Flip Chart Comments 1998

New Programs

Endorse, but has workload implications. As new majors in other colleges are added, CAS faculty need to provide the supporting courses. New majors may also require updated equipment and may the college may need to add some smaller enrollment courses.

Endorse, but implications for other areas on campus. New programs mean new library materials are required, often without increasing the library's base budget.

- Recognize that we need to support and consider workload in encouraging new innovations. Need faculty allocations for new programs.
- Support new program development funds.
- Need people power to develop programs; also need to speed up CIC processes. Critical to attract a diverse student body. New minors and specializations provide "good bang for the buck" for students as they are more marketable.
- Support offering certification. Need funds to support.
- Offer new programs within Stout's mission.
- Array of programs should fit our niche with relation to old programs.
- Believe certificates to enhance our niche is a good idea, but not duplication with the Technical College System certificates.
- Must also maintain and improve the quality of existing instructional programs.
- Perhaps need a liberal definition of "new"--programs need release time support for marketing, recruitment, learning to use equipment effectively, and professional

Outreach

- Endorsed; perhaps this unit can provide leadership dealing with issues such as faculty reimbursement, property rights with distance education courses, and how to provide student services to these populations.
- At present we do not have a structure to pull together information and support for distance education instruction.
  Need to develop a philosophy regarding Distance Education.
- Need a centralized shop for developing DE courses, for registration/service issues, for delivery flexibility issues.
- Develop priorities for distance education; offer well-launched programs.
- How might a large distance learning population affect auxiliary revenue?
- Questions about whether this would be a new unit, what it might be composed of, and whether is it a budget issue.
- Concern about whether this will bring in or consume resources.
- Perhaps coordination, not changes in infrastructure is needed.
- Outreach may need centralized planning, but be distributed or conducted by ongoing units.
• Need some services centralized, coordinated, for example marketing. Need to be able to make adjustments quicker. Outreach linkage to marketing. Right now there is no central mechanism to support marketing to these new student markets.
• Need to develop more flexible student services.
• Need to develop better student service delivery and advertise it has gotten better.
• We need to be concerned with changing the way we do business, from web shopping to easy access to pricing to defining customer outcomes.
• Need to consider new policies that will be needed to do respond quickly and efficiently and provide quality education.
• Non-traditional students often take more time for program directors; we need to consider this as we go after this market.
• Plan for graduate recruitment as part of outreach. Need a marketing plan.
• Remove disincentives for faculty in outreach. (problem now with 104 SCH instead of counting for departmental SCH).
• Revenue to go to departments/areas that already generate outreach programs and courses.
• Support using adjunct faculty, but need to incorporate them into program/curriculum/professional development.
• Quality must be maintained with any Outreach efforts.

Retention and Diversity

• These two issues overlap and affect each other, but should be split into two priorities
• Diversity stands alone. It needs leadership, persistence and we should be proactive.
• Separate diversity and retention. Retain diversity; look at it realistically. Our distance from metro areas is a problem; work with elementary level.
• Separate strategies. Need to be creative in addressing. Capitalize on proven ideas and concrete solutions.
• Committed to a diverse population; use diverse approaches to attract and retain.
• Retention of students should also be a priority.
• Retention as a separate priority.
• Strong diversity helps retention.
• Define retention broadly. Includes diversity of faculty, staff and students.
• This may be premature as a priority; we should use the diversity plan and implement it.
• Need to conduct surveys of diverse populations, to find out which programs are of interest, to do exit interviews.
• Need exit information about attrition.
• We should recognize what departments and individuals are doing for diversity retention and marketing, and communicate about what else they could do.
• We should look at diverse student successes.
• Question whether a diversity office takes away diversity being something for which everyone is responsible.
• For all efforts, individual offices should be responsible to carry the plan forward and be held accountable.
• We should take the opportunity to define diversity broadly.
• How to define diversity. Need to include the disabled, as the federal definition does. Right now accommodation for the disabled lacks a central source of funding.
• Good to see the campus take a step forward on diversity and provide dollars to support it. Put diversity budget at the program level to recruit and retain students.
• Need funds to retain minority faculty. Need to be able to offer/provide professional development. Need this soon.
• Broaden strategies to tie in with the community.

