



University of Wisconsin Stevens Point

STEVENS POINT • MARSHFIELD • WAUSAU

2021 Monitoring Report

Appendix 11. Planning - Planning Documents and Campus Feedback for Vision and Strategic Themes

This appendix includes information on strategic planning exercises related to the development of the vision and themes for our strategic plan and information about the appreciative inquiries of our campus community related to our vision. The sections in this appendix that follow are bookmarked and include information related to:

- Strategic Theme and Vision Planning Session (February 14, 2020)
- Summary of Themes from IPAC External Review
- Themes from In-Person Strategic Planning Visioning Sessions
- Respondent Feedback from Electronic Survey

**IPAC and Executive Leadership Meeting to
Determine Strategic Issues and Vision Statement Directions,
February 14, 2020, 8:30 a.m. to noon, DUC Alumni Room**

Handouts:

Agenda

Terminology & Givens of the Planning Process

External Environmental Scan

Agenda

Welcome, Introductions and overview of process, terminology and the givens (8:30 to 9:00 a.m.)

Environmental Scan/Journey Wall – Implications for the Future (9:00 to 9:45 a.m.)

BREAK (9:45 to 10:00 a.m.)

Consensus Workshop (10:00 to 11:00 a.m.) to Answer the Question:

What are the broad strategic themes to guide the planning process?

Vision Statement Conversation – (11:00 to 11:45 a.m.)

Closing Conversation (11:45 a.m. to noon)

UWSP Strategic Planning Information, February 14, 2020

UWSP Planning Terminology

Strategic Themes. Patterns of shared meaning that emerge and/or are constructed from data gathered in interviews, focus groups, surveys, etc. Themes encompass numerous insights organized around a central concept or idea. (Slightly edited from Wikipedia on thematic analysis)

Vision Statement. An aspirational description of what your institution would like to achieve or accomplish in the mid- or long-term future. "A vision statement should clarify the organization's direction and purpose; be relatively future oriented; reflect high ideals and challenging ambitions; and capture the organization's uniqueness and distinctive competence as well as desirable features of its history, culture and values." (Bryson page 273).

- A **goal** is a broad primary outcome.
- A **strategy** is the approach you take to achieve a goal.
- An **objective** is a measurable step you take to execute a strategy.
- A **tactic** is a tool you use in pursuing an objective associated with a strategy.
<https://www.forbes.com/sites/mikalbelicove/2013/09/27/understanding-goals-strategies-objectives-and-tactics-in-the-age-of-social/#58deb49f4c79>

Metrics. A measurement that tracks, monitors, and assesses the effectiveness of an objective, initiative or plan. (SCUP PI2 Workbook)

Givens

1. Reorganization of the Colleges into Schools
2. No new money to invest for 2 to 3 years
3. The battle for recruiting students is becoming more intense & competitive
4. We are increasingly tuition dependent due to a lack of state support, which means we need to be more responsive to student educational needs and wants.
5. We want a strategic plan that provides direction.
6. We will need to prioritize our resources.
7. We will be planning while rebuilding trust.

Focus for Today

- Identify strategic themes
- Create content for a draft vision statement

UWSP - IPAC – Themes from External Review

Executive Summary:

- Demographics are shifting – there is a declining traditional-aged student population - how to support “reskilling” and lifelong learning (from K-12 through retirement)?
- Public perception of the value of higher education remains in question. Costs of a four-year degree vs. Decreasing belief in ROI;
- Growing oversight at the federal level pushing discussions about institutional transparencies, efficiencies, endowments, etc.
- Increasing demands from local business community for more flexibility, responsiveness, offering certifications/apprenticeship model options;
- Increasing need by local business community for talent;
- The technical colleges are developing associate degree programs that used to be traditional 4-year programs;
- Changes to admissions recruitment rules change the recruitment landscape.
- Highest job growth in Wisconsin is in the areas of business and finance, health care practitioners, computers/math, and management.
- State support is not likely to increase + tuition caps are politically popular.

Prospective Students:

Traditional-aged students (K-12 trends)

- Gen Z – grew up during Great Recession – as a result is more practical and pragmatic than millennials were when making choices about post-high school options (i.e. not looking for climbing walls)
- Nearly half of Gen Zers are racial or ethnic minorities. Opinions on key issues are similar to those of Millennials.
- Gen Z wants more human connection (how can programs and physical spaces contribute to this?)
- Gen Z wants career stability. When asked to rank the most important factors when looking for a job, the majority of Gen Z respondents (and Millennials, too) chose pay and benefits. Coming in 3rd was job location for both groups. A company’s values and mission ranked 5th on Gen Z’s list, following the ability to grow their career. The data reveals Gen Z workers are focused on managing their own future.
- 80% of Gen Zers believe they need at least a Bachelor’s degree in order to land their dream job. (2019 study by InsideOut Development)
- Nearly 70% believe they’ll need at least a Bachelor’s degree to maintain a comfortable lifestyle.
- Want access to good, reliable technology but does not want to “live” in technology

- High School graduating class sizes are stagnant or shrinking;
- Greater competition for fewer students – changes to NACAC rules allow for ongoing recruitment competition and poaching (is this an opportunity for our small-town populations who head off to bigger cities for schools?)
- Students are coming to college with college credits – this trend appears to be increasing both in numbers of students and the number of credits they are bringing. (Is this an opportunity to be the institution to provide these credits to high school students? Right now, the technical colleges are making this much easier and more seamless. Should we review dual-enrollment criteria and pathways to our programs?)
- K-12 system has implemented ACP (Academic and Career Planning) about 3 years ago. The goal is to have students clearer about what they want from their post-secondary education. Not certain if we have seen significant change in that regard yet (ACAC processed nearly 1000 major changes this past fall)
 - Some students use college credits earned during high school as an opportunity to double-major and complete in 4 years; others are looking to graduate in less than 4 years.
- Increasingly looking for mental health support – percentages reporting anxiety and depression increasing exponentially.

Adults with college credit but no degree:

- In 2018, 662,000 Wisconsinites earned some college credit but have no degree.
 - 46,000 “potential completers” – people with at least two years of college experience
 - 77% attended public two-year institutions; 17% attended public 4-year institutions.
 - WTCS schools are getting about 50% of the students who return to finish a degree.
- UW System/WTCS discussions about developing more “seamless transfer” options between the technical colleges and the public 4-year schools. Both Systems want to develop something that makes sense before the legislature decides for us.
- Non-traditional students looking for multiple opportunities to enter, more flexible course options

International students

- lower and middle income countries have increasing demand for higher ed
- Restricted visas – implications for international education

Local Business/Economic Development – State and Region:

- Local Business Community – as well as UW System initiatives – looking to provide opportunities for “upskilling” workforce i.e. micro-credentialing, certifications and training opportunities for their employees with flexible learning options - push to move towards an apprenticeship model (*Why isn't it a no-brainer that bachelor programs are not embedding certificates?*) Reimagining degrees with realistic on and off ramps for students so that they earn some credential.
- Establishing partnerships with local corporations to develop professional development pathways in to university credentials.
- Prior Learning Assessment – campus needs to develop a clearer system and approach to PLA for returning adults and for businesses that want opportunities for their employees.
- Local employers are looking for talent and for ways to connect with our students (80 employers at CNR career fair this week with a waiting list; 80 employers coming to our Central WI Career Fair + a waiting list of others who wish to come...this has never happened before.)
 - We need to get students to these career fairs, which requires faculty buy-in and encouragement (possibly an assignment connected to career fair attendance in Capstones?) as well as participation in our career fair preparation events (so that they are prepared to impress local employers). Typically, we have between 200-300 students attend the Central WI Career Fair – that's 2-3 students per employer.)
- Significant concern about “brain drain” in Wisconsin (WI grads leaving the state for employment. Many UWSP students want to stay in Wisconsin – is this an opportunity?)
- According to WI Public Policy Forum, most areas that have the greatest job growth in WI require higher education: Personal care/service (more technical college programs for this area of growth), business and financial operations, computers/math, healthcare practitioners and technical support, management (Technical colleges have numerous Associate degrees in these areas – can reasonable articulation agreements be created to attract these students to the BA or BS?)
 - Same report – declining job growth in transportation/material moving, building and grounds/maintenance, healthcare support (i.e. CNA, dental assistants, home health aides.)
- Connecting local business community to expertise of faculty on our campuses – some states (Ohio for example) have invested millions into a software platform that connects business and industry with faculty expertise.

Other things to note in a competitive higher education landscape:

- Programs pairing interdisciplinary programs (e.g. CS + X program at University of Illinois; MBA + STEM)

- Student involvement/retention efforts (e.g. Stout's Pick One)
- Skills mapping to communicate degree values
- Growing importance of IT but losing infrastructure in budget cuts
- Increased philanthropy but from fewer donors. Tax reforms reduce incentives for charitable giving
- Campuses addressing aging physical infrastructures
- Sustainability and addressing climate change
- Transportation issues, including parking
- Accessibility
- Campus safety

UW System:

Educational Pipeline – System Priorities:

College Options – The UW System will expand the current Course Options program to provide additional opportunities for students to complete college coursework while in high school, including finding ways to deliver these courses in small high schools and in rural areas. The UW System will dedicate resources to connect high school teachers to the university, preparing them to teach college coursework.

360 Advising – The UW System will work to improve student success and reduce time to degree by expanding the use of predictive analytics, intensive advising, and other advising practices that provide timely support to students. The UW System will also strive to increase student access to career counseling and financial planning.

Seamless Transfer – The UW System will expand the Transfer Information System (TIS) to increase both the number of articulation agreements and the number of participating higher education entities. The transfer process should be seamless, smooth, and easily navigable for all students at any step of their educational journey.

NEW Traditional – The UW System will expand opportunities for adult/non-traditional students to complete a degree through a variety of adult-learning programs, including its competency-based online UW Flexible Option program.

Wisconsin Workforce Needs – The UW System will add and/or expand specific academic programs in areas needed in the Wisconsin workforce. In addition, the UW System will raise awareness about high-demand fields with current and prospective students.

Institution-Level Emphasis:

- Increasing partnerships with PK-12 and the Wisconsin Technical College System

- Increasing overall enrollment of Wisconsin high school graduates and adults at the university
- Closing the opportunity gap for underrepresented minorities
- Improving student retention, success, and completion
- Minimizing financial barriers to college for Wisconsin students and families
- Expanding connections with businesses and other employers to develop programs that meet changing workforce needs

University Experience – System level priorities:

U2 – The UW System will provide additional resources for professional development and technology, as well as support for high-impact practices. Our promise is that every student will be exposed to at least two high-impact learning practices. These include internships, undergraduate research, service learning, capstone projects, and collaborative learning.

FLUENT – The UW System will develop a premier curriculum for cultural fluency education and evaluate programming for all students, faculty, and staff. This will provide a foundation of civility and respect for all people who take part in university experiences. It is vital to the academic enterprise that all voices be heard and understood. The UW System will put into practice the FLUENT model and support the creation of learning communities and opportunities for dialogue.

CRE-8 – Coming up with tomorrow’s profound ideas and innovations requires out-of-the-box thinking. The UW System will provide professional development opportunities to promote creativity and innovation both within the university and in the broader community.

UW Innovate – The UW System will invest resources to encourage and reward innovation through basic and applied research. From public health to the creative arts, harnessing this powerful community of learners, educators, researchers, and scholars can lead to cutting-edge solutions for Wisconsin and the world.

Idea\$ – Converting world-class ideas into tomorrow’s technologies, services, products, and organizations can be a challenge. Students can benefit from expertise in academic technology transfer, intellectual property protection, contract management, and technology commercialization. The UW System will connect students to the Wisconsin Alumni Research Foundation (WARF), the UW-Milwaukee Research Foundation, WiSys, and other organizations to help translate research into economic activity.

Institution-level emphasis:

- Promoting a culture committed to research and innovation

- Increasing research and scholarship activity at each institution in the System
- Providing facilities and equipment to support research and teaching and learning
- Fostering an inclusive, welcoming community that embraces a diversity of people and thought and encourages people to speak across values
- Including cultural fluency in all performance evaluation processes
- Preparing students for life, career, and the responsibilities of citizenship

Business and Community Mobilization – System:

UniverCity Year – What if the full breadth of the UW System’s efforts were focused like a laser on our cities’ most important priorities? UniverCity Year is a program in which faculty and students from across the UW System partner with a designated community on specific projects for an academic year. The UW System will adopt and scale up the UniverCity Year model to all four-year campuses and UW-Extension.

Wisconsin Vitality – The UW System will produce more health care professionals to meet increasing demand, especially in rural and underserved areas. To achieve a healthier population across the state, the UW System will initiate partnerships with hospitals, clinics, providers, and statewide organizations to promote health and wellness education.

Career Connect – The UW System will create and manage a streamlined website to link university expertise to community needs. The site will also serve as a one-stop shop for employers to connect with students looking for internships, out-of-the-classroom experiences, and jobs.

Wisconsin Idea Summits – The UW System will convene a series of listening and engagement sessions across the state to identify the most pressing challenges in the state. These summits will engage community, business, government, and non-profit leaders to galvanize interest, share expertise, and find solutions.

Institution-level emphasis:

- Increasing partnerships with PK-12 and the Wisconsin Technical College System
- Providing expertise and support for business and community growth and development
- Expanding collaborations with communities, local governments, and nonprofits around the state
- Improving the quality of life for the people of Wisconsin and their communities
- Improving the wellness and health of all Wisconsin citizens

Operational Excellence – System:

Commitment to OPERATIONAL Reform and Excellence (CORE) – The UW System will continue to create operational efficiencies by standardizing, consolidating, and streamlining non-instructional operations.

Dashboard – The UW System will benchmark and assess progress by leveraging its accountability dashboard, an interactive website that is available to internal and external stakeholders in an easy, one-stop platform.

On-Time Degrees – The UW System will develop policies and adopt practices that reduce time to degree. In addition to managing academic courses and programs offered at institutions, the UW System will regularly review standards and practices supporting the collaborative management of electives and enrollment. The goal will always be to achieve academic effectiveness with optimal efficiency.

Rewarding Faculty and Staff Excellence – The UW System will prioritize resources to increase compensation for our faculty and staff who are considered among the best in the world.

Institution-level emphasis:

- Attracting and retaining the most talented, diverse, and world-class faculty and staff
- Maximizing use of resources to reduce all non-instructional costs
- Redirecting operational savings from non-instructional costs to academic programs
- Producing more degree holders while maintaining and enhancing quality
- Participating in analysis and review of non-instructional processes that could be standardized

Themes from Strategic Planning Visioning Sessions *(as of 5 p.m. on 2/13/2020)*

Strengths	Session #
– Working with students to help them succeed	1
– Student programs & engagement	1
– Serving & attracting 1st generation & rural students	1
– Student-focused regional university	1
– Hands-on training in technical/scientific/health fields	1
– Connecting with community	1
– Personal attention <ul style="list-style-type: none"> • Mentorship • Undergraduate research • Small classes 	1
– Strong degree programs (STEM/SOE/Theatre & Dance)	1
– Student resources	1
– Hands-on & applied programs	1
– Passionate staff – all	1
– Student support/mentoring/success	1
– Support for undergraduate research	2
– Good at face-to-face instruction (traditional age)	2
– Collaboration on behalf of students	2
– Size/scale	2
– Help/attention to students – friendly staff & faculty	2
– Wide variety of programs	2
– Many student work opportunities	2
– Well-known programs (arts, wellness, STREAM, athletics)	2
– Shared governance	2
– Faculty who make a difference with students – don't give up on students (bidirectional)	2
– CNR	2
– Sustainability	2
– SGA	2
– External relationships	2
– Solid academics	2
– Student-centered	3
– Size/location	3
– Community	3
– Engaged faculty/staff	3
– Focused on student success	3
– Our students (a.k.a. our product); including faculty-student relationships	3
– Meaningful experiences – e.g., research, orgs, internships, etc.	3
– Loyalty – alumni, faculty, staff, students	3
– Regional center for education and the arts	3
– Create well-prepared students: high transfer success rate/graduation	4-Wausau

– Strong 1:1 faculty and student support	4-Wausau
– Accessibility: cost, location, open enrollment	4-Wausau
– Community asset to Wausau & greater area	4-Wausau
– UW brand	4-Wausau
– Record of success of our students who transfer	4-Wausau
– Affordability while still quality education	4-Wausau
– Region’s opportunities <ul style="list-style-type: none"> • Education • Community benefits without being fully aware 	5
– Professors teaching classes	5
– Leader in sciences/natural resources	5
– Caring about students/teaching institution	6
– Staff – depth of expertise & collegiality	6
– Hands-on, immersive, practical learning across disciplines	6
– Enrichment opportunities beyond campus	6
– Strong programs (natural resources, arts, etc.)	6
– Natural Resources/Theatre/Education	6
– Student leadership opportunities	6
– Student-focused; teaching/learning-focused	6
– Hands-on and applied experiences	6
– Teacher/instructor/professor accessibility	6
– Faculty/staff	6
– Commitment/connection to students	6
– Themes: creativity, sustainability, & wellness	6
– Strong partnerships, people, programs	7
– Fiscal efficiency	7
– Ready for progress	7
– Programs	7
– Student Success/Student Focused	7
– Community and student recruiting & outreach	7
– Students are <u>awesome!</u>	7
– Passionate and involved faculty and staff	7
– Focus on teaching (faculty/student ratio)	8
– Community relationship	8
– Outside class experience (study abroad, research, student orgs., athletics, SGA, internships)	8
– Student-focused (experiences in community = stay in Portage Co., relationships with staff)	8
– Community partnerships (SBE, Arts, Education, Health, CNR, CSD, etc.-) Marshfield Clinic, Sentry, etc.	8
– Strong educational foundation (solid faculty/staff)	8
– Community outreach/connections	8
– Affordability	8
– Personalized Education – small class sizes	9-Marshfield
– Flexibility/Access	9-Marshfield
– Great place to start	9-Marshfield

– Affordability	9-Marshfield
– Small campus & student/faculty ratio	9-Marshfield
– Community outreach	9-Marshfield
– Get to personally know our students	9-Marshfield
– Affordability & scholarship opportunities	9-Marshfield

Distinctive/Unique	Session #
– Academic programs	1
– Beautiful environment	1
– Talented staff	1
– Natural Resources, environment	1
– Unique resources (Natural History Museum, etc.)	1
– Livability (community)	1
– Geographic influence: <ul style="list-style-type: none"> • Students • Employees 	1
– Sustainability: <ul style="list-style-type: none"> • Health & Wellness • Environmental 	1
– Unique programs (CNR/FA/Ed/Sustainability)	1
– Community focus	1
– (Positive) intrusiveness	2
– Community interaction	2
– Study abroad/NSE	2
– CNR/COFAC	2
– Study Abroad/diversity experiences	2
– Location – access to nature & cultural opportunities (also art on campus...)	2
– Highly engaged students (clubs, SGA, athletics...)	2
– Small university with national reputation in many fields – all four arts accredited, natural resources, wellness, education	2
– On-site classes to have experiential learning (Schmeekle Reserve, internships, arts management)	2
– Economic but also cultural driver, attracts diverse community	2
– Schmeekle	2
– Economic value	2
– Number of first-generation students	2
– Geographic location	2
– Hands-on experience	2
– Excellence in focusing on students & their success	2
– Location	3
– Accreditation in many programs	3
– Student opportunities (research, student organizations, recreation, partnerships, internships)	3
– Out-of-state tuition cheaper	3

– Faculty/staff	3
– Facilities	3
– Campus/community culture	3
– Small class sizes	3
– Affordable/Accessible/ <u>Quality</u> Education – small liberal arts experience without the price tag	3
– Academic rigor	4-Wausau
– Student-centric faculty & staff	4-Wausau
– Early leadership opportunities for students, i.e., tutor, SGA, student clubs	4-Wausau
– We are the <u>UW</u> for Marathon County	4-Wausau
– One of few UWs with strong developmental offerings (“access” for underprepared, low income, place-bound students)	4-Wausau
– Small class sizes	4-Wausau
– Local access to UW – place-bound	4-Wausau
– Increased opportunities for student participation in co-curriculars, access to faculty, etc.	4-Wausau
– Faculty-student relationship	5
– Central location – rural and metro	5
– Schmeeckle/Treehaven/CWES	5
– Physical assets: <ul style="list-style-type: none"> • Campus/community • Natural Resources • Nature/food culture/art culture • Location • Chemistry/Biology Building 	5
– Synergy with the community	5
– Value for money	6
– Getting students to graduate, no matter what it takes	6
– Field stations/facility/location	6
– Good community reputation	6
– Regional university	6
– Small, safe community	6
– Green initiatives	6
– CNR’s reputation	6
– Outdoor resources & labs	6
– Education & Theatre prog. reputations	6
– Outreach	6
– Sustainability	6
– Student engagement	6
– Access to faculty	6
– Hidden gem	6
– Type of student	6
– Location – community	7
– People – NRES	7
– Inclusivity	7

– Branch campus	7
– Student voice	7
– CNR; Theatre & Dance	7
– Education program (history-teaching college)	7
– Aquaculture	7
– Sustainability (EdD, academics and in practice)	7
– Financial resource for students	7
– Location/sites	8
– Silos (negative)	8
– Home feeling (students/staff/faculty)	8
– Cost	8
– Reputation after graduation	8
– 1 st generation students	8
– “Only” one in State/US	8
– Critical thinking	8
– Sustainability focus all over campus in all departments/schools/policies	8
– Greater Stevens Point community connected to UWSP	8
– Connection between students & staff (outside of typical 9-5 workday)	8
– Innovating & leading (e.g., sustainability)	8
– Unique programs	8
– Campus size	8
– Welcoming atmosphere	8
– First-generation and rural students	8
– Low cost	9-Marshfield
– Local	9-Marshfield
– Quality	9-Marshfield
– Passionate	9-Marshfield
– Open access for students	9-Marshfield
– Faculty/staff/student interaction	9-Marshfield
– Active Foundation	9-Marshfield
– Affiliation with comprehensive and state system	9-Marshfield
– Lower tuition	9-Marshfield
– Guaranteed transfer	9-Marshfield
– Local campus for place-bound students	9-Marshfield
– Small – sense of community	9-Marshfield
– Former students employed on campus	9-Marshfield

