University Priority Ideas for:
Expand early and ongoing experiential learning opportunities including
undergraduate applied research and entrepreneurship

A. <u>Fully integrate experiential learning into the curriculum and institutionalize it into the culture and identity</u>
   1. Operationally define and inventory current experiential learning at UW-Stout
   2. Define comprehensive and program specific experiential learning outcomes

B. <u>Integrate Experiential Learning Throughout the Curriculum</u>
   1. Focus on learning outcomes of experiential learning vs. quantity***
   2. Require Coop/Internship
   3. Curricular Requirement
   4. Require 95% of programs to require internship/co-op for graduation
   5. Experiential Learning should be comprehensive beginning to completion, developmental with clear learning outcomes
   6. Develop metrics as part of the program review process for the assessment of experiential learning including:*******
        a. Undergraduate research
        b. Service Learning
        c. Community Services
   7. Promotion of an organized and defined process
   8. Use pedagogy that emphasizes experiential learning
   9. Include both UG and Grad students in the experiential learning initiative
   10. Increase student involvement in professional organizations and experiences related to the major*
   11. Faculty support for professional organization involvement and promotion of experiences
   12. Benefits of research early (project perhaps started early carry over to other semesters)
   13. Get incremental roles related to UG research. Build in strategies for the early innovation influencing resistant faculty.
   14. Develop early & sustained experiential learning, opportunities that are developmental in nature, integrated with the curriculum and culminate in a capstone experience.**
   15. Focus on culminating experience capstone, but also early experiences.*
   16. Integrate student research in more courses at the UG level.*
   17. Require applied research & other experiential opportunities starting the freshman year.

18. Priority should be given to student learning outcomes in progressive experiential format.*

C. Community Involvement/Impact
1. Need infrastructure office to facilitate coordinate service learning, community service programs.*
2. Better communities
3. Further encouragement that students consider participating in community service activities. (market to students)
4. More actively tie applied research opportunities to community/business/economic issues. Make research relevant.

C. Create Lists/Inventories**
1. A unified experiential learning outcomes list would be great.
2. Clear requirements for coop/internship as a capstone experience.
3. Identify research opportunities students can engage in to culminate experience.
4. Identify all research and service learning opportunities.
5. Using this as an opportunity to define and quantify out-of-class activities. Match those efforts with Org Synch capabilities.
6. List/Awareness of what others are doing.
7. Identify professional organizations vs. social organizations (= 1 or 2 orgs per major)*

D.. Culture
1. Need to identify the research culture that we want to engage our students in.
2. Creating a culture that integrates experiential learning with the community, faculty, staff & students that supports the polytechnic identity.***
3. Building a "culture"
4. Create culture of excellence and achievement.
5. Start culture change.
6. Creating a culture related to this goal
7. I like the idea someone said about creating an engaging culture – if we engage our students in research, if we engage our students in community service, etc they will be connected to the "Stout experience"
8. Hire faculty who show evidence of being able to do research with UG.*
9. What's the best way to get students involved and aware.

E. Identity/Branding
    1. Create experiential opportunities that are consistent with our polytechnic identity.
    2. Recommend that program plan sheets be redesigned to include a capstone classification.*
    3. Educate, communicate our identity of experiential learning to our audiences – faculty, student, staff, external stakeholders*****

F. Professional Development
    1. Train faculty & staff on how to effectively incorporate student experiential opportunities into programs and curriculum.****
    2. Get cooperation of faculty/staff (too many have no idea of some of the community experiences.)
    3. Clear faculty/staff "buy in".

G. Other
    1. Consider having faculty always include active student involvement in every grant and contract proposed. Perhaps a co- PI position.
    2. Create a student business incubator center
    3. Globalism mentality creating graduates that have a broad-minded focus a priority or moving our local students into international stage contention.
    4. Expand global opportunities for experiential learning.
    5. Make more readily available funds for travel experiences overseas and in the US.
    6. Provide additional funding for student research activities.
    7. Increase opportunities for UG research (research & undergrads with faculty)*

H. Other
    1. Looking at CEHHS – only thing missing is entrepreneurship; there is a very developmental approach to experiential learning
    2. Key in sentence is "early" – a lot of juniors and seniors get excellent experiential learning, but we should capture early in freshman & sophomore years
    3. All freshmen should be involved in service learning
    4. Create as a community service requirement for all freshmen – perhaps 5 or 6 different projects
    5. Nice to see a coordinated effort
    6. Tie to sustainability goal

7. Tie in idea of having students collect data or information from experiences for research and reflection
8. If we are sending more students out, we should support some kind of movement towards civility and helping students better understand behavioral conduct; create good ambassadors
9. Sleeping giant – as a returning student a lot of disconnect – who do students talk to for questions? Make students aware of student groups and what's available. A lot of resources here that students don't know about.
10. Study Abroad – is it considered experiential learning? Opportunities for study abroad should be expanded
11. A lot of research about the effect of co-op and study abroad – we could as a university conduct research; we could collect data
12. One of problems is planning study abroad experiences – we should create a mechanism to help support people to develop those programs. Perhaps something like the curricular incubation center.

