Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Community involvement-collaboration with the community in ways that are an asset to the community, state, world.
- Diverse environment and a positive culture.
- Engaging in active and applied learning-e.g. internships, research, and immersion.
- Engaging in challenging transformative experiences outside of the classroom.
- Engaging deeply with diversity in a manner that challenges and transforms their concept of self, others, and the world.
- Engaging in experiences outside of their comfort zone.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Increase student involvement in campus and community work.
- Stop defending turf—ensure that program array is driven by demand.
- Demonstrate that we are generating graduates that truly align with the needs/preferences of business and political forces.
- Align reward systems with desired outcomes.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?
   - Every level has been cut, but it is acknowledged how every level interacts and cares for the students
   - One of the people at the table has given food to students in need
   - Students can put an asterisk behind their degree to say they made it through with some of the biggest cuts ever. In some opinions, it was criminal to have this many cuts
   - “Endeavor to persevere.” We need to try to survive.
   - Uncertainty is killing any positive morale, and the uncertainty has been going on so long
   - Struggling so hard to make the extra effort without sight of a raise or good pay.
   - People still here because of the personal interaction with students and with coworkers
   - We can give an example to students how to survive and make changes, which we need to prepare these student for a world where they do the same
   - Recruiting students of color. This will create a broader experience for all students.
   - Students will have a good experience and see how people should be treated
   - This is an atmosphere where you can be yourself, and as you are yourself, the creativity can come out. Acceptance.
   - There’s a lot of love on this campus.
   - You can see the change in students over 4 years through cleanliness. Freshmen classrooms often are left unclean and with trash. When you see junior and senior classes, they are often much more clean and respected.
   - In addition to a great education, we are teaching students life skills.

Themes:

- UWEC creates an atmosphere for comfort and acceptance in students which encourages students to explore and be creative.
  - This will be very important as we welcome more students of culture
- Positivity and openness of administration will lead to more positive changes
- We are surviving and continuing a good education despite adversity from record cuts in education in Wisconsin.
- We will continue to provide students with social, professional, and life skills through education, the experience, and immersion opportunities.
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Streamline hiring practices
- Need comparative wages – campus-wide
- Get out to the voting booths
- A lot of professors took a wage cut to come here to make a difference.
- There are too many things taking focus away from students now.
- “Vote Scott Walker out”
- Educate students from all positions in the university we are all educators
- Making small gestures
- We are all caretakers and educators for students
- Improve line of communication – for instance, knowing where custodians are or how to contact them.
- Facilities – everybody put in their time. Students and other faculty and staff can put furniture back
- Teaching respect and life-lessons – Leave it better than how you found it.
- Implement life-lessons within liberal education
- “Being a decent person” 101. – Could be integrated with FYE
- Address the negativity. Try to get to that positivity back in.
- Try new things, it doesn’t have be perfect. Just try it.

Themes:

- Beef up an FYE class to address the following:
  - HIPs
  - Resources at UWEC
  - Expectations at UWEC – including “Being a decent person.” This includes how and when to clean up after yourself on campus. (put furniture back after moving it)
- Make working here attractive (salary and more)
- Continue to emphasize that all faculty and staff are educators. Most of them are here because they want to be educators and care for students.
- Improve procedures and processes with in custodial to streamline hiring and university communication
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Themes:

1 – Relationships/connections with faculty/staff
   Continuing relationships > tying back to bac degree experiences.

2 – Skill based LE core and program options
   Transferred into major > 1) problem solving skills, 2) analyses, 3) technology.
   Example: CJ major uses these skills in program and in external experiences.

3 – Real life experiences that connect to major
   Options in future opportunity. HIP in external environments and classrooms.

4 – Passionate/dedicated/knowledgeable faculty
   Role model for professionals
   Connection to students and their future

5 – Life-long connection to Eau Claire
   Alumni who want to serve

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

DO:
- Changes of DEP to respect faculty/staff time/responsibilities
- Adjusting expectations according to department needs/responsibilities and still remain respected
- Clarify student-centered within parameter. Faculty/staff cannot sacrifice themselves to support students with no limits.

STOP DOING:
- Meetings: What should really go on? Number of meeting times.
- Stop having the building open in low times > Winter break (Dec 25 – Jan 1) > no loss of pay > time off to support more work
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Continue with study abroad, immersion, research experiences.
   - Students engaged with peers, faculty, while here and for a lifetime!
     - Have a mentor when they graduate, particularly for non-trads!
   - Early advising to help students learn to interact with all of the things to do on campus and with each other. Better explain what the campus experience is all about.
   - Student students have “cohorts“ that they go through their college experience, so when they graduate they have a group of people they are connected with?
   - Connectedness, interactive, engagement.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   - Facilitating career placement after graduation for at least first year (connect with alumni).
   - Creating a student/faculty mentor for student.
   - Faster student accountability and enc. Students to get out of their comfort zone. Explain “why” activities are important. Follow through with students staying connected with students.
   - Start reaching out to students in middle school.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   1. The University where Madison faculty send their children. Excellence seal coming back front and center.
      - The one-to-one care for students, close relationships, the employees will make it distinctive.
      - Hands on experiences.
      - Poster day memorable.
      - We need to educate our students so they learn to think like Leonardo DaVinci (broad role of campus is to teach students by expanding their horizon—think outside the box). The classics have stood the test of time.

2. Get rid of “studies” and put in appropriate department.
   - Saves money
   - Research and coloration with peers
   - Cross-disciplinary

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   - *RAISE MORAL*
   - Must have GE that is the same for every major so GE requirements are the same for every major.
   - Cannot control external issues—CPA requires more credits compared to 4 years.
   - Have to have value—not cheapest—most value—“best bang for your buck”
   - Better job of promoting UWEC.
   - Must be more transfer friendly.
   - Retention—we cannot be everything to everyone.
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Help educate students.
- Design outdoor/sustainable practices of students—work with facilities.
- Immersion experiences/internship/study abroad (great learning experiences).
- GIS—great program.
- Holistic admissions process to prevent debt—nursing programs/expand students choices.
- Look at numbers of students in programs and evaluate effectiveness.
- Community of Eau Claire invest time—students want to stay in EC after graduation. How do we foster that?
- More topical degrees/more variation and choices for students.
- Remove boundaries for students—address student goals early.

*Evaluate current programs and demand change—funding and faculty—“employability”

*Immersion/internship (require?)/study abroad emphasized (fix disconnect of education vs. work)

*Online vs. in-class/student affordability

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

1. Look at job placement of grads
   - was degree or helped get degree
   - satisfaction of job
   - ask employers what students are lacking/strong

2. Build relationships with employers > paid internship
   - Market to employees
   - Connect community programs that could develop program (UW-Point) did—Mary Patoka
   - Emphasize reimbursement
   - Require to meet with adviser each semester (mentor?)
     - Financial adviser
Career services – requirement

3. Offer life-long learning for educators to stay knowledgeable in field/online offering – stay in connection with student post-grad
When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Great teachers
- Class availability
- Timely graduation
- Caring and dedicated staff
- Welcoming diverse campus
- Beautiful campus
- Share experience with cultures and study abroad experiences
- Hands-on experiences
- Personal attention by faculty—students not numbers
- Immersion experiences financially supported
- Major “+” – significant experience beyond major
- High rep for many major
- Blugold experience – campus pride – feeling of identity
- HIP’s are plentiful (e.g. service learning, internships)
- Solid foundation of essential skills as recognized by employers (i.e. gen ed learning)

**THEMES**

1. Great classroom experience—faculty, staff, course offerings
2. Welcome environment—more welcoming for all students
3. Major “+” – significant experiences beyond the major, e.g. immersion, hands-on experiences, HIP’s
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

**DO:**
1. Need robust transportation system with expanding services to all locations.
2. Lib Ed core more flexible to graduate on time and take HIP’s.
3. Address increased lack of coping skills in students.
4. Reinvest in faculty and staff moral (e.g. fair pay, connecting opportunities).
5. Create college-driven living learning communities so see literal connection to learning.
6. Increase hope.
7. Create opportunity for students to register and take a class.
8. Hold all faculty to teach 12 credits per contract.
10. Be more transfer friendly--Become #1 transfer college in UW System, not just the one requiring 60 credits.
11. Restore funding to build graduate programs.
12. Advising to be taken seriously.
13. Offer credit for experience, e.g. flex degree.
14. Evaluate all non-academic offerings (e.g. CETL, facilities, parking, etc.) to determine use and need in reduced budget times. What do we need vs want?
15. More online offerings for the same price as a regular class, including Summer and Winterim, to keep our students connected.

