FOCUS 2015 Feedback Form
April 18, 2011

__Goal:__ Develop Knowledge, Respect, Validation

Potential Initiatives:

- We must get better at keeping minority faculty/staff!
- Valuing faculty/staff and compensation for faculty/staff. Is this something within our uw-stout's control? If so, how much vs. state control.
- New hires require higher salaries, higher than existing staff. Any plans to raise salaries to be commensurate with other uw-systems or other universities nationwide?
- How retain faculty/staff?(of all color, cultures)
- Collaboration between minority faculty and staff network between UW RF, EC and Stout. (perhaps LAC and Superior)
- Mentoring more opportunities and more formalized programs.
- Interface/intergrate minority faculty and staff involve with recruitment and retention made it are of their ag. goals.
- Include disability in the construct of diversity.
- Increase number of instructional academic staff of color. Wider recruiting efforts for our adjunct professors.
- Consider a "big brother/ big sister" 1st year experience for under-represented students.
- Review the climate data.
- Do we think about "IE" as we do about building a new student center for instance? (the future). What we move our money towards is what we are committed to.
- Some things are so important "the right thing to do" that we need to find the money.

Goal: Expand Experiential Learning

Potential Initiatives:

- Consider best practices scan, re-co-op plan, design with northeastern university Boston.
- Need labs for businesses and quality related classes, as well as majors and minor degrees.
- Required in program but waived for small percent of students would not equal 100%. When in fact we still require experiential learning but with flex on how that is met.
- Define service learning. Examine course codes, titles, content, counted towards 100% involvement in experiential learning.
- "Experiential learning" should be redefined to match "enriching education experiences."
- we should include:
  - practicum, internship, field experience, Co-op experience, clinical.
  - Community service, volunteer work.
  - Learning communities-linked courses
  - Student faculty research
  - Foreign language
  - Strictly abroad
  - Independent study
  - Capstone – culminate senior experience, thesis.
- We are counting in a narrowly define measure of coding specific classes. I could make the case that all the above NSSE indicators are experiential learning; but it is a challenge to count that. I think of the recent students that created and won the Rube Goldberg contest. That was most likely not counted as experiential learning.
- Market the research $. This university gets and prith compare to other campuses in state.
- Consider adapting the current technology component in gen ed to include courses which involve industrial technology based projects, fab lab, etc. supported through discovery center.
- Identify and define what is experiential learning. This will affect our incentives by doing this.

- Re-examine coding of experiential learning courses.
- Increasing "high impact practice" teaching will increase retention and with ethl minority starts as well and is well documented in the literature. (George Kuh) (UR, Service, 1st year experience and learning communities.)
- Perception is that diversity is "optional" – "lists be off the table."
- In many majors, an experiential course is completed as a culminating experience therefore assessment of student learning at the completion of the culminating experiential learning should be a major component of assessment-in-major and should directly correlate with the program objectives. Such an assessment is also important for program evolution.

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Goal: Enrollment Management

Potential Initiatives:

- Consider further investment in academic programming to increase retention when grades are issued.
- Marks segmentation and target markets.
- Do we have a legacy admit program for alumni's?
- Lets cost out what it takes to recruit a new student and compare with cost of retaining a student. Seems like keeping students should be less expensive.
- Perhaps more of a focus on graduate students. Better potential for growth?
- On-going funding is needed for our international recruitment and diversity recruitment so we don't lose momentum. How can we do this without waiting until dept – Nov. for funding sources?
- How will students indebtedness be a factor in attracting and retaining students.
- Focus on attracting students who are good solid students.
- (SES Issues?) regarding "type of student" to increase enrollment to "high end" stout does not take into account all those high school students who do and have the skills coming from urban areas and AP, etc.
- Is this the "right thing" to do whom do we give a "hands up" to those with disperse skill sets through no fault of their own?

Goal: Sustainability

Potential Initiatives:

- Scope 2 – why so high? How realistic is it to switch to decrease? How does our current political climate impact this goal? If we as a campus feel this is still important, will we boldly move forward regardless of political climate?
- Normed for climatic change?
- Stay on course as it restates to our mission/vision deg. the fact that we have a program in sustainability.
- I've noticed that departments are charged the same amount for photo-copying regardless of whether a copy is one sided or two sided. (in other words, there is no dept. savings when a paper is printed on both sides.) if we offered a lower cost to dept., I think we would provide greater incentive for dept. to double-side print their documents and significantly reduce paper usage.
- What about a 4 day work week during summer months. Reduce electrical costs.

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Other Comments

Potential Initiatives:

- Find a way to hire the EDI director to move all IE goals forward – this is about the future just as attractions sports in new student center.