

**SUMMARY OF RESULTS FROM
SECOND ROUND CAPP INPUT SESSIONS
(dated 4/19/04)**

Question 1: Is there anything we missed in the “What, Why, Where, and How” of our vision document and the Next Steps action strategies?

UCit

- Staff members in attendance brought up the following issues:
 - With such a broad agenda, what specific actions can the academic planning process yield? Will strategic targets be identified?
 - Will there be an implementation plan when the planning process is finished?
 - Are goals measurable; what metrics can be employed to determine success?
 - Have measures taken before the academic planning process began (for example, the branding initiative) been measured for success?
 - Many of the academic planning action team topics don't cover enough core academic issues such as curriculum development and addressing the needs of non-traditional students.
 - The resulting action strategy from the planning process should emphasize specific, measurable actions.
 - The initial defined time frame of the process (20 years) has changed. Are the resulting actions tied to a specific time frame?

West Campus Provost Office

- Dean Johnson's 5 April 2004 email, “University of Cincinnati Standards of Excellence” was discussed as a framework for reviewing the Vision Statement. The group agreed that the Vision Statement should be the basis for organizing the outline's standards and categories and that the categories be those four used on page two of the Vision Statement.
- The group felt that throughout the process there was still a need for more attention to the university's General Education program as scaffolding for several Action Team recommendations. This is particularly so for Action Teams 1, 7, and 16.
- The group agreed more attention needed to be accorded to the possibility of international opportunities on campus to overcome the feeling that international experience requires international travel. The group recommended that the Vision Statement's discussion of the International Community should begin with a bullet that states: Providing opportunities for students to have significant international experiences with curriculum, interaction with international students, and education abroad.
- The group discussed the reports of four Action Teams (13, 11, 9, 7).

Professional Practice

What aspects of the emerging plan are **most likely** to position UC as a leader for the 21st Century?

- Durable Actions (within 10-Year Period)
 1. National Presence and Recognition

- a. Identify what is good and promote.
2. Selectivity with clear access pathway
 - a. Get the word out on the street.
3. Research Excellence
 - a. Have leadership focus on areas of excellence.
4. High Profile Interdisciplinary Centers
5. UC Community
 - a. Student friendly
6. Expert in Residence
7. Experiential Learning
 - a. Will not make us unique – everybody talking about it.

What aspects of the emerging plan are **least likely** to position UC as a leader for the 21st Century?

- UC Anytime Anything
 - No connection to quality
- East/West connection
- PK-16 (maybe great of educ)
- Exchange Program
- Cultural competence

What does this Plan miss?

- Solution to financial independence
- Completing Master Plan
 - ASAP/Campus environment

What aspects of the emerging plan will prospective students find attractive?

1. Traditional Students
 - a. Easy access/UC Community
 - b. Financial support
 - c. Recognized quality academic program
 - d. Experiential Learning
2. Non-traditional students
 - a. Easy access/UC community
 - b. Financial support
 - c. Recognized quality academic program
 - d. Experiential Learning (full-time student)
3. Graduate Students
 - a. Recognize quality academic programs
 - b. Financial support

What aspects of the emerging plan might prospective faculty find compelling?

- National presence and recognition
- Being part of a Winner
- Research excellence
- High achieving students

What aspects of the emerging plan might the community find compelling?

- Campus safety/UC community
- Selectivity with clear access pathways
- National presence and recognition

- Community partnerships

MOST Likely – UC = Leader

- Capitalize on UC's identity as a world class co-op program.
- National/International presence and recognition (must market ourselves better)
- Stronger ties with professional organizations
- Focus on getting highest quality students
- Become known for teaching so students will come here
- UC to clearly identify all forms of experiential learning and provide centralized structure for administration
- Centralize structure to raise visibility of experiential learning.
- Better campus communication/coordination

Least likely – UC = Leader

- Cultural competency won't get us world leader status
- UC Anytime/Anyplace is probably not worth the expense of 24/7/365 campus
- Liberal education as our core will not make us leaders and may hurt our star programs
- Cincinnati Healthy?
- Seamless Pk-16 Cincinnati Public Schools as target of this is not addressing our student market. Focus on high school leaders.

What is missing?

- Focus on ease of transfer into U.C.
- Just bite the bullet and go private since Ohio is not funding us
- Employ good teachers with interpersonal communication skills that care about students.
- This plan does not bring out a strong identity for UC. We need to have an image for UC that pops into people's minds when they hear UC.
- Plan for each college to focus on one world-class program then promote that one.
- **MARKETING, MARKETING, MARKETING**
- Get more \$ from State of Ohio – Aggressive plan
- Make sure UC employees know UC so we have information to disseminate information.
- Recruiting – Serious Plan. Rethink Admissions!

What will students like?

- Being enrolled in university with high reputation
- Emphasis on service
- Feeling safe
- Quality teaching (UC must reward teaching to get this)
- Experiential Learning
- Expand co-op into other disciplines that have a market and faculty support in the department (if UC gives resources)
- Any parts of plan that bring in \$ so that tuition increases are minimal
- Scheduling that is flexible to accommodate nontraditional students
- Retention – Keep them enrolled.

From Emerging Plan, What will faculty like?

- Compensation commensurate with load and performance (by field)
- Research excellence – (framework to support)
- Attracting world class faculty

- Inter-disciplinary centers
- Better students

What will the community like?

- Institution that they can be proud of (marketing)
- Business partnerships with prestigious outcomes
- Handicap accessibility (parking)
- Any freebie (community service) they can get
- Reduction of crime
- Continuing education
- Help their children get degree from UC
- Accessibility to UC expertise
- Physical accessibility and invitation
- Events on campus
- Parking friendly and less expensive
- MARKETING

Open Sessions

- We need an Identity – need to focus, can't be all things to all people
- We are all UC – undergraduate students coming in, not sure of their major, make it easy to later come into a major later, have “Math 140” everywhere, lets eliminate the college designation within the course number, standardized across the University, one college owns the course but other colleges can rent it.
- Consider affordability – it is a significant issue, especially at the Undergraduate and Graduate Schools; enjoy the education without the debt
- Most of these were goals, need to emphasize the needs; integrity, honesty, ethics, etc. The How's needs to specified
- Advocacy needs to be included – with community, government advocacy, how strategies play out.

Entrepreneurship

- regular discipline approach and entrepreneurship but is this good for UC
- Support in research – but not with in UC
- UC has an Entrepreneurship budget system and this is not correct – not with colleges competing with each other.
- Need to examine who will benefit from this SHIP – determine this first, is it UC or our partners or our community

Misc.

- What happens next? How will we be accountable?
- Make quarter system organized and have make up time
- Intersection of ACTION TEAMS – need the teams to come together and discuss all ideas so Action Teams do not work against each other

Office of Research and Advanced Studies

- Members of the Office of Research and Advanced Studies held a retreat at the Kingsgate on April 2, 2004 to continue our discussion about the development of the University's academic plan. Discussion was built on some of the principles and strategies that emerged from our

earlier brainstorming session as well as the University's Town Hall meetings. To encourage meaningful exchange and allow time for substantive dialog, we focused on seven of the 21 proposed strategies/goals. As we discussed each goal, the infusion of UC's research activity emerged as a common thread through all seven of those chosen. Guided by the "five ships" that will carry us forward, a lively discussion of these seven goals generated the following ideas and strategies (AT 1, 2, 4, 7, 9, 12).

- As we discussed these goals and strategies, considerable overlap was evident. The adoption of any one strategy may move us closer to attaining any number of the goals, and the roles of research and cultural awareness are threaded through all of them. We emphasize, however, that the implementation of a major initiative to improve staff morale and attitude so they will serve as advocates externally and provide better service internally is crucial to our long-term success in attaining and *retaining* our vision of the University of Cincinnati in the 21st Century and beyond.

Law

- Communication issues...address interdepartmental collaboration and delivery of student services
- More advertisement about what research and activities are going on around campus
- If the university doesn't talk to each other how can we reach out to the community?
- Communication between depts.
- Students need to be competent in technology to be looked at as a way to amplify the skills and learning
- Connectivity
- Build on Law's already great programs
- Corporate law symposium to develop a CLE nationally recognized program
- Needs to be invigorating
- Connectivity with depts. And community
- Legal justice
- Get the concept of legal justice into the program for the future
- Lofty goals...should address UC students not graduating in 4 years
- Classes need to be available to the students
- More student services
- With the variety of programs it creates an image problem for the university

CECH

- Oppose students first contrary to community perspective
- Context of ships: Social justice implies action and social justice is missing from action teams
- The overall document uses passive terms
- Need items that effect change, not just the dialogue- we need action
- What is citizenship? Compliant behavior? We are not in favor of promoting compliant behavior
- Alumni as a constituency has been ignored
- "UC way" student center- Become student friendly, welcoming and foster articulation and transfer credit

- All constituency groups should be represented
- Correcting the UC shuffle
- Digital Access
- What does “courses for diverse populations” mean?- Diversity is too broadly defined in the document
- Need to focus on recruitment, retention, and selection of diverse populations- student success is the greatest marketing tool
- Look at who is being affected by the bad rules and regulations
- Institutional racism- negative outcomes are a result of institutional policies that promote institutional racism
- Diversity: Equity that moves away from “tolerance”
- Absence of “Ethics” terminology in document
- Several action teams seem to be at crossed purposes and they will counteract each other
- We need to promote ourselves more than we have been- dynamic web page
- Continue promoting examples of faculty and students
- Question about engaging faculty in planning process
- What is the right size of UC- we can’t be all things to all people
- Not enough time to reflect on the overwhelming amount of info
- Time for campus wide reflection
- Need tangible outcomes
- Give the money back to the programs who earn it
- What do we do as a college to position ourselves positively within the plan
- Build upon the expertise within the colleges to put the plan into action
- Resources, responsibility, and authority within the college with an eye on interdisciplinary cooperation
- Don’t loose focus on social justice

CBA

- The whole thing is vanilla. Too broad.
- There isn’t a mention of “ethics” in the entire document
- Need some criteria that are helpful in determining how to respond to the strategy.
- Far too broad and far too general
- Are all the teams working toward the same goal

University Libraries

What are...(not flushed out)
Why...(not stated compellingly)
Making a difference...for whom/what
...what kind of difference
Is this vision based on reality?

Keys to Success-

- financial stability
- Increased State support
- Revenue needed to support our vision

- We can focus on what/where we can provide excellence, build on it; make a case to the state
- Focus on what we do best, existing strength, build on those
- Identify key areas
- Missing: respond to local challenge
- We're viewed as academics; where is our connection to the community?

Within UC Community

- Clarification of "new UC way"

Within Local Community

- More detail on Safety Measures

Scholarship Library

- Include Library

Citizenship

- Safety and Justice

Imperatives

- Why isn't safety there?

Missed items in W, W, W, H

- Safe destination for the metropolitan area
- Be more explicit about transit
- East/West connection-specific to campus
- Students first better than UC way
- Like to see more specific goals mentioned
- Mention visual more than physical which is nice-but physical needs to be emphasized as well
- Have made a huge effort for physical continue this trend
- Incorporated part of team 1's mission
- Libraries needs mentioned-under research and/or excellence # 1 as well as liberal ed as core
- Rename AT 14 healthy Cincinnati or Cincinnati Alive Well

Under vision-Keys to success-lacks mention of "world-class staff." We always see three groups faculty, staff, and students

CAHS

- Entrepreneurship – to make money
- Developing partnerships
- UC is fast becoming a private institution – how would this change what we do in CAHS?
- Student enrollment – how do we make UC a destination of choice rather than as a fallback?
 - We have to spend 90% of our time remediating the 10% of students who are under prepared.

- Greater use of branch campuses. At Penn State, students spend first 2 years at branch campuses and then go to main campus for last 2 years.
 - Preferred over going private
 - But schools are often reimbursed based on number of freshmen. Would affect our reimbursement but we'd have a smaller workload. Currently, students are often in Arts & Sciences for first 2 years before we see them.
- Recommendations: All public information videos should be closed-captioned.

CAS

- Interested in knowing what the agreed upon definitions of the ships, what is social justice, need to define more concretely, vague. Can they be better defined?
- Stepping back, to the four questions, the whole thing is how are we to make a difference, but not well defined and to what end will we make a difference.
- I see the university as a translator so that every audience can get information; communicate it to all in a way they can understand. Deals with the community, nationally, etc...
- Mentioned the partnership between UC and industry, very important connection.
- Do not see anything about accountability, need to make sure that this is addressed. As a taxpayer I would be concerned. It may be useful to us as an educational community, but may be a hard sell to the public, especially since raising tuition by 10% for summer.
- Economic Development
 - Not much is being said at UC about economic development
 - UC's stance on economic development needs to be more explicit
- Revenue generation – the biggest performance indicator is enrollment.
 - When we hear the provost speak, the primary performance indicator for the college and faculty is enrollment... period.
 - It's not a negative, but it needs to be made more prominent throughout the discussion. There's a lot to consider in the balance between enrollment and equal access.
 - Even the programs that have very high standards (like chemistry) still have problems attracting students.
- Business model for appropriating resources and funding
 - The U finds itself in a transition between the deep past where we're protected in ivy covered towers, to where we're operating like a business. When sales fall below projections, the business is in trouble.
 - Universities are being faced with a similar situation. You'd be doing a service to us all if you'd just put this on the table and say that this is a reality.

Clermont

- Not much mentioned regarding scholarship in teaching, need more focus in excellence in teaching and this will attract students.
- Focus on and attract people who are interested in teaching.
- Entrepreneurship – we are going to be creative and maximize resources, finances, and must look at how to use resources, need it as a mission statement. Think it is not only the

university, must be a center that people can come to for guidance, but would not go to UC for business advice.

- Thinks 5 is a good number of ships, but need to think about UC in a new way, but when reach out to the community, it opens up all kinds of doors. The number of ships is very inclusive and can focus on many things.
- Interested in looking more at internships that are available to students.
- Just going along, the main focus needs to be on the local level, must take interest in own community first, must be strong here at home. Cannot have national recognition locally, before can go national. Likes the idea of internships it will help college students, help with employment of students.

RWC

Questions/statements from the group...

1. Do the five ships have the same timetable, priorities, and importance for each one? Are some more important than others? Person feels that Leadership is most important, the rest of the ships are or appear to be organizational. Sees Leadership as the most importance and thinks that it should go first.
2. All of these lead towards the students, does not think that it addresses them directly. Need to have a specific statement about students. Stress the importance of students.

Finance (all action teams should review)

Following are some key points that materialized from the discussion about what the plan is missing at this point and what feedback does the group have for the Action Teams:

- UC is missing Academic Integrity.
- Faculty needs to be monitored to make sure they are providing a quality education and not wasting the student's time. There should be faculty reviews, class size reviews, program reviews. Possibly there should be a specific Action Team for this. Look at the teaching load of the professors-some only teach one course a year. Do we really need adjunct professors teaching?
- The students look upon class evaluations as a joke because nothing ever comes of them.
- Faculty must know that it is inappropriate to discuss their feelings regarding AAUP negotiations in class. This is not why the student is here. Those faculty who are at fault are the longtime professors who should be the premier teachers teaching the under graduate and graduate programs.
- The most dissatisfied teachers teach the Liberal Arts and will most likely, at one point, teach every student that comes here. If these teachers spread their bad attitude to their students, it is very likely that bad attitude toward UC will spread from our graduates who go on to teach at out local schools.
- For Action Teams 5 & 11 to be successful in their tasks, we need the product (faculty) to work with. Need the reputation to promote these aspects.
- Students need to leave UC feeling they have received something of value. Need a measuring process of the graduating students to see what they feel they have received.
- UC is recognized nationally, but locally there is a bad perception.
- Need to clean up academics and communicate to the local community that this is the place to go for higher education.
- Need to start by looking at our foundation. Follow through with accountability.