**STOP DOING:**
1. Multiple signatures for minutiae-micro-managing processes with multiple levels of approval.
2. Spending inflexibilities, e.g. student awards “no gift” role.
3. Convening committees without executive will to carry decisions forward.
4. Waste on printing and other flyers that end up in recycling.
5. Mass emails that don’t need to be read.
6. Stop allowing parking to dictate welcoming environment.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?
   - Relationships between faculty and student
     o engagement through collaborative research
     o one-on-one opportunities (advising)
     o Smaller class sizes
   - Challenging/rigorous programs and experiences
   - Maintain affordability/lower debt
   - Emphasize community involvement (internships, service-learning, industry)

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   **DO:**
   - Convince state and others (alumni, corporate, partners) to provide more funding—consistent and reliable.
   - Provide high quality experiences for Freshmen, Sophomores, Juniors, and Seniors.
   - Reward faculty better.
   - Attract the highest quality faculty.
   - Increase faculty/staff of color so students can see the impact of diversity.

   **DON’T:**
   - Charge students excessive fees that are not transparent (book rental, online).
   - Stop changing systems (travel, CampS, BP Logix) that require training and time for faculty/staff.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

STEM
- Increase the range of offerings/programs, particularly in engineering
- Position UWEC as a state leader in STEM programs as a means of attracting high quality students; make UWEC a “STEM distinction”

Integrated Learning
- Emphasize multidisciplinary/interdisciplinary programs
- Expand bundles
- Experience outside the classroom; more credit for service learning and/or student engagement in campus organizations and community initiatives

High Impact Practices
- Internships provide practical experiences; transformative
- Expand opportunities for collaborative research
- Expand community outreach; convince Eau Claire that UWEC is indispensable to a vibrant thriving community/region

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Change our approach to instruction
- Make progress in adding non-credit experience to LE core
- Continue to expand opportunities for life-long learning
- Reward teaching/learning outside classroom

Expand opportunities for contribution to UWEC
- More opportunities for faculty/staff to share talents outside of job description or area of expertise
- Create a “clearing house” where volunteer opportunities can be publicized
Focus on Strengths

- Stop being “everything for everybody;” quit competing with other institutions
- Emphasize our “signature” programs (e.g. Nursing, Music)
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Excellent educational experience in “small town” environment
   - Smaller student/professor ratio?
   - Grad level research opportunities
   - International experience as part of same tuition
   - Sense of community—Smaller campus where each student isn’t just a number
   - Family-style campus
   - Instructors get to know you = relationships
   - Get back to what set us apart during the first 100 years: relationships and experiences
   - Need more cross-cultural experiences on campus
   - Sense of family—of all the people who work on campus, how many are alums
   - Vibrant community on our doorstep

   Common themes:
   - Relationships
   - Experiences include grad level research opportunities
   - Small town family feel
   - High impact education experiences

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   - Need to concentrate on relationships within the classroom (not on campus) and grad level research
   - Be more student-centered
   - Build a visual one-stop before we do a physical one-stop—current is working
   - Clear communication/truly transparent
Telling the stories of our graduates—how was their life transformed by their education at UWEC

Do “What’s a Blugold” with our grads

Using on campus assets instead of bringing in outside companies

Having graduates come back and speak at orientation sessions

Common Themes:

Be more student-centric

Clear communication/truly transparent

Leveraging our alumni
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Every student should not have to do everything.
   - We try to prescribe what students want/have to do and sometimes they don’t or can’t do it.
   - Diverse experience.
   - Ask our self what is selling, some of the current distinctives are not what students want.
   - Restrictions can be exclusive in a bad way.
   - Trying too hard to be some other school.
   - Focus on the great things our students already do! Students come here because of the power of AND and opportunities to pursue multiple interests.
   - We should allow students to pursue the things they want to do like double majors that don’t necessarily make sense together—maybe 4 year graduation is a misplaced goal.
   - In current climate, what should we be advertising “regional liberal arts” school because it is not unique and drawing students.
   - UWEC image is that we are pretentious and students don’t want to be a part of that. Need to create a culture where all students are welcomed and you don’t need to know what you want to do.
   - Encourage diversity, not just talking about it.

Themes:

   - Creating a culture that is truly inclusive to all students and allows them to pursue what they love.
   - Communicate this idea effectively to future and current students.
   - “Find yourself here” using the power of AND.
   - Not focus on the measurement but rather the experience.
   - Focus on the positives that our university is already doing—and celebrate that! We are doing great things but does anybody else care?
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Figure out what is actually important and make them important and focus on that.
- Eliminate committees on campus to give faculty/staff time to do their jobs effectively—focus on students.
- Eliminate the “Eau Claire way.”
- Actually get to experts with resources and one stop shop
- HIPS—how can we do this with all other requirements?
- Expand the definition of High Impact Practice to include all categories like service learning since students are already doing them for graduation. If we don’t count it towards data, then we need to ask if it is even important.
- Allow for time for creative contemplation and professional development→invest in faculty/staff to continue to be the best campus.
- Don’t try to create buy-in to a process if you already have an idea or concept→we feel like you are wasting our time and efforts.

Themes:

- Respecting faculty/staff time.
- Streamline committees to avoid overlapping resources.
- Additional tasks should add value to the job/university but consider eliminating other duties to accommodate the additional work.
- Market what we really value as an institution→interacting with the community, etc.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

The clear establishment of personal connections to faculty and staff, leading to strong mentorship. The primary goal of this mentorship being to empower students to take ownership of their education and consequently their careers. All of which leads to a Blugold graduate being an active and creative problem solver. Another distinctive quality that was discussed was the establishment of high academic standards, leading to high standards of excellence in their chosen field.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Develop strategies to address the challenges that faculty and staff are facing to increase faculty and staff buy-in to university plans and procedures. Continue to eliminate unnecessary steps, forms, workload to allow greater development of personal relationships. Clearly establish a university identity and resist the urge to attempt to be “all things to all people.”
University of Wisconsin-Eau Claire

Group Record Sheet - Table #13

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

High Impact Practices
Research
Distinctive compared to what?
- Stretched and (?)
- High level of standards
- Curriculum
- Knowledge
- Statistics
Visiting Scholars
International Students
Reputation
CIE
Whose distinction? In Wisconsin, across the country?
Undergraduate Research
Practical Experience

Themes
High Impact Practices
Who? Midwest
Amazing Immersion Experiences
Cost – Lower
Proximity
Reciprocity
Personal Connections
Positive Experiences of our students/alums
Reputation
Program Array
Environment – Safety – Security
Smaller classroom
Quality of faculty and staff – very dedicated
*Students – personal connection
Size – is good
Great staff – very helpful
**We Care** and it shows
Beauty
A robust out of classroom experiences
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?
- Recruit outside of Wisconsin and Minnesota
- Diversify our student body
- Expand and increase capacity for student academic support
- Increase support for visiting scholars – increases reputation
- Increase the number of faculty for departments most affected by loss of faculty that are critical staff for under-represented populations
- Improve technology for student supports
- Continue research collaboration
- Continue to be open to growth and change and embrace the change
- Hire more professors to make sure that students get the best education
- Make some classes larger to free up for high impact practices

Stop doing
- Opt out of travel regulations
- Opt out of attendance reports and bureaucracy – faculty and staff
- Stop CampS
- Academic Skills Center
- Worldview
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Training – skills not general education
- Work experience
- Applied knowledge
- Faculty interactions
- Professional direction – Connection with future employer

- Feel challenged to get degree
- Life-changing experiences
- Relationships with faculty/staff

- Impact – intern, abroad, exchange, work
- Faculty-student relationships – mentors with Faculty
- Reach enrollment goals
  - Keep standards high

- Transfer credits good/bad
- Marketing admissions – more aggressive
- Increase marketing

- Athletic model of recruitment

- Increase masters/PhD programs

- Aggressive recruiting
- Relationships with local schools
- Human contact
- Faculty on recruitment trips
- Find joy in work
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Program for local jobs/recruitment
   ➢ Part of a degree – class routine with job
   ➢ Competitive, *cooperative program*
Increase faculty use – year round classes

Expand options for core courses
Expand online, self-directed courses within the core
   ➢ Need to allow students to have extracurricular offerings
Scheduling flexibility
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Out of classroom experiences – both on and off campus
- Internships
- Hands-on, practical experiences and field experiences
- Co-curricular activities and organizations
- Involve community partnerships
- Civic engagement

Diversity
- Bring in more international students
- Enhances all types of diversity
- Cultural immersion experiences

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Facilities can do upgrades cheaper than private sector
- Have someone figure out the cost savings by doing in-house upgrades and updates and maintenance
- Concerns about ability to maintain facilities with fewer staff

Duplication of work
- So many people signing off on forms – can we reduce this?