I. Other
1. Mentoring and sharing of projects
2. Team Teaching with other colleges
3. Student Incubation Center for research – allowing student to take idea one step further. Involve freshmen in this. Support faculty in developing these kinds of projects.
4. Partnering with Discovery Center and NWMOC for student research

M. Open Session One
1. Provide help for students to patent ideas. Utilize WiSys.
2. Pursue donations to support.
3. Polytechnics are facilities intensive. Partnerships, incubator spaces, tech park, blur lines between on campus and corporate opportunities. Co-op can help us and we can help them.
4. New sustainability major – could they take on project to look at campus and suggest improvements? Students could come up with plans that could be implemented. Perhaps foam from computer packing could be used by packaging program's or apparel program's students. Could also use projects in media.
5. Electronic waste – image now project on campus – paper is recyclable, disks and hard drives are not recyclable at this time. E-waste increasing on campus. Look at programs to address that issue.

6. Company in Eau Claire recycles computers and electronics – are they still operating?
7. Surplus has had contact from companies to obtain electronic recyclable items. E-waste can generate revenue because companies have quota of recyclable waste.
8. Overlap between experiential learning and diversity goal. Diversity awareness and education among students. Need goal to connect the two goals.
9. Critical that experiential learning occur early in students' careers, freshman year. Engages students.
10. Virginia Tech very involved with spouses and families. They offer to help to find jobs and get comfortable in the community.

N. Open Session Two
1. We need to have dedicated undergraduate research facilities.
2. We need to balance out and give students a variety of experiences. Do portfolio based projects and research based projects. Build on portfolio based experiences.
3. Most important thing we can do is listen to industry experts. Hear what industry experts feel is important and identify whether we are doing that. Have received calls requesting students from UW-Stout because we are meeting the needs of the employees. Maybe we need to target more effectively and work with industry to develop a more strategic plan and cultivate career path for specific type of students. This is a subtle form of marketing. Shows students the success plan to get the job. Money talks. We have graduates that have been very successful in Harley Davidson, Sears, August Ash, these forms are requesting more students. Currently have a shortage of students that meet these needs. More about Stout students not just a particular major. The companies will tell you what they want in a student. They have valid ideas to incorporate into program for career paths.
4. We need to do a better job with freshmen students to get them to write White Paper research papers. Senior students don't understand the concept to document references. Small lab reports. Need to start early and keep building on.
5. Students get hit harder their first semester at our campuses than we do. We need to work on freshmen experience and set the rigor standards early on.
6. One of the things we do not want to lose track of is the strengths of UW-Stout. Key things is we need to keep track of is to hire great

faculty and enable them to spend a lot of time with the students. Get great faculty able to spend a lot of time with students and make sure the faculty can integrate with business and industry to facilitate relationships.

7. I would like to see Stout local Chamber of Commerce and open membership up to students. Target new student organization of entrepreneurs. Maybe they will want to open new businesses and stay in Menomonie.

8. We need to have more faculty to have time to come up with new ideas to spend time with students. We need to have more tenured track faculty. It is a matter of hiring enough people and the right people we still need more positions. We have grown our enrollment but not our faculty. By not being a doctoral institution we have faculty doing two different tasks, makes the work more difficult.

9. We are doing more right than wrong. Collaboration is critical in all of this. There is a lot on the plate. It is more important to play to our strengths some are going to be the researchers, some are going to be the excellent teachers, some are going to be the administrators – leverage these strengths. Eliminate duplication of efforts. Pay attention to what everyone else is doing and collaborate. Work in more of a team environment rather than individual. We are so good because we focus on teaching. There is research that Big 10 schools do not focus on the undergraduate students. Most in industry are looking for students with their bachelor's degree.

10. Remind everyone that at the Polytechnic summit, that distance ed takes more time to teach. Accommodate for extra time to deliver distance ed courses.

11. Students are led astray by going to Big 10 institutions. We do applied research, we have faculty teaching our courses. How many schools can you go to with experienced faculty teaching beginning courses?

