Fall 2005 University Priority Listening Sessions Summary of Comments from Message board, Flip chart pages, and comment cards

University Priority A - Achieve designation as a "polytechnic" institution
- **Programs:** Will some programs have advantages over others? How will programs such as Psychology, Hospitality and Tourism, Early Childhood, etc. be affected by becoming a "polytechnic" institution? Will these "soft" programs lose their prestige? In order to become a polytechnic institution, do we need to add more engineering and technology related programs? Would students who want to major in Art or Education or other non-technical programs not apply at Stout? (7)
- **Formation of faculty committee/steering committee:** Tour polytechnic schools to review and investigate their institution; examine the pros and cons. Science, math, and engineering faculty need to interact more closely with other faculty who share their same interests. Faculty also needs to interact more closely with students in their programs. Develop university-wide group to propel the polytechnic mission, and share ideas. (6)
- **Decision:** Can the university vote on the decision of becoming a polytechnic or not? How do we determine a consensus? Priority indicates it will seek polytechnic designation by Oct 05' - this needs to be changed to allow campus-wide discussion. Opposition is coming from a lack of definition of "polytechnic." There should be more communication to address fears about becoming a polytechnic institution. (5)
- **Support graduate education:** How would becoming a polytechnic institution affect admissions standards? If our goal is to be on the cutting edge of science, then we need to realize our competition is focused on graduate education, not undergraduate education. (3)
- **Structure:** Does polytechnic categorization imply there will be reorganization within the university? The internal concerns are how this will affect the internal dynamics of the institution. Will it remold internal structures? Will it drive any restructuring of departments/programs? Will it, and to what degree, will it influence the allocation of resources? (2)
- **Focus:** This idea fits nicely with UW-Stout's existing image, history and tradition. However, to accomplish it will take sustained commitment of focus, resolve & resources. In times of budget constraints it will take creativity, as well as difficult decisions by leadership. Also, link the priorities and goals back to the Strategic Plan versus the Focus 2010 goals. (2)

University Priority B - Create a curricular incubation center that strengthens relationships with WTCS and supports emerging technology programs
- **Technical colleges:** This will enhance articulation agreement with WTCS. Tech college courses for the most part are not at the university level. Emphasis on WTCS shouldn't be so strong – the curricular incubation center seems restricted to tech college partnerships only. Concern regarding technical college transfer credits. A shuttle van moving between Stout, the Stout Technology Park, UW-Eau Claire and CVTC in Eau Claire would be helpful (for faculty). (5)

- **Mission:** This incubator is a fabulous idea if it supports the university's mission, which goes beyond technology programs, if these are narrowly defined. Be aware of what is our mission and what value we add. This priority may be too narrow in scope. (3)
- **Funding:** How will this be funded? What will we give up? Obtain private money for priorities. (2)

University Priority C - Create a culture of affirmation inside and outside the classroom
- **Editing:** Issues with the word "comfortable and enjoyable." Rewrite this priority to recognize that a supportive environment and an engaging environment are not always comfortable. We should keep the words "respectful, engaging, inclusive, and include challenge, support and question." This should be edited to reflect that we already have this culture and are committed to building on our foundation. Rigor should be part of this statement. (9)
- **Instructors/Leadership:** Continually expose students to other cultures so they are prepared for life outside Stout. Faculty members need to be affirmed as well as students. Are there functions underway to help faculty create this environment? We need longer engagement sessions to address teaching strategies. (7)
- **Measurement:** We need published measures in order to evaluate this. Some faculty doesn't want anyone measuring their skills (success at teaching). What is the connection between the NSSE and creating this kind of culture? The NSSE is very valuable and should not be dismissed or discounted. How do we know if we have a culture of affirmation? (5)
- **Students:** Empower students to succeed and accept others. Faculty should challenge perceptions and establish paradigms of the students – they can be comfortable to explore these challenges and challenge each other. Issues with physical classroom environment – unrealistic to expect adult learners to sit in "high school" style desks (or pregnant women). (4)
- **People Process Culture:** Previously directed by Charles Krueger, now Chair is Kari Dahl (department and course) – could these ideas and concepts of People Process Culture be incorporated on campus? Core ideas and beliefs of an organization should be an issue when addressing culture of affirmation. (2)