Distinctive/Unique – Themes from Students (2/12/2020)	
– The overall Pointer culture	
– Student-faculty relationships	
– I love the diversity	
– The Green Fund	
– I love the emphasis on shared governance	

– Student voice	
– Schmeckle Reserve! It's super cool!	
– Student Health Services	
– The variety of activities available for students	
– Greek Life, SGA	
– Our commitment to sustainability	
– The plants in the Science Building	
– Text Rental	
– Student organizations	
– Our Greek life is the best!	
– Our passionate and involved Student Government Association	
– The natural resource emphasis	

Passionate	Session #
– Student experience	1
– Community experience	1
– Contribution to local economy and culture	1
– Develop students as contributors to their community's economy and culture	1
– Sustainability	1
– Teaching & Learning (student success)	1
– Being a voice in the world	1
– Evolving for constant improvement	1
– Student opportunities	1
– Relational & collaborative campus	1
– Big school opportunities in small town campus	9-Marshfield
– Welcoming to non-trad students	9-Marshfield
– Recruiting businesses & talent to community	9-Marshfield

New Opportunities	Session #
– Serve nontraditional students	2
– Nursing	2
– Connect better (sooner?) with alumni for donations/support	2
– International student enrollment	2
– Collaborate with high schools and big businesses	2
– Offer more student jobs & at higher pay	2
– Listening to students “on the ground” view	2
– Reduce friction & reduce silos between faculty (departments) – perception of competition especially after Point Forward	2
– Partner with national collaborators	2
– Do 21 st Century learning skills	2
– Expand Pre-College opportunities	2
– Mental health	2
– Marketing	2

– Veterans	2
– Review/connection with students that dropped out	2
– Infrastructure & modernization (space, tech)	2
– Online & adult education	2
– End-to-end communication (prospective to alum)	2
– Collegiate feel	2
– Out-of-state students?	2
– Alumni relations	2
– Creative revenue generation	3
– Increase online presence	3
– Increase master-level programs	3
– Improvements in infrastructure improving efficiencies	3
– Reach more diverse populations	3
– Bolster ability to market what’s on “the other side”	3
– Adult/continuing student learners	3
– Flexible/delivery method programs	3
– Certificates/graduate programs	3
– Experiential learning within the community	3
– Better branding/highlight and advertise strengths (and facilities)	3
– Understanding what is important to the customer/student/parent	3
– Expand on our high-impact practices, e.g., mentorship/research in summer	3
– Creative return migration strategies	4-Wausau
– More degree options	4-Wausau
– Develop Find Your Fit app for college opp. in Central Wisconsin	4-Wausau
– More collaborative degrees	4-Wausau
– Strong collaboration with community and NTC	4-Wausau
– Collaborations: <ul style="list-style-type: none"> • High school relationships • Degree options with other institutions • With local employers, internships... • Build local awareness of what AAS is 	4-Wausau
– How to take advantage of the fact that faculty and staff across campus know each other – not siloed in departments	4-Wausau
– Four-year degrees	4-Wausau
– Well-rounded strong core curriculum	5
– Invest in applied majors (e.g., engineering, physics)	5
– Attract mid-career learners	5
– Leverage volunteer work	5
– Data analytics	5
– Transparency on key metrics related to organizational performance <ul style="list-style-type: none"> • Focus on understanding, not blame/judging 	5
– Talent development of staff as a strategic priority	5
– Innovation – manage pipeline	5
– Train students with skills that survive technology advancement	5

– More adaptable – react in “real time” vs. set once per year	5
– More empowerment to implement change	5
– More streamlined processes	5
– Serving adult students intentionally	6
– Recruit diverse populations (ethnic, location, socioeconomic status, international)	6
– Lifetime learning, continuing ed	6
– Micro credentials	6
– Pursue further community connections	6
– Greater investigation of soft skills for interpersonal communication for administration, faculty, staff & students	6
– Expansion of mental health services and promotion	6
– Creating more community partnerships	6
– Intentionality in partnerships	6
– Partner with school districts more closely	6
– Partner more across UWSP	6
– Collective “financial concern” support for students – financial listeners/brainstormers/advocates	6
– Culture of caring for staff & students (vs. culture of competition for resources)	6
– Address divisions: <ul style="list-style-type: none"> • Interdisciplinary • Collaborative 	6
– Connection to community	6
– New marketing strategies	6
– Resource focusing	6
– Expand K12 involvement	7
– More community	7
– Summer camps	7
– Funding (reinstate & new)	7
– Capitalizing and growing our new programs (graduate & nontraditional)	7
– Delivery of education (not just face-to-face and Tuesday-Thursday 10 a.m.-4 p.m.)	7
– Change culture of communication	7
– Telling/sharing our good stories (internally & externally)	7
– Work with local businesses for student internships & experiences	7
– Enhance commitment to diversity & inclusivity	7
– Strengthen community confidence and collaboration	7
– Increase unity across campus	7
– Branch campus outreach	8
– Adult programs	8
– Pre-college → Bachelor’s pipeline	8
– Increase research opportunities	8
– Trust	8
– Scholarship \$	8
– Diversity	8
– Out-of-state recruiting	8

– Recruiting pipeline for international students	8
– Not being last in System to implement new systems or programs	8
– Funding recruitment opportunities like camps on site (summer)	8
– More opportunities for career readiness	8
– Expand flexible programs	8
– Non-traditional student outreach and resources – growth for branch campuses	8
– Inter-departmental communication/“close the loop” → division-wide meetings	8
– Growing programs for the STEM center	9-Marshfield
– Offering additional bachelor’s degree options	9-Marshfield
– Community collaboration: • Employers • Organizations	9-Marshfield
– Multigenerational interactions (TYLC)	9-Marshfield
– International students	9-Marshfield
– Recruitment & retention	9-Marshfield
– Bring more majors to MSF campus (e.g., education)	9-Marshfield
– Expand high school program offerings	9-Marshfield
– <u>More</u> resources to keep students here – tutoring, mental health	9-Marshfield
– Bring Entertainment performers here & Dance. Make \$ and serve community	9-Marshfield
– Career Advising – Non-trad students	9-Marshfield

New Opportunities – Themes from Students (2/12/2020)	Session #
– Involving students in decision-making (even more than we already do)	
– Campus garden that provides food for students	
– Need more art galleries	
– Maintaining and expanding student’s rights	
– We could expand our commitment to inclusivity	
– Free education if below poverty line	
– Green space in the Sundial	
– Push our capital campaign projects!!! #HWC, #Albertson	
– Expanding resources for minority students (non-trads, vets, all-gender restrooms, students of color)	
– Improving/furthering knowledge & resources for marginalized communities	

UWSP in 5 to 10 Years	Session #
– Investment in the infrastructure	1
– Increase enrollment & retention	1
– Financial stability	1
– Be responsive to needs and concerns of students, parents, and local economies	1
– Develop interdisciplinary approaches to student development	1
– Focus on nontraditional and professional training	1
– Develop more transparent path into research; and more opportunities	1
– Have an exceptional Gen Ed program to support specialized programs	1

– Workforce needs	1
– Budget stabilization – kind	1
– Inclusive → culture	1
– Facilities/grounds – carbon neutral	1
– Majors between colleges (water & health) → incentive	1
– Maintain well-known programs	2
– Enrollment & budget stability	2
– Competitive salaries	2
– Prep for next demographic cliff (2025)	2
– A preferred university to attend	2
– More students certified CPR/AD	2
– Make it another 125 years	2
– Improve (upgrade) athletic facilities & educational facilities	2
– Increase training in diversity, inclusion, access	2
– Communication, collaboration, connection	2
– UWS (system thinking, strength-based)	2
– Fiscal responsibility	2
– Meet needs of Central Wisconsin employers	2
– More collaboration between departments/less silos	2
– Increase/improve marketing	2
– New & innovative programs, maybe refocusing	2
– More alumni involvement	3
– Stabilize economic challenges – enrich & stabilize	3
– Better opportunities for growth for students/faculty/staff	3
– One login for everything	3
– Create cohesion	3
– Sustain enrollment	3
– Have a better handle on what to do/how to use the branch campuses	3
– Stabilize budget (and lower stress levels across campus)	3
– Better relationships with technical colleges	3
– Shared vision of what we want to be and how to get there	3
– New STEM/STREAM opportunities	4-Wausau
– Increased enrollment	4-Wausau
– Weekend and PM educational opportunities	4-Wausau
– Continue to bring student support services (i.e., TRIO, Financial Aid)	4-Wausau
– New residence hall	4-Wausau
– More four-year degrees	4-Wausau
– Increase student population	4-Wausau
– Financial stability/independence through UW Wausau Campus Foundation	4-Wausau
– Stronger connections with local employers who value our two-year degrees (& also possible four-year degrees)	4-Wausau
– Recover trust – EQ (Emotional Intelligence) and leadership	5
– Fiscal responsibility:	5

<ul style="list-style-type: none"> • Revenue sources → expense cutting is a Band-Aid • Retention 	
– Market leader in compensation for recruiting top talent	5
– Real-time processes → increase speed to market	5
– Optimize size – not just bigger, but find sweet spot	5
– Integrate arts into comprehensive education → students trained in what employers want	5
– Quality education at lower cost → cannot have students coming out of college with a mortgage	5
– Thriving branch locations	6
– Robust online education w/support	6
– Flexibly & meaningfully serving adult students	6
– Fiscal stability – both for thriving & morale	6
– Building and growing nationally known programs	6
– Build diversity	6
– Increase staffing	6
– Format system that can easily adapt	6
– Maintain relevance	6
– Develop inclusive policies and embed inclusion	6
– Focus on what UWSP is doing well: <ul style="list-style-type: none"> • Look at data • Market needs • Student needs 	6
– Keep strong programs going	6
– Find ways to support innovation (instead of only seeing the roadblocks)	6
– Strong online and adult programming/enrollment	6
– Develop a student profile for recruiting	6
– More stable funding/budgets	6
– (Clarity of) direction	6
– Brand clarity	6
– Leveraging alumni	6
– Expanding learner focus	6
– Consensus	6
– Agile and responsive and resilience	6
– Career readiness (holistic)	6
– Seeing teacher-graduates as front-line marketing	6
– Solidify student power	7
– Continue strategic planning	7
– More non-trad focus, alumni	7
– More K12	7
– New administration	7
– Morale boost/team building (internally-between departments)	7
– Infrastructure updates	7
– Lower carbon emissions – market on that	7
– Known as sustainability campus	7

– Support our core, determine our goals, and <u>Do it!</u>	7
– Reestablish trust	7
– Better change management practice	8
– Enrollment – stable	8
– Healthy work environment/culture	8
– Affordable tuition and more scholarships	8
– Updated facilities	8
– More diverse staff/faculty	8
– <u>Action</u> vs. years long conversations	8
– <u>Sustainable</u> growth vs. just reaching a # only to lose them after year 1	8
– Connection with branch campuses	8
– Focus on recruitment	8
– Portfolio programs	8
– Flexible course offerings (night, weekend, online)	8
– More widespread mental health resources and programming	8
– Higher, stable enrollment and proactive planning	8
– EDI professional development opportunities/trainings (new opportunities)	8
– Update technology to aid in distance learning	9-Marshfield
– Growth in students & faculty/staff	9-Marshfield
– Rebuild arts program	9-Marshfield
– Connectivity of branch/main campuses	9-Marshfield
– Bachelor's completion education (elementary & secondary)	9-Marshfield
– Advance degrees (Bachelors, Masters, PhD)	9-Marshfield
– Skills development	9-Marshfield
– Establish unique identity for MSF	9-Marshfield
– <u>Decrease bureaucracy</u> (forms, policies, procedures, etc.) – creating barriers for students, faculty/staff, community	9-Marshfield
– Increase flexibility & freedom	9-Marshfield
– Increase enrollment & major options	9-Marshfield
– International students	9-Marshfield

Challenges	Session #
– Speed	1
– Larger political structures	1
– Challenge of demographics	1
– Strong administrative leadership – grass roots input	1
– Our emotions – seeing big picture	1
– Balance short-term & big picture	1
– Status quo	1
– \$ and time	2
– Facing an attack on education	2
– Affordability	2
– Facilities lagging other campuses	2

– Shift back to a creative mode	2
– Budget allocation model (disincentive)	2
– Teaching for new students	2
– Silos	2
– Short staffing	2
– Rebuilding morale/faculty are leaving	2
– More work = less resources	2
– Navigating budget pressures – cost control vs. unity	2
– Students have more needs	2
– Focus on revenue – less cutting	2
– Finding the uneducated populace	2
– Lifelong learning	2
– Work w/government - State of Wisconsin needs a higher education plan	2
– Campus map/signage	2
– Address polarization/civility	2
– Younger population decreasing and older growing	4-Wausau
– Technical College – mission creep, good facilities, large marketing budget	4-Wausau
– Decrease in full-time faculty – no plan to replace	4-Wausau
– Having a sense of a shared identity (structural support)	4-Wausau
– Uncertainty in the community since merger – loss of identity	4-Wausau
– Transfer concerns – UWSP <u>and</u> elsewhere	4-Wausau

Parking Lot	Session #
– Systems – breaking barriers	1
– Listening to students – what do they want?	1
– DEI	1
– Hands-on experiences	1
– Cultural	1

Next Steps	Session #
– Incentives	1
– Opportunities	1
– Health & Sciences collaborating	1
– Look at the Wisconsin Idea	1
– Telling our story	1
– Creative marketing	1
– Opportunity in the Northwoods – small high school districts	1
– Get student input (survey)	2
– Link between SP & decisions	2
– Data to support decisions	2
– Transparency of entire process; empower faculty – listen & value	2
– Get business input	2
– Data and “cost to educate”	2

– Collaborate across departments – working for the same thing	2
– Know best practices	2
– Understanding, <u>updating</u> Campus Master Plan	2
– Be positive – new narrative	2
– Chancellor to reassure the campus and community, and the faculty	4-Wausau
– Assessing programs – who is graduating with “AA” degree and where are students employed?	4-Wausau
– Promote critical skills of our graduates	4-Wausau
– Foundation support – if you come here you don’t have to go to Point – you can go anywhere	4-Wausau

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Alumna/Alumnus		No	It is important to me that UWSP remain a liberal arts college that allows students to thrive and determine their own paths. The administration seems to have shifted its focus to being about direct graduation to a career and while that is important, many of us attended college to better ourselves. I never had a specific job in mind when I attended and was able to open my mind to so many subjects because of that.	UWSP is a diverse campus and has an excellent variety of programs. There also are many excellent staff willing to go the extra mile to help students.	UWSP is unique because the city around it is welcoming to newcomers. I'm sure the city and university grew together, but the city itself is what made me want to stay. The people are friendly, waving and smiling even when they don't know you. This is a community full of hope and promise, strangers willing to give a hand at the first opportunity. I've had people offer me a ride from the bus stop, had a person jump my car within minutes of breaking down, had people buy my coffee when my debit card wasn't working. The connection between the city and the university should be strengthened since the city is one of your greatest draws.	Better transportation options- while this is pretty great already with the campus buses, I think more promotion of bike use would be nice. There also should be a reasonable way to address parking. The city charging for parking has moved commuters/staff further into residential areas, and it seems like there is a good resolution for this somewhere. STOP CUTTING PROGRAMS. STOP MAKING FACULTY FEEL THAT THEY ARE DISPOSABLE. These are UWSP's greatest assets. People do better in their jobs when they feel valued and secure. We need professors who can teach without feeling that their department is going to be axed next.	I would like to see an excellent relationship between UWSP and Stevens Point, in order to attract more students to the community and encouraging them to stay after graduation. We have the ability to make this happen. Why aren't UWSP officials at city meetings and vice versa? They need to work together, especially as their long term goals are likely quite similar.	Thank you for listening.
Alumna/Alumnus		No	Student community experience. No matter the preparation, the skills, the intelligence, or the interest, it is the one learning experience that everyone can find most accessible and valuable	In the limited environment, it is easier to recognize and join the shared community.	See answer 4	See answer 4	Focused academic retreat	No
Alumna/Alumnus		No	The UWSP being an environmentally friendly campus (Trees/Flowers/Recycling/Compost) and access to services for student (mental health/career counseling/academic advising/peers/disability services)	UWSP does great in offering fun and affordable activities to keep students engaged and involved. As a student I loved going to the athletic events and theater performances on campus- many other campuses charge you to do those things.	Being an environmental campus and also being a small campus makes us stand out. Our students are not just a number or a box to check off but we are a small enough campus that the faces are familiar and there are a lot of people who care about our students.	More support for first generation students- especially first generation rural students as they have a much higher drop-out rate- a lot of support goes to first generation minority students which is important but our first generation rural is a higher drop out rate and UWSP is surrounded by rural communities.	More partnerships between UWSP and the K-12 schools to help more younger generations imagine themselves in college. Continue to make the campus more transgender friendly and more accessible to those with mobility challenges. I want UWSP to stand out as the UW school to go to- more self promotion. Maybe more engagement between Alumni and current students would be beneficial.	

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Alumna/Alumnus		No	The closeness of the university. In conjunction with the city, it just felt like a true college experience.	Relationships that you can build with your instructors.	Proximity in the state. Can draw from a lot of different areas. Campus layout is great! It isn't spread out like other colleges/universities.	Continue to partner with businesses in the community/state/region to form strong relationships in hiring future UWSP grads.	Continue to be leaders in natural resources, education.	
Alumna/Alumnus		No	D-3 Hockey and B-Ball, Schmeekle Reserve, Central Wisconsin	Small town life, contained campus, residence halls/life, wellness, inclusion	Forestry and outdoor programs	Focus on academics	New buildings, more medical degrees	Point was a great ride but it's really nothing more than 4 more years of high school. Try to find a way to pull in better students and then promote that.
Alumna/Alumnus		No	Sustainability, Interior Design, Historic Preservation, Arts Management, Normal State School, Beautiful campus I'm passionate about the aforementioned subjects, because I full blossomed into my self during my time at Stevens Point.	The arts and natural resources!	The arts and natural resources!	I think keeping the interior design department with NFAC would be extremely beneficial.	New leadership that won't be willing to cut the arts during hard times.	Keeping the campus beautiful and updating the buildings and technology - but not to much though because otherwise that's a waste of resources!
Alumna/Alumnus		No	I am a former track and field / cross country UWSP athlete. Passionate about athletics and how it can help and groom excellent future employees. The team work and competitiveness that UWSP taught me helped me achieve goals in my career.	Student to faculty ratio. Ability to get the attention of professors and not TAs. In the early 1990's I was able to see my professors in person to help with questions.	All universities say they have all degrees (emphasis). Even though I did not major in natural resources, I was proud to tell people that UWSP had one of the best college of natural resources in the world. It was big when I went to school and I can only imagine that it is bigger now (and more important). The uniqueness comes from having a specialty school.	More focused marketing to the persona. Market to alumni for master classes using the information you know about them	Instead of marketing to 'everyone' to get their 'great degree at Point'.... market more of the specialty degrees you have.	more marketing toward what you are good at, not just a spray and pray to all future freshman.

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Alumna/Alumnus		Yes	<p>Seeing that its reputation is protected as being one of the greatest universities in WI. I think in recent years, with the bad press from the budget/major cuts, the view of UWSP has been damaged and I have not see the PR to help rebuild that reputation... I'm worried that people will continue to think UWSP has problems and less students will go to Point and a downward spiral will cause it to get worse.</p> <p>There are so many wonderful and positive things about Point that I am passionate about and that I treasure - but if the reputation goes down hill - so does the status of our Alumni, students and faculty - something needs to be done to rebuild our image.</p>	<p>The Student Services are great - but not well marketed and having them hidden under a name "University College" does not make one immediately think that this is where to get help/assistance...</p> <p>Another important strengths is the ability to work one-on-one with faculty as an undergraduate. This is extremely valuable and one of the reasons why an education at Point can really help set someone up for a great career.</p>	Access to faculty - research experiences - international programs - College of Natural Resources	Fix our reputation!	To once again be viewed favorably in Central WI and beyond.	
Alumna/Alumnus		Yes	Enrollment, athletics, communications degree programs, campus life and alumni relations.	The campus is the most functional of any that I have seen. My son attended another state university because the degree program he chose was not offered at UWSP. He could not schedule back-to-back classes because of the distance between buildings. The convenience of moving from one building to another in a short amount of time is an understated advantage at UWSP. It provides better scheduling options.	The College of Natural Resources first comes to mind. The Fine Arts program also stands out, as does the new science building. I see these as great recruiting features for prospective students.	In my opinion, the Athletics Dept. has been stagnant in exploring new sports. I know that women's wrestling was added, but it seemed more like a convenient addition rather than a sport that will drive enrollment. Other universities in the state have added women's lacrosse and are working on adding men's lacrosse. I would like to see UWSP go in that direction.	I would like to see a strong renewal of campus life. Form a committee to look at ways to generate involvement in and by the residence halls. The elimination of a homecoming parade is an example of the decline of involvement on campus. Programming in the residence halls was a strength when I was a student.	The pride of UWSP alums is amazing. There is an instant connection when you discover that someone is also a Pointer. I received a discount on work on my home when the owner of the company discovered that we are both Pointers. It's something special.

