

CHARRETTE COMMENTS

Group #3 – Serving the Public Good

1. University-wide, strategic approach to community engagement
 2. Protocol for evaluating community engagement programs and activities
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- Need recognition of/for current public service activities. A big collection of already-going-on activities might open further connections and ideas.
 - Note: See HLC Criterion 5 report (in progress)
- I agree, the university must become more transparent with its community relationship. There could be far more emphasis put on our interactions with our neighborhoods. More sense of place.
- What about some sort of central guest expertise/potential guest speaker list of volunteers from the community – think of all they have to offer our students and us! We often think University-Community as a one-way street. What about Community-University and a more reciprocal relationship?
- The University needs to support ACTION and not just research of important issues. Students can educate their fellow students and the community and can become real citizens if they take action and are not afraid to say what they believe.
- *Leader-Telegram* relations should improve. Most college towns have a very positive relationship with the local newspaper. Not our fault, I know.
 - I agree this is desirable – but do other UW campuses have such positive relationships?
 - Very true. Why is there more about Stout than us?
- Comments noted on Group 3 charts have a decidedly one-way/unidirectional approach: how can we get the community to engage with and contribute to our efforts. The University would be well-advised to realize that collegial relationships with the community require us to bend as well.
- I have much to offer the community, and would enjoy doing even more serve than I already do. But where's the time and energy? I would have to stop doing something else in order to start doing this.
 - I agree. Community engagement works best when it is mutually beneficial, and when we can become true partners with the communities in which we live and work.
- Women's faculty across the nation has a good base of knowledge on community/school interaction since service learning is an integral part of this pedagogy.
- Our department could be a 'full time public service agent' if so desired – how do we strike a balance – define priorities and support these priorities.
 - Well said, especially when students are paying so much.

CHARRETTE COMMENTS

- Working groups with representation from three areas:
 - 1) University faculty/staff/administration
 - 2) Community representatives
 - 3) StudentsWorking on beneficial trouble shooting or even brainstorming projects
Examples:
 - Communiversality (this was great)
 - International Fairs
(the U one is great the Community one leaves much to be desired)
 - Neighborhood Issues
 - Community and family functions (open houses?)
- These are good models of the “Engaged University” such as the efforts at the University of Minnesota. We could apply for the new Carnegie classification. Another excellent resource is Community/Campus Partnerships for Health (CCPH) and some of the work funded by the Kellogg and PEW Foundations.
- Part of new faculty staff orientation to help new people understand.
- Need to develop/educate students to “think globally, act locally.”
- What real value are we to our community besides economic as a large employer? How can we improve diversity in the region? Is there a way we can create an accepting, affirming community for all irregardless of race, ethnicity, disability, etc?
- ‘Serving’ makes for good PR but we aren’t servants...contributing to the public good enhancing the public good are better. If we are to recruit and retain great faculty, perhaps we need to think about how we think of ourselves.
- Stronger ties to alumni in the region would be great. We could host special alumni nights at exhibitions (like the Homecoming over 20 year’s exhibit) and make them feel welcome and part of the campus community.
- We have lots of alumni in our community and we need to connect with them ore. They can be some of our best recruiters and supporters of campus initiatives.
- Provide support in terms of dollars and FTEs for programs with strong service elements.
- Do we know what the community (Eau Claire and surrounding) wants and or needs? Could we find out before trying something that won’t work?

CHARRETTE COMMENTS

Group #3 – Serving the Public Good

3. Ongoing, campus-wide inventory of community engagement projects
4. Ongoing, campus-wide resource directory of university expertise, programs and services, facilitates and equipment available to the external community

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- I'd like to see an inventory of community engagement projects and a centralized information repository (following the idea of a volunteer's hotline).
 - Good idea
 - Definitely needed
 - Yes – we do work that goes unnoticed.
 - Remember to not restrict the notion of community to merely our locality – broader definition of external community will lead to a broader array of engagement projects.
 - Facilitate the global community's function.
 - I think the library can serve a role in this area by creating stronger connections with the public library and the regional system of public libraries.
 - The Wisconsin Idea.
 - Kudos to the Chancellor for signing the President's Climate Challenge – Now what must happen to make it work? This challenge is non-trivial, but we have significant skill and knowledge resources to apply right here at UW-EC. Let's identify and tap these!
 - Promote internships as service to the community.
 - Inventory and then publicize those programs with significant community engagement components.
 - We have a UW-Eau Claire Experts Directory; it is an "experts" directory of speaker topics, etc. Maybe it needs a new life. Has it been put on line?
 - Staff could also use such a directory.

CHARRETTE COMMENTS

Group #3 – Serving the Public Good

5. Ongoing, campus-wide inventory of community engagement projects
6. Ongoing, campus-wide resource directory of university expertise, programs and services, facilitates and equipment available to the external community
7. Longitudinal survey of community partners

