

Listening Session 2010 Comments

Open Session 2

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

- Needs in communities with city council committees to investigate problems, conduct surveys. Collect needs assessments from these groups and coordinate with classrooms instructors to match needs with existing expertise and research projects that could be done with classes.
- Inventory of faculty currently doing service learning, so we know what is already being done. Perhaps use them as a model for other faculty to learn about the processes that work well.
- Serve as a resource for instructors or program directors.
- Have a website to collect info from community, faculty and staff to learn what needs are.
- It will be a reassigned position, not a new position, in the Student Life Services area.
- Is there a non-academic transcript or documentation of service learning?
- Should be working at what specific learning objectives are that will be accomplished that would be tied to program, or general education requirement. This should be documented and promoted to the students.
- Campus Compact is a national organization with a lot of resources available. Add that to the website. Could use ideas from that organization.
- Look at what other schools in UW System are doing, perhaps UW-Eau Claire.
- Interface with service orgs and local, county and state government to interface with a regional perspective.

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

- What priority are the learning communities affiliated with? Expand learning communities to enroll greater numbers and achieve 2015 targets.
- Are they targeted toward freshmen? Yes.
- Are there learning communities targeted to online learners? Could one be developed? Need to learn how to connect distance learners to campus community. This could be a technique to do this.
- Natural linkage between topical contents and community needs.
- Substance free learning hall with link to service learning.
- Healthy living and wellness group.
- Obtain student input for their needs in service learning.
- Is retention rate different if participating in a learning community? Yes, increased retention for those in living learning communities.
- Best practices at other universities should be investigated to learn from them.

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

- Last spring faculty were asked to review curriculum. Some faculty commented that they did not believe in this. It is an issue that needs to be addressed.
- Sustainable teaching methods (online vs. paper tests) and teaching sustainability issues in the curriculum.
- Could we have value statements related to sustainability that would affiliate with the definition of sustainability would give guidance to integrate into curriculum?
- Start with President's Climate Commitment agreement that the Chancellor signed, and work from there.
- Research on comparison of plastics vs. paper packaging is being done through the Discovery Center.
- Conduct an inventory of what is currently being done? Some instructors are including sustainability in their curriculum, there is a sustainability group that meets monthly, etc.
- Out of policies will come projects that can be done with students in classes.
- Projects might feed into service learning priority.

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

- What would enforcement be on these policies (such as office equipment and personal appliances, such as a heater)? Is it the responsibility of the department supervisor, dean?
- Look at how to build community, such as a common room, rather than a refrigerator in each office. This is not the case in all buildings. Make it a consistent practice.
- We have issues with climate control from one building to another, morale problems, look at it in relation to other things. There is more that can be done.
- What does it gain us, other than ethically?
- Do we have the right to question state policy that creates inefficiencies (such as heat reduction policy, but using personal heaters because the offices are cold)?
- It would help if there was a baseline, and let people know what changes are being made.
- Highlights in announcements help to remind people.
- Policy on amount of paper materials that can be handed out in classes by instructors. Many things could be online, rather than paper.
- Electronic signature reduces paper usage, and man hours tracking paper.
- Incentives to have students ride share. Perhaps reduce parking fees for those that ride share, or provide a bicycle if students agree not to bring a car to campus their freshman year.

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

- Living and learning communities, Upward Bound, Springboard, programs that bring students in early.
- What are we doing with the city to make minorities feel welcome within the community?
- Student mentors for other students. Connections to faculty and staff are important. Regular meals in the dorms was done in the past. In the classrooms there are good connections. Expand that to living.
- Meet Menomonie night same night as multicultural students – scheduling issue – tears groups apart.

- Minority faculty mentors. Have minority students assigned to mentor.
- Exit information – what does survey say? Not different for minority students.

Other comments:

How does tuition revenue follow enrollments to meet the needs of increasing teaching requirements?

Enrollment management – a lot of focus on bringing in students and retaining students. What is plan to provide resources for the students throughout their college years in student service and academic setting. Need FTE to put instructors in the classroom to meet demand of students that need courses. If the goal is enrollment management, should include more than increased enrollment and retention. Needs to be a plan to sustain those efforts.

Faculty staff feelings about increased workload needs to be addressed. Need to serve students and take care of personnel on campus.

Specific needs: Fund forward with excess tuition dollars, rather than being reactive. Helpful to do that in a more managed intentional way. If we know we are going to sustain more than 9000 students, so chairs could plan and have time to hire good adjuncts, rather than throwing a section in at the last minutes, and rushing to find an instructor. A forward-looking plan would be beneficial.