Notes from Open Forum #3, November 5, 2010

Special Emphasis: Economic Viability

Criterion 2: Preparing for the Future
Criterion 5: Engagement and Service

Planning and Resources

- Collaborations occurred that have lead to shared resources
  - IT merger resulted in resizing
    - Beat the deadline for merging while setting the timeline
  - IT and Nursing collaborated to use scarce resources. Created bridge to external community

- Restructured College of Nursing
  - reset budget model – student fees, generated significant tuition income; Redeployed resources
  - Eliminate associate nursing degree - not consistent with mission
  - Partnerships with business and industry
  - Merger resulting in HSHS – physical move, resource needs immense, restructure of college faculty-driven, union/non-union faculty side by side
  - HSHS flexibility came from:
    - being faculty driven – faculty commitment
    - would have liked more resources

- UTIE – learning to be flexible in planning processes. Drawing students into process. Aligning internal and external processes

- Planning that identified Regional Strengths - Toledo Economic Plan (M.J. Waldock)

- University is “go to” place for guiding processes for economic development and understanding what other places are doing (T.S. Wozniak)

- Comprehensive Economic Development Strategy (F. Calzonetti)
  - Tech Park
  - Commercialization complex
  - Identify top priorities for the future

- Planning processes not aligned across stakeholder groups causing missed opportunities. Opportunities from state not aligned with institutional priorities/processes (M.K. Smith)

- College of Nursing systematic evaluation plan – used for professional accreditation – criterion regarding planning CC&E

- Alignment of strategic plan to budget process

Entrepreneurial Environment & the Students’ Academic Experience

- Dr. Smolen – Doctorate of Nursing Practice; Evidence-based practice
- Business Planning Competition
- COBA degree in entrepreneurship; Choose Ohio 1st grant (B. Randolph)
- Students doing residential energy audits (moving to energy audits of public buildings)
- Professional masters of science internship with industry
- Education:
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- LAMP – online program
- Service learning – Padua Center – Lynn Hamer
  - Eileen Carr – UThink

  - HSHS:
    - OT Therapy – students find agency with OT position and write proposal for the agency
    - obtain an OT (B. Kopp Miller)

Assists to Blending Entrepreneurial Environment and Students’ Academic Experience

- Administrators who respond positively to faculty ideas and support
- Focus on collaboration as win-win
- External funding
- Virtualization Project (J. Cavins) 24/7 virtual lab
- President makes it a priority
- Scholarly Savings Program
- Continuing Nursing Education – similar to what HSHS wants to do – New IT program for flexible schedule

Barriers to Blending Entrepreneurial Environment and Students’ Academic Experience

- Need formalized channel of communication. These opportunities eventually hit the Registrar’s desk
- Space can be a hindrance
- Resistance to interdisciplinary because we might lose something
- Fear by junior faculty of no reward in tenure and promotion process
- Better assessment of value-added for learning experience and value for the service (e.g. in-kind)
  - How did it free person power for the site?
- How to take pilot and move it forward
- Streamline processes
- Consider ancillary staff
- HSHS: Center for Successful Aging - when center isn’t a college it doesn’t receive indirects, nor tuition; Banner doesn’t allow non-students to register. Must go outside of the system
- We don’t capture and advertise our resources and value added
- No road map to see where you need to go in terms of processes
- Highly innovative projects move past university structures that can’t accommodate the innovation (M.K. Smith)
- People support innovation but information is not there to move forward
- Financial Aid part of an integrated system that is impacted by system changes
- Cooperative initiatives across units need to work
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Engagement with Constituencies

- Need university-wide system to track and identify opportunities for collaboration; we are in many places but cannot measure as a whole
- Psychiatry: engage community in planning community conference series to plan priorities for the system (continuing education) – Feedback forms collected at each seminar and conference (M.K. Smith)
- Continuing Medical Education – Send evaluations afterwards to see if change in practice occurred (W. Davis)
- “Options for Tomorrow” – HSHS and Ability Center. Focus groups with community constituencies (B. Kopp-Miller)
- UC1120 Career and Self Evaluation (M. Fritz)
- PVIC – Value of where company is moved along commercialization chain (D. Jacobs)
- Incubator Program tracks jobs created, spin-offs; companies required to provide financials, employment (F. Calzonetti and M. J. Waldock)
- Exemplars in Grant Reports, year-end reports – however this information often not requested, no mechanism to help inform the end goal