Simplify processes, e.g., travel
- Provide clear direction
  - Ways to increase personal productivity
  - Cut down on use of paper

Professional development to help people stay current in their fields
- Community participation and support that enables us to take part in their professional development opportunities

Keep the degrees to 4 years and affordable with high job placement
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- HIPs – student/faculty research → articulate this
  - Positive, physical environment of campus
- Mission – attempt at a liberal education → focus – independent thinkers
  - Engaged in community – broaden knowledge of culture
  - Student adding more minors – no overlap rule
- Living/learning communities
- Culturally diverse environment – welcoming
- Develop relationships with faculty (personal)
  - Resourceful
    - Educational experience – seek answers
    - Thoughtful in gaining information
- Community → engage in and have an impact
  - Service learning...
  - Quality
  - Internships
    - HIPs
    - Liberal education focus
    - Relationships with faculty/staff
    - Community engagement
- Attractive to other schools → work with admissions

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Do:
- Broaden horizon – recruit internationally
- Address workload → opportunities from 9 month to 12 month
  - What are the most important values
  - Bandwidth for course availability
  - Continued support for upper level courses with minimal numbers
  - Show what we are already doing – visible to public
  - Diversity training → 20%
  - Have students prepared with all areas - literacy
    - Broad array
  - Transfer friendly
Stop doing:

- Reduce athletics
- Scaling back on what a major is!
  - Focus on literacy in math/arts/communication/local global/English
  - Comprehensive major 48 credits, instead of 60 credits
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?
   
   1. Advising and support network for each student
      • Encourage students to step outside comfort zone
      • Ask about passion not just major
      • Student feels they are cared about
      • Every student in an FYE course in first semester
      • Make processes easier
   
   2. High impact practices
      • Student jobs are connected to degree and career goals
      • Support students financially to participate
      • Include service-learning as a high impact practice
      • Expand internships in – invest $ in
   
   3. Facilities
      • Space is at premium – need more facilities on campus
      • Free access to all events, activities for students
      • Partner with community (YMCA, May Clinic)
   
   4. Develop cultural competency
   
   5. Service to our students
      • All departments have better understanding of who does what
   
   6. Invest in quality faculty and staff

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   A. Have departments do LEAN mapping and processing
      a. Make/implement changes
      b. Update on regular basis
      c. Operate more efficiently
      d. Are we “hyper-compliant?” – can we adjust our processes and still be compliant?
B. Retention and 4-year plan
   a. **Who** is in charge of retention
   b. Review degree requirements to make realistic 4-year degree plans and review on yearly basis

C. Provide financial support to students to participate in high impact practices

D. Communication and collaboration as new initiatives (i.e., Advising) are implemented

E. Make a strong academic plan, as a campus, and implement them so we can avoid or minimize classes that might only be offered once every other year

F. Positive relationships with the community and alumni

G. More advisers – academic and career – so they have time to actually **help** their students
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   1) **Need to continue to develop high-impact practices** to ensure that all students have a memorable learning experience.

   2) **Maintain focus on liberal arts**. While other schools are moving away from liberal arts we remain the distinctive institution in this area. Liberal education should focus on developing global citizens capable to leadership and problem solving in any environment.

   3) **Maintain focus on attracting and retaining faculty of the highest quality**. The above two goals require the building and maintenance of long-term student faculty relations. If the faculty is not stable it becomes impossible to build and maintain these relationships.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   **Do**

   1) **Advising should remain within the departments**. Student/faculty relations are built during the advising process. These relationships are key to maintaining UWEC distinctiveness. We recognize that this is costly and so therefore propose that departments identify one or more advisors within the department rather than spread the load across all faculty as is current common practice.

   2) **New faculty mentoring**. Mentoring should be designed so as to, a) maximize faculty impact in terms of research and teaching as soon as possible, b) Encourage faculty retention, and c) Maintain University values and transfer institutional knowledge.

   **Don't**

   1) **Focus too heavily on 'job-training'**. Liberal Education is, in part, about civic engagement. We must develop student in a broad sense. The jobs of today are not necessarily the jobs of tomorrow. *To be well served our students need to be leaders and problem solvers in any environment*. The lifelong learner can adapt to a changing economy and labor force.
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Personal interactions with motivated, strategic, excited faculty and staff; also IN CLASS so that students who can’t get to office hours get that experience and relationship as well
   - Flexibility and freedom in the liberal ed requirements; “create your own major;” flexibility in curriculum; work more with students to get through in 4 years – there are more roadblocks than helps (“must have this done before you can do this” rather than letter them do them simultaneously) – make exploring passions easier
   - LIFE HACKS COURSE: taxes, jobs, grad schools, voting, loans, budgeting, eating well, etc. Living on your own, how to be an adult – practical real-world skills
   - Continue the high-impact practices but make sure the goal includes to produce good communicators – more communication classes for non-communication majors
   - Encourage students to find mentors rather than forcing a faculty advisor relationship that doesn’t click
   - Implement a CARE and LIFE COACH for students – make sure they are able to find connections with student life experiences, help them find their close-knit community
   - High impact practices as part of curriculum and worked into tuition so those who can’t afford more $ get to do the trips/immersions/study abroad
   - Build in communication skills-building throughout all high-impact practices so that communication skills are high in all Blugold graduates – just encourage communication and skill building in all courses, regardless of major – these skills all students need in any type of job and in life

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   - Focus on the students as our customers – how can we create a well-run company to serve them – don’t focus on the money aspect of how much we can charge them
   - Encourage students to think inclusively about the people who are different from them – make it a requirement that they experience and have relationships with people who are different or a different culture – curriculum requirement, HIP requirement (skip the red tape to change the curriculum requirement)
   - Truly make HIPs affordable for all, especially cultural immersion experiences which are more focused on a work project and are less long-term than study abroad
   - Follow-up with students (a safety net) who get disconnected from us (don’t re-enroll). Care for them and build relationships so students don’t fall through the cracks. Utilize a customer-
relationship management (CRM), e.g., salesforce tool, to keep all data and interactions in one place from pre-enrollment to alumni status

- Promote different areas of exploration outside of a set major – relax the requirements somewhat so that they can get done in 4 years – while keeping the integrity of the degree
- Explain the changes proposed re: the curriculum so that undeclared students and all campus community can understand
- Flexibility is critical in the real world – this is lacking in the degree completion programs right now
- Address the transfer student “credit transfer” process – strong faculty to advise them – and give advisers who are not faculty the knowledge and power to make decisions about credits and how they apply toward their degree – this goes back to FLEXIBILITY in the liberal education requirement process
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- At least 5 students of color in all classes/immersion experiences. Everything becomes integrated living learning community. (reflects changing demographic of workforce)
- Restructure entire curriculum toward marketable degrees (but not a tech. college)
- Focus on market demand, not student demand. Higher education has merit.
  1) Students get jobs
  2) Fulfilling Careers
  3) Excellent Advising
  4) 4 Year Graduation Rate
- Customized learning experience – customer/student focused
- University easy to do business with (millennials like a custom experience)

Common themes:

- Make higher ed relevant in the eyes of the public again – market demands not student demands
- Pay attention to marketability
  - 4 year grad rate
  - Decrease student debt
  - Market driven and market-responsive curriculum
- Help students, not hinder with bureaucracy
- Efficient campus & proficient learning (effective)
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Whole campus – gather to see where we are at w/ strategic planning cross-campus once per year and again after 4 years
  1) Orient freshman experience to create the goal of helping students choose a major
  2) Restructure academic programs for increased marketing – ability
  3) Increase # of HIPs – 1 per year per student.
  4) Recruit from non-traditional populations (students of color, non-trad populations, other geo. Regions)
  5) Pay more attention to market-demand, rather than student demand. (BLS statistics)
  6) Put all of this (curricular changes) in academic master plan
     a. Academic units
     b. Academic programs
     c. Resource allocation
  7) Measures – how to decide if we succeeded?
     a. Job placement
     b. 4-year grad rate
     c. Student debt load
- Need to have a serious conversation about what we need to “stop doing”

Common themes

- Do Continue making the student experience relevant to next step in their life (directed growth – purposeful)
- Do Integrate/intentional implementation of the plan
- Do Ongoing relationships w/ graduates
- Do Implementing advisory boards university-wide
- Do Be responsive to changing customer demographics
University of Wisconsin-Eau Claire

Group Record Sheet - Table # 21

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Themes

- Grad school acceptance/job placement
- Individualized opportunities for students
- Collaborative research (higher level at UWEC)
- Paid internships
- Meaningful interaction inside & outside the classroom
- A variety of experiential opportunities
- Personal connection between students and faculty & staff

Notes

- Study abroad
- Small interactive classes 20-25
- Safe environment
- Ability to evaluate assumptions of guest speakers
- Critical evaluation – avoiding group think
- Successful preparation for desired outcomes (grad school/job in desired field)
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Notes

- Work on our human capital
- Foster city/county relationships (in context of safety
- Maintain affordability
- Facilitate 4-year graduation
- Can’t so everything
- Recruit & retain faculty
- Need to focus on more scholarships. Not just need-based/academic-based
- Merit-Based scholarships – way behind
- Bureaucracy needs to be reduced
- Don’t let our one-stop-shop become impersonal
- Too much money spent on food for meetings