- Our product isn't selling itself in part because we are not proud of it. We need to feel good about what we are doing right and take ownership/responsibility for what we are not doing well.
- Higher Education is a product we are selling and maybe there should be another "ship" added: salesmanship. We are the sales force. Our graduates become the future sales force.
- Our faculty should be leaders.
- Rigidity of programs at UC needs to change. Programs need to be more flexible to the students desired course of studies.
- Coordination and communication: need to market UC as a University not as separate colleges (e.g. DAAP, ERC, Clermont, RWC)
- More communication within the University. Easy of transferring to another college in the University.
- A cultural change needs to take place
- Administration, faculty, staff and students all need to work together to make it the University of Cincinnati as a whole.
- Action Team 3 needs to include the same level of attention to all students, not just the top students.
- These Action Teams need feedback from students who have graduated in the past five years and also from the average student (not just honors and student government).

Following is some dialogue on the origin of the Action Teams:

- Where did they come from? They formed from the Town Hall meeting participants. The Cabinet came up with the "21 Next Steps" from the 1st round of Input Sessions and the Action Teams evolved from there.
- There was some misconception that the Input Sessions would be replacing the Town Hall meetings.
- Do these Action Teams have the right team members? Need to look at the dynamics of the teams.

Points regarding the Academic Plan:

- How can we come up with an Academic Plan by May 7th if many of the Action Teams are confused as to what they are doing?
- There needs to be a Mission and Vision first, before an Academic Plan can materialize. The 4/8/04 Town Hall agenda includes Vision work.
- The Academic Plan idea is lost. This is not what most expected when asked to work on an Academic Plan.
- Is this just information gathering for the new President?
- An Academic Plan takes longer than six months to create. We may only have a starting point. Have President Zimpher tell us how far along we are in the process. This is a phased process and we have only scratched the surface.
- There is a sense of frustration. We seem to do this every couple of years and nothing ever comes of it (e.g. where is the follow up from the QSI effort?)
- There needs to be an Action Team specifically named "Academic Plan". Possible members: Tony Perzigian, Jane Henney, some faculty, key administrators and some students who have graduated.
- On May 21 the President should not be too general in her speech. She needs to announce some specifics, say where we are now and what our direction is toward the final Academic

Plan and maybe use the tag line “this is the end of the beginning”, now lets get down to work.

Some final questions and information were shared as follows:

- Where do the notes go from this session? They are typed up, sent to Cathy Maltbie who will separate them out and send to the Action Teams and Cabinet.

Hoxworth Blood Center

- After reviewing the documents, we felt the vision document and the Next Steps action strategies were complete and should serve as a functional and successful road map for the University of Cincinnati.
- We do, however, wish to see some assurance that in the Next Steps action strategies, the 16 action teams are “connected” in such a way that they do not work in isolation, or at cross-purposes. When reviewing the document, many of the teams are clearly interrelated. For example, it would seem that teams 2, 3, 4, 5, 7, 11 and 16 all center on academic excellence and will catalyze each other. Teams 8, 9, 12, 13, and 15 are focused on our community and campuses and each will influence the other. Teams 6 and 14 are financially centered, but successes with all teams may well assure economic success. There must be recognition and management of the inter-connectedness that exists across these teams.

Question 2: Reflect on the concepts of Leadership, Scholarship, Partnership, Citizenship, and Stewardship. In what ways can these concepts guide the university in the future?

SAS and GR/Communications

- Focus on the sheet of 5 ships that will guide the mission statement, leadership, scholarship, stewardship, partnership
- For the next 10 minutes are there other organizing values that you think are critical to this process that you think we might have missed...entrepreneurship is one of those concepts that is emerging...state assisted vs. state located. Today 23% of our budget comes from the state of Ohio...
- Any thoughts...
- I don't have a 6th ship, but I don't want to get on an entrepreneurship...it is dangerously close to losing academic enterprise into a commercial enterprise...I don't want to work for profit..
- We may be discussing changing the very nature of the institution in the groups...should we be private?
- Uniqueness-ship...should we have something that we are known for? Something...
- Creativity – one major value, creative ways of looking at things...looking at entrepreneurship...every dept. should have a creative way of looking at themselves.
- Consultants the other day that asked us how we are distinctively different from the competition?...we are struggling with this idea
- We went through the branding process a few years ago...we still struggle with identifying ourselves in a way that is factual and memorable...is the word Urban a good word for us? One thing that has consistently come through is this concept of real world associated with co-op, etc. which is unique, even across the country...
 - Example ...how does one in public television identify itself as unique...we have recently re-branded ourselves and we are now CET...signify that we were much more than a single channel...we were in addition to TV and W sets us up as part of TV...we do educational services...we are different from commercial TV and other public TV...
 - Another – UC has a high value on integrity and I don't see this in the ships...you stand for what is right and bring that value to the community...that is my perception and you should use that as a strength...to intertwine the 5 ships so that they are not silos
- Is this like the just community here? Yes, two of our action teams are focusing on institutional values...
- I like the word integrity as a ship that needs exploration.
- There is a raging debate about excellence vs. access in the admissions process...do we have different obligations as a state-funded institution...this is a fundamental issue around values.
- what troubled me in reading the materials that you distributed...it didn't start with the student...these are so glittery and general...a University should be about personal human development...then what follows is integrity, etc. This is so global that the essence of learning ...how does that one student progress re: educational and leadership goals...how do they match with the faculty...I remain troubled that this is so general...I will feel much more sanguine when that question is addressed.

- I (Mitch Livingston) happen to chair an action team – students first – two simple words, very powerful phrase...in all aspects of university life.
- The word student is not on the page or among the page...a value that we have as students at the center...it is not a value statement that is there.
- the word that comes to mind is Progressive...moving our community forward where there is scholarship and research...a word that has momentum and suggests positive direction...places of energy that take us somewhere.
- What we don't want to be is static, fixed, doctrinaire...take the community with it...leadership...
- I really see the last statement as fitting in with the citizenship mode...which ships will be the drivers? Which do you want to drive you? If citizenship is one of them, then we become leaders on the tough social issues. Show your integrity, individuality, leadership...
- wants to give meaning to the concept, what is the substance of the concept...which is what we will be doing in about 5 minutes. I want you to identify at least 5 different ways to move forward and advance that particular value...5 ways to do that as a progressive university that behaves with integrity.
- Values that should guide us.....
- issue of nurturing...we see all of these young kids come into this environment and how do we develop them..
- I would appreciate that not only do we want to be this, but we want to instill this in the student population...sense of what a student is at that institution...not the type of student that they attract but the type that they send out. ... I don't see that on the paper...this is about the university...if education is our primary mission, the graduates we send forth speak the most about us.
- You have to have a faculty that makes values a part of the learning as well...the substance of this is magical...this is what you want for your children...
- Just to emphasize mentoring and students teaching, under scholarship, I'd like a ship version of teaching.... (Scholarship)...I would like a stronger connection with UC as place where there is pretty good teaching...
- Help to reverse the order of those...learning, teaching,
- this university is about acquiring wisdom that allows you to pursue a life choice that is career based, to grow in relationships with people who are different from you, help our people acquire this...what kind of wisdoms would you like to learn? Experiential, research, didactic, the wisdom to continue to acquire wisdom...
- What did you hear? One continual education from integrity...the pedagogy of the oppressed a book, teach a person to know and to behave, prepare to behave as they are studying...
- Very philosophical group – the way we approach learning...wisdom is the result...this speaks to the path, but not the destination...wisdom ship
- Learning to love to learn...I went through school with a necessity to learn, not a love of learning...I'm not so sure that we go through school loving to learn...we just make our way through school...if you love to learn, we continue to learn ...what does wisdom mean...”love of learning?”...we want to promote
- I feel like this is the beginning for students...this is the kind of student that graduates from here...when you graduate, you have to tools to go further...this is a formative a process

- This is like evolution...the destination continues to move for each person.
- Ongoing learning and multiple destinations...
- Tendency today to think that they must acquire a product, not a part of the process...denotes humility, respect for another point of view, ...learning is as much about the experience with another human being as from a text book.
- This is really deep...very serious destination questions.
- Take your ship and identify 5 ways that your ship will get us there. How will these guide us and direct us...
- Leadership.
 - The top 1 speaks to everyone..
 - its all UC...UC leadership...
 - build leadership on campus and in the community...the psyche of the community...it becomes a part of their thinking.
 - Leadership Forum,
 - leadership awards, speaker series on leadership,
 - encourage faculty staff to go out in the community to participate as members and board, promote leadership in the community, making UC visible and creating a feedback loop,
 - make leadership part of the core curriculum, important to understand what is involved with leadership so that we can be good team players, too.
 - Establish a UC leadership academy – where people on and off campus who become part of monthly forum that talks about leadership issues...anyone is invited.
 - take examples of graduates and make them part of the marketing
- Scholarship
 - true general education program that has a core, experiential elements with social judgement,
 - look at enhance experiential component...coop. learning by doing
 - create greater fluidity across disciplines – architect and Spanish major, students in one college can go to other colleges
 - value teaching so that we value learning – faculty need to teach, not assistants teachingt...use graduate students in research mode so that they learn experientially.
 - Admission process – go beyond, for 5% this greoup of students will come through the process in a non-traditional way and we take the approach that enhances education and moving students up.
- Partnership
 - identify the need for partnerships, between institutions, departments
 - identify ways in which universities can cooperate...programs that they offer could collaborate, know what others are doing.
 - Ways in which UC assets can benefit the local community, and learn from the projects, and develop a model
 - Increase active participation of faculty, staff and students in community organization
 - Active role in solving local and regional problems.

- Citizenship
 - flex its institutional clout, strengthen UC's representation in local organizations, select a significant social problem and commit resources to resolve problems like drop out rates, we have so many resources that we should target rather than diffuse to make an impact rather than minimize, continue to promote civic internships, UC is the largest social laboratory in this town...;if we can model appropriate behavior ... encourage faculty to be more involved in civic work, think tanks to tackle preemptively problems...like the growing Hispanic situation, be more strategic
 - Inter-college/discipline dialogues...get the techies to spend time with fine arts people...jocks and non-jocks, the university should facility...
- Stewardship
 - stewardship is difficult, multiple stakeholders, access...etc.
 - try to make the budgeting process and budgets more transparent...all this new building, what are the costs of the building, the costs of benefits, personalize budgeting, we are the masters of obfuscation
 - how much program evaluation do we actually do? Are we really educated in this area? There needs to be better instruction around evaluation...
 - need to involve...to move away from evening college model...a real lack of clarity around this, we could have built more stewardship in that decision...maybe we should have had more people involved in this decision making.
 - Some sort of stewardship award.

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Nursing

Facilitator suggested, as example, 6th ship of entrepreneurship

Creates new idea

Health as one of the ships:

Use as way to create community health

Health be another ship (ed, physical health, ect.) Lifestyle, empowerment ships.
Health could fit under partnerships “Health ship”

Law

- Vague
- Develop local leaders
- Any local leaders from UC?
- The university is separate from the city. Must have support from the city
- We don't see the media asking university experts about community issues
- We need to be talked about more
- Open community boosts At 2, 6 etc.
- Focus internal then go outwards
- Profs need to be seen as experts and get into the community
- Pres. Zimpher needs to be at public events and needs to be a mouthpiece for this university
- Her exposure needs to be broadbased
- Lack of language in regard to how to better the community
- Small graduating class and has done well
- Human rights organization
- Law bridges the gap between school and society
- UC has a duty and obligation to paint the picture of the future
- Fulfill the role for Cincinnati and the state of ohio- we understand urban conflict and conflict resolution
- Nationally known school UC is held back by the poor performance of the city
- How can these ships interact and guide the university
- Law school is a good example for the university
- We need to learn from the community through adjuncts and at the same time get out into the community
- Students learn and community gets out
- Domestic violence, income tax, street law are reaching out programs
- Notoriety is important and will come from community engagement
- Utility of scholarship is important to help us be better partners and citizens
- Stewardship- Need more performance based budgeting. Good schools feel punished for other programs issues and problems.
- Support needs to catch up with growth
- CLE classes and more development as source of publicity and revenue

CBA

- Entrepreneurialship should be included
- Address facilities
- The most important theme in this plan should be students. Placement is important. Beyond “Students First”
- We need life long connections with successful alumni
- Folks need to speak about UC with pride.

- Where do the creativity, innovation, globalization, and technology fit into the ships?
They need to be explicit
- Globalization issue- We need to seek globalization and global partners
- Replace partnership with entrepreneurship because partnership can be addressed and pervades in all other ships. We need to deal with funding, budgeting, revenue. We should provide expertise to the community
- Partnership is an important ship but a ship of a different kind
- A culture developed around entrepreneurship is important for academics
- What is the purpose of the ships
- The ships are the strategic framework for the plan- action steps are the explicit steps
- They all interact with each other
- Where will we make a difference- we think geographically? The best way to talk about globalization is to not talk about geography at all
- Partnership should encompass all of the ships- it cuts across all of the ships
- Rhizome- there is an interconnected base for these ships

University Libraries

Leadership

- Create opportunities for UC in the community
- Be more active in community events
- Lead/advocate more with K-12 so the children have what they need to enter UC
- Citizenship-coordinate community service projects; become a clearing house of info

Leadership

- Consider volunteer programs

Scholarship

- Add the Library

Partnership

- What is a “deep partnership?”

Scholarship

- Selective Programs?...are inclusive or exclusive?

Scholarship

- define “translation research”
- strengthen A & S
- libraries important in learning process

Partnership

- develop scholarly partnerships (faculty to faculty)

Leadership

- Question memberships on local boards and committees-tell us why and to what end

A&BS

- The ships are the values of this University.
Leadership; Scholarship; Partnership; Citizenship; Stewardship

- Entrepreneurship – all in agreement that this is a core value of this Unit and should be included as one of the “ships”

Hoxworth Blood Center

- It would appear to us that you have captured these concepts in the action teams created. If the teams are successful, these concepts will be embodied in the University of Cincinnati of the future.

Question 3: Most importantly, select a few of your favorites from the list of 21 and give us creative action steps we could share with the Town Hall Action Teams as they proceed with their work.

Action Team 1 – GP-AP

SAS and GR/Communications

- 15- cultural competence – bring together a collection of people who have expertise on race relations and provide seminars\, workshops, etc., cultural awareness
- 15 – diversity is not a photograph; it is a way of life...speaking of diversity in terms of percentages is missing the point.
- 15 – diversity is an asset ...find a way to use it to help problem solve around cultural issues...since we have the diversity here, we could help others solve problems who don't have diversity

West Campus Provost Office

- The group felt that throughout the process there was still a need for more attention to the university's General Education program as scaffolding for several Action Team recommendations. This is particularly so for Action Teams 1, 7, and 16.

Open Sessions

- What is cultural competency? Why should we worry about it?
- Focus on both scholarship and citizenship
- Curriculum as a cultural competence
- Add relationship to guiding principles

Office of Research and Advanced Studies

GOAL: Cultural Competence --

More effective recruitment of students and faculty from underrepresented populations is *essential* to achieving cultural competence at UC. More effective marketing of what UC has to offer so that our audience can relate to it was seen as crucial to improving access, particularly among minority and local populations. Meeting the unique and diverse needs of these students will earn UC's reputation for quality education and service to this audience and will produce strong advocates among a diverse alumni. Strategies driven by this goal might include:

- Require cross-cultural training for faculty and staff (particularly those involved in admissions); include listening skills, pronunciation, cultural norms and traditions, politics, etc.
- Institute a General Education requirement for newly admitted international students (e.g., U.S. Culture).
- Institute a World Culture sequence in the core curriculum for all UC students.
- Establish a designated office or a Center for International Education.
- Implement a foreign language requirement in the core curriculum.
- Establish "interdisciplinary dorms" in which students who share classes, research, and activities live together.

