.

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18	staff	<p>After the Comprehensive Academic Planning session yesterday, I continued to think about question #2 and one of the comments my table focused on, which was how to enforce staff and faculty accountability. I remembered how on many occasions I have encountered companies that use on their phone a message to the caller that 'the phone call may be monitored for accuracy and better customer service'. Another suggestion, many department stores/ grocery stores, use employees as 'spotters', someone who acts as a customer but in reality is responsible for monitoring customer service. I would like for U.C. to think about how we could use our students as 'hired employees' to perform this function. Of course, U.C. would have to announce to the university community that these measures/tactics were being used. Yes, I am staff. However, I fine that many of us have to work twice as hard in order to earn/win the trust of the student once they've been treated with a lack of respect by other fellow employees. Thank you for your time and consideration.</p>
19	student	<p>The UC Master Plan should embrace the diversity of our Society. If I want to get a degree in Electrical Engineering at night, that is ABET accredited and the equal of the day school ebginneering degree, will I be able to accomplish that under the new Master Plan? If not, the University would seem to be ignoring the portion of the community that works 8-5. An updated and quality Night School should be part of any master plan adopted. Night School students pay 10-20 times more in State Taxes then traditional students. And we should have some say over what Universities get State funding.</p>
20	staff	<p>It would be nice if the college could honor credits no matter how old they may be. I came back many years ago to discover that I missed the window of opportunity to pick up where I left off by 6 months!!! Instead of having to take the 6-8 classes I thought I needed to get my Bachelor in Social Work I would actually had to repeat all my classes. Needless to say I went into the Liberal Arts Social Science Program through Evening and Continuing Education College-but then when I graduated I learned that this degree did not allow me to become a Licensed Social Worker. It seems very unfair to make someone repeat 2 years when all they really needed was to repeat 1 quarter. As an employee, student, and alumni I hear how students, (especially those bounced from Evening College) feel as though we do not matter as it seems the college wants to focus only on incoming freshmen. They are established into their careers ,but as times keep changing must keep up and therefore must continue to take classes for certification, to complete degrees, etc. We adult and older students stay and complete are required courses to earn our degrees but feel our voices are not heard. I wish I could earn my Bachelor degree by just taking the classes I need to finish the Social Work program-maybe you can consider re-evaluating this stubbling block. Also, we need to evaluate our Advisors who are giving out poor advice and information, I was told I could take some courses in leiu of others no longer offered but I have been told later that is not the case. If budget cuts are necessary perhaps we should begin eliminating the many Deans of certain colleges. I cannot understand why each college needs so many Deans and assistant Deans. Thank you</p>

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21	alumni	As you look at the academic plan and your desire to create a stay on campus atmosphere, I hope that you take the time to look at class scheduling and how it relates to participation in extracurricular activities and/or athletics. With so many required classes occurring at 8am or from 2-6:30pm or even in the evening, the ability of a student to actually take part in an involved campus activity, such as a club or a sport, is severely impaired. If you want students to stay on campus, consider making it possible for them to participate in extra-curricular activities. As is stands now it is difficult or impossible in most cases.
22	other	As a parent of 2 college and one high school students, I suggest you focus attention on the Honors Program. There is a lot of competition out there for the top students and UC does not show as well as other Universities. Take a lesson from some of the local high schools (St Xavier for example) Admit good students, challenge them with a top quality education and a strong and (financially) successful alumni base is formed. Build incentives and a sense of belonging to an "Honors" group with preferred housing and classes.
23	staff	As UC moves through the process of examining its academic plan, please continue the support of the Honors Program to attract those students who have demonstrated excellent skills in high school. Parents and students need to receive assurance that the Honors Program (academics and housing) is a strong, growing and permanent program at UC. Achieving students are a positive reflection on UC. Thank you.
24	student	A great way to plan for Academic success would be to NOT use Academics for the brunt of your budget cuts and cancel classes 2/3 of the way through their sequence.
25	staff	Here in the burbs (Blue Ash) RWC has a huge untapped adult (lots of Middle class folks who work in local business/industry)market. Strengthen the Weekend Program (we know how and we are ready....we just need the encouragement! The existing 2 yr business Weekend Program generates almost \$500,000 yearly. We COULD grow it so it is 3 x bigger. Really. Thanks. Kemper
26	faculty	Doesn't directly address budget concerns, but take a look at "Unbending Gender: Why Family and Work Conflict and What to Do About It" by Joan Williams. With just a few simple changes UC could become a leader in creating a family-friendly work environment (esp. for women faculty trying to get tenure and have a family). The steps suggested in the book actually raised productivity in the few cases when implemented in the private sector.

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27	faculty	I'll keep this short for now, because, before I send in something lengthier, I need first to be convinced that this isn't simply going out somewhere into the ether where it will be ignored. I believe that the University can thrive, even in the face of declining budgets and continuing reductions to faculty and staff sizes, by streamlining its focus to a smaller set of programs in which it builds a genuine critical mass. Departments must come to recognize that the "something for everyone" approach that has long governed hiring and curricula at the undergraduate and graduate levels is anachronistic. In the Department of Geology, for example, we now understand that our full potential will be best realized by building to our strengths in three focused areas of excellence, rather than by continuing to offer a diffuse set of opportunities that span too broad a range of the earth sciences. We can't be everything for everyone, but we can be extremely good and nationally recognized in a few important subdisciplines. Ironically, the very best Universities have known this for a long time! Arnie Miller
28	alumni	Hello: Please do not discontinue the Masters of Science program at night. I work during the day and I would like to continue my science education. Other universities do not offer a night masters program. If you inactivate the night program you will have negatively impacted the science community and let your alumni down. If the program is inactivated I will make sure none of my children attend UC college. Thank you and have a nice day. Rob Wieland
29	student	I'm beginning to sense the winds of change here at this University. Change among this community has breathed new life into students, faculty and friends. Dr. Zimpher may be presiding, at this time, over the premier learning institution in Ohio. Keeping the traditions and doctrine of UC in tact, she has managed to gain new ground by forging into America's new culture.
30	other	Many of the links to the sites of our colleges' planning do not work. Plus the Jan. 15th date is given as a deadline and we are past that.

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31	faculty	<p>Whatever happens with the planning process, please please implement and SUSTAIN it. I have been here 20 years and during that time I've spent an extraordinary amount of time participating in these planning precesses and mew initiatives, only to see them fail when the ADMINISTRATORS did not do their work to support them. We were involved in a lengthy planning process in A&amp;S some years ago before this dean came; those of us who worked on the theme of interdisciplinarity - one which will come up agai and again in this process - put together a fairly detailed fairly inexpensive series of steps to promote interdisciplinarity on campus. I only know of one small change implemented. Seeing our work ignored is disheartening to us - and we've been set up that way many times. Please find that which the institution will sustain.</p>
33	faculty	<p>Dear Strategic Planning Committee, Please accept a few birds eye view comments on the process. The academic planning process causes two major denominators characterizing the identity of the University of Cincinnati to surface time and time again: A UC's strength and aspirations as an Eclectic High Impact Research University B UC's strength and aspirations as an Educator of Professionals Few universities can match UC's combination. A strength is obvious only when it can be coined to an expressive slogan. The following message comes close: University of Cincinnati Where science shapes reality Assuming the gathered data continues to support the above observations, we need to reflect it in our final strategic development program. We need to verbalize the mission of our Scientific as well as our Professional orientation both separately and together. The matrix could be structured as follows: A Mission of UC's Eclectic High Impact Research: - Roster of individual Objectives of individual fields of research B Mission of UC as an Educator of Professionals: - Roster of individual objectives of professionally oriented programs and functions UC's position as a High Impact Research University gives us the credibility that our Professional orientation does not compromise our academic integrity. The Professional dimension of UC could be built to systematically align UC curricula and culture with industrial/societal needs. UC's opportunity to do this is historic and unique. We are already well on our way! Success in the implementation phase requires productivity oriented structures that allow UC to shape its knowledge base in harmony with select needs of its rapidly changing environment.</p>

