Clarify mission, vision; stay a unique institution/differentiation
School beyond a school
Modulize the 9 month calendar
Faculty should take a more leadership role over a number of sections with academic staff completing tasks/supporting faculty
What will the workplace look like, then figure out roles
Questions were raised on faculty availability in the NSSE student focus groups; don’t reduce faculty numbers
Funding issues
Make sure we keep in mind the end product so be sure we include people skills
Students still want bricks and mortar campus
Global exchange of faculty
Some courses can be taught via the internet, others cannot (i.e. math), therefore, bricks and mortar are still needed
Retention rate: incorporate students into the community in an effort to increase retention rates
How does “hands on” learning programs fit into e-scholar or internet future?
Strengthen hands on minds on, which could lead to shifts outside classroom; look at whole campus as an entire learning community

How can we be available to students if we spend less time on campus/Menomonie involvement?
Take issue with transient, less loyalty. Do we have succession planning in place for leadership development? Decreased loyalty a result of decreased organization support of employee (see pg 4 “personal” of Focus 2010 document)

How do we build a work environment with differing work values? People go into profession because of students and sense of community.
At one time, Stout was Menomonie community; now Menomonie is becoming more cosmopolitan
Need to pay attention to the fact that students must learn and gain knowledge at UW-Stout needed to pass certification tests; need outcomes. (tests require measurable outcomes)
Students are also citizens
Should we use more than one expert in strategizing for the future?
If we create ideal community, people will want to be part of the community so leadership maybe one outcome
Are we a training or educational institution? This will dictate future.
Challenge: How UW-Stout fills vacancies vs. other institutions, primarily with large number of retirements in the near future.
Correspondence schools were the wave years ago, but overall was a failure. All ideas don’t pan out so don’t throw all eggs in one basket.
Industrial planning does not have a great success rate so we need backup plans
Learning Community: want/need more integration of all activities that are a form of learning (e.g. Student Center)
Stout has technological base that sets us apart from other schools (differentiation), which will keep us open
Rather be Harvard than Walmart
Need to realize that technology needs to be used but not for everything
Reorganize departments to be a more effective learning community
Don’t want to be Harvard, rather be MIT (UWEC is Harvard, UW-Stout is MIT)
Need strong general education if we want to be MIT (humanities, etc.)
MIT became great by having a good core science department
How do we support each other versus us/them? (Gen Ed/Technology)
32 years ago there was an “us” vs. “them” attitude. We need to support each other to make us stronger.
Change will happen, do we want to harness it to the best of our advantage?
Program Clustering
- “Silos” permeate throughout the university, even on Faculty Senate
- We need some sort of silo for general education faculty/staff
- How will clustering work across major silos called colleges?
- How is program clustering different from removing duplicate courses?
- What is program clustering?

How large a niche is needed to have it doable economically?
Organize by courses or programs?
There may be a risk if too much combining; could lose synergy.
We need to keep the following things in mind as we plan: working together, people skills, campus climate, working community, and sense of family
Don’t see much about out of classroom learning; we need a focus on this as well
Are we still paying attention to who we are looking for in our student population?
How do we look at careers needed in 2010 so we can figure out how to serve those students?
How do we select our program array?