- Implement an Intensive English Program. UC is the only extensive research institution in the US that does not offer Intensive English classes for student visa holders to prepare non-English speakers for higher education. An IEP is integral to successfully recruiting international students, particularly at the undergraduate level.
- Organize culturally diverse dorms; room students of different nationalities, ethnicities and races together.
- Host large cultural festivals on campus; involve students, staff, faculty, and the Cincinnati community.
- Combine ISSO and IGSA and fund it robustly.
- Educate minority populations and communities about the value of higher education and accessibility to them; start at K-12 levels.
- Form liaisons with HBCU's and HSI's.
- Broaden programming to include programs and curriculum addressing needs and interests of minority populations.
- Offer pre-college and post-admission mentoring and other support programs to improve potential for success in higher education.
- Provide internal networking opportunities and minority support groups.
- Establish faculty exchanges.
- Implement study abroad programs for students.

Nursing

- Engage all faculty in the current Gen. Ed program and baccalaureate competences of critical thinking/knowledge integration/effective communication and social responsibility
- Consciousness raising for faculty/students regarding the value of liberal education
- Incorporate curricular and co-curricular activities that foster leadership/scholarship/partnership/stewardship/citizenship
- Foster communication and coordination between student affairs and academic affairs (university wide)
- Faculty development in the "ships"
- Interdisciplinary Capstone experiences
- Share course offerings across colleges eg Master's level research, PhD level status
- Transcultural experiences (eg. Coop, study abroad) for all undergraduates
- Up course offerings in culture and diversity
- Emphasize hiring of a diverse faculty
- A& S faculty Partner professional programs to emphasize the need for a liberated within the professions eg Hx, Fa, lit
- Require at least 1 interdisciplinary (transdisciplinary?) course for all ug & grad students

IGRC

1) The Guiding Principles of Academic Programs: To reflect *leadership, scholarship, partnership, stewardship, and citizenship*: in our general education and other academic programs (e.g., a leadership institute for entering freshmen, undergraduate student research projects, a community engagement requirement, [an academic experience abroad with an emphasis on global citizenship](#))

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

[Diversity includes international students and faculty.\)](#)

Hoxworth Blood Center

- Hoxworth Blood Center is the only community-based blood center that is a part of a major university. We can help promote service learning (action team 1) and increase the health of the general community (action team 15) by assuring an adequate blood supply and through the provision of mini-physical and cholesterol screening of donors. Action team 2 should know that we have an outstanding national reputation.

CBA

- Cultural competence should instead be cross cultural competence
- General Comments:
- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Prepare for influx of cultures in Cincinnati-market for new students are we prepared?
- Just community
- Strengthen for international students welcome programs, visa program, how American academics operate
- Library-make sure we have the resources for international students to use language-able to teach how to use resources
- Programs to educate about other cultures
- Ideal how does this translate into action and results?
- Support and diversity and bilingual presentation of information
- Mentors/advisors for international students
- AT 1: Post Bacc. co-op-discount on tuition for a later comm. to service at Cincinnati Public or United Way agency
- AT 1 #15: Have all of UC focus on different cultures for a month each year-e.g. have the library pick a culture and do exhibits, give lectures, readings, social aspects

- Community service would be a program where staff would get a couple hours of release time to go teach a class and volunteer at an approved agency
- AT 1 #15: Have an interdepartmental exchange program where two people trade places and go learn about other places in the UC community
- Ask cultural groups about their needs

A&BS

- What is cultural competency?
 - What does it encompass?
 - Will it deter students?
- Focus on scholarship & citizenship
- UC is unbalanced
 - Focus on major colleges (DAAP...)
 - Only hear bad news...about other colleges

A&S

Notes for Action Team 1 were written directly on the draft of that action team document dated 4/8/04. Gigi took the notes directly to the action team.

- General concern is that Competency is “too strong” of a word
- Under definitions
 - “Cultural Competency” - take out “FULLY” in the first line
 - Stewardship - add “promote” after “conserve”
- The GP’s will be reflected in the decision making process at all levels of the University (e.g. hiring, RPT, allocation of resources, etc.)
- Ethos of the University reflects the GP’s
- Key Strategies and Action Steps:
 - Add 3d. Budget must be allocated to reflect mission.

CAHS

- Cultural competence – start with research on what is working. UC should have open forums of people saying this is what we need
 - Around UC this concerns parts of town, ethnic groups, religions groups.
 - Inside UC this concerns international students, local students, out-of-town students
- Need greater sincerity on everyday basis – one-time affairs or events are fine, but need to continue efforts on everyday basis
- Need to examine how we can build bridges to various cultural groups
- Exploring community goals
 - Determine what has been successful and what has not been successful
 - Determine if we are asking what the community needs
 - Determine if UC is involving key figures around the community
- Need to determine how to become a daily part of the University culture and classroom experience.

- Need a better understanding of the belief systems of different cultures, and how the different cultures react to situations
 - Must ask, “What can we learn from different groups?”

Action Team 2 – NPR

UCit

UCit expressed the following as important action steps for the University:

- Increasing national presence and recognition of the University through defining UC's strengths

SAS and GR/Communications

- 2 – positive impression nationally, encourage faculty and staff to be networking and doing presentation across country
- 2 – one chance to make the right impression...spend the money for the PR to get it done right

Open Sessions

- Market UC as a company.
- Share success stories
- Use government advocacy and advocacy
- UC needs to improve the image of Cincinnati
- Use alumni to be better ambassadors
- Partnerships
- Reputation is largely Athletics outside this area.
- Not enough Recognition
- Tell the good stories thru PR and Adv.
- Educate our faculty to be experts
- Develop a list of strengths and want to emphasize these
- Secure a "50 million dollar gift" – transformational gift is needed
- High quality strengths –
- Focus on excellence
- Increase Institutional Pride
- Improve US NEWS ranks
- Focus on and highlight the positives
- Celebrate awards and achievements
- Access the power of the media
- Address retention issues

Office of Research and Advanced Studies

GOAL: National Presence and Recognition --

UC already has a graduate international presence that needs to be developed further. There was strong consensus that our significant international student population in the context of today's global environment suggests we extend our vision to a global presence rather than limit ourselves to a national presence. Suggested strategies include:

- Expose our research successes; emphasize contributions to society and unique accomplishments.
- Embrace excellence; promote student and faculty scholastic accomplishments.

- Focus on the successes of our alumni – particularly in their home towns/states or home countries.
- Offer a dynamic curriculum that is relevant to interdisciplinary and globalization interests both here and abroad.
- Improve UC’s rankings by conveying specific strengths to presidents and administrators in other institutions; get them onto our campus.
- Optimize opportunities provided by the media. Train faculty, staff, administrators, coaches, and athletes in public on-camera skills; educate on the value of responding to the media positively and substantively.
- Organize alumni advocacy groups. While a majority of UC alumni may remain in the Cincinnati area, the advocacy of those who locate elsewhere in the U.S. should be optimized. Organize and activate international alumni who return to their own countries.
- Improve communication with alumni. Send E-Currents to all alumni, including non-members of the Alumni Association.
- Unite alumni organizations and initiatives across campus.
- Colleges publish and distribute periodic newsletters to all alumni.
- Develop collaborative programs with other institutions and organizations.
- Motivate faculty to serve as advocates for UC programs and initiatives in professional meetings.
- Provide incentives to faculty to extend their professional meeting visits in other states to visit schools in close proximity and network with faculty and advisors in those institutions.
- Offer our websites in foreign languages.
- Develop international linkages with other institutions.
- Promote visits by international dignitaries.
- Facilitate international development projects.
- Bring international and national alumni back to campus to honor their accomplishments.

Hoxworth Blood Center

- Hoxworth Blood Center is the only community-based blood center that is a part of a major university. We can help promote service learning (action team 1) and increase the health of the general community (action team 15) by assuring an adequate blood supply and through the provision of mini-physical and cholesterol screening of donors. Action team 2 should know that we have an outstanding national reputation.

Law

- Focuses too much on sports teams, expose CCM, DAAP, and Engineering
- Cincinnati as a place of destination
- Other PR besides athletics
- Individual programs have better reputations than the school as a whole. Build on extending the reputation of the college beyond Cincinnati
- More law school

CBA General Comments:

- Goals beyond “Profit”

- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC's co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Strong athletics (Big East) and strong academics-don't depend on Athletics as marketing campaign don't use athletics and coaches as ambassadors
- Ads-in airport concourse to greet people going through Cincinnati
- Publicize academic achievements
- National and International markets –not just regional
- Target marketing to top 5 programs- whose do the people come from for these programs?
- Goal? Name recognition or recruitment?
- Target national advertising- clear channel radio and TV ads all over US
- Market experts to media
- Don't used athletes and coaches as ambassadors
- More local national state coverage in media news
- President of UC as spokesperson
- Advertise in culture specific publications

A&BS

- UC NEEDS a NPR
- Look at UC as a company and market it that way
- Paralyzed by bureaucracies
 - Emulate success models
 - Increase morale, team-building
 - Share successful ideas
- Increase Government advocacy
 - Local, regional, national
 - Split Government Relationships and Communications office into 2 offices
- University needs to address city image in national news (this image is part of our recruitment and retention)
- Expand "ambassador" beyond coaches and athletes
 - Examples – alumni ambassadors

A&S

- Real concern and real sympathy for non-scientific researchers; want a major center that has seed money for all researchers.

- Broad definition of research in the input committee but this has not been incorporated into the AT 4 documentation.
- Research definition – something that brings in money
- Three Centers that were Third Frontier
- Primary obstacles – communication filter in definition of Research. A&S is best positioned to define research.
- Grouping research into one group is not appropriate. Research is a matrix – spectrum of different requirements. The start up money is different depending on the discipline.
- Barrier – University is not considering Research as a priority.
- Research needs to create indirect funds – THIS IS A PROBLEM.
- Research that makes money is applied, moneymaking, not pushing the border of knowledge which is what A&S does.
- RESEARCH – requires time and you need to buy out teaching time. Revenue generating money to buy time.
- BARRIER: Interdisciplinary needs to include A&S – the departments need to give matching funds.
- Need to spend time writing grants and fund raising because we have no University funds.
- UC Research Challenge Grants – it was supposed to be seed money that builds into more money. Do research to determine if these grants help researchers get other funds.
- Everything boils down to money. New hires are not given funds from the normal channels. Now departments need to produce 60% of \$400,000 in start-up funds.
- When reading definitions, need to look for areas that are not based on funds brought in ... in A&S a Center of Excellence does not have to produce money.
- Losing candidates because UC cannot match the salaries of other universities.
- Also, generate money so that
- FACULTY AND FACILITIES – students will come if these things are here. Faculty research reputation is important → world-class faculty.
- Excellent Universities understand that fame is as significant as a fortune.
- Revenue is grants, alumni donations, and endowed chairs.
- How do people get time to write books? – Need lighter teaching loads.
- Performance-based budgets
- Are accomplishments of faculty being appreciated?
- No great ideas were every generated by committee – we need to watch out for this.
- Large collaborative organizations or more expensive than individual researchers.
- Need: Faculty new hires; we need to hire faculty
- Need to hire and retain faculty
- Change the morale among the faculty – people are demoralized. Need money for conferences and to bring people here. We need to bring in big names to discuss new ideas.
- Need to bring people in at a higher level than just a new PhD – hire at Assistant-Associate boundary.
- Need critical mass of faculty – need to have the faculty intellectually invested in the program
- Coalesce around three or four areas to build graduate programs.
- Bring in senior faculty will increase programs' morale

- With a new President, the University is trying to define itself. So if we want to compete for good students, we need good World Class Faculty. Good faculty will be able attract good students.
- What else can we do?
- Provide release time to do research activities
- Research money and course loads offered to candidates are not competitive
- What do we want to be known for as a College?
- Interdisciplinary departments – do we want to be known for Social Justice

SUM-UP:

- Three major obstacles:
 - Resources – set-up money, seed money, investment in research, faculty salaries
 - Time versus money
 - Faculty Development and Morale – not hiring, no budget growth, need positive environment, A&S is the place for teaching, research in other areas, reputation in other areas
- Enablers:
 - Get over short attention span
 - Relief time – reward for doing high quality research, creates bitterness if flip-flop between “what’s important”
 - A fund to pay Adjuncts to teach courses – has it been successful in the past to get grants; always increases publications but don’t know about grant funds
 - Where do you get funds – from Congress, Alumni (faculty are the best donors in our program), Alumni go after undergraduates but the graduate students earn the money, Industrial connects
- Strategic Enablers:
 - Focus within areas – don’t teach everything at graduate levels – reconsider how we teach undergraduates
 - CENTERS of EXCELLENCE:
 - These Centers generate the grants – basis for monies to give to faculty – trickle down to us.
 - Summer Institutes for faculty development opportunities that are created by the College.
 - New Faculty orientation needs to be made more robust and need to hire strategically.

Other Comments:

- Everything falls from talented faculty – productivity as defined as grants
- Expectations of growth are low. Build excellence via set critical masses.
- Take majors disciplines by disciplines so that we are accredited.
- Another barrier here is between OPEN ACCESS and PhD programs. CAT and CAS are building while the other areas are closed to new hires. We can’t we focus ACCESS at the branch campuses.
- Raising the floor via selectivity.
- Graduate School applications are picking up in some areas.

- Hire excellent faculty
- Facilities – need to look at the space, quality research facilities.

Action Team 3 – Select UC*IGRC*

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

9) Exchange Programs: To develop major exchange programs for targeted populations (*e.g.*, partnerships with institutions at home and abroad in jointly developed programs.) **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.**

CECH

- There is no counseling set up in CPS K-8 buildings
- High schools of choice is really high schools of no choice
- From a UC perspective CPS has problem that we can not work with- let engineering take it on
- Need to include pathways for persons who side in KY and IN. *e.g.* Metropolitan tuition rates
- Ease of transfer from branch campuses
- Include ideas related to graduate access *e.g.* turn away students with low GRE scores
- There needs to be a balance between open access and selective admission

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Better relations with Cincinnati State-bridges, seamless interactivity *i.e.* (credit hours, co-ops etc...)
- Explore more relationship possibilities *i.e.* Art Academy
- Promote/Top Local H.S. students to attend UC (1st choice) in the Tristate area

- Advisors in local H.S. communicate more/and market UC
- Respond to community needs
- Help make higher education affordable
- Place all students with an experiential experience
- Social services
- Send students into broader areas outside the classroom
- Gov't
- Non profits

A&S

- We are interpreting clear access as relative openness in enrollment
- Improving quality of program will improve quality of students
- Barriers to a course of action listed in #2 are readily apparent in harsh financial conditions
- If the bar is going to be raised, programs should be provided that would maximize their success (Center of Access and Transfer). What about the students who are mostly skilled and do not need all the curriculum
- General reputation is that local reputation seems to be poor and as dropped
- Recruiting efforts seem to be poor (at least in the past)
- Recommendations:
 - Increase funds for recruitment
 - Concentrate on improving local recruitment
 - Concentrate on improving reputation within the state
 - Increase graduate requirements for undergraduates
 - Documentation has stated that it wants to eliminate access programs (?) – not clear how we can retain clear access if true
 - Increase safety
 - Strengthen commitment to develop, offer, exchange programs. Add exchange options for selective programs (i.e., Asian Studies should have an option to study for 1 year)
 - Partnership with OSU to offer courses/programs we don't have and advertise our collaboration
 - Team building to help overcome the demoralization due to financial difficulty
 - Develop programs for the business community (Center for Asian Studies, for instance) that would be both a think tank and research center, but will also help foreign business people with language and culture in immediate area.
 - Strengthen the African American Studies Program
 - School psychologists and counselors in area should be fully informed of the excellent programs at UC

CAS

- Does not see that selectivity and open-access fit well together, they seem antagonistic towards each other. Does not want to have this committee fall into group think mentality.
- Most students are matriculating in, those who come to UC find it difficult to deal with the diversity on level of preparedness, would love to have more input on the admissions, do not feel that students are coming to UC prepared for the programs.