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34	faculty	<p>The academic planning process causes two major denominators characterizing the identity of the University of Cincinnati to surface time and time again: A UC's strength and aspirations as an Eclectic High Impact Research University B UC's strength and aspirations as an educator of Professionals Few universities can match UC's combination. A strength is obvious only when it can be coined to an expressive slogan. The following message comes close: University of Cincinnati Where science shapes reality Assuming the gathered data continues to support the above observations, we need to reflect it in the final strategic development approach. We need to verbalize the mission of our Scientific as well as our Professional orientation both separately and together. The matrix could be structured as follows: A Mission of UC's Eclectic High Impact Research: - Roster of individual Objectives of individual fields of research B Mission of UC as an Educator of Professionals: - Roster of individual objectives of professionally oriented programs and functions UC's position as a High Impact Research University gives us the credibility that our Professional orientation does not compromise our academic integrity. The Professional dimension of UC could be built to systematically align UC curricula and culture with industrial/societal needs. UC's opportunity to do this is historic and unique. We are already well on our way! Success in the implementation phase requires productivity oriented structures that allow UC to shape its knowledge base in harmony with select needs of its rapidly changing environment.</p>
36	faculty	<p>At the 12/29/2004 Town Hall meeting, the presentations by the panel for "Context for Change at UC" by Mr. McGirr, Provost Perzigian and Sandra Degan showed virtually no interactions between goals. This must change to "UNIFIED CAMPUS" goals by these major leaders if we are to progress in the Comprehensive Academic Planning Process. (I mentioned this to the panelists in semi-private and understand that they did not yet have time to get together to speak with a unified voice). Never-the-less, the community must see these three leaders as working together on mutually agreed upon goals.</p>
37	faculty	<p>Dear President Zimpher, As you faced the faculty gathered at the Senate meeting last week, I'm sure it did not escape your notice that the group consisted almost entirely of white men. Although women are slowly gaining ground among the faculty at UC, it appears that the number of African-Americans on our faculty has grown not at all. In fields where it should be relatively easy to recruit minorities(American History, American Literature, Political Science, etc.) those departments remain almost entirely white. While some colleges are more successful in recruiting minorities, the university as a whole, as we saw at the Senate meeting, remains a white bastion. To our shame, there are no master-plans that address this issue, no assistance programs, no penalties and no incentives. As I see it we have two problems: 1. We need to recruit and retain more African-American faculty. Several well-intended departments have successfully recruited black faculty, but with few exceptions, could not retain them. There is no support system for minority faculty on this campus, and our salaries simply are not competitive on the open academic market. 2. We need to recruit and graduate more minority (especially African-American) graduate students who will become future faculty. UC once had a good track record here. Although I am a white woman, from 1980 to 1984 I was the Assoc. Dean in the Graduate Division in charge of minority recruiting for Graduate Studies. In the early 80s I am proud to say that UC recruited and graduated (among others) the only Black PhD in Engineering East of the Mississippi. He joined the Engineering faculty of the University of Florida State, and quickly earned tenure. Sadly, despite the best intentions of the Yates Scholars program, it has become a prestigious award given to those top students who would come to UC anyway, and shuts out those who need EXTRA support in order to attend any graduate school at all. Graduate minority recruitment needs new strategies and new institutional support both moral and financial. UC is</p>

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		planted firmly on the Mason-Dixon line in a city that is devastated by white flight. It seems to me that our planning should give a very high priority to strategies for finding and keeping a racially diverse faculty with an emphasis on recruiting and retaining African-Americans. Warmest congratulations for introducing academic planning, inviting us all to participate, and moving ahead quickly. We are eager for this to succeed. Lowanne Jones Department Head Romance Languages
38	faculty	I would like to suggest we need a comprehensive new administrative structure that would allow a fundamental change in how we teach A&S science courses to lower division undergraduates. We do not service our Gen Ed, FYE, non-science majors (and majors for that matter), and pre-service teachers adequately with the current structure, since A&S depts understand their REAL roles as fulfilling research commitments in a Research Extensive university. Not a single science dept will seriously consider hiring a science educator for example, and will not reward teaching sufficiently to encourage fundamental change in the lower division courses. CSI provides a unique opportunity to make significant change in the admin structure so that faculty can truly be committed to recruitment and retention by focusing on this critical need. This requires bold vision, and is precisely the thing that Dr. Zimpher wishes to encourage. It fits perfectly with the recently approved Center of New Science/Math Education Program for Today's Society (CoNSEPTS), and with the new SW Ctr for Excellence in Science Education, recently created in CECH thru a grant from OBR. I am happy to provide more details if interested. Carl Huether
40	staff	How are participants selected for the TOWN Hall meetings, and how, if we are interested in participating, can we do so? Thank you.

ID	UC Affiliation	Comment
41	staff	<p>The University of Cincinnati needs to address the needs of the tri-state high schools. Send more speakers to the high schools, work closer with high school counselors. This will be an enticement to more students to consider UC. Offer more summer programs geared toward high school students to introduce them to campus life and provide more information on majors of interest. Expand advertisements concerning high school students enrolling in evening classes at UC or attending during the summer. Quite often I speak to students attending rural high schools in our area. They tell me their counselors are not prepared to answer their questions or offer proper guidance. Many have been given incorrect information. Many female students have not been encouraged to pursue engineering, medicine, or law. I believe that better communication with our local communities will lead to an increase in UC's enrollment and improvement in our financial situation. Offer more child care centers, especially on main campus. The university needs to become more service-oriented and user-friendly.</p>
44	staff	<p>In the Comprehensive Academic Planning Process I would like to see a mandatory continuing education program for faculty, staff and students in the areas of human subject, animal, DNA, and hazardous materials research, export control laws, signatory authority, intellectual property ownership and disclosure, ownership of the scientific record (data), conflict of interest, consulting, sales and service, publications, misconduct of science, small business subcontracting plans oversight, subaward and subcontract auditing and oversight and possible other topics not currently coming to mind. It is impossible to expect compliance without first educating. Unfortunately it needs to be mandatory as many folks think they are compliant. Thank you for this opportunity.</p>
45	faculty	<p>I am confused about the mixed message UC puts forth regarding the student body. Main Street appears to be an attempt to appeal to the "traditional" student, an undergraduate who is young and for whom the campus is home and the primary social scene. Yet the trend in student body demographics is the non-traditional student (older, working, has a family, commutes). This certainly describes the students in my unit (social work). I hope the academic plan considers their needs, which seem to me to be child care, parking, and flexibility in programs (including taking "too long").</p>

ID	UC Affiliation	Comment
46	faculty	<p>POSSIBLE ISSUES TO BE CONSIDERED IN ACADEMIC PLANNING -- Differential tuition for different baccalaureate programs based on both the cost and on the market demand of those programs -- Tuition charge for co-op quarters -- Expand the notion of student fees that are now apparently limited to information technology and instructional equipment. Fees should be available for comparable activities and services even if they fall outside of the narrow parameters of ITIE, such as special lectures, guest critics, field trips, special facilities, etc. -- Variable fees for students in different programs, based on the "extras" that are actually provided for certain programs - as a way to be more responsive to the actual services provided and to perhaps respond to differential tuition if that is not possible. -- Explore the academic calendar, recognizing that schedules other than the quarter schedule can be responsive to the co-op programs - for example, perhaps a trimester schedule with the "summer" term divided for the co-op programs so they have 4 academic terms per year could work for UC. -- Explore how our undergraduate professional programs, which have a strong market demand, might adjust their beginning curricula so these programs are readily accessible to graduates from 2-year programs, both at UC (RWC and Clermont) and elsewhere. This might be a legitimate way to attract more transfers students from 2-year programs to UC in programs of study beyond A&amp;S. While how to do this is not clear, there is a potential benefit that justifies exploring how the curricula in engineering, design, music, etc. might be adjusted so transferring students are not confronted with the need for additional years of study. This exploration might also involve the study of new professional 1st degree graduate programs. -- Explore the potential of organizing all UC faculty in terms of academic disciplines rather than geographical location. For example, should faculty who teach history, whether at A&amp;S, RWC, Clermont, or CAS be part of a common History Faculty? -- While almost all revenue available from our endowment is restricted, perhaps we should explore how access to funds in certain units might reduce the reduce the general fund support to these units. That is, units that have access to additional funds might not need to rely equally on our common resources - share the wealth while respecting the restrictions imposed by our endowments.</p>
47	faculty	<p>1. The President's comments today at the Alumni Hall warmed my heart. Thank you. You have identified some of the ingredients that will strengthen us as a university, a community and as a beacon for this benighted city. I spoke about the importance of the university to the city and the importance of the city to making the university more attractive. Sadly, there in no local urban leader who is launched on a similar path. Our city suffers from division, conflict, violence and the absence of peace and peaceful planning methods. For now, I urge the president to visit our community colleges and make it clear that the main campus will welcome them when they come and that they will be safe. My many talks in classrooms at RWC about peace have often brought up the deep fear of students about Cincinnati. We must change this attitude within our community as a university or lose even more students. And, if I may run on, we need the president visiting the neighborhood council presidents and saying quite clearly: "UC is your university and it is a great university committed to the best education for you and your youth." No one has done this for our neighborhoods and so the local schools, private and public, overlook UC. 2. And this relates to another dried up stream of money. The lack of a personal relationship with the university makes financial contributions from citizens and alum almost impossible. UC can cultivate streams of money in the black community, the community of Hyde Park, Clifton, Northside, and Blue Ash and realize great results. The citizens of Cincinnati have been shut out for too long. The president can signal a different attitude, an attitude that includes sports but emphasizes our intellectual strengths and economic benefits. Ignoring our backyard leads to nothing of benefit.</p>