Themes

- Affordability – more merit-based scholarships
- Cut out unnecessary, self-imposed rules
- Better use of our resource of time
- Better use of finances – less food at events
- Attract & retain quality faculty
Group Record Sheet - Table #22

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Continued/expanding support for high impact
  o International experiences (study abroad/immersions)
  o UG research
  o Internship
- Connecting high impact experiences to student learning/broader campus community – Eau Claire community
- Use effective advising/mentorship to help students leverage high impact experiences for future growth – academic or professional
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- In order to expand high impact participation
  - Need intentional advising/explain importance of HIPs
  - Need to discuss high impact early in students' careers at UWEC (discuss at first advising meeting, build into 4-year degree plans) Phase I orientation advising mtg.
  - Help students understand the graduated planning process involved in experiences, encourage early participation in experience w/ minimal planning
  - Fund positions/units that administer high impact experiences
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Connection

- Strong connections between students and faculty among disciplines. Deep understanding of issues by connecting ideas from different perspectives (integrated learning)

Communication

- Our students have a reputation for being good communicators, articulate
- College of Business emphasis on networking should be expanded to all students
- Students should be able to articulate their HIPs and other valuable experiences

High Impact Practices

- Expand our definition of HIPs
- Trust people beyond faculty as mentors
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Have someone in charge of retention
- Focus on people, not buildings
- Focus on retention of faculty, staff, students
- Can’t assume all faculty are committed to students – some just aren’t. Increasingly faculty are “independent contractors.” Re-establish commitment to institution.
- “Keep the main thing the main thing”
- Simplify LE so that students can follow passion
- Stop fixing things that are not broken (one-stop)
- Respect the knowledge and expertise of all the different faculty/staff role, ability to contribute to the student experience
  - Consult with people affected by major changes before decisions are made
- Engage in succession planning to encourage and grow expertise and institutional knowledge
- Stop assuming commitment, and instead earn it and develop it by
  - Valuing opinions
  - Seeking input before major changes are made
  - Authentic listening to people affected and knowledgeable
- There is a perception of dishonesty at the leadership level
  - Concern about input from a small select group of hand-picked individuals
- Trust that people other than faculty have value and have the potential of impacting/retaining students.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Relevance to careers – does not mean technical college

High impact practices – valued goal 100% students. Diverse campus

Non academic experiences student orgs. Recreation – student life – well rounded – focus on liberal arts

Experience on campus – more helpful happy informed employees on campus. We have to remember we are hear for students – share the happy moral – departments known for either being strict or helpful customer service attitude. More worried about pleasing management than students or those below them.

High impact practices – within classroom open door – creating awareness within classroom, etc. Participation in students or go and BOB internships.


Themes

High Impact Practices

- Encouraging involvement across campus to all kinds of students
- Creating awareness i.e. students sharing experiences (guests in classrooms)
- Liberal education – opportunity to try things. Experiences should be relevant to next step. Relevance connected to options.

Look at data to see how learners have changed within last 5 years & 5 years to predict future. Education is a way to improve your life. How do we meet their needs? Programs contemporary learners. Break down barriers. Faulty

Campus moral – positive environment. Employee to student employee to employee.
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

In order to increase participation in corporate these activities in curriculum. Combine passions in classroom

More community partnership to create meaning high impact practice while earning credit.

More programs services for contemporary learners. Data driven discussions, how do we meet their needs. More online programs link to career outcome, evening weekend classes, satellite locations. Create mutual respect share learning experience within classroom – between traditional & contemporary learners.

Themes

Stop managing up. Build employee moral. Treat everyone as they have self worth. Everyone has a function and value and are needed to compete experience and support students.

More opportunity to budge between traditional & contemporary and create access for contemporary learners.

Informing about support resources, collaborate between offices & departments to help students take advantage of opportunities.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Main theme=Connection

Students need to connect with

1) UWEC. At least one faculty, staff, etc...
   a. Research
2) Peers. Everyone needs friends to feel sense of belonging
3) Community. Through events, service learning, internships, research, jobs
4) Learning with work experience & career goals
5) Maintain a healthy connection with family.
   a. Help parents connect with UWEC & support their student in an appropriate way.
6) Award or recognize students for their accomplishments & UWEC
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Themes=Communication & knowledge of resources & simplify & trust

1) Educate new staff on campus process, offices, etc...So they can educate students
2) General knowledge of what each office does. Don’t give students the run around.
3) Clearing house for events on campus
   a. Lets people know what’s going on, plus it connect those with similar interests
   b. Recognize faculty/staff in not through salaries. Give perks & UWEC & Community & Benefits (cost increase, coverage decrease)
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- We need to work on new and better ways to connect our HIPS / Engagement / Immersive experiences more closely (a) to the curriculum—both in its Liberal Arts foundation and in the disciplines—and (b) to the community, understood as on-campus (co-curriculum) and off-campus.
- We need to develop better and more productive and more sustainable partnerships internally (across and between silos) and externally, with community members and businesses and organizations, connecting university students to each other, to faculty and staff, and to agencies, etc., in the community for mutually beneficial learning and projects.
- We need to go beyond simply having students do things, and work on ways to make the doing a doing of quality.
- We need to name how and why we are special, and teach us and our students continually and repeatedly to understand it: what we do, why we do it, and why it is relevant and necessary.
- We need not only to say we are important and relevant, to tell people on and off campus that we are adding value, etc.; we need to be and become relevant through our engagement with each other and especially with the community. By serving the community, by getting students involved in the community (service, civic engagement, internships, research, problem-solving, consulting, etc.), we will be helping our students, the community, ourselves, and our political / financial position.
- We need to figure out the logistics of this: figure out how to do this systematically, broadly, accessibly, without killing the creativity, autonomy, flexibility, entrepreneurship of faculty.
- We need to raise more money for curricular innovation and HIP sustainability. All that makes us distinctive now and in 2020 will depend on us being able to spring faculty and staff loose and give them time to do things outside the classroom and develop and sustain relationships with students. Making some classes large and keeping some small is one thing, but we are going to need more financial resources to do this sustainably and over time.
- **Carmen Manning’s buzzword: “Liberal Arts in Action.”** We love it. Name it and thereby make it happen, enable people to live it in their own ways and in their own niches and disciplines and offices.
- This can be Civic Engagement, internships, etc., of course, but should also be what happens in class, in studying, in the ways we teach and learn, etc. See #2 below.
- We need to teach ourselves and our students, continually and repeatedly, how to understand what we want to do distinctively at UWEC, why we are doing that, and how to talk about it in their own words and based in and on their own experiences. Key for personal understanding and development, developing of feelings of belonging, retention, success, team-building, solidarity, grad school applications, employment, etc.
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- We focused mostly on ideas for Liberal Arts in Action, understood in the context of #2, as curricular and pedagogical. Change the curricular focus from providing information to evaluating and using and applying information and approaches. Yes: flipped classrooms especially in sciences, active learning, applied learning, community-based learning in all courses, etc. Slowly or quickly transform the way we as an academic and intellectual community approach how we do what we do, and why.
- We need to incentivize change—financially, rhetorically, by granting more autonomy, by encouraging faculty and staff to innovate and then rewarding them for it. An entrepreneurial campus.
- We need a reward system for faculty and programs who do what we need and want them to do, in FASRAP, DEPs, SAM, depts, interdisciplinary units.
- We need to be ready constantly to facilitate change, to make collaborations across campus and between units and people easy and possible.
- We need to make advising successful, and to encourage and require meaningful faculty-student contact.
- We must make it possible for some classes to be small, and for faculty and staff to have the time they need to really do HIPS, etc., well.
- We need to make difficult decisions: about which programs should have majors, which not; about which classes need to be larger, which smaller; about what sort of HIPS should be where, and not elsewhere. Etc.
- We need to find ways to make faculty workloads equitable, even between and among faculty doing very different things.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Personalized experiences – each student has an experience unique to them
- Acquire the ability to apply knowledge
- Connectedness with faculty, staff, other students, and community
- Immersion experiences
- High impact practices HIPs
- Study abroad
- Faculty-student research
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Incentivize high impact practices. E.g. research
  - Students: $0, class credit
  - Staff: $0, release time, annual review criteria
- Streamline the curricular & student/faculty collaboration forms
- Reduce red tape so staff can better use time meeting w/ students, e.g. degree audits – would prefer to spend more time talking w/ students about how they want to use their degrees
- Hire & retain well-qualified staff
- Build culture of support
  - Provide leadership for civility & respectful interactions
  - Train/advocate committees so they facilitate accomplishing their purpose rather than focusing on wordsmithing; provide more latitude, using a rubric as a guideline rather than a rule
- Staff time is important. Reduce the detail required on many forms, especially re-occurring requests such as some academic staff appts.
Group Record Sheet - Table # 28

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

A purposeful, developmentally appropriate and individualized experience. It starts with an FYE that teaches student about the “why” of this type of UWEC education and the options available (HIPs defined as research, LLC, service-learning, immersion, AND socioemotional/resilience “training” and EDI/cultural identity “training). Then they do the experience (HIPs etc). Finally, a capstone experience helps students reflect, integrate, and describe (so they can talk to employers about it) the Blugold experience.