- Each year have an enrollment challenge and it seems that we end up lowering the bar, keeps getting lower, have an enrollment problems, need more accountability with, should just keep the low enrollment and do better next year.
- Need to let all apply, that is the access, but still need to be selective, and only take those whom we think will be able to make it through. Good students equal good graduates.
- Have such a large range in the capabilities of entering freshman.
- Need more marketing, and increased program exposure. UC is not on the top of most students' list, this needs to be changed. The pool of students is there, they are just going somewhere else. If we can get students to come visit the college, they usually come here, it is important to get them here, just doing a print job will not do it, must do something dramatic.
- Focus is on retention, but we do not have control over which students we allow to enter the program. This makes retention very difficult. Need to evaluate where students are going, are they going to other universities, or are they just going to another department within the university. We are measuring retention wrong, we only look at retention on a department level. We have the wrong measuring stick. Must look at the standards. Need to look at the university, not be so narrow.
- The data that is reported to the OBR does not take into account Co-Op programs; it is set unreasonably for Co-op College, looks bad for graduation rates. Co-Op needs more time for graduation than programs without it. Look at FT-students, Co-Op are only registered half time.
- Retention – did an experiment with team teaching and we had wonderful retention. Other things have done, for the past 2 years, have problem solving sessions, this is for freshman, but open to students, all the faculty are available, and we help them with what they need. It is voluntary, for both students and teachers, but works.

RWC

- Questioned how access was defined or perceived. I think that clear access pathways, are talking about something that applies to us. Students have problems with transfer credits, and the difficulty makes some students go to different universities instead of transferring to the Clifton campus. Transferability needs to be included here.

Action Team 4 – Research Excellence*SAS and GR/Communications*

- 5 – high profile – great place to pull in experts from the community...INTD center on racial justice...pull in other institutions outside of the UC

Open Sessions

- Reward positive results, no matter the status of the person and publicize rewards
- Bring National Excellence to UC
- Include and use our inside expertise
- Interdisciplinary work leads to new disciplines
- Multi-disciplinary is different
- Need more availability of these research for everyone
 - Believe that there should be a Cabinet Post
- Research Excellence – NEED INFRASTRUCTURE
 - There are inconsistencies
 - Budgets are administered and budgeted by departments and this leads to differences
- Campus-wide research facilitation council that is independent
- Overcome clinical, political, and economic barriers
- Wide availability of personnel and equipment resources
- Inconsistency in shared resources
 - Budget by dept. rather than by need/research

Office of Research and Advanced Studies

GOAL: Research Excellence --

As our claim to uniqueness in the tri-state region, research is the foundation of all we do at UC. Collectively, the research conducted by UC's faculty, students, and alumni impacts the attainment of each proposed goal to some degree. Strategies to champion and optimize our excellence in research include:

- Take a proactive approach to RFP announcements; assign someone to seek out faculty to collaborate.
- Create a roadmap; prioritize the development and support of academic and research programs.
- Encourage junior faculty's research efforts.
- Communicate faculty and student research activity throughout the internal UC community (modeled on Community of Science).
- Promote accomplishments to professional organizations (e.g., Science Citation Index).
- Recruit the top faculty in their disciplines.
- Provide incentives for the retention of top faculty, such as:
 - a mentor program for young faculty
 - funding mechanisms for collaborative research
 - appropriate staff support
- Reach out to high school students and teachers, as well as the general public, to increase their awareness of research and opportunities at UC.

GOAL: High-Profile Interdisciplinary Centers --

Research centers are crucial to vitalizing and enhancing interdisciplinary and cross-college connections and collaborations, leading to joint programming and scholarship. Centers offer excellent mechanisms to respond to changing societal demands and issues. Strategies include:

- Build on current course, program, and research collaborations to develop East-West Campus collaborative centers.
- Create International Resource Centers (e.g., language, area studies, global studies, etc.).
- Create a Diversity Center.
- Prioritize the development and support of the centers, utilizing a selective approval process.
- Establish an “interdisciplinary dorm” wherein students who share classes and research will live together; extend academics beyond the classroom.

IGRC

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

Law

- Freedom Center

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Research-set up institute
- Students decide on projects & then approval from teachers
- “develop and enhance...infrastructure.” Say library
- Look to future, don’t talk about Cincinnati being ten years behind
- Leadership-promote UC as a place to get excellent education and expertise of faculty and staff

- Scholarship-Number one ranking of selected programs
- Focus on best programs
- To promote undergraduate research by hosting a conference/venue for presentation of undergraduate research (regional, college, or program based, interdisciplinary, etc.)
- More research awards at all levels to encourage more undergraduate, graduate, and faculty research
- Use UC Digital Press at University libraries to support interdisciplinary center and research

A&BS

- Awards & prizes
 - Give more
 - Publicize it
- Need a competitive fund for (national) excellence
 - National level: they decide good ideas (i.e. NIH)
 - Modeled after Board of Regents
 - Money flows to good ideas
 - Publicize
- Need appropriate building for research – need building you can actually use!
 - Need equipment and money
- Use homegrown/in-house knowledge on planning/design of support facilities
- Never know why things happen
- Institutional incompetence (need for research)
 - Things are lost in translation
- Staff out of touch with research needs
- Researchers out of the loop
- More input from facilities management
- More input from grad students
- Interdisciplinary centers must also have good undergrad education
 - Hold interdisciplinary programs and centers accountable for end products, not must more interdisciplinary!
- Reward positive results (even if not 100% Principal Investigator)
- Life sciences co-ops/wet labs (real experiments, not simulations)
 - Teach researcher skills to undergrads – will get jobs!
- Enhance teams/intellectual/technological infrastructures
 - Cross-discipline training
- Bulletin board for exchanges
- Break down class barriers
 - 100% research vs. partial research faculty
- Reward results regardless of status

A&S

- Real concern and real sympathy for non-scientific researchers; want a major center that has seed money for all researchers.

- Broad definition of research in the input committee but this has not been incorporated into the AT 4 documentation.
- Research definition – something that brings in money
- Three Centers that were Third Frontier
- Primary obstacles – communication filter in definition of Research. A&S is best positioned to define research.
- Grouping research into one group is not appropriate. Research is a matrix – spectrum of different requirements. The start up money is different depending on the discipline.
- Barrier – University is not considering Research as a priority.
- Research needs to create indirect funds – THIS IS A PROBLEM.
- Research that makes money is applied, moneymaking, not pushing the border of knowledge which is what A&S does.
- RESEARCH – requires time and you need to buy out teaching time. Revenue generating money to buy time.
- BARRIER: Interdisciplinary needs to include A&S – the departments need to give matching funds.
- Need to spend time writing grants and fund raising because we have no University funds.
- UC Research Challenge Grants – it was supposed to be seed money that builds into more money. Do research to determine if these grants help researchers get other funds.
- Everything boils down to money. New hires are not given funds from the normal channels. Now departments need to produce 60% of \$400,000 in start-up funds.
- When reading definitions, need to look for areas that are not based on funds brought in ... in A&S a Center of Excellence does not have to produce money.
- Losing candidates because UC cannot match the salaries of other universities.
- Also, generate money so that
- FACULTY AND FACILITIES – students will come if these things are here. Faculty research reputation is important → world-class faculty.
- Excellent Universities understand that fame is as significant as a fortune.
- Revenue is grants, alumni donations, and endowed chairs.
- How do people get time to write books? – Need lighter teaching loads.
- Performance-based budgets
- Are accomplishments of faculty being appreciated?
- No great ideas were every generated by committee – we need to watch out for this.
- Large collaborative organizations or more expensive than individual researchers.
- Need: Faculty new hires; we need to hire faculty
- Need to hire and retain faculty
- Change the morale among the faculty – people are demoralized. Need money for conferences and to bring people here. We need to bring in big names to discuss new ideas.
- Need to bring people in at a higher level than just a new PhD – hire at Assistant-Associate boundary.
- Need critical mass of faculty – need to have the faculty intellectually invested in the program
- Coalesce around three or four areas to build graduate programs.
- Bring in senior faculty will increase programs' morale

- With a new President, the University is trying to define itself. So if we want to compete for good students, we need good World Class Faculty. Good faculty will be able attract good students.
- What else can we do?
- Provide release time to do research activities
- Research money and course loads offered to candidates are not competitive
- What do we want to be known for as a College?
- Interdisciplinary departments – do we want to be known for Social Justice

SUM-UP:

- Three major obstacles:
 - Resources – set-up money, seed money, investment in research, faculty salaries
 - Time versus money
 - Faculty Development and Morale – not hiring, no budget growth, need positive environment, A&S is the place for teaching, research in other areas, reputation in other areas
- Enablers:
 - Get over short attention span
 - Relief time – reward for doing high quality research, creates bitterness if flip-flop between “what’s important”
 - A fund to pay Adjuncts to teach courses – has it been successful in the past to get grants; always increases publications but don’t know about grant funds
 - Where do you get funds – from Congress, Alumni (faculty are the best donors in our program), Alumni go after undergraduates but the graduate students earn the money, Industrial connects
- Strategic Enablers:
 - Focus within areas – don’t teach everything at graduate levels – reconsider how we teach undergraduates
 - CENTERS of EXCELLENCE:
 - These Centers generate the grants – basis for monies to give to faculty – trickle down to us.
 - Summer Institutes for faculty development opportunities that are created by the College.
 - New Faculty orientation needs to be made more robust and need to hire strategically.

Other Comments:

- Everything falls from talented faculty – productivity as defined as grants
- Expectations of growth are low. Build excellence via set critical masses.
- Take majors disciplines by disciplines so that we are accredited.
- Another barrier here is between OPEN ACCESS and PhD programs. CAT and CAS are building while the other areas are closed to new hires. We can’t we focus ACCESS at the branch campuses.
- Raising the floor via selectivity.
- Graduate School applications are picking up in some areas.

- Hire excellent faculty
- Facilities – need to look at the space, quality research facilities.

CAHS

- Expand interdisciplinary centers to include new centers (other than those in Engineering and Comm.) such as a Center on Aging; Center on Aging would be of interest to community and the College of Allied Health, a college that previously has not had a center of excellence. West Campus departments could join forces with the East Campus departments for the purpose of developing excellence in research excellence and enhanced collaboration.
 - Other partnerships which are formed with industry could help to fund research.
 - Concern with such a center is tenured vs. untenured faculty issue.
 - Facilitative in helping people do their research.
- The University must show commitment to research, not just funding.
 - Identify important areas for research so that the research collaboration is present to create fertile ground for funding
- Identify small steps that can lead to creation of an interdisciplinary center.

CAS

- More inter-departmental activities (joint teaching to cover material students need)
- Because with undergraduate program, most research is concentrated in Sr. Design
- Move from build/test to research
- Encourage more student research
- Do more research as joint research with other colleges/programs
- Change the current way of hiring professors based on research
- Publish patent from student development
- Encourage undergraduate research
- Create a “center” for research from the college and get community involvement
- Greater support for grant-writing
 - Some colleges/universities provide support for grant-writing efforts of their faculty. Currently, faculty can’t get release time to do grant writing. Need formal structure to let this happen.
 - Should look at links to businesses for support.

Action Team 5 – World Class Faculty

University Libraries

- we want to see a focus on staff-especially retention

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

IGRC

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

Action Team 6 – R&B*Open Sessions*

- Revenue Generation
- Expand providing services to outside institutions
- Use existing facilities more- concerts, performance events, stadiums, teleconference and Kingsgate
- CUP training center
- OCAS outreach
- Tiered tuition
- One Stop conferencing
- Performance based budgeting based on enrollment growth, student retention, revenue contribution, operating efficiency and cost reductions
- Have people stay here over the summer (need to look at notes)
- affordability; overhead is high and students are subsidizing buildings
- 5 ways to bring money into UC
 - Tuition, Research, State Subsidy, Donations and Private Support, Patient Care and more Clients
- New revenue should go back to the people who generate it
- On-site educational opportunities
- Performance-based budgeting
 - Transparency of budget allocation
 - Less “ear-marking” of funds
 - Financial incentives
 - Lose it or use it – STOP THIS; be able to roll-over monies
 - Everyone needs to pull their own work.
- Working partnerships with businesses

IGRC

7) Revenue Generation: To develop a plan for revenue generation. Creation of innovative revenue-generating strategies (*e.g.*, finding new learning markets, developing new programs to meet the needs of the 21st century student, doubling the endowment. **This should include full or negotiated partial fee-paying international students.**)

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual

- Foster business research partnerships.

University Libraries

- Question for AT 6: Are we non-profit for real? How much revenue do we need-to what end? Sustainability or profit?

A&BS

- Expanding current resources to outside sources
 - Kingsgate
 - Utilities
 - Conferencing
- Tiered tuition using a selection process
- Incentive based measures
- Contracting with Children's to generate steam – increase over previous year
- UC Web site to purchase anything UC – generate revenue
- Utilize existing faculty for concerts, training, etc.
- Using central Utility plant as a training site for energy management training and power generation
- 1-2 day workshops – work with College of Applied Science
- More 24-7 events – corporations rent space for classes, state of the art connection to internet and video conferences
- Based on how will College/Unit perform shall impact the dollars received
 - Retention rate
 - Enrollment
 - Revenue generation
 - Incentive program for increasing revenue and reducing budget
- Cost center based budget
 - Have each college/unit looked at as a cost-profit center
 - Must perform and contribute
- Aggressively pursue revenue-generating opportunities to use campus facilities during summer quarter (especially via use of residence hall availability)
- Affordability
 - Overhead costs high
 - Students pay for lots of things outside the classroom
 - Eliminate duplication of services
- Be student centered

A&S

Revenue Generation:

- Department, College and University – Revenue Generation
- Double the endowment – take away from current handlers and give it to better Investors
 - More aggressive investment → more endowment funds
- Quickie seminars – like Criminal Justice – incentives
- Graduate scholarships – increase student co-pay

- Credit centers – offer more classes - talked about difficulty of getting resources
- Expand branch campus offerings into BA programs (West Campus offer satellite degrees at the Branches)
- On-line – alternative formats
- Alumni relations

Performance-based Budgeting

- Like the phone, we set rates and charge per student
- Budget done constructively, not historically
- Service teaching – one component of budget should be proportional to FTE
- Don't differentiate service and majors
- Budget should change year to year based on what is actually happening NOW, not thoughtlessly
- What else should be rewarded? Quality determined through reviews (e.g. publications, graduation rates) – announced in advance
- Rational versus arbitrary/habit/historic components
 - Enrollment – service majors
 - Quality - publications
 - Goal achievement – program specific
- Decision-making is done by committee (Deans/Provost/?)
- Criteria determined by Dean in consultation with Heads

Clermont

- Revenue generation - donations, alumni, businesses, need more recognition of alumni, need to have more than 1 recognition event per year, need to increase recognition of donors, this will feed back into the community, need to look at other models that have been successful, imitate.
- Performances based budgeting, look at more closely, are we getting money's worth, look at the returns we are getting from our investments.
- Not just offer classes 10-2PM, need to have other options for classes, need to fit the schedules of students, they will go elsewhere if cannot get the classes they need at UC, sometime offer classes only once every 1-2 years, especially need evening and weekend classes, e.g., nursing.