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- Non-trationals have a difficult time dealing with the undergraduate structure here. It seems that UW-Eau Claire talks the talk of non-trationals, but doesn't have the capability for truly supporting these students.
 - We don't need a center downtown – we need courses in the evening and weekends. Isolating non-trationals downtown is not a good idea.
 - This topic is one of the most interest to me as a KINS department member, I believe this is an area that we have the biggest professional obligation. The U.S. has a major health crisis, our physical health and health insurance woes will not get better in the near future. We can save the public with unique wellness programs and intentional teaching with our wellness and activity requirement.
 - Your report suggested a “student center” when did it become a non-traditional center? Have you heard of the “non-traditional advisor” on this campus? As her!
 - Maybe the Front Door and a new university center should be combined.
 - Front door important!
 - I agree. Having people versus a list on the web is much more friendly. Makes a more positive impact and make the university more accessible to those outside the campus “boundaries”.
 - Front Door could include Service Learning, Human Development Center, and Autism Community Leadership Course (LESTER) all in a “center for Civic Engagement”.
 - Wasn't the “Front Door” supposed to be why Continuing Ed was moved to Water Street?
 - Yes!
 - An increase in non-trationals most likely means an increase in child care needs. Don't forget about the Children's Center in the strategic plan. It is a vital cog and it needs some attention.
 - We offer great support for non-traditional students. However we could do much more in terms of programs, nights, weekend classes.
 - What is the purpose of a “Front Door” if it's not on campus? We're trying to connect people with the campus!
 - Non-trationals need to be better accepted into the classroom (forget a center until that happens).
 - I was a non-traditional, I was very accepted.

CHARRETTE COMMENTS

- Take programs – degree programs – to business or other organizations where groups of students can be served (e.g., small northern communities).
- Offer graduate programs that people in our region need in ways they can participate in (e.g., via the web).
 - Yes!
 - Yes, yes!!!
- Serving the public through community programs gives our students unique experiences and also brings a varied group on our campus who may be future students (i.e., KINS, Home School PE program, Community Fitness Program).
- I agree that non-trationals have been largely ignored. A student center for them would be a great first step.
 - Not only ignored, but discouraged if they displace “traditional students”.
- Does not integrate students to campus
 - I agree – foster relationship between all students.
- These “unique needs” are often:
 - 1) Commuting
 - 2) Family/work commitments and
 - 3) Day care/child care needs (addressed in other groups).
- Non-trationals need to be better accepted in the classroom (forget a center until that happens).
- We need to maintain focus/not neglect the immediate region. Low-income, first-generation, non-traditional students are frequently drawn to UW-Eau Claire as their only real (or perceived) option for higher Ed. I am leary of any proposal that might appear to close the door to them (such as “mandatory “study abroad!”)
 - I agree! Some of our strategies appear to contradict each other!
 - Darn right! Agree.
 - Well said – agreed!
- Yes! Grad programs on weekends are hard. Night classes are hard. Those who are “thinking outside the box” aren’t doing much but cutting down the bushes (obstacles). (I’m adding “book purveyor”!)
- We need to promote internships as a public service to the community and region.
- If our goal is to attract more non-traditional students – does this create a conflict with Group #1 – student abroad for every student? Who do we want to serve? Can we be all to everyone?
- Traditional students often have unique needs and get lost and don’t stay enrolled because they are deal with en masse.
- Front Door? What Front Door?

CHARRETTE COMMENTS

- Serve non-traditional students with more on-line offerings?
- A “front door” would fit nicely in place of the Hibbard parking lot.
- The “Front Door” approach, especially so those wanting to engage in a partnership are able to.
- We need more support for on-line course development AND offering!
- Classes should be offered at times compatible with working adult schedules since many non-traditionals have financial commitment that requires full-time employment.
- Non-traditional student center – like the room they have in Davies right now?
 - WHICH IS RARELY USED! Need something different! But what? ASK someone (or a large group of someone’s!)

CHARRETTE COMMENTS

Group #3 – Serving the Public Good

8. Joint partnerships to finance programs and facilities that meet both the university's and community's needs.
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- Naming rights to enhance programs and facilities needs to be pursued.
 - This leaves out departments not connected to business and some sciences – rather, make “shares” so ALL can benefit, not just the locationally oriented departments?
- Downtown location of a jointly-run arena (e.g., near Phoenix Park) would be a super partnership.
 - Too far from campus to drive student. Forums already often have low attendance.
- The Clean Commute Initiative is a great opportunity to work with the whole community on making the area around campus and the downtown less car-dependent and safer for bikers and pedestrians. Anything that can be done with the city and area businesses would often result in new programs and infrastructure and money from state, federal and local government. For example, building a bus terminal on campus would be covered by 90% state and federal aid!
- Building on the recent addition of bike racks sponsored by local business, the University may find a more community aware and active student body if greater modes of alternative transportation are supported by our school. Such programs centered around the sharing of public goods (look at the new bike programs, i.e., that of Paris maintained in the Progressive Outpost) to get students to explore more than the university bubble.
 - What about bike lockers/shelters on campus?
 - Yes!
- It is raining outside. I biked here, but where can I keep my bike dry? The University could be far more encouraging in promoting not driving by the facilities it makes available.
- Pooling university/community resources for shared facilities or programming. Better recognition of these relationships is important. Question/Concern: The “greater public good” probably means offering more non-traditional educational opportunities. Seems there could be many attitudes and infrastructure change needed to change our orientation from the 18-24 year old population to the non-traditional and this could take significant resources (especially if we are expanding offerings) that we don't seem to have.
- Yes...seriously investigate arena idea...arts, athletics...others.
 - State Theatre, ECCT and UW-Eau Claire.

CHARRETTE COMMENTS

- Could we partner with medical community for more library resources?
 - Of course.
- Could we work with local businesses – ask them how can we make educational resources available to your employees so they can be more effective at their job, or can advance in their career – could these companies establish scholarships through the Foundation for their employees, etc.
- We have needed a joint partnership with the Eau Claire community for a long time! There has been talk about a performing arts center in Eau Claire for years! Maybe a joint initiative will get this accomplished.