



## Notes from All-Work Group Meeting, August 7, 2007

*The Work Groups met to clarify the preliminary proposals, provide feedback and identify key priorities for the campus. Following are the questions/comments that surfaced from the discussion as well as a list of the identified priorities.*

Relevant Group(s)	Question/Comment
1-Global Leaders	<p>How do we move from proposal to implementation?</p> <ul style="list-style-type: none"> <li>- Multiple pathways to implementation (short-term, semester-long, service, internships etc)</li> <li>- Provide lots of options for students with recognition there will be some exceptions to mandatory study abroad</li> <li>- Faculty become more involved in study abroad</li> <li>- Need for internationalizing curriculum</li> </ul> <p>Is the goal of your proposal an international experience or cultural experience for all. If cultural, it could be met by learning in another culture in the U.S.</p> <ul style="list-style-type: none"> <li>- Group is adamant that we need to take the bold step of asking for required international experience</li> </ul>
	<p>What about non-traditional students?</p> <ul style="list-style-type: none"> <li>- By offering variety of study-abroad options, we can accommodate non-traditional students; may need to provide some alternative options</li> </ul>
	<p>Is there evidence international experience will produce the “ethically engaged, and empathic humanitarians” the group says is its goal?</p> <ul style="list-style-type: none"> <li>- Yes, evidence that business finds added value in students with global experience</li> <li>- Discussion pointed out that the cumulative value of many of the Work Groups’ proposals will produce the students described in Group 1’s preamble.</li> </ul>
2-Transforming Learning	<p>Describe “intentional educators” in more detail</p> <ul style="list-style-type: none"> <li>- Attract kind of faculty who share our goals</li> <li>- Use revised orientation to provide teaching and assessment support</li> <li>- Use best practices for ongoing faculty development</li> <li>- Discuss reviewing department evaluation plans</li> <li>- Support course redesign for interdisciplinarity</li> <li>- Dean Christian noted A&amp;S is pursuing many of these efforts in regard to liberal education focus</li> </ul>
	<p>Provost asked about revision of goals of baccalaureate and whether this needs to be a first step</p> <ul style="list-style-type: none"> <li>- Consensus that much work has already been done and its time to get the ideas on paper, adopted through governance and get moving</li> </ul>
	<p>What about radical curricular reform for non-traditional learners?</p> <ul style="list-style-type: none"> <li>- Agreement that reform may necessitate significant changes to scheduling.</li> </ul>
3-Serving Public Good	<p>What about serving regional rural needs? Don’t just focus on needs of Chippewa Valley business.</p>
	<p>Did you consider engaging retirees as teachers &amp; learners?</p> <ul style="list-style-type: none"> <li>- Yes, but did not make this a focus of proposal</li> </ul>



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4-Campus Community	<p>Did you look at offering tuition remission for staff?</p> <ul style="list-style-type: none"> <li>- Yes, while not in proposal, currently it varies by department and it would be good to have a uniform system</li> </ul>
5-Managing for Mission	<p>Did you incorporate our civility statements into your proposal?</p> <ul style="list-style-type: none"> <li>- They were assumed but not specifically referenced</li> </ul> <p>Have you explore finding other funding for smaller facility projects—classroom improvement versus lawn sprinklers? What are our priorities?</p> <ul style="list-style-type: none"> <li>- Small fixes can work, but also need to have priorities for new major facility changes. Recognition that we are behind in major facility improvements.</li> </ul> <p>Marketing our ideas to prospective high school students missing from proposal.</p> <ul style="list-style-type: none"> <li>- Chancellor noted that is his responsibility, as well as ongoing marketing efforts by Admissions, University Relations, etc.</li> </ul> <p>Suggestion to collect the “small ideas” that maybe didn’t get into the proposals but could be implemented at low or no cost and quickly. MJ asked co-chairs to collect ideas and forward for posting on website.</p> <p>Comment that we need to remember our art programs can support the “creative class” in the community. Our internal spaces can reflect the exciting learning happening there with addition of student art, projects and products.</p> <p>Group clarified that its statement to “schedule for students” is about course selection, not timing of classes, although that may need to be addressed.</p>
All Groups	<p>Emphasis on graduate education missing from proposals</p> <p>These are good ideas, but what are we NOT going to do if we want to have time/resources to do these things? Can’t just add on to what we already do.</p> <ul style="list-style-type: none"> <li>- Discussion centered on need for a paradigm shift at UWEC. Need to think differently and work differently. We will need to change or drop some of what we do to focus on what we really want.</li> <li>- Two concepts illustrated this idea: “Everything is in play” illustrates that all of what we now do needs to be re-examined in light of our priorities. “Sustainable curriculum” refers not only to a curriculum that addresses environmental sustainability, but is also sustainable in terms of not overburdening faculty. We need to find processes that help us review, refine, change our curriculum.</li> <li>- Suggest that we could consider eliminating requirements for a minor to simplify our curriculum. Other comments suggested in lieu of the minor, students be required to have an international, interdisciplinary or global studies experience.</li> </ul>



***Participants were asked to identify the common themes across the proposals and select those priorities that should engage the university as it creates its vision. Following are the results of that discussion:***

### **INTEGRATION**

Integration of

- Mission
- Curriculum
- Knowledge

Integration

- Not an add-on; create new “Eau Claire Way”, rewards, role model examples

### **INFRASTRUCTURE**

Physical facilities that support:

- Learner-centered curriculum
- Sustainability campus-work-life
- Work with and for community

Infrastructure Priorities, Improvement and Change

- Make small, noticeable, inexpensive things – change (art, color) while waiting and pursuing big things

### **IDENTITY – UNIQUENESS**

Intentionality

- We need a clear, succinct, unique mission
  - Saleable
  - Marketable

### **SUSTAINABILITY**

Sustainability in a dynamic environment

Sustainability

- Environment
- Economic
- Conscious stewardship
- Green campus
- Global perspective

### **PARADIGM SHIFT**

Paradigm Shift

- Curriculum
- Operations

Everything in Play

Cultural Change: From student-centered to learner-centered focus

- e.g., curricular reform, transforming teaching assessment
- Resource allocation process/transparent procedures



- Embrace risk

### **RADICAL CURRICULAR REFORM**

- To include global studies and seminars and G.E. changes

#### Curricular Reform

- Intentionality
- Sustainability
- Interdisciplinary
- Streamlined, simplified distribution
- Baccalaureate goals
- Student focus

#### Transformative immersion experiences

- Interdisciplinary/breaking silos
- International
- Change in scheduling/planning

#### Intentionality

- Build a G.E. and assessment program directly off of the baccalaureate goals
- Finalize and implement the baccalaureate goals

#### Curricular Reform

- Increase access-different populations, Radical!!!!
- Community
- Admission
- Region
- Non-traditionals

#### Liberal Arts Goals?

### **PROGRAM PRIORITIZATION**

Process for program prioritization (ONGOING!)

#### Prioritization

- Intentional
- Set university priorities
- Assessment

#### Set Priorities

- Decide what we want to be
- This drives our decisions

### **SUPPORT LIBERAL EDUCATION**

### **POOLING RESOURCES**

- Accomplish goals by pooling what we are already doing in our silos



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