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Alumna/Alumnus		Yes	I'm most passionate about the teachers and the extraordinary connections they make with their students. They have a genuine interest in the students and want to help them be successful.	Being a smaller school, there is an opportunity to build connections. Connections between students and teachers. Connections between students. Even connections between the University and local businesses. Students aren't just numbers. Teachers are warm and welcoming.	A beautiful campus that is close to town.	Continue to work on job placement for grads.	Would love to see the University continue to grow.	
Alumna/Alumnus		Yes	The commitment to the students. Especially the CNR students.	Best undergraduate natural resource program in the country	See previous answer. Plus I've always appreciated its direct connection to Schmeekle Reserve	Developing an urban natural resources program. Many of the new career fields in natural resource management are in urban areas.	More outreach to students of color	
Alumna/Alumnus		Yes	That the university continues to be a leader among the University of Wisconsin system institutions. They have a voice and will speak up to have it heard.	When the decision was made to move numerous curriculum from one system university to another, UWSP did not stand by and just let it happen. While some were moved UWSP manager to limit the damage and come out as positive as they could through the process.	Location, size, unique undergraduate degree opportunities.		Continue to be innovative and a frontrunner in terms of growth and opportunities that can be offered to students.	
Alumna/Alumnus		Yes	I am most passionate about UWSP reviving and keeping some culture and attitudes that made it the wonderful place I attended.	I believe UWSP still have a passion for its students	Sometimes I struggle with this as more and more of the UW System repeats the same messaging. I'd like to see UWSP invest more in creating individualized messaging and clearly messaging what makes it Different from other system schools.	I think there need to be a stronger and more unique focus of bridging alumni strengths to UWSP. Alumni communications seem generic and one way and no different than other schools.	I'd like to see students treated more like customers while refreshing the infrastructure.	I am unsure regarding the spending of the capital campaign funds to be so heavy on scholarships. It seems like we are trying to discount our product to draw in student likely to just transfer instead of fixing why students could pick us at the standard pricing rate. This seems like a short term fix to a larger problem that is not being solved.
Alumna/Alumnus		Yes	Minority recruitment and retention.	Small classes and campus.	College of Natural Resources	Not sure.	Increased minority enrollment.	More outreach and recruitment.

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Alumna/Alumnus, Business/Industry/Employer, Nonprofit Organization		Yes	Serving the local community as a provider of education and critical thinking skills for our Central Wisconsin community. Not everyone has the means to attend Madison, Stanford or RSID. UWSP provides an important service to our community by making world class education affordable and obtainable to our area. In a handful of areas, our small regional school has become a top destination for things like music, dance and natural resource studies. As a community we all benefit greatly by having our citizens educated and connected to the global economy. To me it's important that as technology and generational trends continue to assault traditional higher education that we find a way for UWSP to thrive. While it's clear that many of the regional schools in the	Our community has a longstanding history of progressive thinking and I hope to see the university step up and take a mid term view of the opportunity. Focusing in on what we do well today may not be relevant in 5 years when the next cohort of students is deciding their future. Going to micro in areas of focus seems to be counter productive for a generation that is expected to have no less than 5 major career changes in their lives. Given the pace in which technology and information is shifting need for strong liberal arts and broader educational platforms greatly outweighs specialization. I would argue that Doctors will be out of work many many decades before nurses at current rate of AI and machine learning. If I were building a strategy for the survival of the next 100	We have a strong heritage. I have a handful of strong programs, again dance, theater, natural resources. This alone is likely not enough to save the school. Unless the university steps up is communications, brand, and marketing efforts the downward trend won't change. To be honest there isn't a lot wrong with the actual "PRODUCT" in this case the educational programs offered. The PROBLEM is "DISTRIBUTION", the market dynamics have changed, population shrank and with new channels of distribution there simply aren't enough potential students to fill the seats.	To be perfectly frank, the brand damage that was done nationally to the school in the past couple of years is a really challenge. The number of enrollments likely has continued to drop as a direct result. A bit of self fulfilling prophecy. Give the recent merger of the schools in Wausau and Marshfield, personally, I would have a real hard look at a rebrand and possible renaming of the university. Change the narrative so to speak... Branding 101 ... your brand is NOT what YOU say it is ... It's what everyone else says ABOUT YOU. If that doesn't change it won't matter how many new programs or schools of design or online courses are offered, no one will know show up.	Growth.	So many ... If Bernie ever wants to talk, I'm more than happy to set aside time. my email is lucasbuick@gmail.com
Alumna/Alumnus, Local Government		No	The quality education I received. I went through the CNR and it should be touted every chance we get. I also appreciate the accessibility to faculty. It's a lovely campus, a great town. We chose to retire here because UWSP provides so many opportunities for retirees.	The CNR for sure. The recreational opportunities here, Schmeekle, Green Circle. Smaller schools allow for more interaction with faculty, ability to design a course of study.	Location, location, location. We are basically 2 hours from anywhere. Plus the City is beautiful, lots of fun stuff to do.	PhD programs perhaps.	Work with local government to make Point the best place we can make it.	I still don't think Resource Management majors should have to take 10 credits of chemistry! A five credit general chemistry course is sufficient for the science in the generalist curriculum!
Business/Industry/Employer		No	Reputation and new chemistry building.	Hopefully bringing more students, sports and business to the town.	Location, location, location	Adult learning, working closely with business	More improved education facilities and building, more sporting activity etc so business can	
Business/Industry/Employer		No						

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Business/Industry/Employer		Yes	Working with the Business Advisory council to provide students with connections to internships and businesses to add to their education and to provide real life views of work life so as to assist students in knowing all the opportunities and giving them knowledge to make informed choices. To support the MBA program for all candidate in diverse stages of education and careers.	UWSP offers top notch programs with a personalized connection to professors and other students that is harder to find in other colleges. I have been to several business capstone class project presentations. I always come away impressed by the students level of engagement, the teachers that obviously know the students very well, and how that program challenges students to come out of their safety zone and grow as a result. There is a tremendous sense of pride of accomplishment in them.	The campus is compact and has a diverse mix of students (Business, Natural Resources, Education, and Medical) are blended into one school body not segregated. It create graduates that are more aware of people and thought processes outside of their profession. This makes for better collaborators in future work environments		Student populations are likely to decline. UWSP will need to make adjustments that are difficult . All professors and employees will need to break down walls and silos and have a more open concept of everyone being responsible to benefit/teach all students. Many subjects are not a college specific allow higher level course in another college to be free elective by waiving some pre reqs I will encourage more blending and melding of colleges to allow tailoring of degree programs to individuals not groups.	I think UWSP management did a great job integrating Marshfield and Wausau into UWSP. I think strides were made in cost reductions and course realignment - please use that as a launching point and keep going. UWSP is in the business of education Managing it as a business is imperative. It is the only way to long term providing of quality education
Business/Industry/Employer		Yes	Ability to attract students to northern Wisconsin, and transition them into employment into the local region. The ability to bolster the regional employers with a strong workforce is critical. In addition, the ability of UWSP to spin out new business into the region.	Health Sciences has more breath and depth than folks realize, along with a strong natural resources program.	UWSP needs to distinguish itself from the other universities. It is not well know what is unique. Leverage regional employers to help.	Can UWSP make tuition attractive to non-residents - seeking to pull students from neighboring states, with the intent to convert them into WI residents post graduation. Northern WI needs an influx of people to support the local employers, the demographics are problematic.	Growth in student enrollment, and more transition of students to regional employers. Distinguish itself with a few key programs, and become of the regional universities students want to attend. Maybe beef up the campus tours - UW Lacrosse has a very good tour and makes the university attractive.	
Business/Industry/Employer		Yes	A strong, diverse educational opportunity in Central WI with the ability to prepare individuals for success with regional employers. An emphasis to keep local students in local communities.	Many educational opportunities Ability to provide higher education to rural and local students Flexibility to expand the campus experience to other locations around Central WI Diverse educational and sports opportunities	Close proximity to home in Central WI High academic standards Safe environment Strong natural resource programs with local utilization	Expansion of medical training and opportunities.	A strong partnership between local businesses and local students to provide training, recruitment and retention of these students	
Community Member		No	Cost of education.	Location and options of study.	Location.	Not sure -	Regulate costs.	No thank you -
Community Member		No	The capacity to provide access to degree programs for the Central Wisconsin service area.	Ability to provide a pathway for those displaced or otherwise isolated from the job market to upgrade credentials to meet current employment requirements	Nothing distinctive that I know of...which seems to be the problem.	Increase in distance learning opportunities		

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Community Member		No	I love all the universities in the system. Stevens Point is the closest to me in proximity.	Things like this, reaching out to their local communities.	Your majors, your paper science program, your location.	Do what you do even better. Maybe offer more opportunities for HS and MS students to visit on campus with valuable programs.	Stay Vibrant. Stay Current	the Next five to ten years will probably result in many changes to education in general, especially the student of the future.
Community Member, Alumna/Alumnus, Business/Industry/Employer		Yes	Connections of the University with local businesses.	Programming, academics, athletics		Be more strategic in connecting with regional businesses and their needs. Look at your graduates, where are they landing to work and live. It appears in some regards that many students from the CNR are moving to other states.	Career fairs need to be more strategic to connect the appropriate students with the related businesses.	
Community Member, Alumna/Alumnus, Local Government		No						
Community Member, Business/Industry/Employer		Yes	Marketing the institution as a whole, showing the public the great programs and higher educational offerings available. I think it is important to grow the number of students that experience UWSP as they are then more likely to remain in the community and establish themselves in our workforce.	Well known for natural resource sciences but less known and perhaps more impactful to our communities is the health care training available and the high quality of that training.	Not widely known	Creating a message that answers question #5 and enables others to easily share and promote.	Grow the number of students attending the university by 10-15%	none

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Community Member,Business/Industry/Employer,Nonprofit Organization		Yes	<p>I am most passionate about UW-Stevens Point's commitment to civil discourse.</p> <p>UWSP has been dedicated to open discourse. It engaged discussion cause by enrollment shortfalls and the budgetary issues that ensued. UWSP achieved reasoned outcomes because voices, engaged and knowledgeable voices from around the table were heard. UWSP aspires to tether our political speech to more than a vapidly canned diatribe shouted across picket lines. Our democracy only works if it is constructively engaged to understand, discuss and decide the important issues of our day.</p>	UWSP give students the opportunity to succeed in gaining a high quality education documented by a meaningful degree from a respected University in four years, at a reasonable price and UWSP relishes the accomplishments and contributions made by its students in making UWSP a dynamic and relevant bastion of intellectual spirit.	UWSP is here, it is part of the fabric of our community. It develops insight, it acquires and dispenses knowledge. Its presence raises the intellectual bar for all our local institutions. UWSP enriches our lives. It's warm integration into that fabric allows us to have confidence in our future and allows us to sleep well during the chill winds of angry jaded discourse of our current unbalanced political theater.	UWSP should invest in stretching the civil discourse between and among of faculty, students and staff beyond the campus and into our community and all relevant communities. Developing the capacity of our learned graduates to lead a civil discourse is the greatest attribute UWSP can impart to ensure a strong future.	I would like to see students graduate with relevant degrees in four years from a respected institution. I would like each of those students to have had an opportunity to intern to acquire relevant work experience prior to graduating and have regularly engaged in and led discussions in class, across campus, and around the country to constructively contribute their developed and reasoned voice to their important issues of the day.	
Community Member,Local Government		No	Local education and affordability.	Location: Central Wisconsin. Accept student accomplishments from the satellite campuses and move them on to their third year from the two year campuses.	Your connections with Treehaven and the work there.	Connection with Northcentral Technical College.	Strengthen the use at the two year campuses.	

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Community Member,Local Government,Business/Industry/Employer		No	<p>No fuss, no frills campus.</p> <p>Lots of resources and programming for the greater community - music/arts/small business center</p>	<p>Reaches out into the community.</p> <p>My experience with faculty has been that they are interested and willing to collaborate on pitches for my small business (organic farm and cooperative development) and my role in local government</p>	I don't know that I could name something specific.	<p>Less focus on whatever the "careers" of the times are. More focused on the philosophy and 'why's' of life/what will make graduates outstanding citizens.</p> <p>In conversations with students, they are frustrated by processes within campus that stopping them from starting or furthering new and modern ideas.</p> <p>Students need more experience trying and failing at things (in the relatively safe space of campus) in order to be prepared for the challenges after college</p> <p>More cross sector/department/interest participation. people i know from campus (staff, faculty, and students) seem very silo-ed within whatever their particular interest is.</p>	<p>Less building of fancy new buildings, more money/time/energy spent on building campus community and encouraging students (and staff) to try and fail and participate in the community.</p> <p>Overall better management of parking (charge more, building a ramp, increase rideshare opportunities) and promote AGAINST bringing cars on campus</p>	
Community Member,Other (Please Specify)		No				Having o chem boot camp at the marshfield campus	Offering more classes online and at the satellite campuses	
Community Member,Other UW Institution or UW System		No						
Faculty		No	The Humanities, because it teaches critical thinking, communication skills, research skills, and references points with which our students can assess visual culture (e.g. advertising) today.	You have hard working students who will go to the ends of the earth to finish coursework.	Your student body.	More online certificates and education, including it the Humanities.	Growth of online learning. Reconstitution of your Humanities departments, from Art History to History, Languages to Literature - UWSP can lead the way in showing why taking these courses are indeed important for a multitude of future careers that are not academic only, e.g. museum administration, public policy, among others.	

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Faculty		No	The community connections and integrations. I believe that this is best direct link to preparing students appropriately for effective citizenship. It is a good format for building effective pedagogy and leads to the development of leadership qualities through action, project based learning and sustainable community development work. Community connections build a context of applied praxis of theoretical knowledge.		Our location. The regional center is key. We have a healthy proximity to representing the middle of the state as a central hub in terms of transportation, health center, industries and business and the arts and technology. The future of the region as a RuralPlex that can serve as a regional hub is strong and is the gateway to the north woods. We should promote ourselves within a regional and contextual context to grow from within our local resources and then serve as a model for high quality regional development to attract and grow the region.	Create a true research triangle and sustainability living community - a connected hub between Rapids, Point, Marshfield and Wausau. This should include shared public transport, active natural resources management (energy, water and food systems) shared municipal resources (which the university can serve as a leader for) and of course build connected pipelines of high quality education and praxis from k-12 through doctoral level programming as a connected, organized and integrated community/regional model.	Build a structure that can plan for, develop, build and manage the processes necessary to enable all of the above.	We need to communicate and plan in a way that is fully transparent, collaborative, ethical, authentic and we need leadership at all levels to embody this kind of culture. We may disagree, however there are best practices that should be followed in terms of leadership and management processes to be able to effectively make change, manage change and build healthy transformations. Individuals given responsibility on this campus should be fully vetted and qualified to act in the professional capacity that each role requires.
Faculty		No	Most of our students are respectful, hard-working, and genuinely want to improve their lives and the lives of others and their communities. We have very few entitled students who are just looking for prestige and status. I am passionate about helping our students meet their goals.	We have strong professional programs that meet community needs, for example our speech and hearing clinic provides speech-language pathology and audiology services to community members while giving students hands-on clinical experience. There are many other programs that connect with community members to directly meet needs.	the same things I answered in the previous two questions--our students and faculty/staff are genuine, down to earth, hardworking people who want to make a difference	reaching more nontraditional students; connecting even more strongly with community needs	I think it's finally starting to happen now, but real strategic planning and execution to position ourselves for the future.	
Faculty		No	Preparation of the students for productive careers and lives within our communities.	We have approachable, concerned and knowledgeable faculty.	UWSP likely plays a greater role in the overall health of the host city than other universities.	Help non-traditional students attend and be successful at UWSP.	Greater offerings for non-traditional students.	

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Faculty		No	Stevens Point has a vision for connection to the community. I believe this vision can be more fully lived as an institution and because of the role UWSP plays in the region, could become a model for community engaged learning statewide.	(1) quality of the faculty and staff; this is a group of people who genuinely care about the students; (2) reputation of certain parts of campus can drive visibility;		UWSP could benefit from engagement with employers to understand what the needs of the region are for future growth and development. As rural communities struggle to attract and retain young workers, UWSP sits in a critical and coveted position as a leader in the development of young people in the region. We need to grow partnership relationships to solidify this leadership position.	Increased outreach and formalized partnerships that foster a win/win for the campus and the community. I also think that UWSP needs to consider a master plan for campus that upgrades infrastructure to make the campus both inviting and accessible to a broad diversity of learners.	
Faculty		No	I care deeply about my subject, and how I teach it. I strive to make sure my students get the most thorough and contemporary exposure to the subject at all levels. And I also care about showing students how new knowledge is generated in my subject. I always have two students every semester working with me on independent projects. As for the rest, point forward and its aftermath has sucked the life out of me and I have stopped caring.	The purpose of a state University is to provide opportunities to the region. One short story --- a student from Waupaca High studied mathematics and physics with us while a high school senior and was accepted to MIT. And a student from Marshfield High similarly studied mathematics and physics with us while a high school senior and was accepted to Harvard. We are a small University with limited resources. Yet our core curriculum is outstanding and our standards are high. So our strength is simply this --- we provide outstanding opportunities to the people of this region. I use examples with which I am familiar but such stories are true across many other disciplines at this University.	Somehow it has become a part of our campus conversation to pretend that UWSP is so much better than a big research university, and that our students here have access to hands on research and "applied learning", denied at other places. That is rubbish. UW-SP is no better or no worse compared to UW-Eau Claire, UW-LaCrosse, etc. in terms of the academic curriculum. And UW Madison has orders of magnitude more opportunities for students who wish to engage with projects outside the classroom. What we provide is what any regional University provides -- small class sizes with a chance to collaborate with a faculty in a one-on-one setting, etc. But I suspect this question is asking what programs make		I hope trust and morale return within the next year or so. I cannot continue to work like this.	Whatever vision or strategic plan you come up with, just make sure there is accountability built into not achieving the stated objectives. You must state this clearly and ambiguously -- - "If X does not happen by this date, then Y is at fault". We cannot just fumble around for another two years.

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Faculty		No	<p>Educating students and getting them involved in hands-on research, internships, and faculty-mentored research experience.</p> <p>These specific opportunities help the students the most to obtain jobs and launch their careers.</p>	<p>Get undergraduate students directly involved in faculty mentored and guided research. We have a world-class aquaculture facility in the Northern Aquaculture Demonstration Facility that has supported over 50 interns with 90% of them obtaining the job of their dreams upon graduation. And obtaining those jobs was a direct result of working with faculty and staff associated with the NADF program.</p>	<p>National leading programs in aquaculture, aquaponics and natural resources.</p>	<p>For four years, we had the nation's only aquaponic innovation center that educated over 1,000 individuals and was internationally recognized for aquaponic research, education and outreach. The facility closed due to lack of campus financial support.</p> <p>We need to fund and build a greenhouse on campus to rebuild the aquaponic center and reestablish our presence as a leader in aquaponics.</p>	<p>Build an aquaponic greenhouse and launch an aquaculture & aquaponic major.</p>	
Faculty		No	<p>We provide a public service to the community. It should be our mission to educate the region and the state to create responsible, thoughtful, happy, creative, and media-literate citizens.</p>	<p>We're great teachers, and we provide strong support for our students, some of whom are going through incredibly difficult times in their lives. We provide a world-class education for a bargain tuition.</p>	<p>We partner with the community in creative ways, continually striving to make this a great place to live. And we adapt! We are always changing to meet the needs of our students and the community.</p>	<p>Restructure in a way that actually saves money?</p>	<p>Increased/steady enrollment to weather the next disaster. Greater diversity of both faculty and student body.</p>	<p>Find a way to unite everyone and improve morale? I think we really do need a sense of common purpose that's pretty specific. This is probably a good process to go through.</p>

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Faculty		No	<p>highest quality programming and teaching abilities. My background is in accreditation educational administration and teaching and if faculty follow best practices and are engaged in improvement activities, this will shine through to the students and the community.</p>	<p>UWSP has name recognition and the benefit of being a university where there is status to that word. UWSP has an advantage over for-profit and private colleges because of this. We need to share the depth and breadth of our faculty expertise, our resources, our partnerships, etc. to our community and beyond.</p> <p>An example of this is the story on a local TV news station where they highlighted the Paper Engineering program. This story shined a light on a field that is relatively unknown and the interview with the faculty and students was well done. I have a son who happened to be watching this and is now interested in this program. Here I work at UWSP as a faculty member, but I didn't realize the importance of this type of</p>	<p>What makes us unique is our focus on Natural Resources, Health Promotion Programming and the fine arts. Of course we have many other great programs but when I think of UWSP when I was an outsider, these are the programs I thought of. I think the task is to educate the public about all of the other great programs that we have to offer and all of the local resources available to students. For example, my son loves the outdoors- specifically biking, hiking, being in nature. Why don't our ads reflect the Schmeekle reserve and all that has to offer our students on campus?</p>	<p>Build the health programs as this is where the jobs are now and certainly into the future. Invest in labs, faculty, administrative support so that these programs are of high quality. Health programs can be the bread and butter of an educational institution as they potentially can bring in the highest student numbers for the programs themselves, and for the general education courses.</p>	<p>More direct advertising to communities in the northcentral part of the state (Tomahawk, Rhinelander, Minocqua, Mercer, Eagle River, etc. We need to be in the high schools talking about our offerings in Wausau. We need to share the 1+2+1 program for Nursing in this area to encourage students to take their first year of general ed. courses in Wausau, then as a part of the dual enrollment plan they can go to NTC or NATC, then they return to UWSP in Wausau to complete their BSN. More of these types of programs can grow the Wausau campus.</p>	<p>The billboard on Hwy 51 for the MBA program is very effective. Do more of that in a variety of places. The northcentral part of our state does not have a local university. Target this area for programming as many students would drive down to Wausau for programming at UWSP at Wausau. Do people in the Northwoods know about the merger of the 2-year university campuses with UWSP? No. Right now, many people in the Northwoods feel their only 4-year college option is UWGB or online. UWSP is closer to them if you consider Wausau campus. We need to maximize that message. Billboards or other advertising needs to happen in Rhinelander, Minocqua, Eagle River, Tomahawk, Mercer, etc. Work on revitalizing student housing in Wausau to encourage</p>

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Faculty		No	We are a community. We teach our students knowledge and skills, but we also know them, mentor them, and guide them. They are important to us and most of them feel that. We are vested in their futures and help them discover and achieve their goals.	We provide students with foundational knowledge and then hands-on experiences to learn through doing. They do this throughout programs in the natural resources, education, health and wellness, the sciences (chemistry, biology and physics), psychology, english, foreign languages, and arts. Learning is interactive here.	Our hands-on, interactive approach with quality connections with faculty distinguishes us from larger institutions and online programs. Our natural resources, education, and sciences/health programs are particularly strong.	We should invest more in community-building. Students who feel connected are more likely to stay and thrive. Our sense of connectedness will recruit students in an uncertain phase of life. Ways we could do this: 1) further develop work/study and other opportunities for students to have paid positions and internships on campus, 2) have more clusters of courses that are commonly taken together so first-year students can take multiple classes with many of the same classmates, 3) invest in departments/schools/colleges to have more social events for their majors and minors (maybe some that are career-focused)	I would like to see enrollment stabilize, our decisions be more data-driven, and our students/faculty/staff feel supported, appreciated and heard	
Faculty		No						

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Faculty		No	I am most passionate about involving students in undergraduate research. Our STEM faculty (speaking for Physics, Chemistry, Biology, and Biochemistry) have a phenomenal track record of providing students with both basic and advanced hands-on techniques for understanding the theory, and application, of scientific principles. This gives our students a critical edge when it comes to employment in a variety of STEM areas, from graduate programs, to laboratories, to the government.	UWSP is the premier location in the UW-System for pre-professional programs. We do an outstanding job of educating our pre-med, pre-pharmacy, pre-vet, etc., students to go on. We have an amazing group of STEM faculty (speaking for Physics, Chemistry, Biology, and Biochemistry) who are engaged with our students every step of the way. What makes the aforementioned STEM faculty so successful is how we're tied into a very general, and not specific, approach to science education. While other areas on campus overspecialize--the argument being, understandably, they're meeting employer needs--we provide a general and solid foundation not only for their majors, but for ours as well.	The people. We have both the people, the expertise, and the resources (speaking for Physics, Chemistry, Biology, and Biochemistry) from an instrumentation perspective, to provide students with the edge they'll need for working in STEM. And not to put too fine a point on it, we also have outstanding expertise in the humanities. A STEM major needs to be just as equally versed in atomic force microscopy as they should be in the lessons taught from Hamlet.	UWSP needs to put its money where its mouth is--we are a STEM campus, and we need to start acting like it. We've invested money in the new CBB, and in programs in the health sciences. We need the upper administration to show true leadership by finally making a decision to invest in traditional STEM (speaking for Physics, Chemistry, Biology, and Biochemistry) areas.	UWSP is facing an unprecedented identity crisis which requires strong leadership. I hope that as we cycle through our leadership (5 to 10 years is, after all, a long time), that we return to what makes us strong--the foundations we provide for students in STEM (speaking for Physics, Chemistry, Biology, and Biochemistry) and the Humanities, and that we do a more focus job of connecting those majors to what you can do with them.	Do not let the tail wag the dog in strategic planning. An administrator once told me that academic disciplines, referencing specifically those in Letters and Science, were essentially several-hundred year old cults. This couldn't be farther from the truth. Those disciplines that developed in Letters and Science formed the seed from which other disciplines flowered; even Rachel Carson was a biologist who used her expertise to pioneer environmental causes. We need the foundations offered by Letters and Science--including the STEM majors (speaking for Physics, Chemistry, Biology, and Biochemistry)--to provide students, from Natural Resources majors to Biochemistry majors, with the education only the foundational disciplines can provide.