RWC

- PPB - Colleges need to be rewarded, if they grow fiscally. If they are profitable they will be rewarded. RW is presently growing. And the accreditation process already is doing this. Failing programs will go away. Able to justify a budget.
- To develop a comprehensive PPB system that does not inhibit innovation or include academic risk.

Action Team 7 – Experiential Learning*UCit*

- Tailoring its co-op programs to partner local businesses and employers with students in gaining an education followed by some commitment on the part of the students to working for local employers, similar to a ROTC program for students. Such a program, of which UC itself might participate, would help reduce “brain-drain” issues in the Cincinnati region.

West Campus Provost Office

- The group felt that throughout the process there was still a need for more attention to the university’s General Education program as scaffolding for several Action Team recommendations. This is particularly so for Action Teams 1, 7, and 16.
- Every program should have an experiential learning component so that no student graduates from UC without having had an appropriate experience. Many varieties of experiential learning, including service-learning and unpaid internships with community non-profit agencies, can be tied to fulfillment of the social responsibility portion of the General Education requirement. Attention should also be paid to graduate programs.
- Faculty development programs should be offered to train faculty in experiential learning.
- Assessment of prior learning by CLEP or PLA (prior learning assessment) should be part of the experiential learning process.
- A method of documenting the effectiveness of community service needs to be developed and built into the university’s reward structure, including RPT. The group suggested the Action Team might coordinate its activities in this area with those of Action Team 11.

Professional Practice

On Monday April 21, 2003 the Division of Professional Practice sponsored a brainstorming event at the Kingsgate Conference Center designed to bring together Professional Practice Faculty, College Faculty and Co-op Employers to discuss student learning through cooperative education.

Employers were selected by the Professional Practice faculty as an exceptional employer in terms of their support of the cooperative education program at the University of Cincinnati. Their focus on student learning and their support of the individual student through mentoring and advising as well as providing the student with a quality work assignment made them an employer we wanted to work more closely with as we enhance our co-op curriculum.

On the day of the event we had approximately 60 individuals from the Division of Professional Practice, the faculty in the co-op colleges and these select employers meet for a full day of brainstorming about student learning through cooperative education. The majority of the day was devoted to brainstorming in three college-based groups focused upon cooperative education in the Colleges of Business, DAAP, and Engineering. Each small group discussed these topics:

- What are the learning objectives that are both common across the college but unique to each college?
- What is the targeted goal that would satisfy learning objectives for the college as a whole?

- ❑ What are the expected student learning outcomes and skills that students will gain through co-op while pursuing the targeted goal?

While these discussions were separate and distinct, each group came up with common recommendations about the learning outcomes that are important for co-op students to achieve. In addition to the learning modules which had been previously developed by the Division of Professional Practice, the participants in the brainstorming discussion focused upon three goals that would be important to emphasize:

- ❑ Career Planning
- ❑ Communication Skills
- ❑ Leadership

Since that time the Division has been working to turn those learning goals into learning modules. We have developed the following learning modules that include these learning outcomes.

Career Planning:

At the conclusion of this module, students will have achieved the following learning outcomes:

- *Ability to identify their own strengths and weaknesses.*
- *Ability to identify their own career interests.*
- *Ability to identify career paths within their co-op company or companies that both satisfy their interests and draw upon their strengths.*

Communication Skills:

At the conclusion of this module, students will have achieved the following learning outcomes:

- *Ability to develop an effective piece of written communication.*
- *Ability to verbally communicate with people at all levels within an organization.*
- *Ability to present and sell an idea to others.*

Leadership Skills:

At the conclusion of this module, students will have achieved the following learning outcomes:

- *Ability to describe different styles of leadership that they have observed and explain why it was/was not effective.*
- *Ability to identify skill sets of effective leaders in your co-op company*
- *Ability to identify their own leadership skills.*

These modules have been designed for use with the Class of 2006 and beyond as their final learning modules to be completed in the fifth or sixth quarters. The first time that these modules would be put into use would be in the winter quarter of 2005.

value analysis

co-op

DIVISION OF

PROFESSIONAL PRACTICE

summary of collaborative learning lab

April 6, 2004

This summarizes the qualitative research conducted by the University of Cincinnati's Division of Professional Practice on campus on March 29, 2004. The purpose of the research was to better understand the value of University of Cincinnati Co-op and

opportunities for improvement for both employers and students. The learning from this research will be used to; refine current initiatives and create new ones, improve marketing of program to employers and students, and feed into the University's Strategic Planning process. Additional research will be conducted. The Division of Professional Practices' ad hoc Value Analysis Committee participated in the research and analysis of results. The members of this committee are: Steven Gilby, Ann Keeling, David Gianfagna, Peter Bartlett, Sandy McGlasson, Anita Todd, Brian Dansberry and Kettil Cedercreutz - Chair.

Methodology

The method employed was collaborative learning labs that included two 3-hour discussions that included 16-20 respondents, 8 Value Analysis Committee interviewers and a facilitator.

The Employer group included 4 tables (1 of large company human resource staff, 1 of large company managers and supervisors, 2 small/medium sized company managers and supervisors). The Student/Alumni group included 4 tables also (1 of recent co-op alumni who graduated after 1997, 1 of current minority co-op students, 2 of current co-op students of mixed race/gender/major.)

The respondents were recruited by the Value Analysis Committee and were not paid for their participation. The Labs were facilitated by Alysha DeCurtins of Understanding Unlimited. The design, analysis and summary were facilitated by Carolyn Hennessey of The Hennessey Group, Inc.

The analysis day took place on March 31, 2004. The Value Analysis Committee synthesized all of the notes for each activity, read transcripts of the stories and shared out themes and ideas. *The following pages summarize the conclusions reached that day.*

Employer Conclusions

These employers had an overall positive attitude towards UC Co-op. While there is a time investment required in terms of training and assessing the students, most found it rewarding. Some even maintained long term relationships with co-op students. Specific benefits called out were: an opportunity to mentor, students bringing new ideas/energy to company and a low risk way to identify current management leaders (those who do a good job with the co-op program). HR managers spoke more to the following benefits: recruiting tool especially with diversity and low cost employees. HR managers also felt good about the value of the pay and benefit package the company was giving the student.

Employers are less emotionally involved in UC Co-op but significant emotional connections do exist. The stories and visuals shared indicated that emotional connections come from seeing the students as children in costume (dressing up and trying to be someone new), the rewarding aspect of mentoring and watching the growth occur and the surprise at what these young people can accomplish. The emotional need for connection and being valued was also conveyed by employers throughout the discussion.

Professional Practice advisors' personal involvement and attention were strengths versus other co-op programs. However, some expressed a desire for even more human touch than they were getting which conveys a sense of being valued. They also really look for Advisors to play a bridging role between the employers and the educators. They would like to think the feedback they give to the students impacts the curriculum as

well. The challenge for the Division of Professional Practice is to find a way to influence the educators to take action on the feedback.

An opportunity emerged to provide more feedback to employers and opportunities for interaction with University of Cincinnati unit faculty, co-op Advisors and students.

Specifically, they brought up ideas of getting more student and university feedback, best practices/benchmarking vs. other employers, opportunities to speak in class, social events for employers only, coaching training for new companies or new supervisors. The challenge will be to find a way to provide feedback to employers in a way that minimizes risk to the University/Employer relationship.

An opportunity for improved operations came up in different ways. This includes onestop shopping if I need multiple types of engineers (e.g. one Advisor), improved communication and roll-out of the Learning Module and Assessment System with students and companies and further enhanced student support system (resume, interview preparation, etiquette (e.g. closure on job offer) and job attitude (e.g. less student arrogance, more student accountability for Co-op administrative responsibilities).

The research team identified additional opportunities or needs that were not articulated by the respondents. Division of Professional Practice should learn the best minority recruiting practices of employers for potential reapplication. Research should be conducted at some point with prospective employers and employers who are less wed to us (e.g. Intel, Motorola). This style of research could be used as a vehicle to engage them.

Students Conclusions

Students saw value from the co-op experience including resume building, travel, networking, confidence and the ability to experience a job or area to confirm interest. The Division of Professional Practice advisors and the on-line systems were also called out as strengths of co-op.

Co-op is an emotion-laden life experience for students. The stories and visuals followed a very consistent structure of inexperience to unknowns/challenging events to growth and satisfaction. They experience the extremes of fear and joy. Stress in many forms is the main concern – being prepared, being selected, anxiety about changed surroundings, moving and new relationships. Understanding the emotional needs and context for these students should impact communication styles and content at all touch points for the employers and the advisors – phone calls, open house, marketing materials, first day on the job welcomes.

A surprise was that most students found out about Co-op at Orientation or in class their freshman year and it did not drive their college choice decision. This included engineering and design students. This represents a marketing opportunity for the University of Cincinnati and the Division of Professional Practice at the high school level.

An opportunity to provide more clarity and consistency on Professional Practice procedures was identified. Specifically, students were confused or noted inconsistencies on areas such as switching job assignments and finding their own jobs. Some students wanted an incentive program for finding their own jobs. Additionally, it was clear that students did not understand the role and job responsibilities of their advisors.

Students have an extremely strong desire for more support and information provide emotional support and decrease stresses of co-op. These emotions are related not only to the on-the-job experience but also to the interviewing/acceptance process and travel/new environment. Therefore students want:

More advising and personal attention from advisors.

Mentoring from upper classmen, employers, alumni

Repeated or continual teaching on resumes, ethics, employer panels – they want it in multiple ways at multiple times.

More information resources including: contact information of other students at same company or in same city, ways to get personal testimony from other co-op students at the company, an Amazon rating system of companies/positions, forums for roommates, housing, safety and lifestyle. Many of these fulfill the emotional component.

The research team identified other groups of students for future research. Minority students with a different line of questioning since not many differences from other students were noted yet we know some unique challenges exist. Students who have had the learning module, freshman/sophomore students, less co-op committed students (those we rarely hear from).

Next Steps

Share learning, current initiatives and plan to progress with Steering Committee for reaction and builds on 4/15/04.

Share learning and generate ideas for key challenge areas with entire Professional Practice Division by late April.

Develop plans to address key needs and seek feedback/additional ideas from Steering Committee

Agree to next steps to continue learning and improving by June.

Open Sessions

- Expand to all Colleges and Campuses
- Coop program relax restrictions to get into the program
- Integrate partnerships with the Community
- Garnish more support from the community

Office of Research and Advanced Studies

GOAL: Experiential Learning --

- Expose undergraduates to research through graduate student mentors, organized projects with faculty, and hands-on problem-solving of real-life problems.
- Partner students with alumni.
- Provide undergraduates with civic experiences and graduate students with civic engagement.
- Partner students with professionals, businesses, educational institutions outside of formal credit requirements.
- Expand internship programs to more disciplines.
- Expand the Co-op Program to non-traditional disciplines at both the graduate and undergraduate levels.
- Implement a graduate/undergraduate “buddy” system.
- Provide students with “study abroad” options; develop more exchange relationships with international institutions.
- Provide more opportunities for support staff education.

- Consider implementing a sabbatical leave for non-faculty staff members.

IGRC

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

Law

- Good plan
- Need to mention the law school

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Expand internship/co-op with the Tri-State area
- Increase # disciplines in which opportunities are offered
- Research-set up institute
- Create strong linkages between these two to solve the community’s difficult problems, “a real life learning lab”

A&BS

- Expand to all colleges/branches
- Use ideas from Action Team 15 (Cincinnati Healthy) to incorporate Coop program, learning by doing
- Relax restrictions to enter program to allow expanded participation within majors and practicum
 - Creates more partnerships between UC and expanded community constituencies
 - Garner more support (monetary?) from Civic and Community groups and companies

- Develop more resources (\$, staff, etc.) if going to grow service learning, problem-based learning, internships, etc.

CAHS

- What we currently have:
 - Co-op through CLS as part of program (2 students are currently in this now)
 - Partnership with Woodward: 1) Mentoring through CAHS, 2) Speech and hearing screenings through CSD
 - Students can see what health professions have to offer
 - Books and movies already used in CSD courses to assist with experiential learning
- Try to expand exploratory studies database
 - Need knowledge of what the database can be used for
 - To be done across campus (i.e. email)
- Utilize City of Cincinnati council members
 - Use their knowledge and connections to assist us in meeting our goal of helping the community (i.e. identify key community members to enable us to talk to various community groups)
- Include major corporations in our grants focusing on experiential learning.
 - Establish partnerships with these corporations
 - Example: DOE grant to allow 3rd year A & D students to be placed in CPS, St. Rita's, Children's Hospital.
- Using courses to relate learning to actual experiences, partnerships
 - There's nothing like experiential learning. Learning prepares you for real world.
- Establish databases with companies, businesses.

CAS

- View the document, as a tool to the administration, to make structural changes. Need to focus on problem-based learning. Experiential learning, structurally if put more money into the September institutes; need to get more junior faculty involved. Need to improve quality of teaching.
- Faculty is only aware of what they are informed of, need to have budgets behind it. Just have the faculty meet and discuss topics of importance.
- Need to look at mentoring, look at retreats, pair up jr. faculty with a mentor, we have faculty mentoring, but we do not hear about it any more. Does it still occur. If there is not someone to take on these causes, if you do not have anyone pushing for it, it will not occur, it will fall by the wayside.
- Experiential learning – we need to think better about how we define excellence, student are likely to do well here, if they understand what they want and where they fit in, We have other places, that work well, we need to come up with successful models of experiential learning, need to find the programs that work and use it in other places. Need to find a place where the student can learn, inside UC.
- Need to look at the individual's student styles of learning. Also look at personality traits; this can help with student life. And how to match students into areas and dorms where they fit in the most. Where are they able to work?

- Can you have a 24/7 building where students can work together whenever it is convenient to them; need to be safe and convenient? Place where they can work together with others. This is a key part of student learning.
- Would like to see this be a place for future implementation of this plan.

RWC

- RWC already does most of this. Need to expand out to the suburbs, and other counties.

Action Team 8 – We're all UC*SAS and GR/Communications*

- 10 – part of a program that attempted to do an east-west connection, nursing, medicine, law, etc. involved in the program around gender violence...those kinds of bridges should be built...these are inspiration
- 19 – UC community – break down barriers between colleges, competition between colleges...all these little, bitty programs operating independently...not unifying
- 19 – ask fac/alum/staff to reflect on meaningful moment at UC or meaningful person at UC
- 19 – from an HR perspective we need to combat the culture of complaint...how do we bring people in and make them feel a part of the institution? Give a pin upon hiring rather than after 5 years of employment... Those who leave and come back have to start all over...come in highly celebrated and leave highly celebrated.