ID	UC Affiliation	Comment
48	faculty	One of the methods of generating revenue to handle the "near perfect financial storm" is training industry professionals. UC has severely lacked in retraining local industrial professionals. For example, we have many more pure science graduates than engineers. We can retrain pure science graduates, working in industry, in acquiring specific engineering skills, that they can use in their jobs. Industries, especially local, are willing to pay for this retraining.
51	staff	I attended the staff meeting last week where the future aspirations were discussed. Pride and retention were the biggest part of our discussions. Then, this week we are told that budget cuts will mean academic programs are being cut along with the staff that supports them. How can we justify new buildings when our academic programs are in question? I know that it is a different fund but I think our priorities are wrong and it is hard to take pride in an institution that keeps cutting the important things.
52	faculty	Vision: To significantly increase the recruitment and retention of undergraduates in our non-professional colleges (which seem to be doing well here. To the degree they are not, then they should be included). Strategic Steps to do this: Create an Administration Structure where full time, tenure track faculty are committed to concentrating their efforts on lower division undergraduate education. That is, their RPT guidelines would be primarily based upon their teaching, INCLUDING their Scholarship of Teaching (grants and publishing about teaching and educational advancements). Maybe this should be a Division within A&S, maybe they have joint appts in discipline depts, but it is clear that current RPT guidelines will never allow this kind of emphasis, when faculty know that 95% of RPT is based on research, as is done currently. It is obvious that presently teaching rewards are so minimal that faculty don't and should not commit to it. This would be equal to a Hanover, or any excellent small four year liberal arts college where its faculty are committed to teaching. This is not an Honors College, but a College (or division) committed to teaching within the Research Extensive University. This can be embellished as needed. Outcomes: See if recruitment and retention improve significantly for those students involved. See if student evaluations and peer evaluations also improve.
53	student	When hearing that the community would be involved in the planning process I was very excited. But when I looked at the roster from the first town meeting I was disappointed. Most of the people were from the university with a small group from the community. Cincinnati has a large amount of non-profit organizations and community groups that could partner with UC. I believe that for this planning process to be a real success we need to have meetings where the community is half of the members in the meeting. Or again we will just be talking about partnering without community input or UC action.

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71	faculty	I appreciate your rapid response. The university seems to be racing to a date with destiny and compassion if we can accomplish the ambitious planning process. Rather than a "perfect storm," I urge the president to create a metaphor of hope: "The Learning Craft for the Future" strikes my ears with a positive feeling. Through learning as a rudder, leadership can make a difference. Through learning as a sail, the university can be in a beautiful direction of hope and compassion. Through learning, finally, we can all pull together, all oars in, and make our efforts for justice a realization.
72	faculty	Your welcome. Please count on me as a supporter of your efforts. Overall, what is most important about what you and the president are doing in this planning process, is promoting peace through shared planning. This is new within the university and looked at with great suspicion for all the fundamental reasons: departments don't work well within themselves and with other departments. And, there has been no overarching goal that has linked even interested faculty and staff. Calling for a path to leadership may be a great start. The Dalai Lama said when asked about a good therapist, "Get one that is happy." The president may be our happy leader and find a path where none has existed before.
81	Student	The first priority is to keep tuition under control. Maybe a minor, 4-5% increase. The problem with UC falling short of enrollments is the mass exodus of students to cheaper schools like Cincinnati State, Southwest Ohio, Beckfield, and online schools. Tuition increases are like a trap. Increase tuition, lose more students. I am an exception, with the financial aid, as is my first-year sister. But I assume I am only a 5-10% minority. If tuition increases are the way to go, you might want to put effort into improving financial aid. You also might want to delay future construction projects as well. Only cut courses with low or no attendance. These are only my suggestions. I hope they help.
89	faculty	Next steps "tweak": #15 speaks of split faculty appointments, but we could also consider reciprocal "sabbaticals" of 3-6-12 months with employers assigning their staff to UC for some finite duration, and UC faculty spending part/all of their time in community/corporate settings for periods of time. This idea also links with other community ideas.
90	staff	DATE: February 26, 2004 TO: CAPP Steering Committee FROM: UC Civic Engagement Council RE: Next Steps and Affinity Groups The members of the university Civic Engagement Council (listed below) fully support the emerging ideas in our academic plan related to the university's interaction with the community. We are volunteering to compose the affinity group that will lead the development of strategic goals and an action plan based on these ideas. We believe that we are uniquely suited to take on this work because we have already * Convened key campus leaders who are interested and involved in community engagement and have been meeting for almost a year to seek opportunities and synergies that will move our engagement to a strategic level. * Assembled a searchable, Web-based database of UC community partnerships which will go live in the next 30 days. The database is part of a micro site that features all of our community connections and helps the community navigate the university's resources. * Started

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		<p>planning communications and awards programs related to our community achievements. As a result, we believe that we can engineer a Quick Win for CAPP and along-term strategy for making UC a true community partner. With the Steering Committee's assistance, we can further expand our working group to be sure it is inclusive of all campus constituents with a stake in this process. We fully support the ideas in Next Steps 8, 9, and 14, in particular the idea in step 14 related to the creation of a "front door," or community gateway, for UC. We think this idea is sufficiently important to stand alone and would recommend that it be restated as (our additions in italic) To increase meaningful linkages with the local community and to develop a "front door," or central resource center, to the campus (e.g. a community ombudsperson, service learning opportunities, a directory of UC activities in the community, including board memberships and opportunities and individual voluntarism by faculty, staff, and students, an Institute for Civic Leadership, a directory of community events, programs, and services of interest to UC faculty, staff, and students). We further recommend that the ideas regarding Uptown in step 9 and 14 be collapsed and developed by a single team. It may be useful to have some overlap between our team and the one assigned to those steps. We are ready to get started as soon as we receive your approval and instructions. UC Civic Engagement Council Dorothy Air, UC Medical Center Entrepreneurial Affairs Peg Allensworth, Administrative and Business Services, Communications David Edelman, School of Planning, DAAP Scott Enns, Community Development, UC Architect's Office, Esther Erkins, UC Institute for Community Partnerships Tom Hadley, Student Affairs and Services Wayne Hall, Provost for Baccalaureate and Graduate Education Larry Johnson, College of Education, Criminal Justice, and Human Services Tara Johnson, graduate student Brenda Lemaster, Adult Learning Center Mitchel Livingston, Student Affairs and Services (and Center for Community Engagement) Eric Rademacher, Institute for Policy Research Frank Russell, Community Design Center Mary Stagaman, University Communications, Community Relations Maggie Stevens, Service Learning, College of Arts &amp; Sciences Greg Vehr, Governmental Relations and University Communications Hayfaa Wadih, graduate student</p>
91	staff	<p>Following the distribution of the 21 working ideas at the 2/23Town Hall meeting, I wanted to raise the importance of coordinated, efficient communications as a university priority. It can be inferred that communications is a vital piece of virtually all steps, but there seems to be a contrast between how communications are dealt with today, and how they would be designed to reflect a vision of 21st century leadership if we were starting from scratch. Currently, we're seeing some budget-driven scrambling among communications stakeholders to do things differently -- much of the focus is migrating to electronic communications. But I sense a dearth in there sources and infrastructure, which speaks to some gaps in strategic communications planning and funding, that will not permit the university to communicate freely, effectively, frequently and efficiently, as I believe Pres. Zimpher would consider mandatory to accomplish our goals. There are key people in key roles who are focused on strengthening and aligning this critical success factor, but other chokepoints that may counterbalance many best efforts. If communications is not treated as its own high priority --both in the overall landscape and in the resource-allocation process -- then all other efforts will not have the opportunity to reach their potential.</p>
92	other	<p>I'd like to make two additions/suggestions to the discussion from this past Town Hall meeting (2/24/04): When we list the differences UC can make in the local community the following ought to be considered: 1. UC's economic impact with in the community can be enhanced by avoiding a "brain drain" .....graduates leaving he area with their newly minted skills, energy, etc. Though a large number of UC graduates remain in greater Cincinnati, we need to encourage/facilitate entrepreneurship around the UC campus &amp; Uptown. First business ventures fall neatly in step with many of the characteristics that make a university environment exciting and attractive.....the presence of youth, exuberance, optimism, new ideas, progressive design, experimentation, etc. New entrepreneurs can be drawn from the technical areas of the university community, encouraged to stay in the area and draw on the continued support, assistance, mentoring, etc. of faculty &amp; peers. Non-technical pursuits can be similarly</p>

