

Listening Session 2010 Comments

Open Session 5

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

- Gap in leadership ability/development – align efforts with academic programs and student professional organizations to help students become leaders.
- Centralized system for service learning, coordinate efforts
- What should the leadership entail? Enlarge perception of where leaders can come from.
- Integrate more leadership roles into the service learning opportunities; prepare students to step into leadership positions – especially in technical areas
- Define service learning vs. practicums/internships/co-ops; are they the same or different? What are the intentions of each?
- Do students know which courses have a service learning component during registration? If not, this should be added
- What does service learning look like for graduate student vs. undergraduate vs. distance learner?
- Registration process for extended service learning placement to make the process easier
- How is the University engaged with the community to determine needs for service learning – research would be beneficial as part of this role. Work with the community to meet specific needs. Student research opportunity.
- Learn from existing student research opportunities within some classes/depts.
- St. Jude's opportunities are happening already with Stout students; continue to encourage students and support them on their projects

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

- Multicultural Learning Community

- HDFS
- Virtual Learning Community – graduate students and undergraduate students
- Criteria should allow learning communities for graduate level students
- Undergraduates after Freshman year
- Organizations to join after freshman year? Use existing organizations to continue the bonding that began in freshman year.
- More information to students about learning communities before students get here; some are very specific for eligibility.
- Thematic Learning Communities rather than program-specific to make it more broad for after the first year
- Ask the students what learning communities they would like; they might have a different definition of what one is; more student driven; more ways for students to connect that by programs
- Do all communities have to be tied to academic coursework? Some of the living communities do have learning outcomes, but not all of them. Do need to have objectives that can be assessed.
- Is there exploration about how to live together as a society in the US, within these learning communities?
- Service Community (interdisciplinary)
- Leadership Community (interdisciplinary)
- AODA support (students already identified has having difficulties in these areas; not just first year students)
- Civility and pro-social behavior education – to be included in all communities; particularly with incoming freshman
- Build flexibility for students to join later as the programs grow and as students learn more about the communities
- Common outcomes for service learning and learning communities
- Faith-based learning community with multiple faiths coming together to learn about each other

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

- Define sustainability; professional staff development
- Natural Step Organization in Sweden has four basic principles of sustainability; Dunn County has voted to accept these principles; determine how to use these principles in each of our programs

- Develop sustainability to determine goals to meet needs of multicultural communities

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

- Close buildings down, bring people together in common areas during the summer months because fewer people on campus
- Increase bike/scooter availability to students: need more bike racks and infrastructure to support this increased use
- Shut down computers overnight and all peripherals (printers, monitors, etc.), even though it might cause some technical issues with turning them on and off all the time.
- Develop a “culture” rather than policies
- Better education across campus – an education campaign; dispel energy myths that may be prevalent on campus
- Look across the sustainability idea; consider costs-benefits ratio
- Reconsider how late some buildings are open and not being used; safety issue as well as energy use
- Need to do cost benefit analysis. If we close buildings, is that going to create more work for faculty/staff to move their materials from one building to another?

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

- Learning communities
- Stoutward Bound
- Athletics
- Mentorship
- Retention of minority faculty/staff
- DIN in SOE to hire a recruitment/retention person for minority populations – resources = positive results
- Culture of campus and community – are we creating a climate where everyone feels welcome?
- Helpful to know what the issues are in order to find a response to those issues; how have things broken down as well as advanced

High Risk Drinking Prevention Action Plan

- Speaker Series on campus on Thursday nights – speakers to challenge students' minds
- Opening Library for an electronic gaming night – competitions, etc. on Thursday/Friday nights
- Activities between 10:00 pm and 2:00 am
- Utilize alumni – guest speakers
- MPR gym – track, b-ball, tennis, pool – free to students with ID – more advertising of these free activities (URec has increased hours and programs)
- Have intramural activities go much later into the night
- Early activities in the mornings will curb late nights on the days prior
- Create a more intellectual atmosphere on the campus so alcohol won't have the same kind of pull
- Roll of General Education courses to do more informing on the effects of alcohol

Open Comments:

- Narrow requirements for sabbatical approval, widen to more research activities
- When comparing academic misconduct policy to non-academic misconduct policy the ways of dealing with both are almost identical; need a review of the process of dealing with non-academic misconduct in the classroom – need a link in the policy. Is it appropriate to ask a student to leave the classroom?
- Establish expectations for classroom behavior; SOE encourages every program to establish these expectations
- Teach responsibility in relation to alcohol use; Stout students act as mentors to young people in the community
- Behavior expectations at Stout are the same as in the larger society – not just at school and not just outside of school; we all play a role