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Faculty		No	I'm most passionate about the students, followed closely by my colleagues. The facilities are humbled by those at many of the state's technical schools. Administration is doing a so-so job with an admittedly poor hand. But the students are great, and they deserve so much, and the faculty and staff is going above and beyond to overcome the obstacles thrown in their way and provide these wonderful students with a great education.	I just think of all the faculty members who go above and beyond to provide value to their students – not just for a class, but for their students' entire tenure at UW-SP, and then beyond. Faculty are literally changing lives here ... and for not a lot of financial remuneration, truth be told.	After touring many schools with my children over the last five years ... not much. A good hockey team. Schmeekle Reserve. A really, really good library. A couple of specialized programs. Every school likes to think of itself as unique; few are – but that's not an indictment. UW-SP has great students, caring faculty and a reasonable size, in a great little city. That's going to be more than enough for some students. The challenge is to maximize those admittedly modest virtues.	With or without a reasonable allocation of resources? If you're asking what UW-SP can do without getting more money to spend, or taking money from other existing programs, not much. I'm not blown away by recent marketing efforts. If I had to look for a way to reframe the conversation, I'd probably look at something like the marketing program at Mid-State versus the communication program at UW-SP. They complement each other in interesting ways. the Mid-State program is impressive, in terms of what it requires. The UW-SP comm program overlays theory, and provides intellectual breadth. I think the optimum paradigm is to look at technical schools as providing the hands-on skills, the schooling in wrench-turning, and then look at UW-	I'd like to see a lot more money funneled into education, for starters, and then I'd like to see that money spent at UW-SP in upgrading physical plant and technology, and retaining key faculty.	I truly love UW-SP. Teaching here is a joy of my life, but it's cut through with sadness and frustration, because this school should be so much more, if it were better-funded and better-run. I'm thankful for the opportunity, I'm thankful for my students, but at the same time, I'm thankful for my day job. I don't envy anyone the hard work that has to be done here. I only hope that as the work is done they keep students and faculty at the heart of every decision that is made.
Faculty		No	The student involvement here.	Faculty excellence and student support.	We are kind and welcoming. We strive for excellence but still allow room for human connections.	We need more staff support. In my department, staff keep disappearing, and while we have enough faculty, picking up the slack where staff used to be is making our jobs harder and frankly taking time away from spending outside of class time working with students.	More staff support, and more funding for research/presentation travel that is system wide.	Frankly, if the staff support people were returned, I think we'd be functioning quite well.

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Faculty		No	Helping students expand their horizons: in terms of what they know about people and the world.	We have good connections between teachers and students. Students can get one-on-one attention if they seek it, and sometimes teachers require it through conferences and workshops. Although some students do fall through the cracks, I think UWSP does a good job of attempting to reach out to all students and help them, beginning from where they are.	As a regional institution, we offer a look at the world to people who do not plan or want to leave their home communities. We can help improve their job prospects, while also giving them an education about the world.	We need more money. We need to find a way to get the legislature to increase funding to high education. No ideas we think of are going to overcome the obstacle of lack of funding.	I'd like for us to embrace the fact that we are a regional university, and our enrollment will not be "high" for the next few years. Given that information, I think we should work hard at retaining the students we do have, by making freshmen and sophomore classes taught at a high level, with good outreach to the students. We should continue to offer programs across a wide array of disciplines, so that members of our regional community have access to quality higher education. I do not like the idea of being a "business" that trains its customers to do specific jobs.	
Faculty		No	Preparing students with a strong liberal arts education.	Amount of contact that students and faculty have across campus. I have mentored students in classes and through undergraduate research opportunities that have changed their futures. One student did one summer undergraduate research experience with me and ended up attending graduate school.			Increased funding to support necessary programs on campus to ensure our students have the best experience and opportunities possible.	
Faculty		No	Great students--I teach upper level and grad students, but they are committed, well prepared, and fascinating Teaching--love my content area and enjoy watching students learn	Care about students--many instances of faculty and staff going above and beyond to help students with personal issues, family crisis, etc.	Healthcare degrees, community involvement (and potential for more), great college town, Schmeckle and Tree Haven		More community partnerships and embedding High Impact Practices into more courses; more faculty and academic staff (esp. men) taking advantage of and getting involved with the CITL, including diversity training	

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Faculty, Nonprofit Organization		Yes	Excellence in teaching and learning; community engagement via the arts, culture, and educational experiences.	The faculty truly care about their students; the students are engaged in learning; the alumni express how grateful they are for the attention and experiences that faculty provided for them, for the incredible advising and mentorship from the faculty, and for the faculty's continued interest in what they are doing far beyond graduation. There's a real connection with this place. Students also express how this place gave them the chance to find themselves, to explore varied interests like participation in music ensembles or on the campus radio even though a CNR major as one example.	The biggest brand is definitely CNR in terms of national attention; following in close second place is Fine Arts—the long-standing reputation, the quality of all the programs (all nationally accredited—very rare), and the incredible amount of community engagement that extends throughout the region. One example is the Central Wisconsin Symphony—a semi-professional group that is made up primarily with UWSP faculty, students, alumni, along with regional performing musicians—reaching many thousands of people each year. Within the college is also the Suzuki program which has an internationally-known brand. All the fine arts programs provide engagement in both educational and artistic opportunities without which	Finding opportunities to name each college and/or school through endowments. That would leave the academic areas less vulnerable to dependence on tuition alone. It would also allow for flexibility with spending in ways that could ensure that the leaders can decide to invest in things that will help their programs gain in quality and reputation, in marketing, in positions, and in much needed program support that neither tuition nor fees can cover. To encourage departments to offer online courses, provide half the fee charged to students to the departments. This would incentivize program development of courses that would reach non-traditional students. The extra financial support to the departments would help	Invest in brands that have worked for decades to establish their reputation (see answer 5); also look for emerging brands—not things that every other campus in the state has. The DPT is probably a good example of a program, while very costly, is something for which there is growing demand and can charge a higher tuition rate. Expand metrics to include something beyond bean counting of SCH if you ever want to encourage cross-disciplinary and creative and innovative curricular programs. Measure not only enrollment but a department's service to the campus and regional community beyond the classroom. Advancement goals—focus on academic programs and	Really take a look at the number of staff on this campus. It seems that so much could be placed into a set of policies and steps so that a person doesn't have to call a number of individuals who seem to hold different bits of information. Is this because people fear for the loss of their jobs, so they make themselves indispensable? In the meantime, the rest of the campus is wasting hours upon hours in seeking information that should be readily available and not always under a single person's purview. Very inefficient. There was a study that showed we are over-staffed. Has anything been done about this? If so, please let the faculty know. Very inefficient.
K-12 Partner		No						
Local Government		No						
Other (Please Specify)	Taxpayer	No						
Retiree/Emeritus		No	Recognizing the strategic and demographic value offered to UWSP by the Wausau campus.	Haven't had much experience overall with UWSP, but your IT department has functioned extremely well with the various transitions. They are always polite, responsive, and informative. I've told them that as well.		Invest more in UWSP at Wausau and allow both branch campuses more autonomy.	I'd like to see the former UWC campuses thriving in their own communities and in their relationships with the main campus at Point.	

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Retiree/Emeritus		No	<p>Providing a broad based college education and avoiding focusing on a few vocational areas. This has always been the deficiency of a few other campuses, such as UW-Platteville. UW-Whitewater had overemphasized education. When that market collapsed, they build up their business programs. The result is that the campus is overbalanced to business as is shown by the percent of SCH of the campus produced by their business programs.</p>	<p>UWSP use to provide strong education in areas of political science, public policy, and public administration. Many graduates went on the law school, masters degrees in public administration and city management, and a smaller number to doctorate programs in political science. Several WI legislators, judges, staff of the UW System, and city managers are graduates of the political science program. That is now pretty much gone. The cross-disciplinary public policy and administration major has been eliminated, the small city minor gone, and a department that is significantly smaller than those of other comprehensives in the UW System. After one member who ran the internship program retired, the program essentially was eliminated.</p>	<p>Its location in the center of the state should make it a major draw. It is the only school and one of a handful of schools nationally that has a center devoted to smaller cities. While many schools in larger cities have urban affairs programs (esp. UW in WI), little attention is devoted to small and middle sized cities where a large number of people live.</p>	<p>Public Administration & Public Policies, now defunct. UW-La Crosse and UW-Whitewater and building strong programs in this area, taking over for UWSP which at one time led the system on the undergrad level. Neither Madison or Milwaukee has an undergrad program. Both have MPA programs.</p>	<p>Realize that the university needs to support its liberal arts base and avoid committing out of proportion resources to a few areas. It needs to realize, which it did at one time, that even though some areas may be attractive to expand, UWSP does not have the resources to pay or attract strong faculty in these areas. The consequence of stressing these programs is that they will remain weak. One program being emphasized (without naming it), has no faculty with a doctorate in the field who are younger than 65 years old. UWSP has comparative advantage in other areas.</p>	<p>Return university lecture program that bring in nationally known figures in a variety of areas. This will not only gives UWSP strong publicity but exposes students to well know individuals. In the past when UWSP had such a program, graduates remember attending this person's presentation. UWSP use to be tops in the system for debates among candidates for office (e.g. governor, senator, and congress) and for bringing in presidential candidates. It no longer provides the opportunity for students to attend these events.</p>
Retiree/Emeritus		No	<p>UWSP'S future, credibility, competitiveness & appreciation for what has been accomplished in the past.</p>	<p>It's people, students & faculty are the major strengths of this University. Terrific accomplishments have been realized academically, athletically & environmentally. I believe a deeper appreciation for what HAS been accomplished would benefit the goal of a brighter future for this University.</p>	<p>It's central location in the state, the variety of majors and the rich history of accomplishment in many different fields [as mentioned above] make it unique. The University of Iowa has a 30 seconds recruiting TV spot that minimises the trite messaging most schools utilize & concentrates on the uniqueness of the history, campus & people who have been & are currently part of their tradition. Higher education recruitment is extremely competitive. Point must try to genuinely stand out from the rest of the field.</p>	<p>Trial & error says try any & all strategies [that budgets will accommodate] to insure UWSP will be vital & relevant into the future. And please, avoid shooting yourself in the foot with short sighted decisions on majors/minors.</p>	<p>Return to a positive/competitive stature as a regional university.</p>	<p>Simply do your best to return Point to a valued place in the competitive landscape of higher education.</p>
Retiree/Emeritus		No						

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Retiree/Emeritus		No	The care and attention faculty (and staff) give to students. The close connection of faculty (and staff) with local professionals, making a seamless connection between academic study and professional practice.	Meeting national standards within fields of study. Sense of family within the college.		Continue emphasis on regional employment needs for graduates with bachelor's degrees.	Look to the developments in CPS for a path both for meeting regional employment needs and for a sense of collegiality.	
Retiree/Emeritus		No	I am most passionate about a broad liberal science educational experience. In particular I am also passionate about biology, education, theater arts, communications and geography. I believe that the above provides the best all around student experience and would be the most helpful in any future endeavors upon graduation.	UW-SP is strong in biology, education, theater arts, communications and CNR (in no particular order). Providing students with a safe environment to explore many experiences in and outside the classroom and having a good student to faculty ration is what UW-SP does well. I have no particular story to share other than my own, having never had a general direction that I wanted to go while a student myself, after graduation, I came to realize the main thing that was a most valuable asset was simply knowing how to think and interact with a variety of people (to solve problems, follow directions, be creative and confident, etc.).	What makes UW-SP different and unique is it's small size in a small city (centrally located), thus making education more accessible to just about anyone in WI and especially comfortable for rural students who would probably be overwhelmed by larger universities. I, myself, was one of those students after first considering going to Madison.	Keep geography alive as most people in the U.S.A. have a rudimentary level of expertise regarding countries outside the U.S.A. Urge environmental knowledge as climate change is a prime threat to the future of everyone.	I'd like UW-SP to continue to be as strong as it was prior to the Governor Walker era. So many good faculty/staff have been forced (more or less) to leave UW-SP after 2009. I am one of the many to do so, unfortunately.	I recommend that UW-SP not replicate what the very fine technical schools in the area have to offer as I sense (and I could be wrong) that this university was/is headed in that direction.

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Retiree/Emeritus,Community Member		No	I have a master's degree from UWSP and was adjunct faculty at UWMC for a number of years. I value the education I got at UWSP and the opportunity it gave me to get an advanced degree while I was teaching and married with three children. As an active community member of Wausau, I value greatly the role that UWMC has played in our community. It has served first generation students as well as many others who opted for vale and an excellent education while living at home. Many of those students have returned to Wausau. UWMC (now UWSP@Wausau) has served community members of all ages with seminars, classes, special programs. There's more.	Offering advanced degrees for area teachers to further their education was of benefit to so many teachers over the years. I was a Spanish teacher and had some of the best spanish classes in all of my education at a UWSP. Many students from central Wisconsin benefitted from these offerings.	Teacher education and environmental education	Continue the strong liberal arts tradition that a university offers. We need to distinguish ourselves from the area technical colleges and need to educate the public about a university degree. To be able to get a university of Wisconsin degree in central Wisconsin is of the utmost importance.	Yes, to providing degrees that tie into the developing business needs of central Wisconsin. I'd like to see more course offerings in Wausau and Marshfield. People are looking for convenience in their busy lives and offering courses " in place" can attract those who might otherwise choose the for profit universities that abound.	
Staff		No	Serving the students who are focused on earning their degree and moving forward in their professional life.	We have good community partnerships and a relationship with the city. In my college, I feel we are a focused group with students at the forefront of all we do. We are accessible, on campus during work hours and available as needed.	We offer some unique majors and environmental pieces that are not found at all campuses. We are small enough that we can get to know students well. We are environmentally conscious which is important to our city and our students/staff.	Continue to build partnerships and to use the data we have in house and from other sources to make good decisions about the future. We need to be proactive in spending money, making cuts and strategic investments.	Again, using data to make good decisions. They may be hard but necessary. While recruiting is up, is that sustainable? Are we using these numbers to create budgets? That could be problematic if those students don't actually show up. Continuing to be flexible with course offerings and making sure we have enough courses to help students graduate on time. Restructure faculty/staff governance. It is too big and duplicitous. Stop meeting to meet and streamline the process so faculty and staff are not wasting time being in unnecessary meetings.	There is often disconnect between staff and faculty and how we view work. I don't see that changing as that is often the way higher ed runs. Each is important and I hope that continues to be reiterated. Folks are not exempt from providing high quality service to service just because they may feel that is not their job. Without the students, we don't have jobs.

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Staff		No	Student centered focus- we work hard to help students be successful. Working to reduce barriers to success for students.	We connect with our students, they're a name not just a number. They know they will receive strong support if we approach our work from a human centric/relationship focus.	Same as above. We connect with our students, we know their names... we're "Cheers" :-)		Enrollment looks great for the incoming freshman class.. what are we doing to address retention? The Provost has shared the drop in students from 1st to 2nd year over the last several years, we need to be cognizant of how we work with students, support students, provide the resources they need (and we need) to feel they are part of the university - not just a number. I do believe that our customer service is a hallmark and a strength but there are times when students run into roadblocks because of long term process that either hasn't considered change or isn't willing to change. Our students are savvy customers, if they do not receive good customer service, we'll lose them.	The university (all of us) need to find ways to get to "yes" when we're trying to do something. When students run into issues we can't respond with "well that's just the way it is". We had a graduate student who needed short term housing in between clinicals, and the response was "only if you sign a full year res hall agreement for the following year". We can't afford to stay within the box, rather we have to look beyond the box and think of creative ways to support all of our students, faculty and staff. Find ways to say yes within the parameters of policy, rather than "there's nothing I can do that's the way it is". We lose students because of that and it frustrates faculty and staff who can help be a creative part of the solution.