The students are known by faculty/staff – and f/s are known by students.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

STOP

• Absence reports
• Being territorial, defensive, anti-change
• LE assessment each semester

DECREASE

• Overly ambitious goals (2200 frosh, 90% retention, 20% minority)
• Array of courses – be streamlined + intentional

ADD

• A “concierge” for HIPs tasks for F/S (someone to do details)
• A compelling master calendar
• A way to un-silo and become interdisciplinary
• NO CLASS for a day each semester for faculty/staff to do mid0term grades & reports in morning then students and faculty hav prof. development & personal development in afternoon

University of Wisconsin-Eau Claire
University of Wisconsin-Eau Claire

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   • Increase diversity, race, age, eco background, etc.
   • Graduates to gain independence in actions, decisions
   • Find a way all students have a hand-on application experience in-classroom then apply; employers value internship experience very highly
   • Improving effectiveness of our faculty and a more efficient administration
   • Increase study abroad, it’s life changing, easier access
   • Internships, relevant experiences not just in business but in all disciplines, offer more relevant
   • Value added experiences, internships, employment
      o Experiences like COB offers expanded to all majors - connect students to the community; referenced nursing home situation, make community understand the value of students and students want to stay-- Community Outreach
   • High impact experiences – challenged to push selves out of comfort zone

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   • Increasing access to study abroad, collaborate with other schools like UWSP, Temple University
      o Develop programs unique to us and collaborate, we do not have to do everything here
   • Expand definition of a student 18, 38, living anywhere. Expand our willingness to serve all students – traditional and non-traditional
   • UWEC is unique, we want to be unique but are not. Need to be more adult, non-trad, online friendly = increasing diversity and enrollment. Example, our Communication Disorders program
   • Stop the busy work. Forms only need 2 signatures trust instead of control all students. Faculty/Staff culture of ownership rather than collaborative
   • Give up ownership, work together, share what COB is doing and transform to work in other areas
   • Ask - Why are we doing this, is it policy or procedure? Let new staff question and evaluate procedures and goal achievement
   • Ask - What is the end goal? Be oaky to stop doing things that aren’t meeting the goals. Example, big reports that are due that are not used for anything
• Ask - How does this impact the student?

• Expand what COB does to other parts of the university (e.g., internships, study abroad, research, resume help, professional development workshops, career advising within majors [importance of faculty advisor who knows about the opportunities within their major])

• Challenge students to go beyond their comfort zones, gain independence and confidence and open mindedness. Recognize transferable skills, gain confidence and focus

• Increase diversity, understanding, acceptance
University of Wisconsin-Eau Claire

Group Record Sheet - Table #30

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Explicitness of Purpose
     - Liberal education – why and how applicable
     - Service Learning – what it means and why active citizenship
     - Citizenship – dispositions for all – global and local – EDI
     - Collaborative leadership dispositions! (College of Ed)
   - Connections
     - All experiences meaningfully connected – follow-through
   - HIPs
     - Explicitly used for learning
     - Follow-up for learning process
     - Student and Professor relationships are key

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   - Act on Values – reflect what we say is important
     - What data do we need to show we were successful
     - How do we gather that data and act on it
   - Intentionality
     - Make decisions based on mission/vision
     - Training on EDI items
     - Restructure DEPs to reflect all stated values
   - Find Efficiencies and don’t duplicate work
University of Wisconsin-Eau Claire

Group Record Sheet - Table #31

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Themes:
People
Community connections
Financial
HIP – expanding to connect experiences

It’s the people students are in contact with, faculty to custodians, are going to make a difference. If you go to a resort on vacation, get good service, not standoffish, versus a resort where you are welcoming and inviting and you’ll go there for years to come.

When students leave the campus, they have the immersion experiences and it’s not just going to class every day and doing work. It’s experiences. They need to be able to do this in 4 years.

Based on running Help Desk and support area, always teach students work ethics. Be to work on time. Your presence or you not being there affects rest of the staff and people we support. Off-campus after-hours gatherings, because it’s important for staff to get away from work and school and relax.

We all have to be friendly and courteous to each other, to everyone. Physical environment – we spend money on grass and flowers – but going through freshman orientation, I overhear people talk about how the place is beautiful. Eau Claire community as a whole is clean, safe environment with opportunities. I don’t think we provide enough opportunities for students to get out and about. Get connected to the community. Marketing to the outside classroom, opportunities in Eau Claire and surrounding areas.

Distinctive is the issue. People can be good, bad, everywhere. Creating culture anywhere.

Promote the beautiful campus more.

HIP international experiences, broad liberal arts education is important.

Negative way – not having your education being a financial liability, i.e. be affordable. If you graduate with huge student loans, you’re saddled with that when you leave. It would be distinctive for an education that does not leave you in deep debt.

Staff who cares.
HIP experiences: Students would experience extended programs, that encompass multiple aspects of their learning. For example, the Civil Rights Pilgrimage would engage students in history, communications, political science and philosophy courses, along with the trip through the South.

The off-the-wall suggestion: By the time every Blugold graduates, each one has shared a common experience. Suggestions for this common experience:

All Blugolds are social – every student is on LinkedIn and has been connected to the Blugold network by the time they graduate, and every student has sent out at least one tweet with a photo of the engaged in an activity on campus.

Or some kind of Hogwarts houses competition – something that everyone is involved in early on. Blu versus Gold.

Another idea is to get every student an opportunity to be published by the university, in whatever venue makes most sense for them.

Maybe everyone gets to be on the river with an activity.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Class sizes: Hard to have personalized connections with a huge class. We need to work on how that happens if classes have more students.

Advising for basics centralized is fine, to do more with sharing our faculty’s expertise so students know what opportunities exist.

HIP – how we communicate about those becomes important. When are students receptive to learn about experiences to do.

More opportunities for faculty and staff to interact – to get out of our offices at common scheduled times to meet, like this breakfast. Host more of these gatherings to share ideas and information.

Less non-instructional work – reduce the amount of assessment work, etc. that faculty need to do.

Having closer relationship between students and faculty, finding way to do that at first-year level. Helping students feel they belong, not excluded or somehow not belonging, as that impacts students’ lives.

Better listening – lots of institutional memory of what makes things work better is here on the campus – but the administration does not have a process in place (yet) to show how the listening is translating into action
Being distinctive means to allow individuals to have individual experiences, so it doesn’t fit a one-size-fits all. Perhaps the opportunity to be unique is the important distinction for students here.

Scheduling: This is to help students, faculty and staff – to allow departments more flexibility in scheduling classes. The rigidity of the current system does not allow for flexibility. For example, classes on MWF held before 2 p.m. must be MWF classes for 50 minutes. Opening options on MWF would allow departments

This would give students more options for their schedules, and allow faculty to accommodate other priorities, and to improve work-life balance.

Grant funding for faculty: Emphasize faculty-student grants that engage students in both on-campus and off-campus activities. Currently, the system places a priority on off-campus experiences, which is important. But an integrated program, on and off campus, would encourage more innovative, extended HIP options for students, and faculty.

Diversity: Fund faculty grants to engage students from ethnically diverse populations at the middle and high school level. Summer camps in academics and athletics are one of the best ways to get students to come to campus and become comfortable with the idea of being here.

Human resources: Do we really need to charge staff and faculty for parking? Couldn’t we work out something to allow for free, or at least reduced, parking?

Just like facilities is moving to base-funded, could we move parking to base funding, and build that into funds that the university covers.

Little perks mean lots of things.

Stop Scott Walker. Or at least extend education to him and others in our community about what a liberal education means, and how it contributes to our communities.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   a. Individual Comments:
   i. Prioritize one-on-one student-faculty interaction experiences for every student.
   ii. Focus on figuring out inclusivity on campus to alleviate marginalization of pockets of communities on campus.
   iii. Foster an environment that includes faculty-student partnerships in research, advising, classroom experiences, and meaningful and impactful projects in the community that focus on applied experiences.
   iv. Maintain that when students leave here they have interacted with and maintain friends beyond graduation that are experienced, intelligent, and long-lasting.
   v. Close faculty-student interactions with a focus on applying theory to professional development pieces.
   vi. Be intentional as a University in facilitating friendships amongst students to help them work together to really get to know each other and build life-long relationships.
   vii. Continue to facilitate student ownership in their experiences on an organizational and structural level (e.g., differential tuition, Blugold Commitment, etc.) to continue to encourage students to impose high standards on themselves.
   viii. Have a University that helps faculty and staff understand the roles they can play in serving students holistically to support their out-of-class needs as a means of helping them succeed in classwork.
   ix. Maintain focus on current students (e.g., website reconstruction serves needs of incoming students and donors over current students).

   b. Group Themes:
   i. Provide laptops and ipads to students to help them with productivity in their coursework.
   ii. Create our own distinct identity that makes UWEC distinctive in the region from other comprehensive state universities in the area (e.g., what does the Power of [AND] do; we are attempting to do this with a liberal art education but it is not extremely influential in the way we talk about ourselves and/or the ways in which others talk about us; use data from other universities who have done this that maintains we go beyond using this for marketing and recruitment but to sell ourselves to the general
public via sub-titling of our branding (e.g., UWEC: The [insert tbd sub title here (e.g., premiere high impact practice but more specific, distinctive, and transparent)] institution.