Open Sessions

- Within campus and across campuses
- Organizational meetings meet in other locations
- Speakers and non-specialists
- More accessible locations
- Have an opportunity to have an opportunity for staff to get together to discuss ideas and opportunities
- Building bridges – short term bike paths and walking paths
- Long term goal – monorail
- Connections to neighborhood
- Focus more on the UC community – less formal, mid-level, attractions
- Monthly meetings with faculty members, administrators to give updates or information about their area, both E & W and RWC- CAS- Clermont
- Develop advisory committees
- Have events- fairs (D. Air), networking, open house, social event, Recognition programs, showcase UC, Competitions, long term relationships, having and provide forums to come together
- Have brown bag lunches, town hall meetings
- R 25 (University wide schedules)
- Enhance communications
- Web site – standardize it; intranet and internet
- Too much focus on departmental focus not University
- What about Non-traditional students? Are they getting lost?
- Need to get more centralized business system
- More relationships between East and West
 - Have a fair with different Colleges
 - Development of Corryville Business District so that we can eat in the middle
 - Buddy-system -- projects
 - Cross-campus work groups – all levels
 - Work together and start to know each other and develop relationships
- Interdisciplinary communications and activities (get to know each other fair)

- Establish formal and informal relationships to utilize UC expertise
- Leadership commitment to centralized business system
- Foster connection/unification of undergrad classes
- Development of Correyville to provide a physical connection- make “the bridge” a priority
- Establish a buddy system
- Cross campus work groups
- Breakdown barriers and create incentives to build relationships across campuses
- Departments and colleges are competing instead of working together

Nursing

- Summary -- We’re all UC put residential halls also on East campus, especially for health care type students Team 8
- Major communication connectors between East-West campus
 1. Provost ---Provost
 2. Deans-----Deans
 3. Faculty Research---Faculty Research
 4. Committee Appointments
- Better Physical Connection
- No references to east and west/main and M.C. in publications, PR, information dissemination i.e. maps, phonebooks, web
- Campus which services-not identified for a campus
- Housing for all students all over campus

Hoxworth Blood Center

- Action teams 9 and 12 must include law enforcement and develop the “Neighborhood Watch” concept so popular in other communities. We must make the campus area a safe one. Otherwise, people will not identify the area as community (also action team 8) and a place to be 24/7/365.

CBA – General Comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Provide incentives for collaboration
- Teach West classes on East to give people opportunities

- Increase awareness
- Interdisc. Projects and collaboration (i.e. surgical design)
- Make the trip between E & W more pedestrian friendly
- Increase lighting/Full spectrum light (safety and beauty)
- Family friendly facilities
- La Leche
- Day care
- Playground
- Support services
- Cater more to non-traditional students
- Physical access/transportation to campus, through campus parking, drop off & pick up points, direct walking paths
- More satellite offices to give quality service-ids, keys, parking and improve central one-stop concept
- Staff-UC major employer in city
- UC faculty/staff on city council
- Market UC to businesses
- Joint grant proposals
- Look to the libraries as example of cooperation across campuses
- “Learn more about the University”-need to know what other departments are doing to find opportunities for cooperation
- Staffing issue-time to reach out?
- Capitalize on:
 - Celebrity alumni-fundraising
 - Oscar Robertson
 - CCM entertainers
 - Engineering & business alumni
 - Medical innovators
 - Library/Business partnerships
 - Program & Business partnerships
- We are all UC? East-West? Where do Clermont and Raymond Walters fit here?
- Does anyone ever ask students who have left why?
- Are commuters going to be included in the “UC community?”...When they don’t have any place to park. Aren’t we telling them that they are not welcome?
- Create a safer way to walk between East & West Campus
- Part of the revenue generation plan should include a “student retention plan.”
- East/West connection-expand and develop more things like the shuttle system, that enables movement on/around campuses. If we partner with other schools, we’ll need more of that

A&BS

- Include access Campuses.
- Social side of it – makes it fun and helps people interact.
- SHOWCASE UC – exchange ideas across areas

- Brown bag lunches and
- R25 university idea scheduling
- Enhance communication – open communication
- This is the intersection of Action Teams (working together to achieve this)
- Searchable, useable website
 - Standardize websites
 - Better search engine (call Goggle)
- Separated and compartmentalized
 - Collective image
- Involvement of non-traditional students
- Staggering shifts
- Encourage student groups to move among campuses for meetings, activities.
 - Perhaps UC provides transportation
 - Perhaps tribunal takes lead in outreach
- Hold colloquiums (non-specialist) at more accessible locations
- Bike paths – monorails between East & West Campuses
 - Also in the neighborhood
- High-speed rail connecting 3-C's
 - Connects campus and other research centers in state
- Opportunities for staff idea exchanges (between campuses)
- Create concert series (informal) for after-hours activities
 - Tie into new student life offerings
- Community Connections
 - Focal point bus service
- Coordinate with UC shuttle
- Provide car-pooling support
- Subsidize carpooling bus pass
- UC-owned bike exchange program
- Reform academic calendar to guarantee 10 weeks per quarter
- Allow scheme for makeup classes for snow day (or move to semester)

CAS

- Culture is and uses a business model, not an education model. Students tend to appreciate the fact that they are separated from the other college, large classes. They prefer to take the smaller classes offered here. We have the potential to retain more students, especially those at risk. Likes the geographical separation allows for more student attention.
- Classes are similar, but different, but they are portable.
- That is to break down the culture we need to start at the faculty level. Look at the department level. It creates the culture. There is a mechanism to encourage inter program relations, need to cooperate with and work with other departments, this allows the faculty to start thinking across the discipline all over the college and at the university levels.
- If we want to change the culture around teaching, we need to do more interdepartmental cooperation. Need cross unit support. Working together. Need structural support from the university for this to continue. Needs to be encourage from the highest levels, need to fund these past the pilot stage.

- Departments need to work together. Need the financial support to do this.
- We could use first year experience programs. The key is to get and keep funding for these programs. We cannot have cultural connections without some type of funding. Cannot just be temporary funding. Need to bring back learning across the discipline.

Clermont

- They are only talking about east and west campuses; need to recognize the branch campuses as well. Need to recognize all college connections within the UC network, not just those on the Clifton campus, need to drop the titles, need to share the joint programs, make it easier to do from multiple campuses, bring some classes out to Clermont, have classes taught at all campuses, not just the Clifton campus.
- Ask people where they live and see if they can teach closer to home, share resources, and have faculty teach at different branches/UC campuses. Make broader based. Must make classes more available to students, some do not like to transfer to another campus, want to bring some of the classes out to branch campuses, not just teach certain ones on the main campus, need shuttles to all of the branches.
- Does not know why you have to transfer to the main branch, we are all UC; branches are treated like completely different colleges. Not easy. Should be able to do it more easily. Branch campuses are viewed as outsiders. Typically this is not a real transfer, but it is treated like it is. Branches many times are seen as negative.
- Continuity problem, do we want to be two different colleges or do we want to be one.
- Need to look at what a consumer expects, and that seems to be that UC and Clermont are more alike and have a more seamless connection. Main question is autonomy or do want to be tied to UC and have to ask or get permission to change curriculum. Loose autonomy.

RWC

- Try to change this to multi-campus connections, forget the East-West. To include Clifton as a branch campus, make more equal with other UC Colleges. Want to expand to include all of the UC community. Since a lot of students transfer to the main campus, students should not have transfer problems. Credits need to transfer more smoothly.
- Do mentoring with a student at a different branch that they want to transfer to, get them acclimated with the university. Have someone show them around campus.
- Students here at RW do not have a strong UC identity. They do not go to main campus. Need more student mentoring and programs that get students used to different campuses. Connect the campuses with bus service connecting the tow.
- Faculty does feel a connection. We are as visible as any other college in the faculty senate. But, sometimes we get emails from main campus about things that we have never heard of, so some do feel left out of the loop.
- Parking, is difficult on the main campus, this is what keeps students away as well as the faculty. People not knowledgeable about the main campus are afraid to go down there.
- Two areas that may help: Teaching/Learning Center and Honors Scholars Program.

Action Team 9 – UC Anytime Anyplace*UCit*

- Make UC a desired destination for prospective students by improving campus quality of life issues (crime, campus life) as central to attracting and retaining students,

SAS and GR/Communications

- 12 – need to figure out digital capacity and use it...
- 12 – UC anytime – policies and procedure that facility after hours programming – how to do things after 10pm...

West Campus Provost Office

- The group felt that the Action Team had departed from its original charge and would like to see more attention paid to the original purposes and foci. Specifically, the very important areas of distance learning, serving diverse populations, and developing programs to serve those diverse populations are not addressed. In the wake of the recent collegiate restructuring, it is critically important that UC prioritize serving its non-traditional students, including: those seeking degrees in the evening, on weekends, at a distance, or online; or area businesses who contract with UC to deliver specially developed credit or non-credit programs to serve their employees.
- The campus calendar needs to be changed to meet diverse constituent/ programming needs.

Open Sessions

- 24/7 concept – who are we, are we isolated from the community
- Where and what? Virtual space or actual space
- Control issues that were brought up – How to communicate? How can we let people know what is happening? We need to think about safety – what happens if we are separate and what happens when we open the gates.
- Concerns with safety and crime prevention
- Education
- Entertainment/cultural events
- Extended hours- expand Services at One Stop
- Additional staffing and resources
- Easy access
- Convenience- physical and technological
- Lifelong connection
- Use campus for not only educational but for community purposes also
- Need a more active marketing approach
- Accessible faculty
- Expand student participation in determining concept of place at UC
- Model access programs that are successfully at other universities
- Community and corporate programs
- Collaborate with city of Cincinnati on events
- Let people know what is happening at each gate.

- One University Calendar
- Send Email messages/text messaging; IF THEY SIGN UP FOR THINGS with links
- Safety – access back and worth with the community
- What makes people come to UC?
- 24/7/365 – University and Surrounding Community
 - bring community back in
- UC starting with new residence halls and Main Street
- Need – need more marketing and
- On-line Community – make it more available to Businesses
- More student involvement for campus activities
- Need more jobs – to run it and keep it going (Full time and student workers)
- UC community sensitive to cincy community
- How would it be marketed? Retail, eateries, movie theaters
- How would model be implemented?
- More students are needed to be involved so that UC can get away from being a commuter school
- Make the environment for students as well as community
- Bring activities to campus
- Online programs for working professional
- Add on to the mainstreet concept/model
- Turn around the revenue so that it remains within the UC community, jobs remain on campus

Office of Research and Advanced Studies

GOAL: UC Anytime Anyplace --

Everyone agreed that this goal should include “**Anyone**,” as well as “Anytime Anyplace,” and that we must assure it does *not* include “*Anything*.” Recognizing that this philosophy will require a major cultural change at UC, the following strategies emerged:

- Assure that tools and facilities – not necessarily human resources – are available anytime.
- Establish clubs for employees to nurture a UC community, ownership, and pride. This would provide a segue for staff to become involved in Cincinnati community, serve on boards, etc.
- Establish an office to connect retirees with local companies and organizations; involve retirees in meaningful responsibilities and experiences on UC’s behalf on and off campus, which should create win-win situations. Stay attuned to employers’ needs and increasing interest in quality of life issues.
- Stay abreast of technology advances (in service and curriculum).
- Improve safety on campus and in surrounding areas.
- Question the role of higher education in the 21st Century – vis a vis social issues, etc.
- Research current academic offerings and availability by mode of delivery, discipline, etc., with a view toward accommodating changing population demands, profiles, and demographics.
- Incorporate more delivery systems and schedules that accommodate long-distance and workplace students.

IGRC

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

Hoxworth Blood Center

- Action teams 9 and 12 must include law enforcement and develop the “Neighborhood Watch” concept so popular in other communities. We must make the campus area a safe one. Otherwise, people will not identify the area as community (also action team 8) and a place to be 24/7/365.

Law

- Parking and safety need to be addressed
- Safety needs to be addressed

CBA – General Comments

- Goals beyond “Profit”
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- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Provide incentives for collaboration
- Teach West classes on East to give people opportunities
- Increase awareness
- Interdisc. Projects and collaboration (i.e. surgical design)
- Make the trip between E & W more pedestrian friendly
- Increase lighting/Full spectrum light (safety and beauty)
- Family friendly facilities
- La Leche
- Day care
- Playground
- Support services
- Cater more to non-traditional students
- More people to accomplish initiatives (24/7/365)

- No clear path for transition from “commuter campus”
- Provision of access to the best library collections and electronic resources

A&BS

- Educational and corporate access to campus
- Lifelong learning and connection
- Marketing relative to what’s going at the University
- Give high school students a reason to be on campus
- Safety
- Get more feedback on this concept from students
- Large, public, visible marquee, or “Times Square” style data/text board or video boards/screens with “Coming Attractions”, news, key messaging, opportunities, etc. (promotional UCNN?)
- Website, text messaging system (opt-in)
- SAFETY – in order for other projects to occur (i.e. attract students)
 - Police
 - Videos
 - Balance with community
- What makes people decide to come to UC?
- Address safety
- Provide better transportation
- Enhance parking (make it cheap)
- More on-line courses
- Define the 24/7/365 area (what’s uptown?)
- What’s in the new economic development? Information about the area along Calhoun.
- Better communication about the construction
- Package information to students, faculty and staff (don’t just refer to a website)
- Follow through on information ... get their input; continuous flow of information
- Expand focus-groups to community, students, residents, businesses
- Re-evaluate and enhance all identified components of UC Community
- Use what’s already there
- What are the staffing/HR implications? Financial possibility?
- What do the students know?
- Community is very important
- Are we really communicating with students on campus? (Residence Hall students)
- Be more aggressive in having students utilize their UC e-mail accounts
- The students need to be accountable on the information
- Survey the students on interests

CAS

- Blackboard - Need to start using the technology that we presently have available, why are people not using it. Barriers, we need to look at why it is not being used. Need to look at how this affects student success. How effective are interactive tool.

- It has increased faculty productivity; make fewer copies, easier to communicate.

RWC

- Each branch may have a different relationship with their community, can be different than the main campus has with Clifton. The campuses at the university need to consider the different communities that they are in. Need to explore the community that they are a part of.
- Distance learning, the library dose use it. RW has some experience with it, but presently do not have the infrastructure. Students appear to like the courses because they sometimes have problems getting to class. It is much more flexible. But again, do not have the infrastructure to expand this. We need support.
- Need to just refer to UC to be inclusive, have a real problem with the “uptown” word.