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Staff		No	<p>I am most passionate about creating a quality student experience. This would include robust learning opportunities, quality faculty, investment in athletics for the benefit both the student-athletes and general student population, and facilities. To make this possible we would need to focus on providing more for a smaller number of programs. I believe that a quality Pointer experience (deeper learning and social experience) creates a strong foundation for the future. This could translate into a generational change that encourages more people to have interest in UWSP, a stronger base for prospective giving, and an alumni family that is proud to be Pointers.</p>	<p>Faculty and student interaction is a strength. We hire faculty to teach, who are passionate about learning, care about students as people, and enjoy the community. This translates into an environment where our students feel appreciated and are excited to learn.</p> <p>From a programmatic standpoint, our natural resources are strong but remain small. Health care is a growing need and something we are positioned to address. The School of Business and Economics is a blossoming giant. We are also in a position to have a strong humanities program by combining departments into a school. This is something that could resonate with both the public and our givers.</p> <p>We have a unique</p>	<p>Generally, we are very similar to other UW-System schools but lag behind in facilities. What distinguishes us is simply geography, and results in a responsibility to meet the needs of our region. Our region is more rural, has a relatively stagnant population, and is in need of a better economic engine from UWSP.</p>	<p>A complete university restructuring is an opportunity that exists to answer the region's needs. This could be restructured into a school of Business and Communication (would include IT and Data Analytics), Science (Chemistry, Biology, Bio-Chem, Mathematics) and Health Care (Social Sciences), Natural Resources (would include geography and physics), and Fine Arts (Web and Digital Media Design and Interior Architecture) and Humanities. Our focus could be professional preparation with eye toward hands-on learning experiences through robust partnerships in the region. In addition, the Student Life aspect of our campus should focus less on the University Centers and more on athletics and Rec Sports.</p>	<p>I would like to see a true strategic plan that can be used to make decisions during difficult times. Our current plan is too inclusive and doesn't provide a road map of who we want to be. When difficult decisions need to be made, we have nothing to lean on.</p>	
Staff		No	<p>Providing students with a positive, supportive, and collaborative experience. The amount of opportunities students have here at UWSP to work one on one with staff members or the community is very rewarding.</p>	<p>Several touch points from the moment a student is interested in applying to UWSP to the moment they graduate. They have learned about many different resources, clubs, support, etc. The willingness to help students succeed is greatly seen. For example, the amount of times incoming students have been exposed to the Tutoring Learning Center and the positive results that come from the students using the resource.</p>	<p>Natural Resources/Sciences accomplishments, accreditations, and innovative equipment. Sustainability. Campus scenery and outdoor opportunities (Schmeekle Reserve, nature paths, biking, etc.)</p>	<p>Increased connection between employers and students resulting in stronger numbers for students getting hired within 6 months of graduation (Stronger strategies to increase career outcomes)</p> <p>Increased communication and collaboration between departments</p>	<p>Increased enrollment, increased collaboration between faculty departments, impressive career/continuing education outcomes for graduating students</p>	None
Staff		No	<p>The staff that presents themselves to the faculty and students with high availability and service.</p>	<p>Because we are centrally located, just our presence to this area is a strength. The faculty and staff are tremendous.</p>	<p>We are unique because of the College of Natural Resources and the College of Professional Studies.</p>	<p>Maintain the high level of teaching and invest more in research.</p>	<p>I would like to see more on-line classes, better parking for everyone and strong leadership.</p>	
Staff		No						

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Staff		No	the students -- you have to passionate about them and why they are here	the faculty (in general), the library, outreach via CNR	CNR, arts programs -- really an odd combination!	enrollment, enrollment, enrollment -- only then are you going to get resources to fund dreams -- nothing else counts the alumni network ash also been generous	Focus on enrollment. Include the campus community in discussions going forward -- Old Main admin is not smart enough to do it by itself as the plan for cuts proved in spades	<p>The last plan (Partnership for Thriving Communities) was a disaster -- the new plan must have specific goals and associated tasks plus outcomes and metrics. it must be funded and it must be prioritized --you cant do everything at once.</p> <p>Going forward, keep an eye on data and changes in demographics -- something we failed to do during recession.</p> <p>Fund updates to admissions systems like CRM software -- we failed to do</p> <p>Many webpages have ben improved but many are till a muddle</p>
Staff		No	Programs to develop critical thinking and reasoning skills, including the interpretation of data. All of the shortcomings of our society result from people not asking the right questions, not evaluating the relevant data, and not assessing information critically.	We are good at being inexpensive.	We are not unique.	Downsizing. The demographics of the state indicate that our student population will continue to drop. Take the opportunity to follow projections to reduce the size of the university to one that is sustainable.	I would like to see leadership make decisions based on data.	Pull the bandaid off. The ethos of administration is to try to keep the U at the size it has been. The demographic trends of the state indicate that this is not feasible, unless we attract students from elsewhere. This is also unlikely, because most college students don't want to come to such a small town, with nothing for them to do but drink. If you want more students, focus on improving student life-- get better dorms with better amenities, because that draws students more than considerations of program quality, which most of our student have no means of accurately assessing.
Staff		No	Small campus setting.	Support of individual students. Unique outreach programs.	Arts and community programs.	Enhance connection with the community...better recruiting.	Greater funding	

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Staff		No	<p>Keeping this University alive and thriving. I was a student here, it was the best and most enlightening years of my life. It changed me in ways I do not have time to explain. But know that UWSP has given me things no other school could give me. I want this school to be here for others like me, and some not like me to continue to change lives for the better and help shape the world.</p>	<p>Advising. I was in the wrong major when I arrived as freshman. With the help of Julie Schneider I was able to find my passion and my purpose. We are also strong in passionate staff. Jeffrey Snowbarger taught my English classes but I learned so much more than just everyday writing and reading skills. Cary Elza in the comm department can spark interest in even the most mundane subjects about history of film. Liz Fakazis in comm. didn't just teach journalism, she taught how to write truthfully, passionately and concisely. We also keep the passion alive. At the worst of times I was able to look up to the cupola and call myself a proud Pointer.</p>	<p>sustainability, comfortable sized city, slowly growing diversity, welcoming community, engaged and connected community. Students are more than just tourists in this town, they are embraced by the community and businesses (rightfully so). We also get a lot of comments on how friendly everyone is here.</p>	<p>Get campus departments to cooperate with admissions. I was at an event where chemistry didn't show just because they didn't feel like coming in on a Saturday. Athletics wouldn't shift events to accommodate for FUTURE student events? We all need to work together, give and take.</p> <p>Maybe consider partnering with small business to provide internships or apprenticeships and experiences for students, in turn we are supporting local businesses. The success of this school effects the success of this community, why not collaborate?</p> <p>Not screw students over with the meal plan? We have amazing food, and amazing spaces to serve them. If a Comm student is in the CAC</p>	<p>I would like to see UWSP no longer to have to scratch and claw to get by financially. We don't have to cut anymore (after making the respective cuts). We are able to serve a larger online community and thus have a larger student population. Renovations/repair to Albertson. UWSP is one of the top most successful UW's. We are nationally renowned in more than one program. Renovations to the residence halls that need them. Campus having plans to expand in other areas. Parking services are no longer tightwads and we find a better way to manage parking on campus. THEN we build that health complex we are slated to get eventually.</p>	<p>I am ready and willing to change with this university. I want to help do what it takes but for god sake do not let it fall to ruin until its this dinky husk of a school that is run by a skeleton crew and managed by complete monkey leadership that is a laughing stock of the state. We the staff, the students, the alumni and the community, are Point; Then now and forever, come hell or high water. I see my job as done when there is no longer a UWSP to call home.</p>
Staff		No	Students, of course!	Dedicated, passionate instructors and staff members Sustainability Emergency services communication/education	Small campus with a large variety of majors/minors Location - Schmeckle Reserve, Green Circle Trail, Wisconsin River	Community collaboration - Critical Thinking Center and WI Idea are a great starting point Expansion of campus counseling services Rethink parking to increase ease of access for students (campus and commuting) and for faculty and staff	A bold remodel of Albertson Hall. Don't just remodel to fix the aging HVAC - really consider how University College can excel in providing the support and services that students need. This directly impacts retention and student success. Expanded counseling services for students in a remodeled or expanded location. The fact that there is a wait list for students who wish to see a counselor is heartbreaking. This directly impacts retention and student success.	

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Staff		No	<p>The logo. I am a third generation alumni and employee. My grandmother was a 20 plus year faculty member who also served as chair of the Faculty Senate. My mother studied communication and was employed at UWSP for 5 years. I have proudly served campus for 15 years. My children will likely become future Pointers. My wife and her entire extended family completed degrees at UWSP. Our family has been part of UWSP for over 43 years. It's about the logo!</p>	<p>Community. We are not Wausau or Rapids! UWSP offers a wide range of opportunities for adults and children in regards to academics, sports and community support. The community is reliant on both our successes, and needs. We are as strong as our story.</p>	<p>Location: HWY 29 and HWY 10.</p> <p>CNR, Education, Health Sciences and the School of Business.</p> <p>Athletics.</p>	<p>Robotics. Why can't we acknowledge, embrace and lead Central Wisconsin into the future? This is what local businesses and high school students are demanding... Wake up!</p> <p>Health: We must generate a UWSP School of Nursing! The community is demanding services and jobs in the fields of Health and Nursing Science. Wake up!</p> <p>Athletics & adaptive sports clubs: Invest in coaches and teams who recruit, develop and retain students from various backgrounds and abilities. This is how you diversify and strengthen our campus and the community. Wake up!</p>	<p>Hire a young, aspiring and competent individual to lead the campus.</p> <p>Eliminate the program revenue tax (13%) in order to afford programs the autonomy and self-sufficiency they desire.</p>	<p>Offer currently enrolled students a tuition "bonus" for successful recruitment attempts of family and friends. And how would you begin to build a book of business our in the private sector? Answer: recruit from within...</p>

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Staff		No	Serving students and community. Without students and community, UWSP wouldn't exist.	Good Question...Excellent faculty and staff for the most part. Folks seem to care about their discipline and helping others.	Our sustainability---need to continue to foster and grow that.	Cut programs---faculty and staff will need to be cut...sounds like there is no way around it, so quit putting it off. If UWSP sat on their budget issues for so long without make significant changes, sounds like new management is needed in that area. International Students. We need to significantly increase our international student population and capitalize that opportunity on the branch campuses---there students could transfer to Madison as many want to do. Be MORE flexible with pretty much everything. Rigidity is killing us. We need to think outside the box for solutions and change with the times...policies, procedures, all the duplicate forms. Bring entertainment to the branch campuses as you are for the main campus for a profit.	I would like to see the budget issues resolved, while continuing to serve students and community populations the best we can. I would love to see less cooks in the Kitchen so to speak. Perhaps that is mucking up the works. It would be amazing to see more flexibility and autonomy in our policies and procedures.	Listen. I feel like folks have given adequate advise for a long time in big and small ways, but folks at the top aren't listening. Eventually all your staff will stop giving input, because they will feel powerless and that they are just spinning their wheels.

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Staff		No	I'm most passionate about our students and what we do as an institution to support their learning and dreams about the future. We need to continue to be innovative and keep up to date with the times as they change.	Our strength is in our staff and faculty. They can either make us or break us. I know many employees of UWSP that go out of their way to support our students even when they are not always supported by the university. One example is the Dean of Students office. From what I can see, their office is so understaffed it's sad. That office was created in order to support our students and the few people in that office can't hardly breath and they are dealing with very stressful situations. Yet they continue on serving the students above and beyond what a few individuals should be asked to do.	CNR makes us unique and distinguishes us from other universities. We need to keep that program strong. Also, I think forward thinking like College of Professional Studies seems to be doing all the time is unique on our campus. They seem to be trying to collaborate with medical professionals around the state to improve their students experience and to keep their school in the "real world". What a smart thing to do considering the direction of the population.	As I stated in the previous question: We need forward thinking people leading this University and use CPS college as an example. I believe the liberal arts have its place in a college education but we need to release these students into the world with the potential of finding a job. We can't allow areas of UWSP that won't change to continue to operate and pull the rest of the campus down with them. Some areas are allowed to operate in the red with out justification and they are bailed out while other areas of the University adjust and change yet they are still lumped into the same boat. Each college should have to justify why they are losing money and what they are doing about it. Until everyone is held accountable for their individual actions we can never move forward.	Hold each individual collage accountable for their own money. Let them explain why they can or can't make it on their own. I have no problem supporting areas that maybe expensive to run but are needed in the community.	

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Staff		Yes	<p>Offering students a chance to take steps towards their after graduation goals or to better define those goals as they go through the motions to become UWSP graduates.</p> <p>I hire a dozen students each year and work with dozens more as club advisor. I see the passion and the desire to do well. I love broadening students' horizons to various opportunities and encouraging research. I believe research offers them the chance to use their recently learned skills, gives them practice for the future, allows them to make mistakes without jeopardizing a job or greater opportunity, and gives them confidence to move forward.</p>	<p>I think the faculty are UW-Stevens Point's strengths. I see faculty putting a lot of time in to individual students. I see them care what happens to them whether this be an individual's struggle or success. I know they put in well over 40 hours a week of their time for the students. Doesn't seem fair that they do not get reimbursed for keeping the University going. I see a dept. chair struggling to work for the University, for the faculty in their department, for the students they teach and for the individual that sees a future in research. That is a lot of hats to wear. I see instructors trying to balance a job that has become a passion and a personal life (with all the struggles that go with that). An instructor who suddenly has to care for an aging and ill father but still works as hard</p>	<p>My point of view is limited to my bubble to which my work is contained. The students I work with come here because of the strength of a particular program in Natural Resources. So I would say that is a unique attribute of the University. What makes a student stay is the comfort UWSP provides. The faculty and staff make UWSP "home" for a lot of our students. Faculty/Staff make UWSP comfortable because of the support the students get and the relationships they build.</p>	<p>I am in a unique position because I work with upper Administration, Faculty and Students. I see the failures of upper Administration. The main failure is that upper Admin feels they are the binding glue when they simply are supposed to be the support for our faculty who work directly with our income - the students. Upper Administration is also hired from within, moving from professor to administration with no prior training to fulfill a position and no support or time to provide training for them to do their jobs well. In fact it appears Upper Admin spend a great deal of time taking care of problems that have surfaced rather than actively engaging in running a University smoothly. An experienced or trained Administration will know what needs to be done to</p>	<p>I would like to see Administration come up to speed with regulation and understand their real purpose as support. I do think we need a few more layers of middle management to relieve the strain on upper Administration at least until the "fires" have been put out. I know no one wants to fill positions in order to eventually let them go but those who have years of experience or are well trained, that will be able to help out... may only want a position for a few years or are looking for a perfect stepping stone to launch their career. It is a matter of hiring well not just filling a position. I would also like to see faculty get some relief. It would be nice to hear "sure, I have time", rather than, "I'm sorry, I didn't have time".</p>	<p>Listen!!!! and take heed.</p> <p>I've been through the upper Administration tactic of putting together these types of meetings only to do what they had planned from the very beginning. In both cases in my career in which this very type of thing played out... upper Admin did not use the considerations of those who work close with the product (in our case students), and in both cases numerous people lost their jobs and the business failed.</p>
Staff, Alumna/Alumnus		No	<p>I am most passionate right now about ensuring our viability within the UW system. The importance of repairing the damage to our reputation that has been done in the past few years. I feel like we are taking steps toward that goal right now and I am hopeful for our future.</p>	<p>By college, I see our greatest strengths/specialties in the areas of CNR and COFAC.</p>	<p>Our CNR programs make us unique.</p>	<p>Continued involvement with communities in our area, and putting funds in areas that support our students who are less college ready than they have been in the past because of lowered entrance requirements.</p>	<p>Revitalized leadership, beginning at the top.</p>	<p>Thank you for the time and effort put into the success of UWSP.</p>

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Staff, Alumna/Alumnus		No	I am most passionate about the culture of respect and Wisconsin Idea here. My experiences as a grad student in the 90s, high school teacher and EE educator, and now my academic staff position have allowed me to see how the University has benefited from change, yet also held onto what makes it a top-notch University.	Character, work towards diversity & sustainability, liberal arts, yet science/natural resources in focus.	Rich history in natural resources/sciences and educator preparation. Fabulous faculty who care about the students and are passionate about their area of expertise. Location near the tension zone between cities and "up-north", as well as transition between natural eco-types.	Increased use of technology, especially in the area of robotics & A.I. is inevitable in modern society. Seek opportunities to support our colleges to scale up use of these technologies while keeping in mind that technology has its limitations and may even cause problems. Universities must embrace the study and use of these or become irrelevant due to mass use of them. For example, we have a role in understanding and projecting the impacts of driver-less vehicles or drones to study forests and fire potential. Perhaps a Midwest Center for Advanced Field Data Collection? This could draw a new type of student who would benefit from our science and natural resources programs.	See previous &: Increased enrollment and faculty, yet not beyond our current physical size capacity. In other words, do not expand the physical size of campus. Recruit diverse cultures. Partner with the people and communities of Central Wisconsin to achieve these goals.	I think the satellite campuses in Wausau and Marshfield could really benefit UWSP in the long run. Change has been difficult, but we are headed in the right direction!
Staff, Alumna/Alumnus		No	The students we work with. They make this campus so interesting and vibrant and share so much with us. They make this work so rewarding.	We are centrally located which appeals to many students. We are student focused and many staff go out of their way to make connections with students so that UWSP feels like home.	We have strong programs in several of our colleges that are quite well-known which allows us to offer opportunities to many different types of students.	Offering more opportunities for adult learners and non-traditional students.	I would like Stevens Point to move beyond the headlines it has recently made and return it's focus back to the student experience. Classes offered that appeal to students and meet them where they are at. I would also like to see additional resources available to those students who may not be as prepared for college as they'd like to be.	

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Staff, Alumna/Alumnus		No	Investing in student retention initiatives. Investing in the support and education of our current students will foster successful students, proud graduates, and alumni who want to reinvest.	Most of our faculty and staff truly care about the success of the students; it stands as the reason so many come back to UWSP and/or choose to stay. We are successful when we help foster student connections that help students succeed.	The close-knit relationships that develop among the people on our campus. The green spaces on (and close to) our campuses.	Reduce major options and reduce the duplicated or overlapping services offered within the student service areas.	We always seem to be riding a wave of difficulty. It shouldn't have taken this long to implement a strategic planning process. To be blunt, we need to get our shit together at all levels. We need a continual plan and goals that are implemented, evaluated, and re-evaluated at all levels of the university hierarchy. With this, we also need tangible levels of accountability for the pieces or components that are not following through. In the next five years, I hope we've actually done something with a strategic plan and have moved forward.	
Staff, Community Member, Other (Please Specify)	parent of an alumna	No	<p>excellent undergraduate and graduate programs offered; my department has a very healthy morale and it is enjoyable for me to come to work everyday - I work with dedicated and enthusiastic faculty and staff; I love my job and enjoy assisting undergraduate and graduate students as well as faculty and staff; positive work environment</p> <p>I want to see UW-Stevens Point continue to be successful and make an impact in the community, state and nation.</p>	<p>Cost effective education, excellent faculty and staff, smaller class sizes</p> <p>100% of our graduate SLP and Audiology students find jobs after graduating.</p>	<p>Some of our programs such as audiology, natural resources, healthcare careers.</p> <p>Our small town location with natural areas such as Schmeekle and we are within driving distance of larger cities.</p>	<p>We are already planning Doctorate in Physical Therapy and MBA to name a few. More on-line classes and opportunities for non-traditional students. Additional services for the community such as workshops, non-credit classes such as cooking, increase in camp offerings for middle school and high school students.</p>	<p>Increased funding from the state so we can preserve essential services such as the Dean of Students office and personnel, counseling and health center, and continue to maintain smaller class sizes. Increased salary and wages for faculty and staff. Increased enrollment and retention rates.</p>	<p>Continue to work on increasing morale of faculty and staff. Transparency with financial challenges and working with all stakeholders to find solutions.</p>
State or Federal Government		No	Preserving educational opportunities for central Wisconsin.	Leadership, tradition	Natural resources especially water quality, paper technology,	Right sizing program offers to strengthen the financial position of the institution going forward.	Stabilize enrollment and increase out of state recruitment of students.	

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Student		No	I am passionate about the student organizations on campus, as they have provided a sense of community and helped me to make friends upon first arriving here that I would not have met otherwise. Since then, they have also allowed me to become more confident in my own leadership capabilities through the executive positions.	There seems to be a sense of community here that is stronger than in other universities I've attended. One such example being the amount of communication and cohesion between students and teachers regarding the intent to cut many majors recently. The speed at which information traveled and what they managed to do with it was impressive. My previous universities would never be able to pull together and protest like they did here.	This is the only university I've attended where students are frequently unhappy with those in charge of the university, whether it be regarding majors, refusal to accommodate, or a crass negligence of what the student body asks for.	Think before acting.	A more progressive campus.	When offering a survey to help decide the future of the university, have questions regarding issues people have and not just have them talk about how great and unique it is.
Student		No	I love the entire arts program so much because I am a dance major so I spend a lot of time surrounded by artists and the arts	Most of what the theater and dance department puts on is really good. The Arts Bash Spectical is a truly amazing experience!	It's a college that has a very strong arts program, but also a very strong science program, so there's something good for everyone.	More living options on campus for both freshmen and sophomores. More options for meal plans. Longer hours at dining facilities. More options for classes that cover gen eds.	More variety in classes that cover the general education requirements.	Nope
Student		No	The tight knit community	Strengths are the tight knit community feeling	Our diversity of students	Don't fix what aint broke. Namely DeBot, the majors, etc. Update the halls a bit	Dont force students to take classes that dont match their major	Fix the situation at Debot
Student		No	Having a top level facility that attracts excellent teachers for the students in their area of educational need	Centrally located in the state. Manageable class sizes. Affordable education.	Great professors that know you and actually teach and care about you. Not teachers assistants. Good class sizes.	Continue to upgrade facilities and research to draw top talent.	Good growth but don't get too big.	Promote the school as an excellent alternative to Madison
Student, Alumna/Alumnus		No	Ease of getting into a major, specifically nursing. There is not a close 4 year or post graduate program in the surrounding area.	Ease of process to take classes; enrollment, price, etc. To be able to take classes that coordinate with homelife and work schedule.	Right here in the middle of the state for ease of access.	A 4 yr and post graduate program nursing program. When I was looking at a MSN program, a recruiter said to me, "there aren't any programs by you and there are so many hospitals in you area especially the Marshfield Clinic. You have to drive or do online". You are missing students, both classroom and online, and their revenue. Not to mention word-of-mouth exposue.	1. Nursing major; 4yr and post graduste courses. 2. IT courses; simulation and gaming majors. Simulation helps with other majors (#1). 3. Informatics major. There's so much business done online; banking, healthcare info.	

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Student, Alumna/Alumnus		No	The strong sense of family you build here. The friends that I have made and the memories I cherish	I think the small town feel and the small class sizes. I love being able to walk to class and see a large amount of people that I know!	The environment and the beauty of the campus. You can tell that we are proud to be pointers, and I wish that the res hall furniture and within the res halls reflected this more so than just the logos.	More in the health realms like OT/PT, nursing and so forth! More attempts to really showcase this university and all that it has to offer. Focus less on athletics and more on the majors that are needed in the world around us.	Growth, expansion, and possibly a change in some leadership roles in the colleges, admissions and other departments.	
Student, Community Member		No	Central location; multiple campuses (extending resources to rural areas); affordability	The ability to now benefit from the UW-SP campus while remaining in Marshfield is huge. This saves me a lot of time and resources on travel, plus reduces the amount of time away from my FT job.	The addition of Marathon County and Wood County campus locations.	Additional remote or e-classes held at the partner campuses.		
Student, Community Member, Alumna/Alumnus		No	I am passionate about the strong history of providing quality higher learning to students, especially those from the rural areas of Wisconsin. For many of those students, the diversity found on campus opens up new worlds and perspectives that they haven't yet had a chance to embrace. This new community found at UWSP goes hand in hand with the undergraduate and graduate level learning.	International studies is a way that Midwest students are given new cultural and global experiences. UWSP has a strong heritage of providing these opportunities. Volunteer service is something that UWSP called attention to in a unique way for the 125th celebration. There is an opportunity to continue to focus on being a "giving/serving" campus - which would attract students going forward. The community would benefit from all of the willing hands to help, and the students would benefit by having this experience added.	For many years, the Natural Resources and Education programs offered at UWSP have been notable throughout the UW System. When I was younger, each campus in the System was known for specializing in certain programs. While there are many fine areas of study available today, with enrollment declining and projected to continue, I support the need for specialization rather than seeking to provide all programs for all students. The MBA program that was recently launched is a stellar addition to UWSP, and has made the School of Business and Economics noteworthy within the system.	This will depend on the new vision statement, as anything that is critical to the success of that vision should be prioritized. Furthermore, things that are ancillary should be considered for reduced focus and possibly outsourcing to vendors that are experts in those spaces. Seeking and growing additional revenue sources needs to be the focus of the new strategy, as expense cutting cannot be a long-term solution.	As shared already: focus on serving/giving within the community, address declining enrollment by finding and growing new revenue sources, consider specializing in programs again instead of generalization.	The university is at the core of the Stevens Point community. I don't believe that community members appreciate the value of the university and its students. Communities of a similar population size that are not blessed to have a university have fewer educational, recreational, and athletic opportunities for community members. While it is an educational institution at its core, there is a need to manage UWSP as a business. Revenue and expenses need to be balanced. There are no financial reserves to draw from and enrollment will continue to be challenged. Strategic leadership is necessary.
Student, Community Member, Business/Industry/Employer		No	Ensuring that students have the best academic programs available to them.	Strong academics.				