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

c. Individual Comments:
   i. If we want to have high impact practices initiatives must be incentivized for such, including compensation (e.g., pay, gym membership, funding for conference travel, competitions, etc.).
   ii. Provide faculty members compensation for having one-on-one time with students (e.g., coffee, happy hour, etc.).
   iii. We need to stop talking about diversity and start talking about equity.
   iv. We need to be realistic about who we are drawing to our campus as diverse students and what they need for a more sensitive recruitment and retention process for students, including climate in the larger Chippewa Valley community.
   v. Be consistent in defining aspects of diversity (e.g., nontraditional student, person of color, etc.).
   vi. Have equitable financial compensation for faculty across all disciplines.

b. Group Comments:
   i. Prioritize needs of nontraditional students and position faculty to connect nontraditional students with resources because they make our classroom learning better but have difficulty balancing work, school, and other aspects of life often.
   ii. Maintain meaningful faculty-student advising relationships even with implementation of central advising office so students do not feel like they got the run around coming in as a student in order to set themselves. Our table had grave concerns regarding the new central advising center.
   iii. The problem potentially exists that students may be advised to take courses that may take students off course and/or not really be related to potential future career goals that faculty advisors would know to direct students to that general academic advisors may not.
   iv. Consider a four-year degree pledge to ensure that students don’t suffer because of “mis” advising and/or lack of class offerings that is realistic (e.g., cannot require students to not declare major).
   v. We should make it easier for students to navigate degree completion that is less prescriptive.
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   - Theme: Relationships, Connectedness
     - Opportunity to be connected to a faculty member to do research that is impactful
     - Classroom experience is meaningful due to class size and investment by faculty/staff to get-to-know our students
     - Power of [AND] emphasizes what our total package is; it shows we plug students in
     - Student-work experiences are intentional – not just a “job”
     - When students graduate want students to say “They were so good to me”

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

   DO: Faculty/staff pay should be equitable and leads to morale; better quality people = more willing to stay = feel appreciated = compensated for what they are doing

   DO: Challenge and support faculty/staff/students

   STOP: Using clichés that we have this, we have that, when virtually other regional universities have the same

   DO: Need to claim what we are and what we do

   DO: Need to be better at explaining WHAT the Power of [AND] can do for our students

   STOP: LTE should be a “one size fits all”, need to be unique and flexible with each person

   DO: Conversation needs to be more inclusive of staff, much conversation revolved around faculty-faculty-faculty

   DO: Simplify – less meetings, streamline, etc.

   DO: Collaborate between Student Affairs and Academics

   DO: Be cognizant of where students are at, e.g., 17-year-old coming in thinks one thing; 19-year-old is evaluating many things (should I stay, change major); 21-year-olds need something else

   STOP: Making it difficult for students to “substitute” a course

   STOP: Making the transfer student experiences (to get in) so difficult

   STOP: Having so many rules
DO: Look at each student situation holistically; “What are we gaining or losing if we make exceptions:

DO: Listen to each student’s story

DO: Think about the big picture and decide is this worth or not worth the investment? (arguing with students about fines, giving them the classes they need)
University of Wisconsin-Eau Claire

Group Record Sheet - Table # 34

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?
   - Can we move from 3- to 4-credit model to reduce courses per semester [and] embed HIPs in each course (or recognize them where they already exist) / See College of New Jersey’s model
   - Address both students and faculty workload issues
   - We must maintain (and expand if possible) student collaborative research/HIPs for both student and faculty retention despite fear/uncertainty about continuity of funding
     - Attracts and retains students based on faculty interaction and hands-on experiences
     - Attracts and retains stellar faculty from R1 backgrounds to further embrace student experience and university reputation
     - We used to be ahead of the curve on this (now others have caught up) – how do we maintain quality and redefine distinctiveness

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?
   **MUST:**
   - Advertise Blugold Alumni Tuition Discount to parents to help drive enrollment and increase 4-year graduation rate
   - Incentivize faculty-only research to keep faculty up-to-date and not punish them for doing collaborative undergraduate research
     - Currently do a “terrible” job at this
     - DEPs must embody/empower this
   - Engage 15% of students not currently doing HIPs
   - Address course load based on level of off-campus student work necessary to complete a degree
   - Stop talking, starting doing; consensus is not always needed, through some discussion is; going for consensus weakens the overall product (i.e. LE reform)
   - Connect with alumni for foundation and fundraising purposes
     - Currently below-average at this
   - Also, look to alumni as a measure of student success rather than over-assessment
   - Stop “throwing transfer students under the bus”
     - Currently no advising, class availability at convenient times; transfers are an afterthought
     - This population is often multicultural, first-generation, or non-traditional – all populations we should strive to help better
• Be wary of online GE courses except for BPS students; for traditional undergrad, these weaken rigor
• Increase support/training on flipped classroom (meaning in person/online hybrid) best practices and design
• Use foundation to support academics
  o Increase pursuit on endowed chair/faculty positions immediately and provide future stability
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?
   - Service-Learning, civic engagements, give students opportunities to be agents of change through these opportunities. 100% of all students participate in an HIP: Service-Learning
   - More focus on the things that bring students to UWEC (band/music, forensics, sports)
   - Liberal arts education – let’s provide the best!
   - Liberal education is not just GE; focus on the benefits altitude and expression of liberal education

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?
   - Engaged/involved instructors time for that
   - Interaction with faculty through HIPs are what students remember when they leave UWEC
     - Relationships
     - Alumni relations after
   - First Year Experiences
     - Good mix of activities
     - Good scaffolding for those who need more help and those who are succeeding
   - Tour guides to help student in deciding to come here – special focus on what they do; have tour guides know faculty
     - Meeting with faculty in student’s major
   - Emphasizing... Service-learning as an HIP; frame options and opportunities for students; matching goals with resources
   - Simplifying curriculum further
     - Helps students and faculty
   - In reimagining, we need to evaluate and give the freedom to see if it’s working
     - Especially if quality goes down
     - Timelines for remaining should be built in
     - Can things change from what has been put in place
     - More collaboration from faculty before changes are reimagined again
   - Stop rewarding mediocrity
     - That’s already in our system
   - Letting go of instructional staff was a huge mistake
     - They take care of classes/research
     - Make great connections with students
     - This created a larger problem
- Faculty need these people and gave them more time
- Job security for instructional staff
- Public/taxpayers need a better representation of what professors do
- Budget reallocation into faculty!!
- Communication (AND] transparency with the one-stop shop and vacant departments
  - Faculty and staff need to know
- Changes happening so fast
  - Centralized advising – what is going on?
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Theme: Student Connectivity

- Time-to-degree improved with more effective advising
- Maintain quality academics
- Job placement matching degree earned (not underemployed)
- Be sure each student feels uniquely connected
  - The students who feel connected and are involved are the active alumni who want to give back in many different ways because their experiences felt distinctive
- Focus on majors/degrees we can actually support academically. It’s great to “offer” many majors, but if we can no longer afford to offer electives to support some majors, then this is no longer distinctive
- Better utilize students in department work – not just delivering mail, answering phones, or taking out garbage; use their real skills to make a difference in our administrative, financial and management work within departments. This would also help as we rethink our workflows in each unit. (i.e., use HR students in HR department, use ACCT students in Accounts Payable or Business Office, CJ students in Admissions)

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Theme: Think Business Minded

- Collaboration with other institutions and community business to help earn additional revenue or save money with collaboration
- Cannot lessen the quality of the degree by losing quality faculty (could we use faculty from other departments?)
- Think more like a business, not just like a university. Student are our customers, treat them that way. This is a huge culture shift, but necessary.
- Implementation teams should take a step back, focus on, and review, the budget commitments previously agreed upon
- Streamline processes – see page one
  - Focus on majors we can support
  - Utilize students more in departments
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Use resources better for advising
  - Classified staff. Better connection/life experiences
- Inclusive/accepting for diversity
  - Educating majority
- Cultural humility
  - Kindness
  - Cult. diversity curriculum
- They had great experience
- Excitement – exploring world
- How does reduction impact “historical knowledge”
  - Damage control of cuts
- Extra work in startup of new things
- Money/student debt
- Study abroad – immersion

Themes

- Student retention
- Domestic & global engagement in culturals of the world
- Expand financial avenues to support student success
- Value human resources
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Ideas