Action Team 10 – Students First*UCit*

- Make UC a desired destination for prospective students by improving campus quality of life issues (crime, campus life) as central to attracting and retaining students,

SAS and GR/Communications

- 13 – add the values piece, what do we want the uc way to be when they graduate
- 13 – students first...ask a customer “what will it take to make this an amazing learning opportunity for you?” We need a listening approach.
- 13 - personalize the institution...a culture of caring

Open Sessions

- Balance between one-on-one personal touch and the budgetary concerns of a large University
- Important to get feedback to determine what students want and if we are giving it to them.
- More student engineered – designed for the way students live, work, and play
- Issue PDAs to 1st year students, fully “pre programmed” and wireless connected with: UC websites
- Personalized Academic Advisors/Coordinators- you’re not a number, you’re a name!
- Go paperless
- Accountability- everyone
- More interaction/involvement with and from colleges within the “living environments” of individual educational disciplines
- WANTED BETTER CUSTOMER SERVICE
 - Dedicated answering service
 - Resources for new employees
- Resources for new employees- develop training program so all employees know and understand UC’s service
- Reinvent that personal touch
 - More manpower
 - More technical training
 - Have a live personal contact first supported secondly by the use of technology
- How the staff effect the students? Staff stresses the students → need PD to reinforce Customer Service (require 40 hours per year)
- Needs of students who are not “typical”
- Creative ideas – are we helping them find employments outside Campus, in local neighborhood
- Stress levels impact the students
- Professional development for staff
- Assess needs of students from the students special needs students
- Student employment opportunities
- “Your call is being monitored” accountability

- Stop giving students the run around. Go out of your way to help. Lead them in the right direction
- All employees need customer service training- new and old
- On-line feedback- is there any action
- Make the first impression because it may be your last. Ex. Student went to Miami because of bad phone experience

Nursing

- Cheaper/ safer parking
- Flexible Cater Hours (computer labs)
- Later start class times not <0800 > 0900
- More student input of economic expenditures on East/West campus
- More student/faculty promotion of each college
- Continue strengthen student/faculty relationships
- Yearly orientation “party”
- More emphasis on mentoring/job sharing
- Create ways for students to be proud of this University

Law

- Get rid of the “just deal with it” attitude
- Identity revolving around this
- More parking is necessary
- Improvements in this area is well noted

CBA – general comments

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- Family friendly facilities
- La Leche

- Day care
- Playground
- Support services
- Cater more to non-traditional students
- Clarify/emphasis
- Affordability of Education?
- Revenue generation more specific
- Item 13- sharper focus to students 1st concept
- 24 x 7 chat with UC
- Reconcile
- Undergraduate Student center vs. Research institution
- Easy, equitable transfers between colleges & programs & other institutions
- Community Partnerships-transportation for cultural corridors
- Affordable
- Valued Education
- Focused Vision
- “Outstanding” Library services & collections & access
- Find a way to increase student employment
- More cooperation between units to provide 24/7/365
- To achieve new UC way need to find way to do it without more staff
- No clear path to eliminate UC shuffle
- Not enough emphasis on mentoring students
- High/emphasize need for safety in local and UC communities
- Students first-We need online advising-Is this included in student support services
- AT 10: expand co-op programs to nurture student leadership skills
- AT 10: Involve students at all levels such as at this input session
- Mentoring-AT 10: Nancy Z should take a student with her to meetings and/or conferences

A&BS

- Give all students PDA’s as freshman Academic Advisors for students and coordinators
- Upper classman as mentors
- Go paperless – for all operations, more streamlined
- Accountability for everyone – faculty and staff
- Posting deadlines
- Honors program
- Want to strike good balance between one-on-one opportunities to serve students, with mass-access systems designed for institutional efficiency
- We must recognize the challenging “transitions” period for students, especially freshmen in a new and different world and circumstances
 - What assistance will humanely address this?
- CAPP issues are so huge and institutional in nature ... we cannot overstate the need to address concrete everyday personal issues of (largely) 18-22 year olds
- Structure (and reinvent) UC “through the students’ eyes” [What would an Action Team of only UC students come up with for “Students First”]

- Intelligent use of research tools – student and parent surveys, focus groups, benchmarking
- Students first must also empower students and set expectations that students gain increasing cultural competence (Teach them to fish.)
- UC needs to be more “student-engineered” – designed for how students live, work & play (Institutions/places/processes are always perfectly designed to achieve the results they deliver ... if you want different results, redesign the process)
- What are other universities doing to lead a student-first culture?
- What types of innovative learning opportunities would be most welcome by students are true to the teaching mission?
- Further develop and support CET&L so that faculty can become better teachers not just content experts
- Better recognition of good teaching – not just research and funding through RPT
- Students as customer

CAHS

- Every time we make a decision of any type, we should ask, “How will this affect our students?”
- Renewed emphasis on advising, including faculty.
 - Career development needs to be stressed.
- Enhance extramural component of LC’s – encourage more partnerships
- Facilities planning should focus on student space (i.e. Edwards, French East)
- University-wide procedure for faculty evaluation published or website accessible
- University-wide policies that center on students
- More service learning opportunity
- UC web-page search engine is absolutely worthless

CAS

- Stress employee “buy in”
- Create positive student experience
- Create a “one-stop” concept for student services
 - This would be a good move overall and would expand services
 - Need to cut “red tape” bureaucracy and streamline services
 - Personal Action Form (PAF) is still a written hard copy form and should be electronic
- Make a more welcoming atmosphere in certain colleges
 - Improve signage (e.g. entrances of some colleges), create a friendly atmosphere
- Make gift acceptance less difficult
 - Even a \$50,000 gift needs all kinds of signatures
- Need to strike a balance between technology and human contact

- Concern about over-reliance on technology
- Need to have direct human contact with students and faculty
- CITS model of helping should be considered for a “one-stop” center
- Need people on the New UC Way team who understand student/user friendliness.
- Faculty needs to be part of building process for the New UC Way.
- Pay-offs for employee changes – make it worthwhile for employees to buy-in.
- Provide more opportunities for student employment here at UC
 - Mindset about union employees needs to change.
 - Use students instead of agencies for filling jobs.
 - It is an oxymoron to have job needs here at UC and yet have students working somewhere else miles away.
- Change the measurables
 - If we want faculty focusing on students we need to change the measurables.
 - Experienced students (2nd/3rd year) should sit on committee to help identify problems.
 - Need better communication with students. To implement change, we need the students in the center of the process.
 - The student as a customer knows what he/she has experienced and what the problems are. These are the people who are in the trenches and need to be part of these committees.
 - Involve student in making UC a better place.
 - Use student complaints as an opportunity for change. Don’t ask students what is wrong with UC, but ask them to suggest how UC can be improved.
 - Need to have empowerment with this change.
 - Utilize cross-functional teams to streamline the university process.
- New people needed to provide better student services. Students work miles and miles away, when there are many jobs here – job database.
- Students need to be center of problem-solving process. Students are in trenches and know problems. Better communications with students. Give empowerment with changes that take place.
- Biggest problem with UC is trail of places to go to get things done. So many places to go get grade changes, for example.

Clermont

- Employment opportunities, that work around schedules, have flexible hours, including internships, have advisors being accessible to students, need more services to students, make it easier to get degree, do not change requirements midstream, make all classes transferable, no conflict with the transfer of credits. Make classes between all branches compatible.

RWC

- RW seems to do a good job at student service. Need to improve the transferability of credits. Make all students at all campus feel a part if the UC community.

Action Team 11 – Teaching Matters

West Campus Provost Office

- The phrase “effectiveness of teaching” in the first paragraph should be changed to the more comprehensive “effectiveness of teaching and learning.”
- The group felt the reference to “developing tolerance” is out of place in a discussion of university goals and should be changed to something more positive, such as “promote diversity.”
- Assessment of teaching should focus on programs as well as teaching by individual faculty.
- The meaning of “equal access to instructional technology” should be clarified. The group felt the Action Team’s intent was to recommend an increase in the number and availability of technologically up-to-date classrooms.
- The Team’s report should include reference to pedagogy research and the connections between CET&L and other university departments, programs, and centers, including CLEAR.
- Research on effective instructional practice in higher education should be developed and implemented.

Law

- More technologically savvy teaching methodology is necessary

CBA – general comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Resources to College of Education
- Develop CET&L
- Needs assessment-what student needs to know
- Develop distance learning to be competitive for attracting students

CAHS

- RPT
 - Recognition of teaching scholarship
 - More than just written into RPT guidelines, but actually given equal recognition

- Create a journal as an outlet for educational scholarship
 - Would require publishing company, using Penn State's Journal of Nutrition Educators as a model
- Administrative change: Center for Teaching Enhancement and Learning (CET&L) and FTTC should be linked

CAS

- That is to break down the culture we need to start at the faculty level. Look at the department level. It creates the culture. There is a mechanism to encourage inter program relations, need to cooperate with and work with other departments, this allows the faculty to start thinking across the discipline all over the college and at the university levels.
 - If we want to change the culture around teaching, we need to do more interdepartmental cooperation. Need cross unit support. Working together. Need structural support from the university for this to continue. Needs to be encouraged from the highest levels, need to fund these past the pilot stage.
 - Teaching needs to be the primary consideration.
 - Need to look at the ratio of student to teacher, be available to the student for questions, and need to give increased student attention.
 - Teaching online can give student's access all the time, and makes it easier to reply to them. But need to set reasonable expectations and set limits.
 - We have a summer institute; need to discuss what took place and how it was worked into classes. Must be structure and continued. Need funding, to keep these programs going. Need to keep supporting them.
 - Blackboard - Need to start using the technology that we presently have available, why are people not using it. Barriers, we need to look at why it is not being used. Need to look at how this affects student success. How effective are interactive tool.
-
- Evaluate teaching load and modify load
 - Acknowledge importance of teaching background
 - Recognize that, for faculty to utilize different instructional methods, a smaller work load is needed
 - Recognize that students learn differently. This needs to be considered for the greatest instructional benefits.
 - Emphasize teaching that is "learner centered"
 - Provide an "instructional assistance center" for professor to go and get help creating PowerPoint presentations and other teaching means for free
 - Assure that quarterly evaluations are used effectively
 - Recognize that "you get what you measure" – emphasize methods of measuring student performance
 - Provide professional development sessions or classes to show faculty various instructional methodologies for teaching a wide range of topics

- Provide input sessions on developing better teaching strategies
 - Encourage participation by all faculty to keep them abreast of methodologies and to prevent isolation of faculty
- Examine distance learning as a potential teaching strategy to be emphasized
 - Determine if distance learning has been evaluated for its effects on students in the future

Clermont

- Need to create web based programs and courses, this is difficult to do well, look at other models.
- Need training program to train adjuncts and graduate students, none exist at this time, we rely on these groups heavily and need to train better.
- Maintain effective level of fulltime faculty; let focus on teaching and not just administrative duties.
- Technology, must use to enhance teaching, not substitute for it, it can make it better if done right. We have lots of technology but we do not have money for the teachers. Need to invest in teachers.
- Student assessment, need to work on how to assess teaching, must look at it all through the semester, not just at the end of the course, need to know why students are dropping out of classes and the university. Need to get better student feed back.

Action Team 12 – Community Connections

SAS and GR/Communications

- 16 – comm.. partnerships – faculty/staff on business association – I can help you with that – Corryville - be an active member

Open Sessions

- Looked first at surrounding neighborhood issues and
- Take inventory of partnerships already going on – what resources are already in place
- Be a better Host; band camp, sports camp
- Think about Parking
- Programs with community which leads to an open door
- Develop programs that target individuals needing entry to University
- Enhance diversity via these programs
- Partner with community inviting campus participation
- Visitors and convention bureaus- calendars of events etc.
- Free seminars related to programs that address community needs
- Craft and trade seminars via contacts with local plumbers, and carpenters
- How do we attract persons to purchase homes in the area
- Secure patronage at zoo and CCM
- Affiliation community orgs and business
- have a physical structure outside the campus; Make UC friendly and assessable – what will happen when construction is over
- how can you take a bus to UC? Coordinate with Metro to make UC a focal point of system and coordinate with the Shuttle Buses; subsidizing bus plan – discount to students and staff; informal network of car pooling – make it formal; “bike and chain” plan – UC swipe card like library system, go between building on campus – how to get to campus (national recognition for this)
- partnerships; talk about the issues in the newspapers every day; safe environment to talk
- Become more involved in surrounding communities- create a 2 way communication mechanism with the community
- Become more inviting- open the door for community leaders
- Develop a UC newsletter to make people aware of UC activities

Office of Research and Advanced Studies

GOAL: Community Partnerships --

Community partnerships are integral to achieving improved quality of life for local populations as well as strengthening UC’s position as a producer of the top leaders, decision makers, and scholars of the future. Proposed strategies to support this goal include:

- Reach out to the general public communicating research activities and their personal impact on people.
- Invite company representatives to the Graduate Poster Forum, preceded by lunch with key research faculty.
- Grant credit to students for research and internships that contribute to community improvement.

- Poll communities throughout Cincinnati and the tri-state region to determine what people want and need from UC; then act to accommodate.
- Establish a staffed Office of Community Relations.
- Connect with small companies and agencies, as well as the larger corporations.
- Place a greater emphasis on supporting locally owned restaurants and individual entrepreneurs than chains and conglomerates; demonstrate sensitivity to UC's impact on local economies.
- Sponsor a Community Day off-campus to spotlight the Cincinnati area.
- Bring the surrounding community onto campus frequently by making facilities available (and promoting availability), including more robust invitations to campus events.
- Promote UC tours for the community, with well-trained guides.
- Host college fairs at graduate and undergraduate levels and promote heavily in local schools.

Nursing

- Community connections need to value service in the community via RPT possibly mandate 2 hrs pro bono time free evening lectures, ie on diabetes in CONursing look at elder housing near campus to take courses, shop on main street. Inform community about university programs advertise info in churches. (Team 12)
- Create ADD. Co-op Exp.
- Encourage faculty to share expertise
- Offer workshops of vital interest-free
- Develop electronic resources to aid partnering- ie A community partnerships "toolkits"
- Conference think tanks addressing critical issues
- Develop resource info geared to ordinary population
- Mentoring children in elem. Grades
- Move Athletes into community to provide role models
- Offer free screenings

IGRC

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

Hoxworth Blood Center

- Action teams 9 and 12 must include law enforcement and develop the "Neighborhood Watch" concept so popular in other communities. We must make the campus area a safe one. Otherwise, people will not identify the area as community (also action team 8) and a place to be 24/7/365.

Law

- Lack exposure on a community and national program...Law, DAAP, CCM need to be boosted

CBA – general comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Develop more and deeper partnerships with local industry
- Create strong linkages between these two to solve the community’s difficult problems, “a real life learning lab”
- Leadership-Question memberships on local boards and committees-tell us why and to what end

A&BS

- Institute of Learning – offer something to the students
- Partnerships with community and businesses around here
- Calendar of events of what is happening
- Visitor and convention bureau – have our calendar
- Seminars – crafts and trades
- Basic seminars to new home owners – training
- Community and business associations – need a seat on the organizations
- A physical place/structure (outside of traditional campus boundaries?) meant to facilitate UC-Community interplay
- Must have a clear sense of where it is, free/easy parking, etc. ... “user-friendly” for the “community audience” who may often be intimidating by “entering” campus (This is a big issue in our current reputation for being unfriendly to visitors - access difficulty, difficult to navigate ...)
- Partnerships should include: Burnet Woods, Zoo, Cincinnati State (AT 3)
- Location on Campus for local CommCam to post-hsare/pickup info
- Communicate safety without communicating fear
- Identify logical connections in the community – develop, expand developing programs at UC
- Make spaces available to community

- Market programs, resources to broader community
 - Don't lose students in the process, though
- Host high school camps (band, sports, cheerleaders, etc.)
- Expand on programs that are marketed to community (not just CCM concerts, other pop concerts, etc.)
- Find ways to get more UC faculty/staff to live in community
- More UC outreach to community councils
- Develop relationships with local landlords
 - Use academic resources to learn about these areas
- Send message to community that UC is open to community, not just to students and faculty
- Parking – prevents people from coming to campus (not close to destination, expensive, needs better signage)
- Explore where current linkages are
 - Promote what is in place
 - Give official name
- Are adjuncts “experts in residence”? (new way of thinking)

CAHS

- Informational breakfasts inviting key community members
 - Develop a system of partners who collaborative set up actions plans
 - UC component would consist of students, faculty, staff, etc.
 - Establish themes: community leaders could select when they would participate
- UC and community members should get better acquainted with each other
 - UC advisory committee members could be a liaison to the boards of various civic, art, and non-profit organizations
 - Time trading: mutual shadowing
 - Community leaders attend classes to gain knowledge
 - Attract students as potential employees
 - Community can provide insight into what we are teaching
 - Can add to globalization
- Integrated community institutes – off-campus courses with students and employees of businesses

Clermont

- Develop a database online for business interested in offering internships, have direct access to both students and businesses. Businesses should be able to post online and having opportunities available to students who want to apply for them, need direct access.
- Build in more practical work for students, in business environment. Allow students to do some work in the fields they are studying, mentoring.
- Have planned syllabus, have community speakers lined up to speak to the students during the semester and talk about the job options for their field of study..

