Values list provided:

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>Flexibility</th>
<th>Patience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Focus</td>
<td>Peace</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Forgiveness</td>
<td>Political</td>
</tr>
<tr>
<td>Balance</td>
<td>Freedom</td>
<td>Presence</td>
</tr>
<tr>
<td>Beauty</td>
<td>Friendship</td>
<td>Productivity</td>
</tr>
<tr>
<td>Boldness</td>
<td>Fun</td>
<td>Proof</td>
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<tr>
<td>Calm</td>
<td>Generosity</td>
<td>Public</td>
</tr>
<tr>
<td>Challenge</td>
<td>Gentleness</td>
<td>Relational</td>
</tr>
<tr>
<td>Clarity</td>
<td>Grace</td>
<td>Respect</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Growth</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Community</td>
<td>Happiness</td>
<td>Resourcefulness</td>
</tr>
<tr>
<td>Compassion</td>
<td>Harmony</td>
<td>Safety</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>Health</td>
<td>Security</td>
</tr>
<tr>
<td>Camaraderie</td>
<td>Helpfulness</td>
<td>Selflessness</td>
</tr>
<tr>
<td>Confidence</td>
<td>Honesty</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Honor</td>
<td>Service</td>
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<tr>
<td>Contentment</td>
<td>Humor</td>
<td>Simplicity</td>
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<tr>
<td>Cooperation</td>
<td>Idealism</td>
<td>Spirituality</td>
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<tr>
<td>Courage</td>
<td>Inclusion</td>
<td>Spontaneity</td>
</tr>
<tr>
<td>Creativity</td>
<td>Independence</td>
<td>Strength</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Innovation</td>
<td>Tact</td>
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<tr>
<td>Data</td>
<td>Integrity</td>
<td>Thankfulness</td>
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<tr>
<td>Dedication</td>
<td>Intuition</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Democracy</td>
<td>Joy</td>
<td>Tradition</td>
</tr>
<tr>
<td>Determination</td>
<td>Justice</td>
<td>Trust</td>
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<tr>
<td>Directness</td>
<td>Kindness</td>
<td>Truth</td>
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<tr>
<td>Discipline</td>
<td>Learning</td>
<td>Understanding</td>
</tr>
<tr>
<td>Discovery</td>
<td>Listening</td>
<td>Unity</td>
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<tr>
<td>Education</td>
<td>Logic</td>
<td>Visionary</td>
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<tr>
<td>Efficiency</td>
<td>Love</td>
<td>Vitality</td>
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<tr>
<td>Empowerment</td>
<td>Loyalty</td>
<td>Willingness</td>
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<td>Enthusiasm</td>
<td>Morality</td>
<td>Wisdom</td>
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<td>Environment</td>
<td>Non-partisan</td>
<td>Work</td>
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<tr>
<td>Equality</td>
<td>Open-mindedness</td>
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<tr>
<td>Equity</td>
<td>Optimism</td>
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<tr>
<td>Ethics</td>
<td>Order</td>
<td></td>
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<tr>
<td>Excellence</td>
<td>Participation</td>
<td></td>
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<tr>
<td>Fairness</td>
<td>Partnership</td>
<td></td>
</tr>
<tr>
<td>Faithfulness</td>
<td>Passion</td>
<td></td>
</tr>
</tbody>
</table>

“Values are those things that we believe deeply, defend passionately, and act upon regularly.”
Our values (individual top three lists combined):

- Empowerment
- Connectness
- Intuition
- Ethics
- Responsibility
- Determination
- Collaboration
- Open mindedness
- Respect
- Conservation
- Creativity
- Inclusion
- Beauty
- Flexibility
- Learning
- Wisdom
- Environment
- Tradition
- Cooperation
- Willingness
- Understanding
- Integrity
- Visionary
- Health
- Sustainability

Threats to our values:

- Money
- Self-interest
- Injustice
- Lack of education
- Conflicting – agendas, vision,
- Tradition (doing it the way we’ve always done it…)
- Bureaucracy
- Inflexibility
- Lack of transparency
- Dishonesty
- Lack of resources/ overambitious plans
- Unsustainability
- Corporate greed
- Lack of leadership
- Lack of communication – internal and external
- Intolerance
- Mean people
- Unrealistic goals
What we can do:

- Build consensus
- Admit we are part of the problem
- Listen to divergent views
- Coordinate to be resourceful
- Systemic approach
- Realistic
- Not losing drive/ commitment
- Developing a strategic plan
- Using sound data for decisions
- Find and pool resources
- Develop leadership team and create conditions to lead to their success
- Tying plans/ aspirations to existing plans that have been established
- Trust each other
- Holistic education

Landuse ideas (first-cut compiled, numbered):