- Spend wisely
- Take care of who you want to retrain.
- Spend money where it counts – people focus
- Better communication between diff. dept.
- Do a better job of assisting with foundational donor giving
  - Faculty focus
- Listen to students better
- Be more inclusive
- Reduce inst. Racism
- Reduce paperwork – trust people
- Stop complaining
- Fewer pointless meetings
  - Start doing things
- Start speaking up/stop feeling limited
- Professional communication

Themes

- Invest in people
  - Money
  - Listening
  - Ideas
  - Flexibility
  - Celebrate the difference of individual lives
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- “Distinctiveness” must be sustainable. It also has to be considered at a univ & dept level. What makes a dept distinctive varies – Chemistry (fac/std published research), Computer Sc: & Bus – (Internships).
- Student quality must be maintained. Everyone at the table was very concerned at the decrease in student quality, lowered entrance standards. The short-term benefit of bodies in seats – number of new students is eventually going to undermine the sustainable distinctiveness to recruiting parents, students of a quality brand if quality is watered down.
- UWEC is distinctive by:
  - Smaller classes
  - Course availability
  - Faculty access
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- We must support (intrinsically & monetary) faculty & staff. W/out them, none of the student goals will happen. We have to be able to hire & retain the best people & they have to feel valued.
- The 1-stop option – there is concern about quality of advising.
- Idea of having a couple of free online gate courses prospective students would take. If they don’t do well they don’t start in the fall. Their spot would be held for a year, but be the institution that helps prospective students make the best choice even if that turns out to not be UWEC.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Wild and crazy ideas
  - Translation assistance in dorms
  - To assist staff with basic greetings and assistance
  - To connect with students
- Themes – Student confidence from being cared about – successful exit at graduation
- Focus on:
  - Faculty and staff – including offices/housing staff
  - Relationship building
  - Blugold Pride – proud of campus and community
  - Family feel – very important, contributes to positive word-of-mouth
  - Good life experience
  - Whole person approach
  - Nurturing
- Improve communication and make concerns

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Must do:
- Keep up with diversity
- Retaining great professors
- Atmosphere of openness and acceptance
- Positive and joy
- Show appreciation for jobs well done
- Really recognizing needing to do more with less

Stop:
- Negativity

Custodians:
- Would like survey results to assist with feedback – good and bad
1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Continue - Study abroad & immersion & internship experience - culture/challenges, student-faculty research (rare opportunities) – nat’l, regional, internat’l

- Getting out of classroom & apply skills to real life academic rigor & service

Concern – EDI – global perspective

   Need a support structure for this
   Educate the greater community?

- High degree of support for students to help them succeed
- Involvement – orgs & campus jobs
  - Professional internships & expand circle of friends relationships
- Nat’l student exchange – revenue-(?) affordable
- Customer service
- Experiences outside the classroom not just academics and student life, employment
- Exposure
- Making connections to support services & opportunities
- Flexibility to help them get their education
- Accommodating
- Providing a (?) of experiences. Begin with the end in mind.
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Help administrators by retaining students – provide support to

What do we have for them

Deliberate

Reduce the work for the (?)

Can’t to everything to everybody – do we serve undergrads only? Clarify who we are & what we do?

Focus. Put first things fir – be deliberate

• Focus on our own community 1st w/recruitment, retention & our intention
• Focus on practicing a service mentality on each other
• Support the students that are here
• Educate us 1st – can’t help others until we fix ourselves
  o What do students need to get a degree in 4 years?
  o Get the information w/need in order to reach our goals
• Map to success – menu of option not just academic plan but college “life plan”
• 4 year grad rate – can’t do this if we can’t help them
• Use hospitals as a model of servant leadership, efficiencies and “care plans”
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- High quality programs
- Internships
- Community involvement
- Ability to transform degree into a positive impact
- Liberal arts programs gives students opportunity to broaden horizon
- Broad base experience
- Diversity of programs to retain students through graduation
- Undergrad research
- Global experience
- Accessable faculty vs. only having access to T.A.’s
- On campus orgs
- Campus employment w/real life experiences
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

**Do**

- Continue to offer opportunities outside of just academics to offer well rounded experience
- Focused advising for students
- Work close w/business community to help give students a meaningful experience.
- Strategically down-sizing/possibly eliminate certain major or minors w/small enrollment

**Stop**

- Until we have faculty space available, need to cut back on outside community members using student areas that put students out on weekends. (we do realize these events are revenue sources, but need to be mindful of our student’s needs)
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Actual experience; real world research grants, paid internships
- Interactive experience while they are here; applied knowledge
- Work study; in their field when possible
  - Let’s do at least that; more impact jobs
- Community connections; different exp’s outside of major when possible
  - Multiple internships as a way to broaden that impact
- Service learning – unique to us
  - Let’s highlight/emphasize it more
- Faculty/student connections – most important for both – how do we keep that in wake of cuts?
- Perception of UWEC – value of degree
- Connections to
  - Faculty
  - The world – cultural, hands on
  - The community
  - Fellow students
  - Field/career
  - Alumni
  - Service
  - Experience
- 4 year grad rate
- A+ university for B students
- What can do better
  - Work study
  - Service learning
  - Make sure faculty have time to attend to students
- All benefits of RI on a small paralyzed campus
- Emphasize leadership in undergrad research
- Keep focus on liberal arts
- Rewrite plan for students. Are there 6 credits we can eliminate to make space?
- Make sure internships available? E.g. social work must do intern
- More than one HIP
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Winterim – required for HIPs or a class (cost same)
- Promote/utilize winterim – do one class. *Make it not cost too much
- 1st year student mentor (use upperclassmen?)
- Go to outside funding development?
  - Name on office space
- Use alumni. Keep relationship w/faculty
  - For recruiting (e.g. Wipfli)
- Cut or reorganize some of required curriculum to make room in student plan for HIPs
- Promote & use winterim & make it affordable
- Use alumni (esp. young alumni) to help with pre-internship exploratory experience (earlier in) (e.g. shadowing)
- Use student help to maximize both the student experience & also
  1) If high impact practices are an institutional priority – adjust/cut curriculum to make room in student plans to make sure it happens. Require it?
  2) Promote/utilize winterim. Make it more affordable
  3) Utilize alumni much more
    - As mentors
    - In job/shadowing/internship
    - Engage young alumni much sooner, connect them back to U right awa, in that first job when we know where they’re going.
  4) Pre-internships – a job shadow experience early in student careers
  5) Use student employees more – practical for them, practical for U
Group Record Sheet - Table #44

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Ensure students are more well-rounded in general, ability to interact with anyone; “well rounded but grounded” students, not “coddling” our students; help them make choices, not feel the need to do everything; foster personal/social responsibility, citizenship

Be explicit that we’re a leading liberal-arts based institution; embrace it, live it; having a wide variety of academic programs is important; limiting programs does not embody a liberal-arts institution; programs can be strong even though they’re small

Keep ourselves entrepreneurial within our limits (e.g., Blugold Commitment; more initiatives like this)

Skilled communicators a priority among employers; we can capitalize on that because of what we already do so well (forensics, writing initiatives, etc.)

Ensure availability of courses that students need to get their degrees

2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Value human resources overall (to make goals for students happen)

Keeping quality employees and rewarding them; increase reward opportunities among all employees (not just faculty); employee of the month?

Have announcements (e.g., Mike Wick leaving) come from “a person” (provost in this case?)

Keeping/attracting quality faculty should be a priority over “improvements” to campus

Continue to invest in student/faculty AND faculty research; can’t continue offering student opportunities w/o this investment

Gap between our rhetoric and our reality; “The premier in the Midwest” in our mission statement generates cynicism; (e.g., we really need to commit to the writing program; so we should fund the lead position); too much “aspirational” language; use less lofty rhetoric, more honest approach about what we can do, what we’re going to do (e.g., be honest about why it’s important to support nursing, etc.); resentment in A&S that they’re funding programs that are getting more attention and accolades; goes to morale

MORE DIRECT, HONEST, RHETORIC-FREE COMMUNICATION

Provost needs to be more visible; very little academic leadership

Continue to offer opportunities for all voices to be heard; faculty and staff together
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   • Immersion and high impact experiences that have the same level of academic rigor as the classroom and are tied to classroom learning.

   • Students will understand the value of their learning and see what they’ve done for the past four years come to fruition.

   • Students feel UW-Eau Claire is a comfortable, welcoming, and diverse place where they could be “all they can be” and discover who they are. Students have an appreciation for and understanding of the value of diversity. UW-Eau Claire is place where they discovered people who are not like them and value diversity.

   • Each student feels they had one leadership experience or have learned leadership skills and had an opportunity to practice those leadership skills.
2. **What must we do - or stop doing - in order to meet that promise to future Blugolds?**

- Immersions and high impact experiences are currently “exclusive” due to cost and/or time (economics). Example; internships for students are a valuable, high impact practice, but they take a LOT of time to ensure they are valuable, thus it is hard to scale it up to reach more students. Can we deliver high impact practices in another way? How can you do that in a classroom setting (simulations, in teams, communication, and reflection)? We need to expand and diversify our definition of high impact practices so they are accessible for a majority of students and scalable at a sustainable level for faculty and staff.