- Encourage extracurricular activities to faculty, must give them practical experience in field, make the teachers be in the role every now and then so they do not loose touch with what it is like to work in the field. Faculty needs field experience as well as the students.

RWC

- Need to increase linkages to other comminutes and campuses. See something about the opportunity to coordinate partnerships, but some times UC can interfere with these, RW needs to be able to have some lead way to do this themselves. Many times this is too Clifton centered.
- Possibility of changing the phrase “front door to our campus” to “front door to our campuses”.

Action Team 13 – STEP

SAS and GR/Communications

- 18 – mentors, college students to CPS, you are a learning laboratory for children 3 and up, be a resource to CPS, partnership with CPS,
- 18 – if we don't do this and do #3, then we will start eliminating opps for individuals who could have come here.

West Campus Provost Office

- The meaning of “reform” should be clarified to reflect the Team’s intent that it is the relationship of the parties involved in PK-16 education that is the target of reform and not educational standards.
- CLEAR should be understood to be a strategy and not an end in itself and designed as a clearinghouse for the myriad university activities that connect to local PK-12 education.
- A strong effort should be made to fully engage all UC faculty members, and not just those in CECH, in developing CLEAR.

Open Sessions

- More integration with CPS;
- Start at PK, mentor and monitor every person in that class
- Motivation through scholarships to UC
- More initiatives that interact with local schools
- UC needs to make students more aware of pre-college programs available (Upward Bound)
- Pull parents in- make them feel welcomed and provide info regarding the university
- Pull Teachers in
- Get students in at the Sophomore Years so they know where they are academically prior to college
- Incentives to link teachers to UC (courses related to HS-College Transition)
- Lack of Guidance counselors in HS – have UC students go into the local HS to mentor HS students as part of service learning credit
- Prepare parents about financial aid options and issues

IGRC

18) PK-16: To become a critical component of a seamless PK-16 educational system (*e.g.*, our academic work with Cincinnati Public Schools and Cincinnati State to ensure that more CPS students graduate from high school and go on to college, to create deep linkages with CPS and other secondary school systems, to create access pathways for our selective programs. [Capitalize on the international student market by offering both short and joint degree programs.](#))

CBA – general comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division

- We are the essential ingredient of success
- Look at how we can make UC's co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- University high schools
- Neighborhood enhancement
- Safety
- Transportation web (public transportation, carpooling)
- Partnerships between university entities to provide college credit for student employment
- Database of UC experts

A&BS

- Look at Greater Cincinnati Schools (i.e. not only CPS) to promote pathways and partnerships, starting at PK level
- Mentor and monitor students (class beginning PK through possibility through 5) to prepare for College
 - Help with tutoring
 - Evaluation and assessment
 - Progress to help keep motivated and in school
 - UC – pathway to success

Clermont

- Need to look at rural schools as well and not focus only on CPS, rural schools need reform and research.
- Need school district partnerships and out reach, also help with transition from high school to college. Need to help first generation college families. Need to look at people in the work force, need pro-action not reaction, Need a lot of initiatives in the university to help students get information.
- Have a lack of professional development activities, need seamless transitions (high school to college, college to college), need accountability, what is good for the student is not always what is best for the institution. Do we do what is best for the students or focus on retention rate? Need quality instruction and accountability.

RWC

- UC is not seamless with the transfers down to main campus from RW. Need to focus on more schools than just CPS. There are many schools in Hamilton County.
- Need to lead the public school systems regarding what students need to get into college. They must know what is required to do well and be prepared. Also need to start early communication with the parents, so that they can prepare for college (financially, academically, etc...).

- Need to have programs regarding how to catch students up so that they can be successful in college. CAT – we should be involved in.

Action Team 14 – Economic Delta Force*CBA*

- Teamwork is necessary for success and it doesn't come naturally in the world of academia. Teamwork needs to be cultured and rewarded.
- General Comments:
 - Goals beyond “Profit”
 - Internal marketing is important to getting everyone on board
 - The college of business will be a major player in partnerships because business sense is needed in every unit/division
 - We are the essential ingredient of success
 - Look at how we can make UC's co-op program bigger and better. Expand the view of co-op
 - What is missing in all the action teams is the student...are we producing desirable employees
 - Focus on community of individual
 - Foster business research partnerships.

CAS

- Stress employee “buy in”
- Create positive student experience
- Create a “one-stop” concept for student services
 - This would be a good move overall and would expand services
 - Need to cut “red tape” bureaucracy and streamline services
 - Personal Action Form (PAF) is still a written hard copy form and should be electronic
- Make a more welcoming atmosphere in certain colleges
 - Improve signage (e.g. entrances of some colleges), create a friendly atmosphere
- Make gift acceptance less difficult
 - Even a \$50,000 gift needs all kinds of signatures
- Need to strike a balance between technology and human contact
 - Concern about over-reliance on technology
 - Need to have direct human contact with students and faculty
 - CITS model of helping should be considered for a “one-stop” center
 - Need people on the New UC Way team who understand student/user friendliness.
 - Faculty needs to be part of building process for the New UC Way.
 - Pay-offs for employee changes – make it worthwhile for employees to buy-in.
- Provide more opportunities for student employment here at UC

- Mindset about union employees needs to change.
- Use students instead of agencies for filling jobs.
- It is an oxymoron to have job needs here at UC and yet have students working somewhere else miles away.
- Change the measurables
 - If we want faculty focusing on students we need to change the measurables.
 - Experienced students (2nd/3rd year) should sit on committee to help identify problems.
 - Need better communication with students. To implement change, we need the students in the center of the process.
 - The student as a customer knows what he/she has experienced and what the problems are. These are the people who are in the trenches and need to be part of these committees.
 - Involve student in making UC a better place.
 - Use student complaints as an opportunity for change. Don't ask students what is wrong with UC, but ask them to suggest how UC can be improved.
 - Need to have empowerment with this change.
 - Utilize cross-functional teams to streamline the university process.
- New people needed to provide better student services. Students work miles and miles away, when there are many jobs here – job database.
- Students need to be center of problem-solving process. Students are in trenches and know problems. Better communications with students. Give empowerment with changes that take place.
- Biggest problem with UC is trail of places to go to get things done. So many places to go get grade changes, for example.

Action Team 15 – Healthy Cincinnati*Open Sessions*

- Nationwide initiatives, partnership with Professional organizations – clinics, vocational schools, medical transcribers, etc. VOLUNTEER EFFORT
- Staff at UC could promote health care fairs at community events, centers, etc. Bring future students into UC
- Entertainment arena combinations – if you take a test, go to a
- Publicizing UC research studies to encourage community participation
- Explore community corporate collaboration opportunities
- Use U.C. personnel to market the message
- Revise health, and, or other related majors to include a community service component
- Campus-wide initiative to identify scope of vision
- Partnership w/ CPS
- Provide free educational type of workshops/classes for students and employees (change/improve lifestyles)
- Assessment of existing collateral
- Central and important
- College/School of Public Health is needed
 - Trained personnel for health promotion
 - Promote Collaboration
 - Pathway to the Community – training for Health Educational
- Infant Mortality Institute
 - in Cincinnati greatly increased versus National Average
- Link between College of Medicine and College of Health Promotion in College of Education
- Model for Health Prevention
 - Diet
- Develop formal and informal relationship with Cincinnati leadership
 - Make expertise and abilities known and available to community
- Mental Health
- Issues of Wellness in the Community can start with UC as the main employers and their taking care of their employees
- Nutritional education through neighborhood health centers
- School of public health
 - Train personnel with appropriate skills for community health education
 - Serve as a magnet for students
 - Promote collaboration with leading institutions and children's hospital
- Infant mortality institute
- Link C.O.M. and Health Promotion program in the College of Education, UC
- Community outreach and education- current students go out to local schools
- Develop relationships with community and political leaders
- Activities and involvement must be valued rewarded and required
- Additional focus on mental health awareness

- Educate UC employees on wellness and health
- Identify where community outreach programs belong

Nursing

- Courses that immerse students into the community (awareness)
- Interdisciplinary healthcare experiences for faculty and students
- including clinics for care of community (all disciplines law, social work, epidemiology, ect)
- All university initiative toward better faculty and students
- role model for community
- Healthy Cincinnati Initiative

Hoxworth Blood Center

- Hoxworth Blood Center is the only community-based blood center that is a part of a major university. We can help promote service learning (action team 1) and increase the health of the general community (action team 15) by assuring an adequate blood supply and through the provision of mini-physical and cholesterol screening of donors. Action team 2 should know that we have an outstanding national reputation.

CECH

- Need to be sure to include health programs on east and west campus
- Should be a major focus on enabling people to be self directed in their health and behavior
- Engaging people through education

CBA – general comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success
- Look at how we can make UC’s co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

A&BS

- Recourses (internally)
- Collaboration within University
- Use UC personnel to market a healthy University
- Develop work-study opportunities, specifically in the health-related fields
- Health professionals from UC go into schools for health training awareness reasons
- Med/nursing/health prof. Students go into schools/community centers/senior centers/health clinics for their clinicals and internships/volunteer hours as part of programs

- Providing health assess/physicals
- Provide Physical Therapists /Occ. Therapists/ flu shots
- Assist with school physicals
- Non health staff/volunteers as assist to health professions (secretaries, medical transcribers)
 - Recognition at UC and in the community as incentive during works to promote 24/7/365
- Partnership with vocational schools
 - (i.e. Scarlet Oaks, Diamond Oaks in conjunction with UC programs; students as part of their training)
- Health career fairs at schools and community/civic org. to promote health awareness, UC's programs and pathways to furthering education
- One on one mentor(s) to work with families or individuals with health related needs/awareness, ongoing basis
- Develop communications materials for widespread distribution
 - Different media, video, audio, tapes, written, etc.
 - Health information literacy established for easy access and availability to community at nor charge
- Mobile health units to do general health screening, education throughout community, schools, nursing homes, businesses
- Demystify the medical jargon into practical terms for the community
- Partner with the arts/entertainment/sports community to provide incentives for health testing for diabetes, hypertension, etc.

CAHS

- Change name to Healthy Communities to include different needs of surrounding communities (e.g. suburban and rural areas)
 - Disparities of communities needs should be noted via needs assessment
- Identify all services now available
 - Identify by organization, by UC, and by national programs available
- Integration and consolidation of needs should be noted
- Provide medical access program channel
 - Produced by UC
 - Sponsored by organizations (phone numbers to call with questions)
 - Advertise numbers on public access TV
 - Provides an outcome measure

RWC

- I do not know that UC knows that we are out here, referring to the Professional Development Center, here at RW. They are able to help all students, with training and other functions.
- Need to make this a university wide initiative. Regional, urban, suburban, rural. Need to focus on all areas.

Action Team 16 – Liberal Education

SAS and GR/Communications

- Needs to happen, this is tough to correct

West Campus Provost Office

- The group felt that throughout the process there was still a need for more attention to the university's General Education program as scaffolding for several Action Team recommendations. This is particularly so for Action Teams 1, 7, and 16.

Nursing

- Engage all faculty in the current Gen. Ed program and baccalaureate competences of critical thinking/knowledge integration/effective communication and social responsibility
- Consciousness raising for faculty/students regarding the value of liberal education
- Incorporate curricular and co-curricular activities that foster leadership/scholarship/partnership/stewardship/citizenship
- Foster communication and coordination between student affairs and academic affairs (university wide)
- Faculty development in the “ships”
- Interdisciplinary Capstone experiences
- Share course offerings across colleges eg Master's level research, PhD level status
- Transcultural experiences (eg. Coop, study abroad) for all undergraduates
- Up course offerings in culture and diversity
- Emphasize hiring of a diverse faculty
- A& S faculty Partner professional programs to emphasize the need for a liberated within the professions eg Hx, Fa, lit
- Require at least 1 interdisciplinary (transdisciplinary?) course for all ug & grad students

Law

- The university has gotten away from this mission
- Miami as a comparison: emphasis is on liberal arts and getting out in four years
- Graduate programs need to work into this
- Bridge from UC undergrads to transition into grad school
- Our graduate programs interact with one another
- Important because it can support the community
- Quarter system is problematic and antiquated
- Culture at UC taking

CBA – general comments

- Goals beyond “Profit”
- Internal marketing is important to getting everyone on board
- The college of business will be a major player in partnerships because business sense is needed in every unit/division
- We are the essential ingredient of success

- Look at how we can make UC's co-op program bigger and better. Expand the view of co-op
- What is missing in all the action teams is the student...are we producing desirable employees
- Focus on community of individual
- Foster business research partnerships.

University Libraries

- Add a UC wide co-op program
- Create a nicer learning environment
- Create a bridge between A&S & professional programs...better professional advisors for utilizing degrees earned
- As far as we can tell, there is no relationship between "each discipline...Are we planning to create relationships? How?
- Departments are too rigid to allow interdisciplinary offerings...A paradigm shift is needed
- How about one UC College accepting credits from other UC colleges
- Faculty teaching multiple classes offer more core classes
- Programs to teach students how to succeed in College of Education, UC
- mention students and co-oping explicitly (revenue issue)
- Fostering a creative, problem-solving environment for students in the classroom, within the bureaucracy, and socially
- Leadership-communicate the activities of the UC lobbyists and actively encourage participation of everyone in the UC community to become activists
- Need to emphasize the importance, value, and participation of alumni; great expertise, wealth, and often gratitude for their UC education

A&BS

- Focus on scholarship & citizenship
- UC is unbalanced
 - Focus on major colleges (DAAP...)
 - Only hear bad news...about other colleges

A&S

Notes for Action Team 16 were written directly on the draft of that action team document dated 4/8/04. Karen took the notes directly to the action team.

- Barrier – General Education and foundation courses tend to be described as a requirement (hurdle) rather than opportunities for academic exploration
- Barrier #1: HS counselors don't understand liberal education
- Barrier: Remove the collegiate designators on transcripts? -- No, move to an example for #4 barriers and highlight this silo mentally
- Enablers:
 - Interdisciplinary – worriers, AFAM, Judaic, Programs European, Ethnic and Honors
 - Learning Communities (cross campus)
 - FYE

- Service Learning
 - Gen. Ed.
 - Internship for Academic Credit
 - Co-op?
 - Experiential learning
 - Interdis. Capstone courses for Gen. Ed.
 - Study Abroad
 - K-12 outreach
 - AP credit facilitates expanded curricular opportunities
 - Increased recognition of importance of teaching and research for interdisciplinary programs
 - Expanded use of Blackboard, web-based learning and other internet technologies facilitate greater global reach for students and faculty
 - Academic programs/offerings available later day and evenings
- Key Strategies:
 - #3. over dependency on part-time instructors needs to be addressed
 - Move 2nd key strategy to action team steps
 - Move #3 under “we envision” to key strategies #2 and include part time faculty above
 - Move #7 and #8 under “we envision” to key strategy #3

Clermont

- A liberal education is central to well rounded education, need to educate the whole person, need to focus on all.
- Very difficult to have students take non-related courses. Need to make it a college wide objective. Need to require a freshman year outside field experiences? Trips to certain areas and places have a freshman year experience to demonstrate the importance of a liberal education.
- Require a capstone experience that will tie together their professional education and their liberal arts talent. Do a portfolio or journaling experience that will help to highlight/demonstrate their liberal arts experiences/ individual liberal arts experiences.

RWC

- Need to define liberal arts, and that it is not just arts and sciences. Is this addressing the transfer of knowledge and critical thinking.