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		<p>encouraged, especially in the youth/college market/cultural areas.....restaurants, clothing/ retail, music, performance, computers. This element can also have a positive impact on the planned retail along Calhoun/McMillan. If the planned retail is tenanted with the usual suspects found in malls, strip centers, etc., there will be little if any incentive for visitors/patrons beyond the immediate campus community and surrounding neighborhoods. A vibrant university setting will be what makes this new retail/service/entertainment stand apart from traditional incarnations. The coincidence of being located adjacent to the UC campus is not enough. One expects to find the curious, the innovative, the risky, the artistic, etc in university settings. Malls are safe in the entrepreneurial/business sense and therefore rather boring. The youthful, innovative nature of university atmospheres implies change and turnover. Experimentation makes for variety. The "next new thing" is not lying around the corner in the Kenwood Towne Center. 2. Initiatives out into the surrounding community brings an issue into play that we haven't discussed from a strategic standpoint. The concept of "in loco parentis", is an issue that unfortunately has been demeaned through political pandering at every turn. It is, however, worthy of further discussion as UC continues to sponsor housing/learning community initiatives, etc. off campus. The University has been forced over the years into a [somewhat] defensive posture on this issue. There are fundamentally sound legal arguments for what community people mistake for a "laissez faire" policy regarding students living beyond the campus borders. Culture clashes have been intensified by what some see as a haughty attitude on the University's part. If UC is going to make aggressive inroads into the community, both in terms of physical development and programmatic initiatives, it will need to re-think "in loco parentis" for the 21st century. A strategic approach is necessary to address new relationships while at the same time preserving risk management/liability considerations. Thanks, Barry I. Strum</p>
93	student	<p>I know there may be some issues of insurance, but i think that the UC campus needs to let the students skateboard on campus. I know allowing us to do so does not at all appeal to your senses. If you cant let us skate on campus than why not build a small skate park for us. there are many uc students who skate. the park will cost a good amount of money but will improve the slacking campus life hear at UC. see we have to go to Florence Kentucky to skate there park. its not a good thing to have to drive there. the money it would cost to build a park is small to the money we are spending on the construction now. thanks Jimmy Smith</p>
94	faculty	<p>Step 6: I presume and hope that developing a limited number of high profile centers includes the improvement of existing centers. Step 20:This also could include a role in workforce development which could be achieved with closer connections with the business community.</p>
95	faculty	<p>As I looked over the green sheets at Tuesday's session I wondered how the process of organizing and prioritizing would be accomplished - some of the items are strategic, others operational etc. It would be helpful for someone to address the relationship between these, as I'm not sure it is universally understood. So often in our past we have had good strategic ideas come to nothing (except increased frustration) because there was a failure to align strategy, decision making, resource allocation and performance appraisal systems. An issue that has received cursory attention so far but can bring us to a grinding halt is the issue of reward structures(for ALL of us, not just faculty). Research on organizational change (as well as my 20 years of experience in the field) clearly indicates that a test of a strategy's usefulness is the ability to construct a reward system that contributes to the alignment process. As the saying goes, if you with fundamental change, you need to change the fundamentals (e.g., who decides, who is responsible, who learns, who gains). This process is generating some buzz, some energy, even some hope. It would be all the more cruel to open this process up and then fail to bring it all the way home.</p>
96	student	<p>This comment pertains to an addition to the "next steps" list past out at the last Town Hall meeting. A next step for all academic departments should be for them to evaluate their programs to find where they have a comparative advantage over some of the other state schools offering a graduate degree in that program as well. This would help guide the departments in strategically allocating</p>

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		resources to support these advantages and help the departments to foster a niche or several niches in particular sub-field of a discipline. Thanks!
97	faculty	Additional detail for the 02-24-04 "Next Steps" document: 1. e.g. an academic experience abroad with an emphasis on global citizenship 3.Establish a support network for incoming international students, including admissions, transcript evaluation, advising and intensive English. 4. Ensure that every college has access to international exchange programs so that both incoming and outgoing students represent a wide range of interests and fields. 6. Some of these research centers should capitalize on established and future strategic international linkages. 8. Real world experiences must include international education, including study abroad, international co-op, internships and service learning. 9. Democratize education abroad to attract and accommodate diverse populations. 10. Include recognition for faculty who plan and implement an international component in their curriculum. 12. Diversity includes international students and faculty. 15.Expand opportunities for international visiting and exchange faculty. 16.Capitalize on the international student market by offering both short and joint degree programs.
98	student	Why can't I apply for an Information Technology degree anymore. I could when there was an evening college.
99	faculty	After reviewing the 21 next steps presented at the Town Hall on February 24, I would like to suggest two additions. First, if we are really serious about A&S as the core/heart/center of the University, it should be reflected in these steps a bit more. For example, step #6 might read: "To develop a limited number of high profile interdisciplinary research centers to encourage interdisciplinary and cross-college connections....A central focus of these efforts which would involve partnerships between A&S units and those from the professional colleges." Second, there is no mention of professional development for staff and academic administrators. This has implications for student recruitment and retention, but if we are expecting students to develop leadership skills-- and expecting effective community outreach--such skills are essential. thanks for your time.
100	faculty	Sorry to be the one to point out that the emperor has no clothes(nothing personal intended!), but the current draft of the academic master plan remains utterly devoid of the core (necessary, sufficient, and totally explosive) components without which nothing will fundamentally change -recognition that teaching can be done well or poorly, mechanism(s) to tell the difference, and incentives for everyone to pay attention. Let us not (colleagially but unproductively) assume that everything we do is golden, but rather, like Pogo, look in the mirror and recognize that the problem is staring back at us! To achieve the lofty goals described in the current wish-list (aka academic master plan), we must make teaching a peer-reviewed and continuously improving activity in everyday reality (just like scholarship), one that is actually (rather than nominally) rewarded in both RPT and cultural modes (again, just like scholarship and external support),and whose quality we evaluate by concrete outcomes (rather than politics or mere pronouncements of good intentions.) If we cannot face these hard truths, nothing else we do will be more than sound and fury signifying nothing, and if we do embrace them, the rest will essentially take care of itself. To recapitulate, to be successful we must define the practical objectives, standards and reinforcers, and then get the heck out of the way, letting those on the front line experiment and figure out how to get there. Avoid micromanagement and one-size-fits-all prescriptions! Amen. CharlesSidman, MBA, PhD Professor, UC Colleges of Medicine and Business 558-1153 Victoria Montavon
101	staff	I would like to suggest some changes to the "draft" that was presented at the February 24th Town Hall Meeting: "A Vision of the University..." I have two recommendations for the section "What are the enablers for success?" 1. Add "Having excellent libraries" as one of the enablers for success. 2. Consider ordering the enablers as follows or in some version of descending/logical order: -- Having excellent students--Having a world-class faculty --Having excellent libraries --Having leading edge technology for instruction and research --Having financial stability--Having remarkable infrastructure and services --Having effective business