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Student,Staff		No	Natural Resources- UWSP serves as a hub of research and talent about a very important sector	passionate employees	natural resources particularly the human dimensions. Few universities offer such programs (as opposed to communications, business, etc.)	focusing on the programs that make the university unique	interdisciplinary teamwork (ie WCEE designs/distributes curriculum and programming for the natural resources departments (land use, wildlife, etc.)	
Student,Staff		No	The sustainability of our university, because we preach about it so much, that I would like to see more action taken on sustainability within our institution.	We have amazing, knowledgeable, and caring professors. They are very easy to connect with, and provide a comfortable and safe place to learn about our passions.	We have a great atmosphere, thanks to faculty and staff. They are truly what makes this university so great by giving their time and knowledge to us students.	Make sure that everyone feels included and like they have a say in decisions that are made on campus.	To be carbon neutral, or a carbon negative institution.	
Updates since February 3								
Alumna/Alumnus		No						
Alumna/Alumnus		No						
Alumna/Alumnus		No	The fantastic experience I had as a student-athlete at UWSP. That, along with the education I received as a physical education major, provided me with invaluable experience to be a successful professional in higher education today.	Build community. While as a student-athlete, we definitely created a family atmosphere within our own team, but what I remember just as well, as the support we gave and received from other teams and campus community. We were members of a community that cared about each other and provided guidance along the way.	Location and brand of a high quality natural resources program.	Need to stay ahead of the market by creating niche programs, strong online curriculum, masters programs at an affordable price.	Maintain its quality education, but be right sized for enrollment. Create educational opportunities unique to Wisconsin that attracts a contemporary student - ahead of the curve.	Be fiscally sound and forward thinking.
Alumna/Alumnus		No	The study abroad program because students learn more on those semesters abroad than they ever could in the class room on campus.	Study Abroad program! The Communication Major. The inclusion of students in everything the university does.	The inclusion of students in everything the university does. They way you employ primarily students to run the programs at school. You provide opportunity to get involved and learn while getting paid.	Beef up the business major. I graduated in 2008 w/ a double major in communication and business. The business major needed some fresh relevant skills taught. Maybe it has changed over the past 11 years though.	Nothing comes to mind.	no
Alumna/Alumnus		No	Community	Friendlinessclose knitsense of belongingget out of politics	Sport opportunity	Golf team	Alumni invites	Avoid liberal politics
Alumna/Alumnus		No						
Alumna/Alumnus		No						

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Alumna/Alumnus		No	Seeing the University grow in academic rigor and influence within various fields. Madison casts a loooooong shadow that tends to obscure the rest of the UW system. UWSP needs to find new and strengthen existing niches in the which to stand out to attract talented students, faculty and staff and research funds and opportunities as well.	If memory serves, Forestry was pretty big. I want to say the Chemistry department had some successes but other than that, I don't recall the university being known for making waves like I believe it has the potential to do.	Location, attitude, philosophy. It's a bit dated but it takes itself seriously. If not limited by funding constraints, the university could grow into a serious challenger the UMad hegemony or crumble under mismanagement. (The devil is always in the details.)	Engaging students at every level to delve deeply into their fields in hands-o ways is vital. After graduating from UWSP I served in the US Navy and attended ASU with the GI Bill. What attracted me to ASH was the strong support for undergraduate involvement in research. I had the opportunity to work in an undergraduate run research lab discovering novel microbes from the Amazonian peat lands. Following this I joined another lab to use CRISPR editing, microfluidics, fluorescence microscopy and a wide array of general techniques that were instrumental in finding a job after graduation. I am about to be published for a second time from my work as an undergrad in that lab. Concurrent with both of these experiences, I also worked in a class 100 cleanroom training student researchers, faculty,	Find existing opportunities for undergraduate student research. Find barriers to the same. Then, work to crush the latter while expanding and marketing the hell out of the former. While this obviously would include the he STEM fields the university should not be so careless to ignore other fields as well. The Polk-Sci department (as it existed in 2008) had a significant weak spot in opportunities to learn computational policy analysis. It is no doubt quite obvious that the events of the intervening years between them and now could have benefitted greatly from a work a young set of political aids, analysts and functionaries of all stripes in and out of politics who are able to crunch the numbers to expose the truth, strengths and weaknesses of public policy. With the focus appropriately	I loved my time at UWSP. I grew in so many ways by my experience there. I did, however, find myself a bit underprepared for the job market. It recession, surely did not help but the main handicaps were lack of practical and real world experiences, and computational analysis skills. The more we can give the students in this regards while still providing a sting core of academic knowledge, the more competitive and influential the UWSP community will be upon graduation.
Alumna/Alumnus		No	Arts n graphic art, 2D n 3D artwork, wood n metal working.	Good art courses with enough time to complete project.	Too many unnecessary courses. Graphics program is absurd to have to go through portfolio show & professors determine your fate. No other university does that.	Do more with graphics, get presses n teach students proper correct design use. Theres more to art.	Price reduction, better courses to actually get one a job.	

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Alumna/Alumnus		No	That it USED TO BE a bastion of liberalism, environmental protection and both fine and liberal arts.	That it is open minded, liberal and anti-elitist Republicanism.	Campus is located in a strongly Democratic county.	Strengthen & expand scholarships for non-traditional students. As a potential Paper Science major in 1978 I was told by the then PS Chairman - Mikey Kocurek that he didn't really want students like myself. I was married, had 3 very young children and worked part time at UPS with a high school classmate in the PS program. Kocurek said students like myself were a problem for "him". He even claimed he didn't let his students have boyfriends or girlfriends. He didn't even really bother looking at my college grades up to that point. Discouraged, I let this elitist pig send me on my way. Long story short.....I moved back to Point 7 yrs later and did graduate with a degree in Paper Science.....while working full time at nights on weekends and serving as both coach and board member with PCVS and	Continue to be a leader in liberal minded education and values.	
Alumna/Alumnus, Business/Industry/Employer		No	As an athletics alumnus, I am passionate about the strong athletic tradition at UWSP and the broad participation in both varsity and club sports. Please continue to fund and support growth in these areas. So much of my personal growth, confidence, work ethic, and values come from my time as a Pointer Student Athlete.	UWSP is great at creating strong, friendly community among the student body.	UWSP is special in so many ways. I personally was drawn to the small-town community feel. Faculty are dedicated, provide individual guidance, and are passionate about both innovation and student success, even after graduation.		I would like to see tuition stay affordable and further investment in arts, humanities, and career skills/professional development opportunities. I would like to see a stronger effort to develop partnerships with community employers for internships, etc.	

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Community Member		No	First the quality of education and experience provided to students. Second, the immeasurable impact of UWSP has on our community. The Stevens Point area without UWSP would be a completely different community.	The unwavering commitment to providing students with a safe and positive atmosphere to gain a higher education and to help determine the course of their life. Great public image based on the tremendous efforts of people like Chancellor Patterson, Dean Marty Loy Dean Kristine Thomas, Vice Chancellor Richards, Vice Chancellor Thompson and others. Lastly community involvement. UWSP is clearly a significant and active member of our community.	Location...the Stevens Point area is a safe, clean wonderful community for college students to prosper while gaining and education and independence. Involvement in the community as mentioned above. Quality of programs such as Paper Science, Natural Resources, Business, Education and others.	Continued active engagement in the community. It would be easy to lose sight of this given the many other priorities and challenges facing UWSP.	Increased investment by the State for improving the facilities at UWSP. Too much of State capital funding ends up in Madison. It would also be helpful for the State to reduce many of the constraints placed on fiscal matters relative to the % of funding provided now vs say 20 years ago. It is clearly disproportionate.	Continue the good work to make UWSP a vibrant center of advanced education for both our students and community!!
Community Member, Alumna/Alumnus, Business/Industry/Employer		No	I'm proud to be a Pointer. I got a strong education from a quality, well-ranked university that didn't cost a fortune.	Class sizes that aren't too large and are taught almost entirely by professors, not TA's.	Central location in the state, updated buildings, strong athletic teams, semester abroad programs, strong faculty	Probably need to keep up with distance education options and flexible schedules for non-trads. Continue with campus updates. Keep the campus well maintained. Continue to offer events that the general public can attend and learn more about the university.	I know it's unpopular with some people, but continue to review and refine the programs of study that are offered. Our community benefits so greatly from having a university here - please stay financially viable even if it means cutting some majors. Focus more on majors with growth projected in the future. I don't think that every UW campus needs to offer such a wide breadth of majors. Choose those you're best at and that the best future outlook and concentrate on those. Majors with severely declining enrollment should be eliminated.	
Faculty		No						
Faculty		No						
Faculty		No	Student educational experience. I think we deliver high quality education to our students.	I believe the arts are done very well at UWSP especially when compared with other programs around the state.	The CNR, the quality of our Arts programming. The individual attention students get here in all of these degrees	Continued development of our strongest programs.	Stabilize enrollment through marketing. Support the educational components in our colleges with dependable resources.	no

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Faculty		No	<p>Maintaining heritage with integrity. Technology is a really cool tool, but it is a miserable crutch. We have grown too dependent/infatuated upon it; what ever happened to the "Three R's" and interpersonal relationships? It shows now in my classes, as we foster an escalating tailspin [e.g., https://www.jsonline.com/story/news/education/2020/01/31/study-finds-potentially-significant-declines-wisconsin-act-scores/2855727001/].</p>	<p>Interpersonal sharing, good or bad. Some very many years ago, a young woman asked me for exam leniency. Two days before our final, her brother had been gunned dead in a gang fight. I told her that she still needed to meet the course requirements, she had already passed, but that her Family needed her first. She understood, so I [probably illegally now] gave her a big long hug, and then I sent her home to where she was desperately needed.</p> <p>She got a D. She also got her degree. And she also greatly comforted her Family with her success at a moment when they most needed one. I remain rather proud for her.</p> <p>Several months later, she wrote back. Just saying Thank You, to her whole UWSP family. There appears no</p>	<p>CNR, of course. I would also argue for the COFAC programs. Not many other places so integrate the Arts, Sciences, Environment, and Professional skills. Had we not been so beholden to external demands, we could have done this even better. Amazing what we have.</p>	<p>Stand firm, doing what we already have recognition for. I oppose fostering more business-driven programs, at the cost of our now existing strengths, which belatedly mimic what other institutions already do--and that could further deter those already attracted to us. Perhaps the greatest initiative? Invest in strong, binding, and meaningful considerations of what our societies will need hence (anyone remember the UW System mission statement?). I would argue for something beyond the failed two-five year plans (e.g., election cycles) model, and instead encourage longer-term vision borrowed akin from other non-Western cultures (e.g., the "x"-generations) criteria for decision-making. But, the current powers seem repressive of that.</p>	<p>Wake up to societal (global, not just local) needs. And foster or nurture outputs capable of functioning and adapting anywhere within an ever-changing World. The future will not focus upon Wisconsin, but the people it produces shall.</p>	<p>Yup. Cease sending time-diverting surveys unless recipients know that the responses get use.</p>
Faculty		No	<p>I am most passionate about the connections between our high quality classroom experience and out of classroom events that connect students to our partners.</p>	<p>UWSP has strong connections with the external campus community. We are very good at connecting students to opportunities, and it sets us apart as a university.</p>		<p>UWSP needs to move into the adult education arena. This will help expand enrollment, but will also align us with the lifelong learning necessary in the modern labor market. Some departments and colleges are doing this reasonably well already, but we need to shift resources in the directions needed.</p>	<p>The new budget model needs to be established and enforced sooner rather than later. This will divert resources towards where they are needed and towards programs that are seizing opportunities.</p>	

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Faculty		No	<p>We provide an excellent learning environment and support for students in and out of the classroom. Our students work closely with their instructors to learn how to obtain, use and communicate information. This works because the faculty form relationships with the students and know their students needs beyond the academic ones. I feel strongly that we should celebrate this strength in all our disciplines. Faculty and students develop and learn from social interactions that are provided at UWSP.</p>	<p>When our students leave our program and enter the work force or graduate school, they realize what a unique opportunity they have here to work with instrumentation and be trained by faculty. They entered the workplace with the Skills to operate and install instruments, collect data and report data in a professional way. We do this much better than UW Madison who have to send their student to summer campus at other UW schools for lab experiences.</p>	<p>Our small class sizes, the fact that faculty know their students by name, the fact that faculty interact with students after they leave the classroom. A strong faculty student relationship develops due to human contact which is not a feature of on line schools. Personally, I cannot imagine writing a letter of recommendation for an on-line student.</p>	<p>We need new, better leaders. We need to invest in developing leaders at UWSP. Our current administrators are very weak. They likely have their job because they wanted more money or were tired of the classroom. For internal positions the applicant pool is very small because the talented leaders have not been developed. We need leaders that know the campus. I think "Old Mainers" should park in lot T or V and walk through campus everyday. See what good is going on and what needs improvement. Old Mainers should also practice listening. My experience with the AVC is that ideas are rejected faster than they are solicited. We cannot ensure a strong future with the current leadership. We need leaders that are humble, accountable and visible.</p>	<p>New leadership and investment in student independent study opportunities.</p>	<p>I will say again that good leaders are developed. The UW system needs to invest in leadership training so that we don't have people "starting a conversation" in the New York Times and then blaming faculty for their poor judgement.</p>
Faculty		Yes	<p>Stevens Point has a "loyalty" factor that is evident in our alumni. Students enjoy the smallness of the university and the high touch care we give our students in our department. I am passionate about giving students my best as their professor and hopefully inspiring them to make a difference in teaching.</p>	<p>This year I had a student share how they were using the resources I gave them in class in their classroom. I also had a student I had three years ago ask for a reference to go into school counselling. I had to support him in the school setting when a student and parent made a homophobic slur towards him. When he asked for the reference, he remarked how much that made a difference to him. At the time, I didn't realize the impact I had made. We care, we give our best. That is a hallmark of our department.</p>	<p>The focus on sustainability, education and natural resources.</p>	<p>Continue to build on our strengths and be responsive to opportunities to grow in professional careers.</p>	<p>I would like to see a focus on getting a sustainable budget. We might have to ask ourselves if we can afford to offer so many GEP courses. Many of our students are "shopping" for cheaper options and transferring into our university is more popular than ever.</p>	<p>Please do not ignore the declining enrollment. It is a reality everywhere. Make a sustainable, responsible budget.</p>

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Faculty		No	The educational opportunities that we provide our students, especially those who are low-income and/or first generation college students.	I think we provide students with excellent opportunities to get to know their faculty and to engage in undergraduate research, internships, and other opportunities that prepare them for their future careers.	We provide students with a world-class education and access to top notch facilities while also featuring small class sizes.	Find creative ways to allow students who need to work or support their families with ways to earn a degree in four years. This needs to go beyond just offering online courses. We need to deeply consider how we can fundamentally change the way we offer courses to better allow working students to focus on fewer classes at a time, while still making progress towards a degree.	I would like to see there be a firm commitment to the education and educational support of our students. More resources put in to decreasing class sizes in challenging introductory level courses and more resources put into providing meaningful student support services.	In the 10+ years I have been here I have seen numerous "plans" come forward and am hard pressed to recall any significant effort being put forth into making those plans a reality. This time needs to be different.
Faculty		No	Preparing our students, many who are first generation college students, for life and careers in Wisconsin or beyond.	We have earned an excellent reputation for preparing students for their futures in scientific, technical, and health fields. This is reflected in the statistics that show the number of UWSP physical science graduates that go on to complete PhD programs is greater than any other university in the state other than UW-Madison. Our science graduates not only thrive in graduate school but are in demand for technical jobs in companies within Wisconsin.	Students can come to UWSP and leave as well or better prepared for scientific, technical, and health-related jobs than they would be if they went to a private school. Though I am positive this is true, UWSP has done a very poor job of getting this narrative out to the public. As a high-achieving, first-generation college student myself, I never would have considered a regional public university. Though I am very happy with my undergraduate experience at a small liberal arts school, when I compare the education and training our students receive to what was offered at my undergraduate institution, I can honestly recommend UWSP as a better, or at worst equal, choice for students interested in science. We have passionate, capable, and accessible faculty. Our new facilities for Chemistry and	We have tremendous programs for students interested in health-related fields. This should be a huge selling point to potential students and their families, as these are careers they can recognize. However, our pre-health programs are split over two colleges, making collaboration unnecessarily difficult. Worse yet, I feel like this division is a symptom of the ridiculous turf wars that exist between colleges to boost SCH, # of majors, etc. Our current and future students would be well served by uniting all of our pre-health disciplines (Biology, Chemistry, Health Science, Dietetics, etc) into one administrative body so we can develop clear, unified opportunities and partnerships that are not impeded by the pointless internal turf wars that rear their head every time any	It would be nice to see us start making decisions that are best for our students rather than decisions that best position individual colleges to survive cuts. The academic Hunger Games that has been the focus of our campus for the past 5 to 10 years has been so damaging to morale and has absolutely nothing to do with student success.	

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Faculty		No	I can only speak to the branch campuses (where I work), not the main campus. I believe firmly in our charge to prepare students to succeed when they transfer the main campus or elsewhere.	A strength of the Marshfield branch campus is its service to the larger community through art, music, and athletic events, including special events like the annual Festival of Cultures in late February.		There's a considerable market of unenrolled students with some credits yet no degree. Finding creative ways to allow those students to complete to a degree would allow UWSP to tap that market.	Strengthening the pipeline of admission-retention-graduation-success after graduation. The second area needs more focus, and the fourth area needs considerable work. When graduated students bring stories of their success after graduation, and how that success follows from their time at UWSP, it's a powerful incentive for students to enroll, retain, and graduate.	
Faculty		No	High-Impact practices. Yet so much of our identity, architecture, and organizational culture embodies traditional and hierarchical forms of teaching. I am passionate about seeing UWSP -- and its students -- embrace the future at a much brisker pace, with more enthusiasm and less resistance.	Since I started working here, I have concluded UWSP excels in avoiding risk and reality. Its various departments and colleges specialize in scrapping over resources, clinging to a fixed-pie mentality. Over time, this has greatly eroded my passion for teaching. HOWEVER, there are a handful of faculty and administrators who have risen above that, sharing a more collaborative, interdisciplinary vision for a future without trivial distinctions between disciplinary silos and artificial divisions between professional and intellectual development. That strength is still in its infancy. I would love to see more willingness to nurture and develop it.	I'm really not sure. If a prospective student asked, I would probably say faculty/student connections, though.	More staffing for instructional technology training and support, and more collaborative classroom spaces -- bright, colorful spaces with versatile media and movable furniture that accommodates group work. If we hope to market ourselves to modern high school graduates, we cannot continue to show (or hide) our dark classrooms with dusty chalkboards and antiquated forward-facing desks. Those will soon put us on par with the school houses from Little House on the Prairie.	I want to see fewer artificial and unnecessary barriers and more institutional support for faculty who want to pursue creative, innovative, and collaborative endeavors. The overriding desire to control and eliminate risk (e.g., grant-writing restrictions or IRB requirements) makes UWSP a difficult collaborative partner -- more difficult than other UW institutions. Additionally, risk-averse administrators and Common Council members discourage and even undermine creative and innovative work through obstructionist practices and preemptive policies. Most often, innovative and entrepreneurial ventures that faculty pursue - writing apps, eBooks, and software, for example -- do not inherently threaten to compromise the university's traditions or exploit its students. Yet more often than not, they appear to	This organizations' general aversion to risk and resistance to change has especially put us well behind the curve in instructional trends. That will heighten the pain must endure through the impending enrollment crisis. It also demoralizes new faculty.
Retiree/Emeritus		No	restoring and preserving the liberal arts strength of general degree requirements, especially the writing emphasis requirement.	We make it possible for first generation college students to be successful	focus on wellness and natural resources	more of a focus on environmental wellness	create a budget that will work	n0

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Staff		No	Our students are the heartbeat of this institution. Their diversity, their stories, their talents, their struggles, their perseverance. I love working with and serving our students daily.	This has and hopefully always will be a student-centered place. We put students first, always. We do whatever it takes to help them have opportunities to succeed.	Some of our signature programs (CNR, arts, education, wellness) and the community feel we have on campus.	Expansion of and strengthening of our living-learning programs Ensuring appropriate staffing and resources in areas of student services so students needs are met fully (counseling, student health, dean of students, disability services)	Enrollment stabilizing Budget stabilizing Appropriate state financial resources restored Appropriate renovations (or whatever is needed) of Albertson and Delzell	
Staff		No	Helping students achieve their long term goals.	Overall a very student centered campus. Many opportunities for students to find folks to be part of their on campus support network, from advising, to faculty, to student orgs, residential living, or campus employment.	Environmentally conscious, continuing ways to lessen carbon footprint. Students often share a strong level of support from several different student services, this is not the case on all campuses.	Work to improve diversity and inclusivity for all students, continue to foster a safe learning environment for all, and increase opportunities for Caucasian identifying students to grow in their cultural knowledge.	A more diverse staff and student body.	
Staff		Yes	Improving our outdoor spaces and improving how we manage transportation (all modes).	- natural resource conservation and management - fine arts	- natural resources - fine arts - health promotion/wellness	Focus less on car-centric planning and more on walking, biking, and transit. This is currently a missed recruitment/retention opportunity, especially as it relates to younger generations' understanding of climate change and their desire to reduce transportation expenses.	- Stop buying land for expansion outward and instead grow upward. --> Reduces a lot of problems; including tax degradation, higher infrastructure liability for UWSP, neighborhood erosion, unnecessary induced parking demand, etc. - Manage parking with increased (market rate) pricing to curb induced parking demand --> Would allow our campus to focus on walking and biking better and even reclaim parking lots to use in more valuable ways (outdoor seating, apartments, sculpture park, green space, outdoor classrooms, edible flower gardens, etc.)	Please consider allowing the Campus Master Plan to get integrated into the strategic planning process. Working with the City of Stevens Point to get feedback/input on the Campus Master Plan and strategic plan before finalization are essential. Thanks!