- Students will understand the value of their learning and see what they’ve done for the past four years come to fruition but rather than wait until the end of their college career with a capstone class, it should be sprinkled along the way, throughout their time at UWEC. The foundation of LE can help with this. Teaching students the “why” and help them translate what they’ve done on campus on a resume (faculty and staff need to be able to explain why this learning matters and we need Career Counselors to assist students with their resume and translating their experiences onto a resume).

- More on campus jobs that are high impact for students, so students can build their leadership skills. Student positions on campus must be intentional and thoughtful with more training for supervisors of students.

- Providing incentives for people to participate in EDI initiatives. Make it a part of how staff are evaluated?

- Get rid of all the rules/policies if we can’t figure out why the rule is there. Are there outdated rules/policies? What must we do (for accreditation, Federal regulations, etc.)? Lean processing/mapping to find duplication and efficiencies.
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

   Celebrate it. We are the River City!

   - Come away w/ a sense of community for self, campus, region, globe.
   - # have an international & unapologetic Lib Arts Educ
   - Integration of academic & sense of community
   - International exp go both ways
   - “Caring” for students
   - Think broadly & make connections
   - Depth of knowledge & skills
   - Positive contrib.
   - Humble
   - They will leave UWEC being able to say “Thank you” & sorry w/ conviction

Themes

UWEC must model these behaviors – and provides the opportunity for

Develop in students caring, empathy, citizenship, community, responsibility, mindful education, decreasing self-orientation, decreasing self-centeredness

Challenge them

“Transformational”

Create new understandings & opportunities

★ Don’t cater to perceived needs of students

Provide opportunities for decreased self-orientation & become more engaged

Challenge them – transformed thoughtful leaders & followers

Nurture not coddle

Phrasework
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Embrace traditional pursuits that engage community & make them bigger, better. Evolve w/new faculty, VBall, IntlFF, Jazz Fest, other
- Music, Sonnentag Ctr, Confluence
- Must model “behavior”
- Build on distinct features we have
- Aspire to greatness through inclusiveness (not exclusiveness)
- Stop viewing students as consumers
- Must broaden perspectives to have a transformational experience
- Continue to not only offer HIE, but infused throughout
- Integrative learning
- Drive to ask questions
  - Integrative learning
  - Holistic students
- We should evaluate all our classes and ask the ?s
  - Keep topic
  - Try to be creative
  - Open minded
- “Allow creativity w/name change for classes” – Institutional
- “Model behavior”
- “Build a culture where Winterim/Int is norm”
- “Statements re putting students 1st”
- Putting students “learning” 1st
- Thoughtful leaders & followers

Outcome

Focus on student learning BUT NOT student perceived needs

- Decrease student self-orientation
- Provide challenging, transformational, community engaged, integrative, liberal education learning
- Take care of entire community fac/staff/students
  - Diversity
  - Local
  - Global
- Students as consumers – get rid of it
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Themes:

HIPs  Study abroad particularly important. Embed HIPs into classes – e.g., research projects embedded in a syllabus/course curriculum. Follow through after so student can articulate value of what’s been learned through participation in a HIP

Connections – across depts. (or w/degree that combine fields for data analyst careers) and between town & campus. Help students create these connections through new curriculum design. The comprehensive major in a very big structure within which students can begin a career – can be used to put together work across departments. Encourage faculty to develop new career avenues/expertise in their fields – e.g. a mathematician cross-training in actuarial science so she can comfortably advise students in that field. Have a model like CETL for faculty development. Also help students create these connections through internship advisers

Value and maybe give faculty reimbursement for faculty development or at least value it in faculty portfolio.
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Have more faculty/student collaboration for senior. Students assist w/community project planning & supervision & w/lower-level classes

Taking the best from different departments & sharing them among departments – could combine some courses, update knowledge.

Need more transparency both in talking with students about why they're doing what they're doing AND in in-house appointments and other administrative decision. Make all-campus presentation for applicants to open positions.

Create flexibility for faculty to prioritize some area of performance over there for a couple of years at a time, & adjust assessment accordingly. Maybe adjust class size and/or # of classes accordingly.
University of Wisconsin-Eau Claire

Group Record Sheet - Table # 48

Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

Notes:

- CONHS - good reputation; up for accreditation soon; great reputation among agencies; need to maintain
- Capitalize on growth of HIPs; keep students in 4 years
- Faculty have real-world experience
- Great faculty/staff research, campus-wide; students get grad-level work in undergrad years; need more promotion on this
- Foster intellectual courageousness; students live in inquiry, not in answers; in nursing, evidence-based
- Faculty focus - encourage each other, part of a community; collaboration; faculty need to be in a good place in order to help students
- Affordable quality
- Reputation; known for excellence; NCLEX pass rates are high and savvy students seek this out; community looks for UWEC students
- Support for students can take a lot of resources, but it’s part of what makes us different
- Variety of clinical sites and experiences (internships); variety of specialties
- Students will have jobs
- Relationships between faculty/students; mentors, colleagues; well-prepared for grad school; bigger opportunities at a smaller campus
- Other grad programs don’t have the clinical experiences; online schools come to UWEC
- Face to face interactions
- Beautiful campus
- Through budget cuts, didn’t sacrifice their education; resilience through change; weren’t victims of the budget cuts, didn’t bad-mouth the facility
- Proactive, not reactive; how are we going to plan, instead of how are we going to react

Themes:

- Institutional reputation
- Big opportunities at a small campus (i.e. research)
- Community, Relationships between faculty/students; face-to-face
- Variety of experiences
- Students are well-prepared (job or grad school)
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

Notes:

Do

- centralized resources for students and faculty; website is not user-friendly for people on-campus, nor is it easy for new faculty who want to apply; not intuitive
- redirect students who aren’t accepted to another site; admission process; access to education; revenue source
- need for faculty who are trained as we have more retiring
- stronger presence in high schools; talk to them earlier about credits that can transfer in to UWEC; promote AP classes; get high school kids involved on campus more; there are a lot of people in the community who don’t even consider the possibility of going to college
- waive application fee if they’ve taken a class by UWEC; incentive for them to learn more about UWEC
- plan for next budget cut now; value stream, continuous improvement
- Embrace the change - we are now in a state of continuous change

Not do

- cutting faculty
- can’t offer as much, but put resources into excellence in what we do offer; quality over quantity; focus more on where we can excel
- not so much paperwork
- processes - can we achieve this in a different way?

Themes:

- centralize resources and refine processes
- refine admissions processes or work with students to still get them here, even if in another program
- reach out to prospective students at a younger age
- invest in faculty so we can continue the personal experiences, high impact practices
- focus on where we can be excellent, instead of trying to be good at everything

Common themes:

**Principles that guided the budget challenges:**

- Preserve distinctive adv
- encourage innovation to attract and retain
- preference solutions based on student demand
- data-informed
- maximize effectiveness
- live within our means
- increase revenue
- continuous improvement and efficiency
Faculty and Staff Strategic Planning Listening Session

1. When Blugolds graduate in 2020, what will make their experience at UW-Eau Claire and the degree that they receive distinctive?

- Positive/individual interactions with faculty & staff – staff/faculty build relationships with students – make them real comfortable
- Positive return on investment – employable & low debt
- Life skills – good skills for being successful
- Freedom to explore/try new things but still have a consistent foundation to return to in coursework, etc.
- Service learning – students aren’t wild about it but end up really valuing
- 4 year graduation – let’s capture better than other schools
- Internships
- Facilities (new buildings/updates)
- Versatility – can et experiences in multiple disciplines & areas
- University & local community – opportunity to be a part of it
- Experience in still confidence
- Relationship/confidence happens at an undergrad level – most doesn’t happen until grad school
2. What must we do - or stop doing - in order to meet that promise to future Blugolds?

- Focus on foundation of education
- Improve 4 year graduation rate – but do this for the right reasons
- Better partnerships with orgs in the community
  - Build relationships w/students
- Education & increase visibility in the public
  - Media, positive image, counteract government image of public workers & UWEC (misinformation)
- Incoming freshman = interest groups, continue all 4 years
- Move internships/keep students involved
- People need to know how much state support actually goes to our operating budget (external attacks are demoralizing)
- Stop the leak of morale, people/labor, dollars
  - Redirect flow of energy to something positive
- We can’t be all things to all people
  - Can’t be afraid to cut things that aren’t working – it’s okay to refocus
- What about a newsletter with all the info we need as F/S? HR info, fire alar testing, etc. so many form, emails, etc.
- Trim non-essential emails/STREAMLILNE/simplify
- Trust employees to do their jobs effectively/efficiently (but hold them accountable)