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		models --Having deep partnerships I know some editing is needed, so this is not what I would recommend as the final version of the list. I feel strongly that a libraries' entry needs to be on the list of enablers, however, since libraries are one of the basic ingredients of world-class research universities. Thank you. V. Montavon
103	faculty	Reorganizing UC's central administration should be a priority. First, wouldn't it be more efficient and helpful if all the Vice Presidential offices were viewed as essentially WITHIN the office of the President and available immediately to her? Currently, each Vice Presidential area seems relatively independent; each seems competing for power. Example: Most Vice Presidential offices have their own separate financial advisor.
104	student	As a student I have heard that classes with enrollment lower than twenty students will be cancelled, or offered every other year. This concerns me, because many of the best classes that I have taken at UC have been small classes. Also, I feel that because the university is cutting these classes it is not living up to the University of Cincinnati's mission statement. The mission statement states that "the university system is designed to serve a diverse body with a broad range of interests and goals. "If the university cuts back on the variety of classes offered it will not be following its goal of offering a "broad range of interests." The mission statement also states "the University of Cincinnati strives to provide...world-renowned scholarship,... and to serve as a place where freedom of intellectual interchange flourishes." Again, I say that if the university limits its class offerings to only what is most popular, it will not coincide with the goal that UC has of offering "world-renowned scholarship," and "freedom of intellectual interchange." I feel it is quite unfortunate for the student body to be deprived of the plethora of learning opportunities because of the budget cuts. Is there no other way to cut costs than to cut classes?
105	faculty	UC's policy preventing colleges from collecting fees other than the ITIE fee needs radical rethinking. Given the desperate needs and missions of UC's collection of schools, it should be evident that we each have extremely different needs in terms of equipment and other resources. I strongly urge us to consider giving colleges permission to collect fees appropriate to the unique needs of the schools. Especially considering the current financial crisis facing the University, we need to be more creative in how we help each college achieve its financial goal. The collection of special student fees college by college would do much to assist us in this time of trouble and would not, I think, place too great an additional financial burden on our students.
106	faculty	A suggestion for a significant initiative to be developed as an interdisciplinary effort by UC and community leaders over the next decade. Overall Goal: Improving the Health of Greater Cincinnati's Population Possible Objectives: 1) Developing strategies to reduce the cost of medical care in our community. 2) Addressing the impending challenge of delivering medical care to a rapidly expanding aging population. 3) Dramatically expand health promotion and prevention programs based on current and future evidence. 4) Dramatically decrease reactive, expensive, medical interventions. 5) Increase the application of evidence-based medical practice; decrease the use of unproven medical interventions. Background reading: The Committee on Quality of Health Care in America of the Institute of Medicine (National Academy of Sciences) published Crossing the Quality Chasm: A New Health System for the 21st Century in 2003. This report clearly outlines the fundamental changes required in the American health care system. A series of 13 recommendations in this report outline steps that could be taken to change American medicine to make it more affordable and effective. Why a UC initiative: 1) Many of the required changes can be implemented locally. 2) The collective knowledge of faculty from both campuses combined with community business and government leaders could develop model initiatives that would attract support from federal and private foundation sources. 3) UC faculty conduct medical research, provide clinical services and educate future providers. UC is also a large purchaser of medical services and is acutely aware of the impact of out of control spending on medical care on the overall budget of the institution. 4) Most medical care providers have lost all perspective on their community responsibilities and only a considered effort by the academic community and business and political

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		leaders can create change on the order proposed by the Institute of Medicine. 5) UC's leadership towards the achievement of these objectives would: a)Reduce our own employee benefit costs. b)Ensure available medical care system into the future for all in Greater Cincinnati. c)Improve the health of the residents of our region. d) Attract considerable national attention. Gregg Warshaw, M.D. Martha Betty Semmons Professor of Geriatric Medicine
107	faculty	As part of the process of planning for the future, I sincerely hope some consideration will be made to moving UC off its antiquated quarter system of instruction and onto a semester calendar. Not only would this reduce the paperwork (and costs) associated with registering our students, it would also mean that UC is more in line with peer institutions in terms of its academic calendar. Speaking on behalf of our students at CCM, please know that most major summer theatre companies, important summer music festivals, or summer dance training seminars begin around Memorial Day, not around the 15th of June. We have to work magic each spring in order to find acceptable means for students to leave early, in order to accept professional engagements. While we can sometimes make this work for performance classes within CCM, it is not as easy for our students to find similar solutions to classes taken in A&S, for instance. So, I would plead for a change from the quarter to the semester system.
108	other	How does the Mt. Auburn Community Council get invited to the Town Meetings?
111	staff	Have more high school tours. Starting with sophomores instead of seniors. Get them early in the 10th grade. Promote successful programs, arts, plays, etc.
112	student	When hearing that the community would be involved in the planning process I was very excited. But when I looked at the roster from the first town meeting I was disappointed. Most of the people were from the university with a small group from the community. Cincinnati has a large amount of non-profit organizations and community groups that could partner with UC. I believe that for this planning process to be a real success we need to have meetings where the community is half of the members in the meeting. Or again we will just be talking about partnering without community input or UC action.
113	student	A great way to plan for Academic success would be to NOT use Academics for the brunt of your budget cuts and cancel classes 2/3 of the way through their sequence.
115	alumni	Comments: Being an Engineering Alum and supporter, I am impressed by the impressive growth of the College; particularly in the graduate fields. I know the importance of research and advanced study programs in gaining national and international recognition, but also feel the continued need to provide exceptional teaching for the Undergrad in terms of professors and facilities. Too many stories abound of the difficulties of students having to struggle to get advice, direction, and good counseling, not to mention quality teaching. Don't forget the undergrad as we plan to make UC a greater University. Satisfied, enthusiastic students make great Alumni; and great Alumni provide the support for making a "greater UC".
116	student	Comments: I suggest that there should be no classes between 11am and 1pm, so that students would have enough time to go to lunch. And no classes between 5pm and 7pm so that there would be enough time for dinner. Also I wish there would be a bright, quiet, and great study chamber: with individual tables, chairs, which would provide the environment for intensive, and productive studying.
117	other	Comments: Dear President Zimpher, I enjoyed your plenary address to the academic community. I am writing to respond to your request for help in locating revenue sources. I hope the suggestions that follow assist you in bringing our university back to financial health. They come from a diversity of sources both inside and outside your administration. These suggestions, which include those from teachers in every college on campus, follow: (1) We need to manage revenues as well as expenses, a classic management problem predating the Industrial Revolution. A University of Cincinnati analyst and observer says "you can always spot the "well

