Listening Session 2010 Comments

Open Session 1

What responsibilities would you assign to the service learning and engagement coordinator to help achieve our 2015 goals for participation in these activities?

- Do we have the community participation to have service learning in Menomonie?

- There used to be a community-wide fair for different opportunities.

- There is a lot going on now, Community Garden and Bridge to Hope, so there is a lot going on but could probably do more.

- The opportunities might not match the overwhelming demand UW-Stout has. A coordinator could coordinate that and manage the relationship between the community and the university.

- We are looking to expand service learning, NSSE survey requests information on service learning, and this NSSE data is in the UW System Accountability Report. UW System uses this as one metric to measure our progress toward the growth agenda goals.

- Is there value in receiving a certificate for their service learning projects? Yes.

- There is a need for a coordinator, because faculty are supportive but do not have time to make contacts with businesses and match the students with the opportunities. Make process easier by having a clearinghouse to find the opportunities.

- Freshmen & sophomore participation may need adjustment of what service learning means. There may be too many students who need experiences for the community.

- Rides to and from service learning will be needed to get students to projects.

- A centralized data base would be beneficial. This could be a responsibility of coordinator to gauge needs of faculty and make contact with communities (surrounding communities, too) – market service learning opportunities.

- StoutReach – could that be expanded upon?

- Single contact point important to avoid duplicate contacts where different people from different programs were contacting schools or agencies. Help coordinate the effort of the entire university.

- Web page where communities or companies can make requests. Is it easy for companies to contact the university?

- Do students need protection from the university when they are volunteering, to protect students and companies/communities?

- Co-ops and service learning have different focus.

- Is volunteer work the same as service learning? Service learning comes from faculty, is in syllabus, has reflective component. Student doing academic work and going into the community, guided by the faculty. Volunteering is engaging in the community, but may not be connected back to the classroom.

- Internship can be service learning; they can co-exist.

- Are Discovery Center applied research projects considered service learning? I believe it could be classified that way.

- Important to feel like a person, and not a number on a list.

What additional learning communities should we be starting in the next 5 years?

- More collaboration between CAHSS, COM in combination with STEM college.
- Would learning communities by grade level (fresh, soph, junior, senior) be valuable?
- UW Extension does quite a bit with learning communities. Could we collaborate or expand upon them?
- Would like to see a large dept pilot having every one of incoming freshmen participate in a learning community and collect data on how it affected their experience.
- Learning community in a language would be useful to provide funding to get tutors to emphasize learning communities within the students and help to keep them in the program.
- Have communities of need, such as ESL, as well as communities of interest.
- Identify at risk groups that may need a learning community for support. Create a community to help sustain or retain them.
- Groups developed by faculty to help solve pedagogical challenges to help solve a problem.
- Eight semester sequences for programs, what happens when students can't get into a technical requirement? Could learning communities be used to guarantee a spot in a

class; the learning community takes certain classes together? Some classes create backlog and interrupt eight-semester sequence. A four year degree learning community

What are your ideas for how we can integrate sustainability into the curriculum?

- When sustainability and other subjects are integrated, how can subject matter also be fit into the curriculum?
- Could there be key general education courses identified with key sustainability concepts and students required to take two of those courses?
- Every day sustainability issues can be folded into many courses; just learning how to fold those topics in. Workshops would be helpful.

What are your ideas for energy conservation policies that we should implement at UW-Stout?

- Greenhouse gas inventory. A place to start would be to make info public so faculty/staff know where the issue is.
- Four day work week during the summer, perhaps ten-hour days and all energy turned down on fifth day.
- Centralized hiring office would be beneficial – different kind of energy conservation. Forms, schedules, timetable could be handled very nicely by a centralized area. Burden on individual departments to conduct a hiring search.

What previous initiatives, from Plan 2008 or other action plans, have led to improvements in retention and/or graduation rates for minority students?

- Have there been improvements in retention of minorities? Yes, but there is still a substantial gap in graduation rates.
- Would like to propose an implementation of a foreign language requirement to improve employability of graduates. Recommend that the department encourages students to take foreign languages. Hire more faculty and offer more foreign languages.
- Obtain data by program of minority retention and success. May find differences that could be important to target improvements, such as tutoring, that may increase success.
- What is retention of minority faculty members at UW-Stout? Students want to see themselves mirrored in their faculty, so maybe we need to focus on bringing in and retaining a diverse faculty.

- Need a more diverse staff, as well as faculty. Very Caucasian staff. Make an effort to hire support staff from minority groups.
- Being a safe place to study and it is a manageable size is important. A place where students can feel safe to get a good education and have access to faculty members.
- Campus climate – like the sense that people will greet them (referenced freshmen) and are willing to reach out to them – is important to retain students. They need to feel welcome.
- Math program improvements may have impact on retention.

Other comments:
- Why isn't there a master disk for every faculty member?   Why isn't everything loaded and faculty only use what they need?
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