1. Environmental education
2. Eco-village-sustainable housing
3. Outdoor classrooms for all ages and abilities
4. Experimental systems for research and teaching
5. Sustainable gardening
6. Growing power – urban agriculture
7. Arboretum
8. Passive education: interpretive trails, demonstration plots, and compost sites
9. Pollinators
10. Ecological workshops for all ages and abilities
11. Healthy eating seminars – mind, body, spirit
12. Green houses (hoop houses)
13. Physical fitness
14. Kitchen garden (student, community members)
15. Trails
16. Recreation
17. Community gardens with environmental education center
18. Outdoor classroom space
19. Return to natural state – educational retreats/environmental classrooms
20. Land/ forest management – invasive species management
21. Garden – environmental/ landscape sensitive
22. Spiritual places – labyrinth, meditative, healing
23. A place to enjoy the outdoors for students
24. Wildlife management program
25. Research – citizen science, student research
26. Service learning opportunities
27. Composting, vermiculture, partnering with wildlife
28. Beehives
29. Sustainable gardens
30. Educational activities – ecology, natural wildlife
31. Bird houses
32. Prairie restoration
33. Controlling invasive species
34. Edibles/ veggie gardens
35. Native habitat restoration
36. Bat houses
37. Commercial kitchen
38. Alternative learning structures (wigwams, tipis)
39. LLLC (Living, Learning, Lab, Community) to create sustainable housing
40. Permaculture
41. Pollinator habitat
42. Wildlife habitat
43. Educational spaces – signage, outdoor class space w/ equipment
44. Tree walk
45. Aquatic habitat
46. Recreational/ events/ socializing
47. Waste treatment system
48. Composting
49. Net zero community – self-sustain
50. Model community

Landuse ideas, individual top 5 lists compiled, Table 1 top 5 in bold (#s indicate effort to group like ideas), roman numerals indicate number of times the item made an individual top 5 list

- Bees, hives, pollinator habitat (41, 9, 28), III
- Eco-village (LLLC) (2, 38, 49, 50), VI
- Living machine – waste management (47, 48), II
- Arboretum (7), I
- Sustainable gardening/ community kitchen (5, 27, 44, 17, 29, 21, 12, 40, 34), VII
- Outdoor classrooms (18, 3, 43, 38, 1), V*
- Recreation/ social meeting place (46, 13, 16, 23), II
- Passive education/ outdoor education (8, 18, 3, 43), III*
- Environmental education (crossed out by participants)
- Spiritual/ mind/ body/ spirit – education – Ho-Chunk (11, 22), III
- Prairie restoration (32), I
- Native Habitat Rehabilitation (25, 24, 42), II
- Serviced learning (26), I
- Hoop house (12) (crossed out by participants)
- Net zero community (49) (crossed out by participants)
*indicates table participants agreed to combine these two items into a single item

Landuse ideas, individual top 5 lists compiled, Table 2 top 5 in bold (#s indicate effort to group like ideas), roman numerals indicate number of times the item made an individual top 5 list

- Outdoor classrooms (3), VII
- Experimental systems for research and teaching (4, 25), VII
- Urban agriculture (4), IV
- Interpretive trails (8, 44, 15), V
- Green houses or hoop houses (12), IV
- LLC Sustainable housing (49, 39, 2), IV
• Community gardens (5, 6, 21, 24), V
• Wildlife management (20, 42), III
• Pollinators (9, 28, 41), III
• Aquatic habitats (45), I
• Spiritual spaces (22), II
• Ecological workshops (19, 30), V
• Recreation (46, 16), I

Landuse ideas, individual top 5 lists compiled, Table 3 top 6 in bold (#s indicate effort to group like ideas), roman numerals indicate number of times the item made an individual top 5 list

A. Environmental education (1, 3), VII
B. Kitchen garden (14, 26, 5), V (B and L combined)
C. Land/ forest management (20), III (C and D combined)
D. Wildlife management (24, 42), V
E. Student research (25), VII
F. Recreation (46, 16, 23, 15), V
G. Place for Outdoor Enjoyment (23), I
H. Service learning (26), II
I. Restoration of natural habitat (34), I
J. Spiritual places (22), VI
K. Net-zero community (49, 2), VI
L. Community garden organic (17), 2
M. Beneficial insects (41), I
N. Composting (48), I
O. Greenhouses (12), I
P. Permaculture (40), II
Q. Healthy eating (11), II
R. Sustainable practice (39, 1), I
S. Natural state (19, 35), II

Feedback at the end (what went well, what didn’t, other):

• Format -- good
• Mix of participants -- good
• Ideas shared -- good
• Moderator -- good
• Room less -- good
• Coffee and treats -- good
• Lack of prior knowledge about the land (challenges/ opportunities) -- bad
• Lack of prior knowledge about the history of the university involvement in the Priory, how we got it, who is in charge) -- bad
• Lack of UWEC student participation -- bad
• Holding summit on Easter weekend – bad
• Rehabilitate commercial kitchen use it as an incubator space to subsidize agricultural entrepreneurs like cheese-makers, wine-makers… others interested in value-added products (fudge) – other
• Commercial kitchen at the Priory is in need of updated appliances, is not up to code, and is not an opportunity at this time – other
Next Steps:

- Create a list-serve to facilitate communication with participants who self-identified as being interested in future communication
- Send this document to participants
- Send link to Priory webpage on UWEC website to participants
- Make geog 350 soils class project, as it provides descriptions of the land and land use recommendations, available to participants
- Contact participants who self-identified as interested in participating in next planning meeting focused on planning/ recommendation/ forwarding ideas to decision-makers process to identify a meeting time, some weekday evening, between May 5 and 16 (before UWEC spring semester is completed and students depart for the summer)