ID	UC Affiliation	Comment
		<p>managed colleges" on [the UC] campus because the undergraduate head count is reduced every year by definable numbers." Translating this means that these units plan yearly cost reductions at the expense of current and future revenue. Increasing class occupancy levels are a case in point. The cost of losing one introductory student is four years of lost tuition and matching state subsidy, on the order of \$40,000. The cost of splitting a large class in half though is less than 1/10 the magnitude. (2) I am also informed that the pay incentives for deans are structured to reduce costs and not to build enrollment. The financial evolution of such an incentive system is to cannibalize programs. We are seeing this phenomenon in many areas of academia; two notable examples are in the College Conservatory of Music in the discussion to end the Bachelor of Fine Arts program, and in our undergraduate-nursing program in the College of Allied Health. Enrollment in graduate nursing programs is regional, and therefore the potential cost of losing this undergraduate feeder system would extend to our graduate nursing programs as well. In your letter of January 15, 2004, item number two raises the issue of "the cumulative effects of a decade-long enrollment shortfall, with its accompanying loss of tuition income." This shortfall is consistent with an institutional incentive structure to manage expenses but not revenues. Departments that have high retention need to be able to quantify said accomplishment while financially benefiting in a predetermined way so as to support planning and investment. Incentives in salaries at the dean and department head levels must reflect how effective their policies are in managing revenues, especially from tuition and our matching funding from the state subsidy formula. (3) We need accurate, reliable, transparent mechanisms to measure graduation rates. And we need to both quantify the amount of revenue that corresponds to a 1% change in graduation rates and publish the methods we develop and use thus opening it for academic scrutiny. An initial estimate would suggest that the amount of total revenue increase from a 1% increase in retention is \$1 to \$2 million. I would be willing to work through these calculations with you. (4) All faculty members need to have a vested interest in the university. We need to define and support both our "research faculty" &amp; our "teaching faculty." Adjunct faculty needs to be employed more as "stakeholders" than "migrant tenant farmers." Every member of the faculty should be able to design, develop and own online course offerings. All faculty should be both encouraged and supported by the university to write grant proposals. (5) Recoup the \$10 million loss when evening college was closed by reversing the decision to close the college and recommitting the university to a mission of adult evening education. The university would further benefit by marketing programs that appeal to the thousands of urban adult students who formerly attended UC but are no longer interested in our declining evening offerings. Enrollment statistics in evening college are not accurately portraying the declining trends we see on the ground. "Recently released statistics that show little decline in evening class enrollment is faulty and misleading by the inclusion of classes not traditionally seen as evening (i.e., those before six pm) and the policy change of allowing day students entrance into evening classes." (6) Build General Education &amp; degree program self sufficiency on our developing rural satellite campus in Lebanon, Waynesville &amp; other locations so that prospective students in these growing regions will not be required to commute to main campus to obtain their degrees. (7) Having testified before the State Senate Finance Committee on higher education funding I find it apparent that we need to work to further build support at the state government level, on both sides of the aisle, for the continuing educational and economic roles we fulfill. (8) Hire a consulting firm to evaluate and make recommendations for establishing Administrative wage levels. (9) Establish a powerful, dynamic, creative culture of excellence in undergraduate teaching. It is the only real solution to our "enrollment crisis." (10) Establish more democratic participation in governance so that all faculty, adjuncts included, are recognized as human beings. Sincerely yours, Howard M. Konicov, BA in Economics, MSES, MPA Adjunct Faculty Association</p>
118	staff	<p>Comments: While on staff at the University of North Texas, I saw some great increases in state support both for higher education and for our institution. This was a direct result of the work of the V.P. for Governmental Relations (title?) at that time. This person's</p>

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		primary role was as a liaison to the state legislature - VERY effective. My understanding is that he was in constant communication with our legislators. (We gained enough support to open an additional campus.) I'd love to see UC accomplish a strong association with our state legislators.
119	faculty	<p>Comments: I don't know who reads this but I hope that what I have to say is taken as a constructive comment. On the whole I have been pleased with the ways things have been conducted. I am disappointed at the latest recasting of the 21 Next Steps. As a result of the small group activity at the end of a long afternoon last time, a number of them have been watered down, tempered, obfuscated, compromised and put in mealy-mouthed terms, by the actions of a few people. What the process has tried very hard to do is to promote involvement - and I have been pleased at the extent to which this has happened. Hence we should not be letting small groups change the tone of the input from the hundreds or thousands who came to input sessions. Let's take an example. Formerly, item 3 called for an increase in student quality. It was uncompromising in the way it was written, and reflected many the 300 pages of input from the colleges and other units. Yet three or four comments recorded in the small table group (see the minutes) have led to the item being totally rewritten, almost beyond recognition. How can a few people be allowed to have this power given the culture of involvement that has been touted? How can I in good faith tell the faculty in my area that it is worth their while coming to a second session and providing input when they see that a few people can overturn the sentiments of many? The same thing applies to other dimension of new #3: access is important too. But shouldn't it be separated out so that it gets the attention it deserves? It could also be lost in the latest draft. This is a product of the process being used, and in my opinion the process might need to be refined somewhat to prevent this occurring again. Should one care? I think so. Leadership involves mobilizing followers to work toward goals. When the goals become so hedged, it will become difficult to enthuse people - even me - and I am probably in the top percentile of pro-change faculty. Plain goals with specific targets galvanize people. Some of those in the new document do not.</p>
120	staff	<p>Comments: More on-line classes Academic program where individuals may receive a bachelor degree in technical/creative writing - currently this is not available</p>
121	staff	<p>Comments: The Sunday, Feb. 29, 2004, Cincinnati Enquirer had a supplement called "College Connection". As I looked at the supplement, which was really an advertising supplement, I noticed that U.C. was not in the supplement. Since I live in Kentucky, I first thought it was an advertisement supplement for Kentucky schools, but it was not published by the Kentucky Post, it was the Cincinnati Enquirer. As I looked at the supplement more closely, I was wondering why if Mt. St. Joe, Cincinnati State, Morehead State, Transylvania, U. of Louisville, Cincinnati Bible College, N. Ky. Univ., and several others had gotten involved with this supplement, why wasn't our university involved? The topics were: Parents sharing growing pains Paying the price Put time on your side The arts give you child an edge Giving it the old college try Prevent and minimize credit card loss From high school athlete to CEO Fighting the "freshman 15" I will be sending the supplement to President Zimpher's office and hope that we will be involved in future products that might help our efforts to attract local students with this type of advertisement. Regards, Becky Turner Benefit Office</p>
122	staff	<p>Comments: I have participated (and served as a facilitator) in all but the first town meeting. I am writing today to express concern about the mix of action items in the charge for Action Team 9. David Devier and I were the only academic/faculty types at our table, and both of us currently serve in administrative roles. The other individuals at our table were community folks and UC staff in non-academic areas. Everyone at the table was great, committed to the process and willing to engage in discussion. However, only two of us were truly interested in talking about the "academic" pieces of the action team 9 agenda. While issues of place, relationships with the community, improving the campus and related topics are touched on in several of the other action team agendas, the areas of concern/interest that are ONLY noted in the action team 9 charge - those of distance education, serving diverse populations,</p>

ID	UC Affiliation	Comment
		<p>developing diverse course offerings and approaches to diverse students, will be lost because of the range of issues at our table. As Director of Adult and Continuing Education, which is a newly reorganized unit, I am intensely interested in developing a greater institution-wide commitment to serving a more diverse student population. I believe that the academic planning process is the proper place to set academic priorities, and without a clean and clear focus on serving these diverse populations, I fear it will become lost. We want to develop new sources of revenue. I strongly believe that serving the adult market, and developing new academic "products" (both credit and non-credit), is one of the major ways we can generate new revenue. The national dialogue on serving adults and the non-traditional student is centered on serving the "new majority." We do ourselves a disservice if we ignore this population. Using Bob Gleason's vision language, I would like to see UC develop a strong institutional identity for anytime/anyplace delivery of programs (either credit or non-credit). I would like to see the development of a true portal for assessing community needs for the development of market driven or niche programs. I would like to see the development of a unit that could facilitate the development of these market driven programs in concert with the colleges. I would like to see major growth in our lifelong learning and enrichment programs (Communiversity) and senior programs (Institute for Learning in Retirement), and greater institutional recognition and respect for those programs. I would like to see a truly centralized organization for the development, delivery and support of distance programs. I would like to see coordination and a central organizational structure for our outreach programs. I would like UC to coordinate an institutional position on workforce development (in all of it's many guises) and determine ways in which we may leverage external workforce development funds to serve that market. I would like UC to determine where/how the central campus may play more of a coordinating role in these kinds of activities. I have obviously spent a great deal of time and energy thinking about the ways that a division such as ACE could grow and develop into a very different kind of organization from the old CECE and could write a lot more here. I don't wish to sound single-note, but I believe all of these kinds of activities and "action" items deserve an action team focus of their own. If I were to name the action team, I would call it "Extended Education." Another way of focusing this discussion would be "Serving the New Majority."</p>
123	Unknown	<p>Comments: I attended the Open Input session on 2/11. I found it interesting even with over 100 people that the ideas offered often overlapped. One theme that didn't come up for a University faced with technology and larger populations to service was transportation. Even though we are not in that business, it will affect all plans made. Especially if we look at the University Heights location as a social center for students, the community, and alumni. I believe that we have the people within the University that could actively (and maybe doing so) work with OKI regional transportation group, the county, and city when it comes to enhancing access to the campus thru means other than the "one person, one car" that we see so often as we sit in traffic. I am not sure where to fit this into the work that was done yesterday, but I believe we have a responsibility to consider this for the success of our plans.</p>
124	UC Affiliation: staff	<p>Comments: I have noticed hand made posters in McMicken that say "Cut Construction, Not Classes". Maybe we should better inform UC's students, faculty &amp; staff, and the general public on exactly how UC is funding all the new buildings and construction. Current and prospective students are going to have resentment toward all the new construction on campus if they do not understand where the money comes from. This is especially true at a time of budget cuts and tuition increases.</p>
125	UC Affiliation: alumni	<p>Comments: I am what I am today, I have what I have today, because of theband program that was in place when I attended the university in the 1960's- specifically, the grant-in-aids that were available to me as a student that allowed me to attend college at all. The scope of that opportunity isnot available to today's students because of the financial condition of the institution, however, the Band Alumni Association is attempting to rectify that shortcoming with the band endowment. The university must make a greater effort to re-establish those types of opportunities for every student in every discipline, not just federal or state money for "disadvantaged" students, or "traditional" sources of free money for various reasons, but help from the university for students who</p>