Marketing

• Students must have and know they have a good learning environment.
• Market investment to position ourselves and to bring our story to the public.
• Marketing is important to attract students.
• Marketing to help with diversity.
• There is a linkage between marketing and outreach.
• 18K may not be enough to expand marketing beyond the local area.
• Support marketing because we are in a competitive environment. Needs more than 18K.
• Need to assess cost/benefit with marketing dollars.
• Need to evaluate marketing dollars; where they go, what materials we have.
• Important to market and support at the 1) University level and 2) department level. Both need resources, including human.
• Need to put funds into marketing. Funds should also be available to the colleges.
• Preference to direct resources for program marketing.
Need some consistent marketing materials.

Services & Supplies

• This is very important. Without the special funds put into S&S in the last two years, we would have been in trouble.
• More funds for travel and software support would help take the load off of departments.
• Questions about the term instructional--the library, Continuing Education and Student Services all teach students and should be included to receive S&S funds.
• Need to provide S&S for student service points
• Support additional S&S for instructional departments.
• Need adequate S&S at department level.
• For example, inflation in science is higher than general inflation.
• If there are shortages, need more S&S, but there should also be more management responsibility (and training) to avoid shortages.
• Travel and professional development should be separated from S&S.
• Support S&S for professional development. Included classified professional development.
• Need funds invested in capital equipment/labs.

Other Priorities/Issues

• Provide technology training and instruction.
• Need faculty/staff training.
• Faculty need computers and training. Software support. Site licenses.
• Need to be prepared for students with computers. Need support for using mediated materials.
• Need one stop center to provide technology support.
• Software library
• More cohesive on software
• Need to maintain current software and hardware.
• Backups for Systems (CT2, Exchange Server, Datatel).
• Need server support for faculty/staff/students.
• Software/systems are not use friendly in distance education. What are the alternatives to Lotus Notes? What kind of support can Stout provide?
• Resources to allow certain class sizes to be reduced.
• Need a minimum level of staffing and support for departments.
• In general need to budget more resources at a departmental level.
• Continue graduate education thesis support.
• Deal with salary equity soon, not as a longer term issues.
• Salary equity issues to be dealt with this year.
• Revise the SCH-based position allocation model.
• Retention of faculty and staff with in-demand technology experience is a problem.
• Suspend the retirement tax at a department level for a brief period of time.
• Undecided Students. Advisement for these students. Must address the needs of the undecided. Look at admission process.

Longer Term Planning

Foreign Language Requirement

• Prospective employers would approve.
• Students voice some concerns; need more foreign language options if required.
• Good idea.
• Endorse the concept of introducing students to global/international issues, but is this the way?
• Survey companies about a foreign language requirement.
• Focus on individual student needs for additional coursework in this area.
• Is this essential or just nice?
• Foreign language should be optional, but market it.
• Concerned about this requirement in relation to other program demands.
• Will it have a negative effect on credits to degree?
• Will it have a negative effect on recruitment?
• Pleased to see foreign language requirement. We are behind others. Need to reconcile
  verbal support with what is required/available in the General Education requirement.

Laptop Computers for Students

• Address issues related to computer for students; learn lessons from other campuses--this
  may be our answer to keeping up with computer technology in many labs.
• Support discussing laptops for students. Consider effect on curriculum, equipment, etc.
  Piloting the idea would be good.
• Supports notebook computers for students.
• Questions about whether computers would be included with tuition, whether there would
  be discounts? Concern about costs.
• Good idea, but look at options (does it need to be a laptop?)
• Endorses piloting the idea.
• Concern about providing the background for students who are not fully literate with
  computers.
• Need the infrastructure to support portable plug-ins.
• Good idea, but may have different needs by program.
• Concern about security.
• Consider graduate and non-traditional student needs differently.
• We are the technology university of the System, so computers for students makes sense.
• Faculty need to be prepared. Need infrastructure in place before requiring students to
  have laptops.
  Consider differential tuition by major
  Investigate hardware leasing
  Freshman year experience will help retention.
  Need long term plan for replacement of lab equipment and lab computer equipment. A
  share program might be offered.
  Need to predict hot markets and their effects on teaching loads better.

Annoyances

• Chargebacks
• State/Federal/system unfunded mandates
• Classrooms on 3rd floor of Communications Center
• Need more flexibility in 2nd degree requirements (look at policies and transcript
  procedures)
• Current situation with registration of outreach/off-campus students; they cannot register
  when on-campus students register; there are permit problems. Service needs to be
  addressed.
• Get rid of disincentives for outreach efforts (travel reimbursement, etc.)
• Stout needs a marching band.