University Priority D - Implement a school outside enterprise that serves learners statewide, nationally and internationally, through distance learning and other delivery methods
- **Stout Solutions:** The link(s) between the "school outside a school" and the actual school must be very strong. The links between Stout Solution and other branches of the University aren't strong enough. The lines of authority and responsibility need to be clearly defined and understood. Could Stout Solutions be the foundation for the school outside the school enterprise? (4)
- **Clarity:** Need a more detailed explanation of this priority. It would help if we had more of a big picture. It looks perfectly sensible on paper, but seems to struggle when it contends with realities. (3)

- **Distance Education:** Distance Education poses problems – face-to-face contact is critical in teacher education. A challenge exists in providing customer service nationally and internationally. Resource problems regarding distance education and expanding programs (3)
- **Name:** If we are a laptop campus, online courses, distance education, outreach classes, and laptop enhanced classes should be integrated into the "school." Why do they need a separate name? (2)

University Priority E - Leverage technology infrastructure in academic (teaching and learning) activities
- **Geek Squad:** Does the "geek squad" include instrumentation support for the sciences, etc. or is it only computer technology? This may be very challenging and resource demanding. Who's responsibility is it to trouble shoot when a college or department uses a specialized software or hardware (I.T.'s or their own)? The name "geek squad" implies fixing things – what is the group's purpose? A geek squad would be helpful to get all computers ready. (10)
- **Training:** Do we dedicate people for training only (technology)? What department will do the training? Do we have the resources to do one-on-one training? Training will be brought up many times if Stout goes to polytechnic institution. Most faculty and staff didn't "grow up" with technology, so training is a critical element in moving things forward. Does someone have a formal training policy? Express concerns to Human Resources – should establish a central campus training officer. (8)
- **Technology:** If we fully integrate technology into our day-to-day activities, it will save time and more easily integrate classroom, i.e. utilizing electronic calendaring. Develop technology best practices. If faculty cannot model behavior (using technologies) they lose their credibility with their students. Upgrade needed (technology) in several classrooms (including labs). (6)
- **Infrastructure:** Can we create a model for the year 2010 addressing what the technology infrastructure would look like? What would be different in 2010 in the way the faculty would teach? Technology includes the infrastructure necessary for the design, manufacture, operation and repair of technological artifacts. (3)

University priority F - Implement diversity plan 2008
- **Menomonie Community:** Add initiatives that include the community. Everyone benefits from a diverse learning community. Are we going after the right minority groups? Menomonie is home of many Hmong communities. We need to include minority businesses and individuals on Advisory Boards. What can Stout do to make Menomonie an appealing community for minorities (on-campus, city wide, county wide, etc.)? Bring spouses/partners of interview candidates to the interview to attract them to the Menomonie community. (6)
- **Students:** Multicultural Services stated that students do not feel comfortable here – we need to be rigorous but give students the tools to succeed. Can we use technology to support multicultural efforts and to help students connect with people of different backgrounds? We need to promote our efforts across campus. Seek students from the Minneapolis/St. Paul area (of different color/ethnic

background) – closer to home (than Milwaukee) and with reciprocity, it is not a financial burden. (4)

- **Faculty/Staff:** Classified staff hiring guidelines makes increasing diversity difficult – our departments' culture needs this shift. It is important to support minority faculty and staff on campus. Have we already asked the minority faculty/staff here about this issue? (3)
- **Relationships:** Making friends with colleagues should be encouraged and facilitated by targeting the entire campus in activities that create the opportunities for this to happen, regardless of race.
- **Alumni:** Use our minority alumni success stories on the front of Stout's website

Other

- Showcase alumni success (questions as to where).
- Need a better understanding of the budget processes, i.e. how cuts are identified.
- Technology is only a tool, not the answer, a goal or a brand. We are here to provide educational opportunities to students and prepare them for their future endeavors in business and industry – utilize technology to improve teaching.
- Suggestion for future priorities:
  - **Placebound students:** What visionary initiatives do we have on deck to make sure that we are meeting the needs of our primary customers? Will some of our efforts to attract non-traditional markets drive away some of our traditional students? What has been the "norm" change – the value of online instruction and technology has affected that. If the focus is on placebound students, these students' needs may be different from traditional students. (5)
  - **Skywalk:** Build skywalks between most of the buildings on campus (particularly at 10th Ave and Broadway - due to traffic accidents and near-accidents). (2)
  - Create a strategic plan to deal with competition.
  - Graduate education needs to be a priority
    - Improve academic infrastructure for graduate education (Accreditation issues such as NCATE and CACREP require institution wide support)
      - Look at infrastructure: if we maintain or increase student enrollment with fewer faculty (and academic staff) then those people in the department need more help (secretaries, lab techs, and aids).