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Staff, Faculty, Community Member		No	<p>My hope and passion is for UWSP to expand its mission and reputation as an example of what a quality, well-rounded, useful and pertinent education can and should be.</p> <p>The world now, more than ever, needs talented hard-working innovators, artists, and critical thinkers who are ready to tackle the unique challenges this planet's humanity will face in the coming years.</p>	<p>I believe this university's commitment to our students' experience and success, both inside and outside of the classroom, is one of our biggest strengths. Our academic support teams, student affairs and inclusivity teams do a wonderful job of making UWSP a welcoming beacon for people of all kinds.</p> <p>I have heard numerous accounts of the amazing support our counseling and health services give our students. Many of them depend on these services to keep them mentally and physically healthy enough to thrive through the rigors of collegiate life and become connected with other important campus resources.</p>	<p>Part of the uniqueness of UWSP is being able to live in a community that is so closely tied to the university and its surrounding environment. As a former student and the child of fellow alumni, I feel a close personal connection to Central Wisconsin and its residents. I know many other people who feel the same way and who value greatly the atmosphere of this area.</p>	<p>We are one of the top-rated universities with regard to sustainability and natural resources and are located a mere eight miles from another organization which is internationally known for its focus on sustainability, the Midwest Renewable Energy Association (MREA). I know we have some sort of cooperation with them however; as a member of the community and an employee of the university, I see little public emphasis or publicity on our relationship with them.</p> <p>With the recent addition of our sister campuses in Marathon and Wood Counties, I see this as a tremendous opportunity to further explore our collaboration with MREA and to offer enhanced educational experiences in renewable energy and the sciences of</p>	<p>Some of the buildings are in disrepair. We need better facilities to in order to make this campus more appealing to prospective students. The science building was a good start.</p>	
Student, Faculty, Other UW Institution or UW System		No	<p>Teaching quality! Robust degree programs. I am partial to the Business & Economics areas.</p>	<p>Hands on by faculty, faculty interested in their students.</p>				

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Anonymous submission via website								I think you are missing research (and sponsored programs) in the strategic plan, which is a pillar of higher education and a weakness at UWSP. ORSP has suffered exponentially due to UWSP's budget crisis over the years and has no resources to improve. If new faculty (and students) are going to come and work for UWSP and are required to conduct research as part of their service or graduation, they should at least have the appropriate resources and foundations to support the advancement of knowledge and improvements in teaching our students current research methods and practices. This has not been a priority at UWSP, but can afford that no longer. Students are going to UW-Oshkosh, UW-River Falls, and UW-La Crosse for better nursing, bio-sciences, and public service-related fields because the facilities, knowledge base, and effort are applicable to current society.
Updates since February 5								
Alumna/Alumnus		No						
Alumna/Alumnus		No	The deep history of the college. And the ties to the natural resources.	UWSP does Natural Resources better than anyone. When I was in college I discovered that the students in a Natural Resource majors were from everywhere. I was so surprised that a college in my backyard was attracting the best of the best for Natural Resources.	I believe the size and closeness of the student body. It is large enough to meet new people every day but small enough to feel like it's own small town. It is also unique in how it ties nature to the campus.	As the world changes so does the need for new majors. I believe that not only expanding degrees in eco futurist fields but also in the technology degrees behind the eco degrees would be a huge leap forward. Do a few things but doing them exceptionally well has been something that UWSP does well.	I would like to see it grow the field of environmental studies to make it the premier college in the world for that.	
Alumna/Alumnus		No						

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Alumna/Alumnus, Nonprofit Organization, Other (Please Specify)	Athlete; ROTC	No	I was a liberal arts major, so I value that program, which encourages thinking for oneself. I also value ROTC as a means to integrate civilian and military culture/personnel.	A healthy University in a healthy city. I think Bernie and Marty are great assets. So was Ms. North.	Not sure, except the small town atmosphere is great.	Please keep in mind that, in the days of much smaller enrollments (i.e., the early 1960's) the then Wisconsin State U @ SP maintained its liberal arts programs. Do not eliminate them--scale down is needed. As one of my mentors told me in 1971, "You're a history major? Ah, you're prepared for nothing, therefore you are prepared for everything."	Maintain all majors. Not sure otherwise--I'm out of touch as a grad many years ago (1971).	The UWSP is a tremendous asset to Stevens Point. Keep up the good work.
Community Member		No	Allowing students access to extended education without unmanaged debt.	I went to UW in Wausau before transition to UWSP, and also a UWSP evening course much later in life. The quality of education received each time was great. My eldest also went to Wausau location and received a great start to her college education.	I feel that if you are in the market for something you are aware of what is available at that time. I have not been in the market for sometime.	Working directly with area businesses and offering a joint effort in retaining workers in the area.	Approaching area non college students and student interest at a younger age to want to stay in area. Working with the community on more awareness of what students want to experience or have available for entertainment or amenities.	I am looking forward to Central Wisconsin growth and extended schooling of all kinds offering the courses that fill the need in those spaces.
Community Member		No	I feel it is very important for our community to continue to provide high quality education to students. The opportunity for (mostly) Wisconsin students to find high quality, affordable higher education close to home will provide for the highly educated work force our state needs to thrive.	I love the fine arts contribution to our community. From Arts Bash to First Nighters our community truly benefits from having these opportunities to see the work of such talented students. I also appreciate the College of Natural Resources and the contributions to our earth that the programs there provide.	Having a paper machine in the engineering program, having access to the local ecosystem we have for studying the environment.	Unsure, continue partnering with area businesses to be able to supply the work force the future will demand, while still offering options for a well-rounded student body.	Growth of number of students enrolling in our programs, continued contributions to the community by promoting community members programs that will use the facilities and the resources of talented staff/students so the entire community will benefit, economic viability	

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Community Member, Other (Please Specify)	Business Advisory Council	Yes	<p>Provide students with an education that maximizes their individual chances for a successful future career.</p> <p>UWSP's success, like any business, will be defined by your customers (employers) current and future interest in your product (the students). I am most passionate that UWSP listen to and build your strategic/operational plans in line with your customer's needs.</p>	<p>Too broad of a question due to the different attitudes/strengths/weaknesses within the university. Appears each school/area is living within their own silo.</p> <p>I believe certain areas of UWSP have been listening to their customers and designing programs that will benefit the students, their school and ultimately the university.</p> <p>However, there are other UWSP areas that seem to be maintaining their historic viewpoint without any adjustment to what is going on in the current business economy.</p>	<p>There are specialized programs/degrees that do differentiate UWSP from other universities, like paper science, natural resources, teaching, etc.</p> <p>In addition, there have recently been a number of business endowments to teach and emphasize programs like business/operational analytics and health care. These two are good examples of listening to, working with and designing programs that are in need by your customers. Most importantly, the customers are stepping up to provide significant funds.</p> <p>Bottom line, other universities are also listening to their customers. Success will be achieved by those who listen best.</p>	<p>Do a better job of defining your customer base and working with them. Listen to your customers and coordinate all of your internal resources to customer programs. What are the new opportunities your customers are identifying and asking for?</p>	<p>More emphasis on providing a 'product' that is in demand by your customers (employers).</p> <p>Your chance of long term success will be reduced by trying to maintain a broad array of majors that are no longer in demand. Like any business, products that are not selling, should be discontinued or revised to meet customer needs.</p> <p>We are no longer living in an environment of being all things to all people.</p>	<p>This is a timely exercise for UWSP, especially now with the addition of the Wausau and Marshfield campus locations. Your strategic/operational plans should consider the long term objectives for these remote locations. Can UWSP afford these additional locations/expenditures?</p>

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Faculty		No	I'm most passionate about our continuing efforts to 1) connect our university to the community and 2) provide an excellent education to students who might not have a great deal of academic self-confidence.	I'm sure we do many things well, but I'm particularly proud of our ability to work with students at academic risk. A couple of years ago, I presented to a group of Upward Bound Students and was especially impressed by three of them. Last semester, all three of them enrolled at UWSP and showed up in my class! I was, of course, delighted to see them, and they all stressed how they would not have been able to attend college if not for help and encouragement they received through Upward Bound and various offices on campus. All three are exceptionally gifted, each in their own way. We're lucky to have them. UWSP is good at seeing the potential in people who might not even see that potential in themselves.	Schmeekle Reserve. And that's not a flip response. I'm not in the CNR, but I appreciate what Schmeekle represents: applied learning, concern for the environment, and an appreciation for the need to disconnect and reflect.	Okay, I'm Dona Warren so I have to say this, but I think it's true: The Critical Thinking Center needs to continue its work and expand its reach. Because it's not the special province of any curricular area (e.g. COLS or the GEP) it allows instructors to appreciate how the critical thinking skills and dispositions that they are addressing in their courses relate to the critical thinking skills and dispositions that are addressed in other courses across the university. This, in turn, will allow instructors who are addressing similar learning outcomes - even across disciplines, departments, and colleges - to pool their resources and, if they wish, create a repository of teaching and assessment tools. This will also allow us to more clearly appreciate how students can acquire a robust set of critical thinking skills by taking a broad array of complementary coursework. And all of this work will be informed by continuing conversations with external stakeholders, including local	Well, I'd like the Critical Thinking Center to work with instructors from across campus to produce teaching and assessment tools that make life easier for teachers and learning easier for students. I would also like to see the Critical Thinking Center offer a series of professional development workshops for local employers, drawing from the expertise across the university.	I appreciate all of the hard work that everyone is putting into this process!!

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Faculty		No	Preparing our students for professions that they are passionate about.	<p>The unique relationships that students have with their instructors/professors. The level of commitment that the faculty and staff have for the success of their students. The level of expertise that the faculty and staff have for their field of study.</p> <p>I had a student who just was not doing well in their major and was having major struggles with the prerequisite courses as well as courses within the major. Having that relationship with that student where that individual felt comfortable coming to me to talk, is not found on many university campuses. Through our discussion we identified what the problems were and decided to do some further research into the profession. We were able to identify another way/route into the profession which allowed their education on this campus to be very valuable. Through our research it was identified that the student was able to earn an Associate degree through us which would qualify</p>	<p>I hate to be a broken record but it is that student-professor/instructor/staff relationship. We do not use graduate students to teach our courses or be responsible for student success. If you do not understand you meet with the professor, not the graduate student.</p> <p>We have very strong relationship with our community. The success of the community is just as important as the success of our university, we are one. Our commitment to working with not only the Steven's Point community, but also other communities (Marshfield, Wisconsin Rapids) makes us unique.</p> <p>Employers seek out UWSP students, this is very true in my program. They align with us to allow students to complete internships/practicums to get them to their organization and through that opportunity, keep them as employees. Our students are strong leaders who</p>	<p>Investments in more online opportunities. We MUST start to look at the nontraditional student and start to make accommodations for them. The population size of K-12 students continues to decrease, we need to start recognizing this and developing these programs. We are already behind and other universities have taken the lead. Faculty/instructors need both financial support as well as online course development help. We need a team of individuals who can help with this development.</p> <p>Please breakdown barriers. We have students who come to this campus knowing what they want for a major and yet they are required to go through centralized advising, who God bless them do an amazing job for the undeclared, but do not have a deep enough understanding to point these students in the right direction. Those students need to be advised by the major to ensure their success in a timely manner.</p>	Continue to develop face-to-face as well as online programs. There is no one-size fits all when it comes to education.	I realize the budget stinks and there is nothing we can do to control that, but we have to start investing more in the individuals who bring in the revenue. We need faculty and instructors and staff members with the level of expertise necessary. I am so tired of hearing, you can't hire anyone because your student numbers are low. Really? Did you ever think we can't get more students because we do not have the quality of instructors to teach to their level of expertise? Maybe instead of looking at one year where we had extremely high numbers and looked at, what is the average class size. I agree our numbers are down, but does that mean the students we have do not deserve the best? This is only going to hurt us in the long run. The emphasis on hiring does not seem to be for revenue generating positions. Student contact is revenue generating, that is where our emphasis needs to be.
Faculty,Business/Industry/Employer		No	I am new to the faculty at UWSP and continue to be impressed with how the university truly supports a teaching and learning environment for students	Stevens Point cares about the success of each individual student it is present throughout the campus	Teaching and the relationship to the students	Hybrid and online teaching and learning excellence will be critical for institutions to remain competitive in the future	Creation of ways to facilitate student learning in other distance/online ways	

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Staff		No	<p>The pride within our alumni base, the large retention we have with hiring UWSP alumni, the passion of UWSP students and how they advocate for their needs and what they value during their time here on campus, and the respect the UWSP faculty and staff have for students when they voice these needs and concerns. We truly are a student focused institution.</p>	<p>We are very personable and never treat a student as a number. We are able to be honest with our students even in the times of budget constraints and truly share with them the struggles departments or campus services be undertaking. I think overall we have a very empathetic student and faculty/staff population, which is truly unique and necessary to help UWSP continue to thrive in trying times.</p>	<p>We are fighters, we can truly find the silver lining in any situation we may have encountered. This is what has allowed us to grow and adapt to changes that have come our way over the past 125 years. I think having our foundation in Education has assisted us in building a culture of embracing changes and maintaining the flexibility necessary to remain relevant and pertinent in the ever changing world of Higher Ed.</p>	<p>I think it is smart for us to regularly look at where we are growing on campus and allocate resources accordingly. The student population is changing in who we serve and that is okay, we should embrace those changes and find better ways to serve our growing graduate and distance ed populations. We have the instructor for the traditional undergraduate student, now it is time to build up the resources for our other students. If we are already growing in these areas lets see what those departments are doing well and where they have concerns and see how we can better serve these students.</p>	<p>I think we need to better support faculty in building up their online course platforms and offerings. I think we need to provide more services to distance ed/non-traditional students in the way of services supported by seg. fees, and other student service offices on campus. I often hear of many struggles that students in graduate programs, or distance learning environments face when it comes to trying to reach out and contact department offices or obtain services that are supposed to be made available to our students. These students are operating in a different life schedule than the traditional undergraduate student so this provides unique struggles that current support structures on campus may not account for. I think having these conversations between those student service offices and those who work with these students is a great first step, and then I think we all need the support from the higher up administration to find ways to implement changes in the already overworked</p>	
Staff		No						

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Staff		No	<p>I am an instructor in a general education science course. I LOVE my job. I love being able to spend my days teaching students (at all three campuses and online) how Earth behaves as a perfect system. It is so rewarding to share that passion with students and observe them gain and appreciate that knowledge over the course of a semester. That being said, I think UWSP instructors do a great job sharing their enthusiasm and passion of their fields.</p>	<p>As an instructor, I've found working with the DATC to be a wonderful improvement over the system we had in the UW Colleges. I really like the online scheduling system. My interactions with the folks in that office have always been pleasant. In the past couple of semesters they have accommodated my need to return to Wausau before a student taking an exam with their proctors was finished. Rather than requiring me to hang out on the main campus they were willing to scan and email me the student's exam when they were done. I really appreciated this as I needed to return to Wausau before daycare closed.</p>	<p>I've only attended two other higher ed institutions and taught at several UW-System institutions. I'm sorry to say that my first reaction to this question is UWSP's unique characteristics are not positive ones. However, after pondering this question more, I think of UWSP as the "Natural Resource" campus, which is a trait I don't associate with the other campuses.</p>	<p>Yikes. What a question. Well, based on the statistics provided at the most recent Executive Committee by Bernie, UWSP is killing it with marketing to potential students. It's encouraging to see that our incoming freshman class is expected be larger than recent ones. Keeping up that aggressive marketing strategy is wise. It would be responsible to ensure that there there are ample general education courses for these incoming students. That doesn't answer your question though, since this isn't a new opportunity.</p>	<p>Is the timetable accessible to interested parties that do not have access to AccessPoint? If not, this should be considered. As someone who shops around for educational opportunities one of the first things I do is check to see what classes are offered at times I could reasonably attend. If I cannot view that, then I immediately cross that institution off my list. I doubt I am the only returning adult student to shop in such a matter. Returning adult students are a market that we can pursue with evening/weekend classes and a robust online program.</p> <p>I am very encouraged by the new online collaborative degree...I would like to see this to grow. I know that this is not UWSP-specific, but it doesn't make sense for UWSP to offer an online class like "Introduction to Public Speaking" and UWSP to teach the same class online; both with partial enrollments. Pulling students from all campuses will make better use of the online</p>	<p>I teach introductory geology and geography courses on the main and branch campuses. These have been enrolled at maximum capacity for the past couple of years. The number of instructors in my field on all three campuses is declining due to departures and retirements. In my experience (especially on the branch campuses) geo courses are preferable to other science courses like physics, chemistry, and biology for non-science majors to obtain their science credit. My personal strategic plan is to still be teaching geo courses at UWSP in 10 years. :)</p>

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Student		No					I would like in the next 1 year: A set meal plan. Not the current, constantly changing, don't know how to run a business, take any and all money from the students plan.	Debot was a failure. Those involved in the planning and execution of it as well as the subsequent meal plan have failed to do their jobs. Honestly, it makes the school look horrid. As students, especially myself as one of the business school, we expect an education that will guide and allow us to do our future jobs to the best of our ability. However, we cannot expect that if the school from which we are educated doesn't know how to do it. It's like getting a rocket science degree from a fourth grade history teacher. It just doesn't work. My suggestion, those in charge need a few refresher business courses. Furthermore, you are angering those who influence the incoming freshman. Do you want to escalate the already decreasing enrollment rate? Because that's what you're on track to do.
Student		No	I am most passionate about campus groups such as Cru. I feel that Cru welcomes all students and helps them to understand their infinite worth. I personally thoroughly enjoy showing people that their life matters and that they are loved. I believe that this is more important than anything else in the world. Also I am grateful that there is a diversity of campus groups that challenge each of our beliefs so that we may find what the truth is.	The homely feel. Asking for students opinions and considering it. One of my labs has like 12 students in it which makes it easy to ask professors for help and to speak up in class. how UWSP cares for its students through valuing our opinion and encouraging us to get help with things from mental illness to studying.	Its homely feel. The diversity of students from NRES to fine arts students.		More students come out to UWSP. An decrease in living expenses on campus. Keep doing what their doing.	no

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Student		No	Learning in a real world environment and preparing for my future occupation	internships and increasing online classes	it still has a small town feel yet has compelling academics	more focus on online learning, and also preparing students for the real world that is intellectually rigorous, rather than focusing so much on creating a "safe" environment for peoples' feelings	More choices in business classes. Fiscal responsibility.	
Student		No	From a collegiate standpoint, I'd have to say my own major. I know a liberal arts college is meant to make us students more well-rounded, but I think that, with the opportunities inside our departments and the connections to be made, as well as the fact that there's not much time left for me personally, it's important to prioritize what I'll be doing in the future, and in so doing, gain serious passion for it. I love learning what I do, especially from some of the better professors in my department. For anonymity's sake, I'm leaving that department out of this.	I may be bold and arrogant for saying so, but I don't find anything the university itself has done to be of significant consequence for me, especially if you want a good, positive example. I could say that at least you haven't completely screwed up in putting Upper Debot back together (if we're not talking about the time taken to complete the job), but... honestly? In recent memory, I don't really recall a moment where I really appreciated the university for something it accomplished really well. That's not to be mean or caustic--I just seriously don't. I'm more just happy when you aren't raining more problems down on me, making me wish that my graduation date was just a semester or two sooner.	- Schmeekle, for one. It's one of the better parts of the university, and a great place to go and clear your mind. You should capitalize on that. - Lower tuition, comparatively. It's the primary reason I came here, since I didn't want to be a massive financial burden to myself or others. If you guys continue to raise it, I sincerely doubt many people will find reason to come here--at least, in terms of low income families or individuals. - Location. With respect to being in central Wisconsin, the main campus is great for me, especially, since it's located between the two main cities that my family is spread across, so whenever Christmas or Easter rolls around, it's easy to get home by hitching a ride. But outside of myself, I think the location works well strategically, since you can (in theory) get people from all over the state.	A more fully-functioning food service. I understand that costs are important for you, but could we actually use our meal plans to buy things at lower Debot? And I don't mean non-food items; I mean stuff we could buy before, like energy drinks or what have you. For newcomer students, this continuous switch of what's purchasable and what isn't with dawg dollars would be jarring and, frankly, idiotic. I can buy a carton of eggs with my meal plan, but I can't buy salt to put on it? What is this?? I can't even buy orange juice! (At least I can get butter for the eggs, so that's something of a plus, I guess. Less time spent doing dishes is nice.)	I'm going to be frank: I don't particularly care what happens, so long as UWSP isn't wiped off the map, making my diploma little better than scratch paper. I don't have any particularly strong ties to this place; individuals, perhaps, but not this institution. But for the sake of the question, I would like to see the food service doing better, and the university itself not in the financial straits it would appear to be in. Not to rip on the management--actually, no, you guys kind of deserve this one--but, if you guys could not just raise your salaries regardless of what's happening to the university, especially Chancellor Bernie, that'd be great to see, too. At the rate things are going, though, I don't see good things in the next 5 to 10 years. I'm just going to be happy that I'll graduate before things really hit the fan for you.	I hope whoever's assigned to reading this particular survey record doesn't take me for a troll. If I wanted to mess with you, I wouldn't have bothered writing this much. Though, if you do think that's all I came here to do, throw this one out sooner than later, I guess. I wonder if I'm an outlier, or if other students feel some of the same ways that I do? Or if you, the reader, feel a bit the same? Well, whatever. If you have the power to let students actually buy stuff from Lower, that'd be sick if you could do something about it. Earn some student good will, and you'll end up with people actually recommending this place to their younger friends at home, instead of dissuading them; or don't, you're a business and I'm sure there are dozens of factors at play in your bureaucracy that I can't even begin to imagine. I don't really care that much. Good luck, I guess--you're going to need it. Sorry if I was a little harsh.
Student		No	I am most passionate about the Data Analytics program	You have helped me study philosophy and Data Analytics at the same time even though they are complete opposite sides of the academic spectrum. I appreciate your willingness to work with me on this	Offering the Data Analytics program as an undergraduate	I would consider charging less for tuition up front and have the activities you do choose to participate in get charged to your student account. It would certainly save me and other students a lot of money, who can't go to the events because we're working. Having events is great but being automatically charged for them when I can't afford to go is tough	I would love to see us stop selling so much stuff in one time use plastic containers, food, drink, etc	Expanded hours at the beautiful new DeBot facility