ID	UC Affiliation	Comment
		<p>are doing whatever is necessary to get a college education even though they may not be the best or the brightest or one of the myriad of other classifications that easily qualifies for free money but yet show the work ethic necessary to get a college degree. The band program at the University of Cincinnati came very close to becoming another Passenger Pidgeon. Had it not been for the foresight of an athletic director, who no longer is at U.C., the sloth and antagonism of the College Conservatory of Music, would have doomed one of the most visible representatives of the university - the marching and basketball bands - to oblivion. For their sloth, I will never forgive CCM, nor will they ever receive any financial assistance from me even though I was a student there briefly. Fortunately, the band program is now under the Athletic department, CCM can no longer harm the program directly, and it exists in its best venue - a student activity. However, it does need active support from the university to continue to be an integral part of the university scene; to provide the glue that holds so many facets of college life together not only for the student musicians but every student who attends a university event where a band performs has had his university experience enriched there from; to present to all the quality of a U.C.organization, the opportunity that organizations such as this offers any student who would come to this institution for an education, and above all to offer the student musician an opportunity to develop the talent within himself or herself in every possible way - whether in the classroom, the lab, or the practice field. Thank you for listening to my plea to continue and improve the band program's position as an indispensable part of the U.C.learning process and U.C. campus life.</p>
126	UC Affiliation: staff	<p>Comments: There is a typographical error under the CAPP section. It should read Student Success not Student Success. Just thought you might like to correct it.</p>
127	UC Affiliation: faculty	<p>Comments: Please let the President know that I have responded as I have not been able to attend meetings due to serious family illness. My lack of attendance is in no way associated with apathy. I appreciate portal and read it often. After reading the plan and extensive feedback, I find the teams and their charges are well-structured, yet flexible. I would add expanding a focus on national advocacy for research funds to support teaching as scholarship as UC grows into becoming a learning organization. Also, I hope we consider expanding the definition of scholarship to include electronic publications as valid scholarship provide the criteria is synonymous to print-based publications. Definitely the focus on more collaborative research in teacher education must be a high priority. For example DAAP and teacher education could very easily work together in designing new virtual learning environments as pointed out to me by some students. Was wondering how participants were selected for the teams? As a faculty member, bringing perspectives as an ATE Commission Member and ISTE Board Member I view this CAPP as one that is highly desirable for all COE's across the country. Congratulations to such an insightful initiative for inclusive decision-making. Thank you.</p>
128	UC Affiliation: staff	<p>Comments: I was thinking over the town meeting I attended on March 11th. Since we were encouraged to "think big" it occurred to me to make a suggestion regarding action item no.10 East-West connection. Physical connectivity was one of the topics discussed and it seems we could make a real statement by becoming a practical test/application sight for one of the new pedestrian transportation systems. One that comes to mind is a project called Skyweb Express. Their plan uses small shuttle cabs that can hold up to 3 people, with book bags, wheel chairs, bicycles, etc. Visit their website for more information at <a href="http://www.skywebexpress.com">www.skywebexpress.com</a> We have a local contact: Bob Brodbeck, who is their communications specialist. His email is <a href="mailto:isrbrodbeck@taxi2000.com">isrbrodbeck@taxi2000.com</a> It is transportation of the future and could help solve traffic issues, parking, difficulties of faculty, students, staff and visitors getting around the East-West campuses.</p>
129	UC Affiliation: faculty	<p>Comments: I am writing this email to express my (and another's - both in the Town Halls) displeasure with Tony's email yesterday about CAT. In that email he states: "CAT is also consistent with President Zimpher's comprehensive academic planning process that continues to explore UC's leadership role in the 21st century. In that same context, I remain committed to the University's access</p>

ID	UC Affiliation	Comment
		mission on the Clifton campus." Our issue is this, if "access" has already been defined as CAT, then why is there an Action Team addressing Access and Selectivity? If this is a planning process, why is Tony telling that group what they should do? As I am sure you are very well aware, there is a sizable core of faculty/staff/administrators who believe a 4 year research 1 institutions should NOT in the remedial education business. Rather "access" for us should mean exceptional clear, supportive and effective pathways for high quality students coming out of such(external) remedial programs and for transition and transfer students. Even if this means we give up state resources and help set up a separate entity(or link it to RW/C) that would be better. Being a part of CAPP has been an energizing experience. Particularly with the formation of Action Teams, I can feel the potential for bold change. That said, Tony's email was very frustrating. It sounded like he was telling the Access/Selectivity team to remember that CAT IS/WILL BE our definition of access. That message contradicts the empowering potential of CAPP.
130	UC Affiliation: staff	Comments: I overheard various complaints about opening enrollment. With our budget situation, would it not be a good idea to open enrollment into various classes across campus? This is not the 60's. Students are not beating down our doors to avoid the draft. Perhaps it is time for a paradigm shift here.
131	UC Affiliation: student	Comments: First of all I found out that UC offers certificates in things like web administration and networking, but there was no place on the website that told me that. I heard it by word of mouth. When I looked into it, I asked if I could test out of some of the needed courses (because I am already certified in some areas). For example, if I want to go after a web based certificate and am network+ certified, I should not have to pay for all of those network courses. I should be able to test out. I was told that I would have to enroll in a degree program at OCAS, then I would be permitted to test out of classes. Then after I test out and finish my certificate (which is apparently not legitimate enough to be considered enrollment of any kind), I can drop the degree program. If the university does not consider its certificate programs to be legitimate enough to run them well and offer them on their main pages, why should I spend my money on any of the programs? This something to consider while you are planning.
132	UC Affiliation: student	Comments: I took a Web Administration course. It was a disappointment. I walked out of that class unable to setup Virtual hosts in Apache. I had to buy an O'Reilly book and hack it out. I am not sure why I bothered to take the course at UC.
133	UC Affiliation: student	Comments: Why can't we bring back the evening college? They took good care of students that no one else wants.
134	UC Affiliation: staff	Comments: Budget, budget, budget that's all everybody talks about. Well here are a couple of hints at how the school can save a little money. 1. Make direct deposit a term of employment (for everyone) and phase in direct deposit for current employees over the next five years. As a staff accountant I constantly deal with issues involving lost, stolen, and stale dated checks. This issue is a nightmare for payroll and college departments as well. Here are a couple of examples: 1) a few weeks ago someone was cleaning out a retiree's desk in the bookstore and found a folder with roughly 200 undelivered student checks in it. 2) A few years ago I got a call from a lawyer, it seems that one of our nurses died and had \$59,000 worth of uncashed payroll checks in her sock drawer. The University had to cut a check to her estate (and with no apparent heirs) the money was sent to the state unclaimed funds department. Ouch! Having direct deposit would free up an undetermined amount of man-hours so the staff could focus on other issues plus it would (to some degree) stabilize the misc income account (RSRC 0183) and maybe make that revenue source more usable to the school. It would also insure people get paid what & when they are supposed to be paid. 2. Once direct deposit has been implemented, eliminate the printing of checks/ advices. Use a web site like Mypay.com. Save the printing fees. In the short run this probably costs money, but over time the school will save big bucks. 3. Someone needs to seriously audit P-card usage/expenditures.



