

CHARRETTE COMMENTS

General Comments

- Just do something big, blow up GE. Make some major improvements. Scare the cowardly – embrace “excellence.”
- Don’t forget graduate education!
- Don’t assume money will come from tuition, the state or donors. Where you add costs, plan on making cuts in another area.
- Don’t require first and second year students to live in dorms. This practice is highly paternalistic and encourages partying, etc. We are adults and should be treated like adults. We shouldn’t be forced to live like sardines, frankly.
- Why does the strategic plan not mention research? Is this to be cut for other things to be supported?
 - An excellent question! This is our greatest strength in educating – we must not forget that! Perhaps we view that it doesn’t require any change to be healthy?
 - I assume it is part of any immersion experience, and part of the toolbox of the intentional educator, and would be part of the student PASSPORT. See Strategic Plan, Group 2 report.
- Don’t be afraid to make changes.
- See www.ocwconsortium.org
- Work groups should coordinate their goals and processes with each other, to create a unified whole. While proposals that cost money can be great, be sure to brainstorm proposals that are no-cost or low-cost. Don’t create new positions at the expense of existing employees’ jobs.
- Overall goal – change the campus culture to increase student engagement in ACADEMICS!
- Seems like all this strategic planning needs to be done with a specific, over-arching goal for UW-Eau Claire in mind. Then all the “sub-goals” would support/lead us in the direction of the main goal. What’s the main goal in all of this?
- This is an excellent opportunity for input. Thanks to all the committees for hard work and thoughtful recommendations. PLEASE move the good ideas forward soon!

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- All groups have good elements and we could nitpick at each one. The question that should be asked is “What is missing in these ‘proposed’ goals?” Clearly some of these have elements of someone’s or some department’s agenda. We should be careful not to adopt these and spend our time picking out and changing the details. Are these goals REALLY what we want to see in our strategic plan – or are there important aspects that are not here?
- Provide people with the ability to log- in and post comments without individuals knowing who they are. Log-in anonymously.
- Create executive summary of the reports – make visible on home page, in the bulletin, etc.
 - Amen!
- Very little about faculty research in strategic plan.
 - I get the impression that we are expected to continue to do research and take part in new initiatives and planning (strategic and otherwise) and take part in innovative new interdisciplinary causes and, and, and...
- What areas will be cut to put these into place? In other words, at what sacrifice?!?!?
 - Yes, I have often asked this.
- Leave all comments out for future events. Encourage people to come more than once as new comments generate new ideas.
- I appreciate (as a classified member) being provided the opportunity for giving input. It seems the classified staff was not included on the planning committees.
- Thanks for all your hard work planning committees!
- My perception of the strategic planning process is that it would focus us and give us a specific vision of WHO WE ARE. If every piece of paper in this room represents 1-4 ideas, then I do not see a specific vision. It seems like we are going in 30 different directions or more. Let’s answer the big question, “Who are we?” in five words or less.
 - I’ve long considered this our number one priority. We’ve long struggled with this. “Blugold” is a perfect example. Who are we?
- Let’s be a healthy campus.
- UWEC needs to GUARANTEE that students can realistically graduate in 4 years.
- Graduating in 4 years is a recruiting tool. The Chancellor indicated in his opening year remarks that in the future there will be fewer students in the recruitment market.

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- Graduating in 5 years is unfair to students. They must pay an “extra” year of tuition, which adds to their debt load. It takes them out of the work force and retirement an extra year
- Professional schools MUST not be held hostage by general education. Students SHOULD be able to begin taking full credit loads in their major at the beginning of their sophomore year. In addition to courses, students will have more time for meaningful internships
- UWEC needs to reduce the number of General Education required credits to 36 credits.
- General Education must be held accountable to develop and assess for learning outcomes.
- How does General Education assess “being well rounded?”
- General education has very little accountability to the university.
- When advising students, I consistently hear: “I will be so glad to be done with my GE’s so I can get on to courses which are relevant to my degree.
- The reality is that universities TRAIN students for PROFESSIONAL positions.
- External accreditation plays a significant role in professional schools. Can the university say the same for general education?
- Rather than promoting only one (or a similarly smaller number of) bullet point(s) from the six working groups, we need a big idea that cuts across many of these priorities. If we can address several goals that have been proposed under a single initiative, then we can accomplish much more. While not limited to this idea, one possibility is our interdisciplinary environmental institute or center. But it is vital that we do this working from our strengths:
 - 1) Research with students
 - 2) Service learning
 - 3) Foreign study
 - 4) Excellence in education
- Attitudes towards limited term employees at UWEC. Some permanent employees at UWEC consider limited term employees as less-than-equal. Although many LTEs are treated well, many are not invited to some functions, given less respect, and looked down on as “just an LTE”. Many LTEs are given the responsibility of running an office, scheduling classes, and monitoring budgets, but their opinions are ignored, and they are not included in many functions. This type of treatment is demeaning to an employee, regardless of their level of responsibility. LTEs have quit their jobs because of their

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treatment. We must try to improve the level of respect and let LTEs know they are more than “just an LTE” – they are a vital part of the university. UWEC has over 100 LTEs at any given time. Without them, UWEC could not function. LTEs are never eligible for sick pay, vacation, regular pay increases, or advancement opportunities (state statutes) which they are made aware of at the time they are hired, so to be ignored and snubbed by others is not only adding insult to injury, but lowers the LTEs self-confidence. A majority of permanent employees (classified AND unclassified) were at one time employed as a limited term employee – perhaps we all need to be reminded of that fact. Attitude is everything!

