Listening Session 2009 Comments

Senate of Academic Staff

Further develop and execute integrated enrollment management

- If increasing or sustaining enrollment, do we have physical capabilities to house them, student life services, housing, U-Rec, and other services? Have we addressed this, especially with JTC offline?
- Academic rigor – there are links between overcrowded classes and academic rigor and retention of freshmen students. Difficult issue to address with budget situation, but are there ideas to address issues like overcrowded classes?
- Manage and balance enrollment with resources available. Grad College wants to set bar high and is devoted to excellent services. More demand means less quality services. Stout has a reputation for excellent services and we need to maintain this reputation. Look at processes to gain efficiencies. Can only grow so far before quality of services is reduced.
- Engagement – Get Stout experience and having a co-op. Some report back and others do not. Some have class presentation in order to complete co-op experience. When students return from co-op there is a definite difference in their focus. All programs should have some experiential service/process in them.

Focus on sustainability: Implement Key Elements of the President's Climate Commitment and Educational and Applied Research Initiatives

- Do we allow tax credits on that? – Yes. Could tax credits be used to offset costs for sustainable activities?
- We do a lot of these practices now. If better coordinated, would probably help. Need a culture change on campus. Motion sensor devices are being implemented. When you are the last one to leave a room, turn out the light. Focus on education of campus so faculty/staff are more cognizant of activities.
- Sports events, does the whole bank of lights need to be on for practices?
- Focus attention at local level.
- Are we working with the community on joint projects?
- Transportation – growing student body and looking at non-traditional students, what type of commuting is required? Encourage local students to remain in Menomonie and attend UW-Stout to promote sustainability and reduce carbon footprint. Locally grown student body.

- Car share idea should be investigated. Initiative on campuses to contract with a rental agency and the cars are available for use by students or others for errands throughout the day.
- Use cohort services, like Outreach Services, to build carpooling. Assist students to find ride share opportunities.

Develop knowledge, respect and validation of differing values, cultures and beliefs in students, faculty and staff

- Utilize our current international students more and get to know more about them. These students are currently underutilized.
- Some of the corporations have wonderful diversity programs. Is there a way to partner with corporations to find out what they are doing and incorporate their best practices?
- Expand co-ops internationally. Build international relationships and expose students to diverse situations.

Expand early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship

- Are we investing in our undergraduate students, integrating them in to opportunities like those available through STTI or Tech Park?
- Should have 100% participation in co-op experience. Undergraduate research and expand service learning could transform our students and be a great marketing tool for UW-Stout.
- Professional development for faculty and staff important. Faculty and staff look to foundation to get international experience to enhance their teaching.
- Progressive experiential learning opportunities, not just senior capstone experience, but students have experiences infused in whole curriculum. Enhances retention.
- Entrepreneurship – join with development of more knowledge and respect. Join entrepreneurship and diversity. Graduate programs have many international students who will go back to their country. Need to encourage entrepreneurship for those students, which can build bridges with other countries/cultures.