

Feedback Form
May 11, 2009

FOCUS 2015: Goal Statement:

Advance diversity knowledge, skill sets, and dispositions in students, faculty and staff.

During the summer retreat, a small group will be charged to develop a draft university priority to help accomplish this FOCUS 2015 goal. Please use this space to list up to 3 big ideas that emerged from today's discussion that you would like this small group to consider as they do their work:

- Co-curricular activities are mentioned on the last slide of the equity scorecard PowerPoint. Co-curricular are out of class involvement are worth review, progress is being made in this area.
- The comment about educating minorities in the inclusion of minority focus was intriguing.
- I don't think anything mentioned campus-wide programming on diversity/ multi-cultural topics.
- How to measure this will be key!
- Can service learning opportunities be increased that expose minority students to minority issues?
- Issue of reverse inclusioning i.e. how do we help minority recognize what they should also do to enjoy their lives and educational career within the significant majority counterparts.
- Diversity does involve more than ethnic minority status.
- Community comes out as a common concern- comfort in the community, harassment in the community; consider the impact of the community on persons who are minorities! Is the UW-Stout community a harassing environment or is Menomonie a harassing environment or both?
- What are the multicultural competencies? How can an attitude be measured?
- Group needs to consider all student populations, not just traditional on-campus degree seeking students. Populations to examine further: degree completion program students who are not 1st year, are transfers and fluctuate as far as semester by semester enrollment. Grad rates are impacted because "time to complete" varies by individual student.
- Also, what about diversity of non-degree and special UG and GR students. They contribute to our culture. What is the data on these groups?
- Climate/ attitudes most valuable.
- Need focus on diversifying staff.
- Need to address resistance.
- Scholarship support is important to recruit diverse students- how do we add to the available funds?
- Inclusive excellence, without real resources will probably fizzle!
- Main two goals achievable.
- Take into consideration the area from where we recruit students and faculty/ staff.
- Students, faculty and staff of color need also to participate in retention and recruitment effort, not just the majority trying to advance diversity efforts.
- Instructors need to be trained in methods to advance diversity in their classrooms.
- How can inclusive excellence be implemented and presented to the campus that will be accepted.
- Find a comparable institution and compare methods.
- Need to find ways to get students to meaningfully engage in "interacting" with minority population and vice versus.
- Need for more financial support for attracting populations to Stout- focus on more intentional efforts to find funding sources.
- More meaningful and intentional training of faculty to help them incorporate diversity into curriculum.
- Better data. Are we getting our proportional share of minority students? There is a pipeline issue- where is the restriction? If we are not increasing the numbers of minority students entire college it is irrelevant

to say we are not increasing our students of color count. What is the percentage at other comprehensives and UW-Milwaukee?

- Interaction among all about ways to provide diversity as a way of life.
- Better outreach to and allow the campus to be more involved in diverse opportunities.
- That both the majority and minority need to reach out to each other.
- Need to address how minority groups can integrate the majority.
- Need to promote Stout as a positive, successful place to live and learn- perception is reality.
- Look at historically black colleges. Do they have effective methods to integrate minority white populations.
- Workshop for faculty and staff- "how to be more inclusive in the classroom" and "how to increase diversity or incorporate diversity strategies in instruction." Or workshop for faculty and staff: "facts and fallacies to creating an inclusive learning environment."
- Don't reinvent the wheel- what is being done at similar campuses that works.
- Diversity is broader than race and ethnicity. Let's broaden our discussion to include gender, sexual minorities, disabilities, etc.
- How do historically all black colleges approach this?
- How critical is monetary support for success?
- How do universities train faculty to be successful in teaching diversity classes?
- Recruitment of more Hmong students.
- Segregation- desegregation.
- Curricular diversity/ campus education and climate.
- Realistic expectations related to geographic location.
- Resources identified for diversity- how best to use.
- Distance Ed/ add on and how this is measured particularly given % of unknown.
- Recruitment- financial backing.
- Skills for all.

How valuable was today's meeting in preparing you for the summer retreat?

- Very valuable- 8
- Somewhat valuable- 8
- Not Valuable- 0

Comments:

- I'm not sure how this topic will evolve at the retreat. It is indeed a tough topic.
- Very good to hear others experiences, ideas and thoughts on the problems and challenges this campus has in advancing diversity.
- This was/ is an area I am just beginning to be involved in and the information was helpful.