- I am currently a UWEC employee at the Marshfield site Nursing program. In December 1997 I finally obtained an Associates Degree in Materials Management/Accounting from Gateway Technical College in Racine, Wisconsin. It has always been my lifelong goal, while continuing to work full-time, to obtain my Bachelors degree in Business Administration. I have earned 84 technical college credits while attending Gateway Technical College. Gateway, at the time of my graduation in 1997 had an articulation agreement with Carthage College, a private 4 year college in Kenosha, Wisconsin. I had started to attend Carthage College for my Bachelors degree before moving to Central Wisconsin in 1999. Carthage College had allowed me to transfer in 37 technical college credits from Gateway. After being out of school for a while, I was checking into going back again, and am now currently enrolled in the Distance Education program for Business Administration through UW-Platteville.

What is the concern of myself and many, many other non-traditional adults who have also completed Associate Degrees at many Technical Colleges is the lack of transferable credits into the UW System that we all earned while attending the Technical Colleges. Most non-traditional adult students have either worked full-time or taken care of households and children full-time while attending the night courses at these technical colleges, which was no easy task for many if not all of us.

It is frustrating to us non traditional students that the UW system does not take more of our Technical College or other colleges credits toward degrees offered in the UW system, such as mine with UW-Platteville. UW-Platteville has only taken 9 of my total credits that I have earned both through Gateway and Carthage. If I take one course a semester through UW-Platteville's distance ed program, technically it will take me over 50 years to complete my Bachelors degree. Pretty disheartening. But, I love the opportunity to learn, so that is why I am persevering. It would be wonderful if UW-Eau Claire would be a leader and create a program and articulation agreements that would allow more of us non-traditional students to earn our Bachelors degree with more of our other college credits being considered towards these degrees. Also, distance learning via ITV or other modes of instructional delivery would be a good idea as well. Future leaders are not just the younger traditional students, but also includes us non-traditional students who have many life and work experiences.

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Comments from Steve Terwilliger

- Art & Design should be able to offer cross-disciplinary humanities courses for incoming freshmen or FYI courses – based on Gloria Fiero’s *Humanistic Tradition* – a more than top humanities textbook creation. One semester or two semester sequence. Involves visual arts, music, literature, and performing arts in cultural/historical world context. Elected a “most favored” college course experience on campuses across the nation.
- At senior level (or even starting at junior level) Design can anchor or participate in multi-disciplinary team course projects between departments as capstone experience. These would involve or sometimes be based on Student Faculty Collaboration Projects. This would provide a most effective public face for the success of the university.
- Make best use of online and new technologies to relieve the study side of course work and free up time for more class discussion, student presentations and special class projects (field trips, presentations, etc.).
 - Library test center – take all of this out of classroom – faster, more discussion time, etc.
- Follow the proposal of Brian Mahoney for international experience with rotating faculty. Students spend 1 semester in international center, 4 faculty rotate through. The same faculty could do three additional short-term courses on campus with other groups of students to complete the “mechanics.” Students could do semester or year blocks of interdisciplinary – international – special project – general education experience courses. This would all fit into our current structure and time budget.
- A KEY piece of advice from Joe Duffy the Keynote Speaker from the Cross Cultural Perspectives of Visual Communications International Conference hosted by UWEC last spring that relates directly to university structure and curriculum design is: “We have moved from consumer culture to designer culture.”
- Importance of more efficient and responsive mechanisms for change and adaptation.
- Purposes and goals are already well-defined – too much tie can be spent spinning wheels in “culture of definition” where this can become the goal (that is never reached).
- No add-on structures – all must be done within the current time budget.
- We have all said our piece. When nothing ultimately happens and no changes are made – who is responsible? This is our greatest fear (KCD)
- For the beginning bio – people will get more out of it if the lecturers have time to give feedback after tests and papers or have smaller sections.

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Additional Comments Submitted on-line:

- I frequently notice people smoking right in front of the "No Smoking" signs in front of campus buildings. Is there a way to prevent people from doing this or to enforce the rule?
- Eau Claire is now a carbon neutral campus...we must incorporate environmental problem solving into all classes and an environmental focus should be set for each of these groups above---engaging and feeling part of your surroundings is key to academic success

10/9/07