ID	UC Affiliation	Comment
	Affiliation: staff	and clear name for our Academic Plan that will resonate among our various stakeholders. It's too important to not do this well and it needs to be in harmony with the other messages we are communicating such as "It's all UC" and "the power behind your dreams." 2. In hearing that the work of some Action Teams will continue throughout the summer, please consider that these teams have already spent a great deal of time together and done a fair amount of work, often on topics not of primary interest to them. Sessions are starting to be repetitive and people are getting restless. My suggestion would be to form task forces or work teams for implementation of specific priorities and draw from the community at large for participants on those groups.
139	UC Affiliation: staff	Comments: Re the naming of the process: Not sure what was captured from our group discussion at the 4/8 Town Hall ... The incorporation of "21" in the "before the colon" portion of a process name seems ambiguous to me. "21" has lots of connotations when standing virtually alone, and I don't think most people immediately see it representing the 21st century. Further, I think the notion of the "21st century" as a milestone or symbol was in vogue last decade, or even a few years ago, when it spoke to the future. Now, we've been in the 21st century for several years -- it's simply where we are, so the term doesn't seem as forward-looking. It's also somewhat trite. In my group, I advocated "UC Tomorrow" as a pre-colon possibility to escape the "21" issues but preserve the idea of being forward-looking. Indeed, everything we do is with the idea of creating a better tomorrow. Additionally, this offers the opportunity to do the double-meaning UC/You See, and it would echo the marketing campaign, but not in such a way as to make it obvious or tired. UC Tomorrow feels like something that can stand alone when necessary, as well as form the framework for all kinds of next-level messaging such as those we studied at the Town Hall. I'm sure all the groups have supplied a great stew of possibilities for the "after the colon" portion, all of which would likely work with such an umbrella intro as proposed here. Again, this may have been one of many things quickly scrawled on the day's notes, but I wanted to advance this separately. Keith
140	UC Affiliation: staff	Comments: I would like to make the following suggestions: 1) Negotiate a deal with the metro bus service for rates on passes that would be valid for any bus line, any hours, and would last for the period for which the student is enrolling. The pass could be provided at no charge to each student, and would make it possible for a student to reside in outlying neighborhoods. The University would recoup the cost of the passes very quickly from the tuition of students that would not ordinarily attend. 2) Put the lecture portion of every class online. 3) Wherever possible, make it possible for a student to earn his entire degree online. This could greatly increase enrollment without any increase in classroom size requirements, housing or traffic. 4) Permit students from neighboring states to attend at in-state tuition rates.
141	UC Affiliation: UNKnown	The new academic planning process is very welcome! This will help everyone involved with developing facility plans if the new academic plan clearly defines which colleges and programs should grow (and by how much), which will remain as they are now, and which ones might be reduced, eliminated, or combined with other programs/colleges. If these projections also clearly define changes in staffing levels required to accommodate academic changes, it would greatly simplify the facility planning process we use now. Most of the new buildings and major rehab projects programmed in the last eleven years were based on academic plans that were at best incomplete. Facility planners have had to make educated guesses about growth plans based on extensive discussion with user groups. The current academic planning effort could also focus more on opportunities to consolidate similar programs and courses taught in multiple colleges. A glance at UC course lists indicates many opportunities to create a more efficient and cost-effective UC if all disciplines are assigned to only one Central Campus college. For example, liberal arts courses could be taught only by the McMicken College of Arts and Sciences. This would leave specialized courses focused on specific professions to colleges like DAAP, CAS, Business, and Law. The Ivy League university I attended (in the dark ages) had a broad range of undergraduate courses in the liberal arts, sciences, architecture, and music, but only one department taught each subject. There were only two undergraduate degrees (B. Arts and B. Science) for about 4,000 undergrads. UC, in contrast, has about 17 colleges, many

ID	UC Affiliation	Comment
		<p>of which teach undergrads as well as grad students in similar courses. One result is smaller class sections than you would have if everyone taking the same subject took courses in one department (as most math courses at UC are taught now). Another result is that students interested in multidisciplinary subjects (like environmental planning/design or related issues) now have to take courses in several different colleges. UC's certificate program in Historic Preservation is one attempt to make this easier, but there should be more multi-disciplinary academic programs at all degree levels. From a student's perspective, the current system sometimes reduces the quality of the courses they take. It also makes some courses that would be terrific electives not available to them at all. For example, my daughter is an A&amp;S grad who had to take an introductory guitar course in CCM as an elective at extra cost because she was not a CCM student. She could not take CCM degree-program music courses, even though she is a talented enough musician to now be embarking on a music career. In one of my former lives, I was an academic department head for a Professional Continuing Education program for a federal government agency. There was a lot more emphasis on changes in course content there than I have seen at UC. Every year, every hour of every course taught was reviewed by Department Heads and Deans. Students evaluated the quality of each hour taught with very helpful surveys that gave great feedback to instructors. Department heads saw all surveys, and they were encouraged to drop in on classes and suggest changes in content or teaching style (with tact and diplomacy, of course)! All instructors took a 6-week "how to teach" course when they were first hired. Once a year, agency heads gathered to review and approve the recommended changes in curriculum the Department Heads and Deans made in a very engaging, interactive discussion. New courses proposed had to withstand careful scrutiny from a cost/benefit as well as pedagogy perspective, especially since travel costs were very high (students came from around the world to Ohio to attend 2 or 3-week courses). Given current budget restraints, I urge UC to consider a similar in-depth approach to curriculum planning. I also suggest that your feedback system be changed to allow everyone to print their comments before they press the "submit" button so they will have a record of what they said!</p>
142	UC Affiliation: staff	<p>Comments: Small comment--I can only check one of the above boxes for faculty/staff, etc., and yet many people are in multiple categories. I am in two. Main comment--the list of participants for the last two town hall meetings do not include titles, so it is difficult to tell who exactly is involved. The first town hall meeting lists titles. I am specifically interested in the list of adjunct professors who were invited to be involved in the process, and who decides who those invitees are. Thank you for your time.</p>
143	UC Affiliation: student	<p>Comments: Reduce the language requirement for general eduction in McMicken A&amp;S; two years is too much.</p>
144	UC Affiliation: faculty	<p>Comments: As I look through drafts from the various Action Teams, I notice some overlap. I hope that the steering committee is looking for commonalities and will encourage the Action Teams themselves to remain open to endorsement of one another's ideas.</p>
145	UC Affiliation: staff	<p>Comments: Good afternoon. Are you going to enter the time and location of the Town Hall meetings? Thank you, Deb Cummins</p>
146	UC Affiliation: staff	<p>Comments: I attended Input Session 2. One of the ideas I had, which was recorded in too general a sense, was 'Adopt a Freshmen' mentoring program. Faculty, staff, students, or community members can help a student through the trials of the freshman year. I believe if we make the freshman year a positive experience (and keep them from majoring in parties and failing in academics), we</p>

ID	UC Affiliation	Comment
		will retain them the remaining years of the program.
147	UC Affiliation: alumni	<p>Comments: Dear Dr. Zimpher- I wish to make a comment with regard to the Academic Master Plan. As a 1977 graduate from the College of Community Services, I am concerned about some of the proposed changes I have read about. One development I found particularly worrisom was the elimination of University College's 2-year program. I started in that program back in 1975 after experiencing academic difficulties at an out-of-state college. The supportive as well as structured faculty and programs there were instrumental in my eventual graduation with a B.S. and later success in post-graduate degree programs at Xavier University. I have read and heard much in your plan related to research and internationally reknown academic programs. What I have found lacking and appears evidenced by the pending demise of University College, is a continued committment to the disadvantaged or academically challanged student who desires a college education. In your Mission Statement you use the term "place of opportunity". By playing for research dollars and glitzy programs you are leaving behind thousands of potential students who need a life-changing apportunity that a successful college education can provide. To assume, as many have suggested, that Cincinnati State should be the route for the "less-than-prepared" represents an abandonment on your University's part. As a large urban school allegedly serving a diverse population I would urge you to consider a formal college or program to help those student who will experience difficulties becoming socialized to the norms and expectations of an undergraduate education. I have taught undergraduate classes at the College of Mount St. Joseph and was fortunate to participate in some outreach programs the College initiated to reach non-traditional students. I believe that UC could and should not abandon the disadvantaged and non-traditional student in its' quest for a good bottom line. While it is true that where "there's no margin (profit) there's no mission", I do believe there is room for both. My personal and professional success is testimony to that. Thank you. Sincerely- JPS</p>