O. Open Session Three
1. It seems like community comes up a lot, this is very important. Continue partnerships and collaboration with Menomonie.
2. More customer service focus out of our support structure. Many times we see customer support departments telling faculty how to do their jobs.

3. Think about more revenue streams. How businesses have we launched and the university is getting a cut of? Look to the students to do more.

4. Sometimes we need to take responsibility for what we do. Customized Instruction revenue went back to the campus and other people benefited from. This equalizes out of state tuition. Our old CI model doesn't work. We need to think about our model.

5. We are close to figuring out the answers. The Discovery Center is one area that I could come up with 5-10 technology things and develop these to generate revenue. Develop polytechnic-type projects. The talent is there we need to brainstorm and figure out the path through shared patents or release times to help everyone.

6. No one is going to empower you except for yourself. We don't have the number of barriers that we think that we do. Money is an issue. CI is not going to build the labs that we want. Vision without implementation is a hallucination.

7. We need to consolidate the leadership of the smaller campuses. Have one Chancellor run the UW-EC, UW-Stout and UW-River Falls. More focused leadership.

P. Open Session Four

1. Big issue, if going to do a good job of working with the students, we have 525 SCHs per FTE now, so it is a struggle for faculty to have time to provide good experiences for the students.

2. Are we looking at a three year degree? A lot of these things would change for a three-year degree. As veterans come back and increase of non-traditional students, they will be more focused and need more help to adapt to classroom. Three year degree would probably be more interesting to non-traditional students, who are not looking for the "college experience."

3. Have we looked into accelerated programs – two years or less? There are people who want a degree in the shortest period of time.

4. Every year a student reduces from their college career, money is saved. It would be good if the state could help to facilitate this.

5. Culture – put context to it? Can't change anything until everyone changes the way they think about the topic?

6. Clarification on three year degree? Pilot programs took 120 credits and created a creative schedule to finish in three years. Same credits, just designed to use summer and Winterm, AP and CLEP option, but still allow opportunity for co-ops and internships and study abroad; the things that make our degrees unique. In art & design a lot of things that cannot be accelerated – have a two-year sequence, with prerequisites, and do not have faculty who are willing to teach over summer or Winterm. This will not be forced upon programs; is voluntary.

Q. Open Session Five

1. Double benefit – bring student to good sites to practice, learn and also earn money – example of Disney World. Program Director try to gather information from all sides and inform the students, but don't have a good system to provide experiences.

2. Consider everyone on 12 month contract, and every two years faculty member gets three month off. Eliminate summer contracts. Utilize facilities and staff year around, creative staffing, would be big culture change. Help sustainability and integrate enrollment management and have cohorts.

R. Faculty Senate

1. RE: community involvement and impact: wonderful to channel community involvement into efforts to revitalize the Menomonie community

2. Increase independent study programs

3. Not a lot of mention about involving industry and business; works well with engineering and technology programs

4. Field experience requirement early in academic career

5. Experiential learning is similar to faculty exchange: a lot of learning takes place outside of the classroom

S. Senate of Academic Staff

1. Are we investing in our undergraduate students, integrating them in to opportunities like those available through STTI or Tech Park?

2. Should have 100% participation in co-op experience. Undergraduate research and expand service learning could transform our students and be a great marketing tool for UW-Stout.

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3. Professional development for faculty and staff important. Faculty and staff look to foundation to get international experience to enhance their teaching.
4. Progressive experiential learning opportunities, not just senior capstone experience, but students have experiences infused in whole curriculum. Enhances retention.
5. Entrepreneurship – join with development of more knowledge and respect. Join entrepreneurship and diversity. Graduate programs have many international students who will go back to their country. Need to encourage entrepreneurship for those students, which can build bridges with other countries/cultures.

T. Stout Student Association
1. How many people in the room have had an outside speaker (someone not from Stout) come to their class to visit and talk to the students? About half of the students raised their hand.
2. We need to know what job opportunities are available by major. How can we obtain a list of job opportunities for each major? I haven't been able to obtain this information from my instructors.
3. There should be more opportunities for students to connect to alumni who are working in their major field.
4. The way we report placement rates is misleading – we report overall placement rates, but we should report by major. Chancellor's response was that we report placement rates overall and by major – these are two separate statistics.
5. What kind of entrepreneurship opportunities are we looking to offer? We should provide training on how to start your own business.
6. We need to promote involvement in student organizations early in their time at Stout. Ways that we could promote this would be to: have student organization reps available during student orientation, encourage or require students to go to professional organization meetings, and/or bring in speakers from outside Stout into their classes – this is currently done in some classes

High priorities identified at the 2009 SPG retreat are highlighted. Asterisks indicate the number of votes.

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