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Student		No	I'm passionate about school, my job and my hobbies.	Very good at always offering help for almost anything!	This campus is slightly smaller than most UW schools, with that, there is a bigger "at home" feeling that comes along with being a smaller campus.	More extra clubs and/or activities.	More events to get everyone involved.	Not at this time.
Student		No	Volunteering in the community, participating in events that benefit the campus and the community.	Diverse campus, healthy food option, sustainability, campus housing, specially the suites	Natural Resources major in which professors can get their students directly involved with what they are studying. The surrounding area such as the hiking and biking trails. Watching and cheering on our athletic teams; smaller scale as opposed to Madison	Parking structure, many students are commuters and would be very beneficial. Updated some of the dorms so they have air conditioning. As someone who lived in an unrenovated hall, I know that the beginning part of the school year can be very warm	Lower tuition, more on campus housing that would be appropriate for older students, reducing GEP requirements so students are only paying for the classes they need and so they can focus on the coursework that is required for their program	N/A
Student		No	Tutoring and Learning Center because it serves so many students on campus and I have seen it help them become more confident in their studying and course content.			Getting out into the community to show that we care and are a good school, make the image of the school look better after the letter that went out a few years back about cutting majors.	For Bernie Patterson to smile at people when he sees them outside of commencement.	
Student		No						
Student		No						
Student,Staff,Alumna/Alumnus		No	Environmental sustainability Liberal arts Developing environmentally conscious behaviors are essential in preserving our planet and liberal arts contribute to a well-rounded person.	Environmental sustainability. Compost cans can be found many places. Small class sizes present opportunities for more student-teacher contact	Trivia Central location Strong education, CSD, music, and natural resource departments	Maintaining current programs - adding new ones if possible	increased enrollment cheaper bookstore prices - rental/used book purchase options for grad programs	
Updates since February 6								

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Alumna/Alumnus		No	The student to teacher ratio within your major. Professors actually teach the classes; no TA's here. And you really get to know your professors one-on-one. In addition, class sizes within major are optimal that you really get to know your peers over that two-year period.	In getting to know your professors one-on-one, I felt comfortable in reaching out for guidance after graduation once I was into the workforce. My first job out of school, I reached out to two different professors, this was before email .), so I wrote letters seeking advice. One, I got an assignment and needed ideas on PR open house tactics, (again, before the internet, no google searching available!), which Prof. Dubiel was happy to help and he then used my question for an upcoming classroom assignment(!). And the second was just an ongoing back and forth communication over the years and even an onsite visit at the ad agency in Madison I was working for from Prof. Kokkler. He kept tabs on how I was doing and celebrated in my advancements. Just knowing I could reach out, felt comfortable reaching out, as these professors would know me and help me out after leaving the university still resonates with me today. I have fond memories of all my professors in the Communication	The size. Optimal. It's not a huge student body that you are just a number; you really feel like you are a part of your class, part of your major.	Better on campus recruiting opportunities for students, for internships, co-ops, and full time jobs. Hold job fairs each semester; bring in more companies and businesses, reach out to alumni to represent their companies to consider attending.	Continued improvement of buildings on campus, brick and mortar and digitally, to attract students. Even though in central Wisconsin, still can be on the cutting edge or ahead.	
Alumna/Alumnus		No	Schmeekle because of the extraordinary wellness and curricular opportunities it provided. Nothing better than a walk through the woods to relieve stress.	Transdisciplinary courses and opportunities to apply concepts that we learned in class. I took a forestry class in 1994 and even though I changed majors I can still remember how to calculate board feet in a tree. The most important thing I learned at Point is systems thinking - my coursework enabled me to make connections across disciplines and gave me a serious advantage in my career.	Schmeekle and the Stevens Point community. The campus is perfectly sized, and has amazing opportunities. Whether it was Dr. Plonsky's work with service dogs or the incredibly robust recycling program, Point reflects the culture of Wisconsin.	Income contingent student loans. Leveraging and preserving the preserve by selling the sequestration benefits (carbon-market). More transdisciplinary coursework including the humanities and art.		

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Alumna/Alumnus		No	That it was such an affordable school with well-known, widely respected but diverse majors....Paper Science, Dance, Forestry, Comm Dis.	I was a Paper Science major, who was 'weeded' out when the program wanted to get numbers down to less than 40 going into Junior year. Being given a D+ in the infamous PS 210 course, along with 50 others, was incredibly awful. But, I encountered a very caring Prof in the dept, Dr. Gerry Ring, who helped me see the light and turn my situation around. He encouraged me to change majors to Chemistry and go to Grad School at the Institute of Paper Chemistry. What UWSP did right.... hire amazing people like Dr. Ring!	See 3 above	Internship requirements for all students... and placement in them.	Be sure you're offering courses that are relevant to the needs of society. Give students clear pathways to jobs, via internships. Always encourage students to study abroad and assist financially...it was the best thing I did at Point!!	I don't really know what your challenges are. But I'm sure a lot of that has to do with finances. And I really hope that the state continues to fund all the wonderful things that are done at Stevens Point! I have such fond memories of watching Terry Porter play basketball, the hockey team and their wonderful years, the concerts and comedy at the UC and the gym, my study abroad experience in Germany, and my economic geography class.
Alumna/Alumnus		No	The broad education one can receive there. Particularly the liberal arts and social sciences.	Similar to the above. Teacher education training is one the the wonderful strengths of UWSP. I would also include the music program in general .	It is a smaller university, in a small town, but has the breath of a larger university via the many programs, departments and degrees possible at UWSP. That the school values a well rounded diverse education over only more trade or direct job placement programs. Such as music, literature, history, philosophy, religion, etc.	Personal connection here, but if one considers the need for more trained professions within the field of aging, and the growing number of older adults in the county and the state, thinking about programs in Gerontology or Aging Studies, could be a meaningful and fruitful endeavor for the university.	Again, from the previous question. Consider growth into the field of aging.	
Alumna/Alumnus		No	Broad natural resources education that helps connect the "dots" on many levels	College of Natural Resources is a huge strength! There is no other comparison in the UW System. The size of campus is a strength as well. Students have more chance for interaction with each other to provide a lifetime of engagement with colleagues in related disciplines. For example, working in agriculture, there are many UWSP graduates that I get to interact with who work for NRCS, DNR, County Land Conservation Departments, or other agricultural organizations.	College of Natural Resources and the Stevens Point WI setting; urban, rural, northwoods all mixed together. Summer Camp is also pretty unique and a strength.	Computer modeling and automation is continuing at an ever increasing rate. From self driving cars to maintaining a communicating satellite orbiting the sun, this is an area where basic science is still necessary to interpret findings and create opportunities to uncover new questions. If people do not have the understanding of basic science, especially natural sciences and their interactions, combined with critical thinking skills, all the automation and modeling with be useless.	Continued investment in natural resources education and providing student experiences to prepare students to analyze challenges and create innovative solutions.	
Alumna/Alumnus		No						

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Alumna/Alumnus, Business/Industry/Employer		Yes	The College of Natural Resources and the quality and special education they provide.	Educating young people and a passion for natural resources	Training future professionals in natural resources	Market yourself more in a way that will show young people the opportunity and excitement in natural resource majors as a career. They can impact the future with an education from UWSP. With the green movement that is taking place now you should have a lot of people demanding the programs.	Get up to date with marketing.	UWSP is amazing with a great staff, ready to make an impact on the future!
Community Member		No						
Community Member		No						
Faculty		No	Helping all our students succeed in school and beyond. That's what we're here for. Too often we get caught up in promoting our particular corners of the university, and we lose sight of that bigger mission.	Our students are terrific. I love watching them work together and help one another. I'm amazed at how many of them serve the campus via SGA or tutoring or leading organizations or informally supporting one another academically (and otherwise).	Our location is a big plus. Stevens Point is a great city and I'm impressed with the commitment of both city and university leaders to maintaining a strong and constructive relationship. We also have a distinct mission to serve and advocate for the northern half of the state (including the region's Hmong American and American Indian communities) which too often gets neglected. It's important that we hold onto that regional identity and mission.	We could do a much better job of working with Hmong American and American Indian communities, especially in terms of academics. The UW System has not done enough to support Hmong and native students and their communities, even though they play an increasingly important role in Wisconsin's government, economy, and culture. UWSP could become a state leader if it starts prioritizing Native and Hmong American studies, and integrating these fields more tightly with our pre-professional programs.	A shifting of academic resources from low-enrollment, specialized programs toward a focus on first-year success and retention. At present we (like most universities) treat first-year students as a cash cow to generate SCH so as to cover the costs of specialized offerings that often benefit relatively few students. This model works well for certain constituencies on and off campus, but in an era of declining enrollments we cannot afford to shortchange first-year instruction (as it stands, dissatisfied FY students are both less likely to return and more likely to advise friends not to come). We must stop treating curriculum and recruitment/retention as separate domains. We must craft a curriculum that helps all students succeed, and makes them want to recruit their friends. That means fewer large anonymous lecture classes, and more active and interactive learning in the first year of college.	One obstacle to pursuing coherent institution-wide strategies is that in the division of budgetary and administrative authority, advocates for specialized programs are relatively strong, while advocates for university-wide initiatives are relatively weak. The creation of University College was a step in the right direction, but the imbalance remains. Building stronger relationships with Hmong and native communities, or investing in first-year education/retention, is undoubtedly in the university's best interest, but these are often relatively low priorities of specific academic units. For example, Wisconsin's future health care professionals would surely benefit from coursework in Asian American Studies, but the units best able to offer such coursework are in L&S. Both HCP and L&S face budget cuts and competing needs (and, in some cases, competing mandates) that discourage them from prioritizing this particular area, and in consequence many graduates

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Faculty		No	Teaching, students, and a commitment to inclusivity on this campus.			Investing in programs that teach students about anti-racism, oppression, intersectionality, and privilege. WGS is one place where that is happening but we need to be doing more so our students are literate in those areas.	invest in the WGS program or programs that teach students to be multi-cultural literate.	Stop paying staff minor sums of money to spearhead these efforts - to build a truly inclusive community, students need to be learning multi-cultural literacy throughout the curriculum. By catering to only first generation white students, we are leaving other populations behind and fostering a community that doesn't feel welcoming to many students. We also need to be doing a better job of inclusive hiring.
Faculty		No	offering students a high value liberal arts education that is accessible and can propel them into innovative careers	Students come not knowing that they are smart, discover their potential, and go on to great careers.	Focus on environmental studies, offered in all sectors of the university	more focus on environmental studies and sustainability. Strengthen liberal arts core.	Trimming back number of credits required in expensive high credit majors. This would help balance our books and give all students a chance to intellectually explore.	
Faculty		No	Social justice, environmental sustainability	Small classes, student-focused	Small campus, nice community	Emphasis on undergraduate research; there is too much emphasis on teaching and that simply is not going to differentiate us to everyone	Reduce scope and fund units adequately; a plethora of unfunded units is not doing anyone much good; better utilization of space, as some buildings seem like ghost towns; we must downsize to reflect the post-baby boom fallout in demographics; the university does not exist to support faculty members' preferred lifestyles and we have to stop acting like it does	I hope that this strategic planning process goes better than the failed one that some of us tried to participate in several years ago. From the outside, it looks like an externally imposed process that could end up as window dressing for System without adequate time to reflect.

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Retiree/Emeritus		No	<p>The integrity of the university programs sets a high standard for central Wisconsin. Decisions that affect the ability of the university to create, support, and provide education programs/degrees/certification should be a high priority for decision makers in our area (including state level decisions).</p>	<p>UWSP is an international leader in many areas - most notably our College of Natural Resources. Recent decisions at the state level to limit/minimize the role of science in making decisions about our environment have hampered the role/prestige of our CNR.</p> <p>UWSP used to be viewed throughout the state as a center for promoting history and an appreciation for history. We used to host History Day events that the entire state was aware of. This activity has been seriously limited - due to budget constraints, I believe. Last year's pernicious "conversations" about eliminating many majors at UWSP, including the history major, dealt a direct blow to UWSP's prestige in this field. What a loss! How to recover that? Our civil society needs to bolster awareness of the absolute value of history.</p> <p>In the past decade the teaching profession throughout the state took a direct hit from partisan</p>	<p>Our unique mission to enhance, promote, and protect our natural resources in our state and region.</p> <p>Our commitment to the Wisconsin Idea. This relationship provided many initiatives that historically helped UWSP to be a regional leader for business and education.</p>	<p>Well, I like the effort you are demonstrating with this survey and opportunities for community input. But a goal for our efforts really should be aimed at increasing state funding for our programs and facilities. The UW system is the engine that drives Wisconsin's economy. It should get the support necessary to fulfill that responsibility.</p>	<p>Enhancement of efforts for the SOE to provide professional development and leadership to central Wisconsin's rural school districts.</p> <p>Professional partnerships with central Wisconsin's medical centers, businesses, and agriculture.</p> <p>Consistent, sustained structures for communication and collaboration with area agencies and community members.</p>	n/a
Staff		No	<p>Service to the student! I know that the demographics are changing and with that enrollment declining it is becoming difficult to remember who we are here to serve. I have been a student at UW-Stevens Point and now have been a full time staff member for 9 years. I will tell you that we have absolutely lost our focus. It is no longer about the student but about how we can make money. We need to find a happy middle ground and rebuild our image.</p>	<p>I do think that UW-Stevens Point has a unique culture in that we listen to our students and give them a much bigger voice than other campus communities. UW-Stevens Point provides a small campus environment that I believe makes students feel safe and part of a community.</p>	<p>To me the thing that really makes UW-Stevens Point stand out is our location and size. We have such a beautiful campus that really feels like a home when you are here. Our size allows for smaller classes and more one on one contact with professors.</p>	<p>UW-Stevens Point should look at how to incorporate other programs that maybe are not 4 year degrees. I believe younger generations are not being pushed to go to a 4-year school. They are looking at trades, certificate programs, associate degrees and work experience.</p>	<p>I would like to see us find our way back to being student centered. I would like to see state employees valued again. It seems like all I hear is the negative about UW-Stevens Point from the outside community and I am quick to correct them and talk about all of the wonderful things that we do.</p> <p>I would like to feel like I am supported by this campus administration as an employee as well. Taking care of your employees and departments leads to a happier work force and a happier face that greets students every day.</p>	<p>I sometimes find that the priorities of this campus and administration are much different than they should be. Our priority should be the student and the student experience. Often it seems that the priority of administration is appearance related or business related. It's hard to explain to students why their tuition is high or explain to staff why they haven't had a decent raise in years all while their chancellor enjoys double digit percentage increases on what seems to be an annual basis. The care for the workforce and the student at this campus is drastically lacking.</p>

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Staff		No	Working as a team to support our students.	No matter the climate or situation within the campus we make sure that the students are made to feel welcome.	We do the best with what we have and offer world class products and services.	Increased technology and media services that meet the needs of our new generation of students. We also need to consider that due to the technology and services that our new generation is used to using, that we will need to make sure that we have support services in place to fill the social needs for this group. We will also need to adjust to handling their needs for instant information and understanding of services on campus. Educating them when they have questions is key.	I would like to see that the divisions within the university work together to support our students. There is an underlying problem within the university that you may hear one thing but that in reality decisions or plans have been put in place already. This cannot continue as it undermines the mission of the university. We need to develop plans with all of the qualified personnel on campus involved so that we can move forward as a team. To often the same persons are chosen to discuss and make decisions.	Educating our students on why or how changes are being made is paramount to our success. They will appreciate the fact that our personnel are doing what they think is best at the time and that they will make changes moving forward to the best of their ability. Offering oversight and direction to all of the divisions while allowing them to drive their own success is key to everyone being successful. While outside entities have a general understanding of business practices they do not have the experience and understanding that all of the personnel who are giving their best at this university have gained over the years. Also unfortunately, the typical reaction to events is to "hear" the students and to allow them to stomp on the very traditions of rational inquiry they're supposed to be learning while in college.
Staff		No			CNR programs			
Staff		No	The students find opportunities to grow and move			Strong possible leadership. A vi		
Staff		No						

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Staff		No	<p>Marketing for our campus. Our university has a lot to offer, however, we do not showcase it very well. We are more concerned about our "famous alumni" vs. our faculty, staff, and students who make up what we are. It needs to be about the people.</p> <p>Isn't there something about "invest in the people and you will succeed".</p> <p>Our marketing efforts get lost because there is hardly any student input. However, we need our students the most! there the sole reason anyone is working on this campus.</p>	<p>Our faculty and staff are the greatest strength to our campus. They are the main heartbeat for making things run smoothly. Even after ALL the changes that have happened with the campus. We have always been there for our students.</p>	<p>Our sustainability. No one else can say they are as sustainable as our campus.</p>	<p>Offer more online degrees. Many people cannot attend classes/courses on a campus anymore. We need to invest in the non-traditional student. Hence why tech schools and others are doing so much better than us. Plus tech schools are also getting their students out quicker into professional careers. It seems we want to bleed everyone dry from general education classes etc. If we can guarantee our students out within 4 years max., we can keep brining in new students.</p> <p>Also, we need to validate our students degrees. It seems we are letting EVERYONE into college these days. Are we not setting them up for failure then? We need to make sure our students are ready and set for a successful college experience. We need to STOP this idea of numbers, numbers, numbers and find true invested students.</p>	<ol style="list-style-type: none"> 1. More online degrees offered 2. Stricter admitted regulations, validate a students degree from UWSP (I know first hand school dist. are turning away graduates with a UWSP education degree) 3. Showcase our everyday alumni. Not everyone is going to aspire to be famous, etc. 4. Appreciation of our faculty, staff, and students 5. Students have a lot more say about matters pertaining to our campus 	<p>UWSP has potential to be a wonderful university again. We need to refocus our efforts in the right direction. I am not sure if that starts from the top on down, but it needs to start somewhere. I hear many upset students, parents, faculty and staff on this campus. They claim they do not have a voice. We need to get out of the traditional way of thinking and modernize ourselves.</p>
Staff		No	<p>The Academic Facilities that the students utilize. For example the new Chemistry/Biology building. The learning tools the students have available to them are state of the art.</p>	<p>The strengths are the professional staff and administration. Here at the Police and Security department we mentor our student employees. We also have approximately 8-10 of our employees graduate per year. Of those students we have a 100% success rate of those students being employed in a field related to Law Enforcement, Game Wardens and Park Rangers, Federal and State.</p>	<p>The visual appeal of the campus grounds and being located at the north/east side of town, which provides a peaceful setting. Also, the central location in the state and easy access to the university from the interstate. The university's uniqueness I personally feel is the comfort of being a close knit community.</p>	<p>Invite high school students to attend some classes and participate in campus recreational activities.</p>	<p>Increase the amount of parking space on campus.</p>	<p>no</p>
Staff		No	<p>Customer service, efficiency and using technology to improve efficiency.</p>				<p>Data driven decision making.</p>	

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Staff, Alumna/Alumnus			Student recruitment and retention. They're vital for funding all functions of the University.	Safety and diversity.	Central location; size-not too big, not too small; college of natural resources, school of teaching, college of fine arts, health promotion and wellness major draw people here. Text rental rather than text purchase. The TNR mural is a unique and attractive focus point.	Be able to change course offerings according to industry demand (i.e.-nursing, engineering, etc). Offer a chance to graduate in less than four years. Follow trends-more online courses?	More students. Strategies to smoothly change course offerings to adjust to supply and demand in majors.	
Staff, Community Member, Alumna/Alumnus		No	I am most passionate about liberal arts, the humanities, and early childhood education. I received a degree in English and Creative Writing from UWSP, and that education in the humanities has been essential to career and personal growth. I ended up becoming an early childhood educator, and now work for HRG-UCLCC on campus, and I have a passion for the importance of early intervention and play based learning. I think UWSP has an excellent early childhood education facility in UCLCC, and am committed to help it continue and grow as a support to the UWSP community.	The natural resources/conservation is obviously a strength at UWSP as it is nationally know. As a student, I personally loved the community I found within my major and within my on-campus job through University Dining Services (now Dining and Summer Conferences). I really enjoyed my job with DSC catering, as it worked well around my class schedule, gave me benefits such as free food and management experience that were very important to me in college, and provided me with many friends and networking opportunities. I also found a lot of joy within my major, and the ease of collaboration within the English department. I rarely had a professor I disliked, and enjoyed the chance to be open and creative with my peers. As for present day, I enjoy my career on campus as a teacher at the University Child Learning and Care Center. My co-workers are wonderful, and the program is	The fact that the campus feels like it is part of the community, rather than separated from it. As a student I also felt like a community member in Stevens Point. I feel that way even more as a member of the staff.	I will always advocate for more support to the early childhood education program, as well as the education program in general. When children grow up being taught by strong educators from birth on up, they become more successful adults who then in turn may look toward higher education. I clearly have a personally vested interest in the field of early childhood education, but that is because I believe it is so crucial to the well being of our society as a whole that we have well-informed, professional, and dedicated educators, particularly in birth-5 yrs. I think a good way to ensure a strong future is to encourage collaboration between departments. Have capstone courses in different majors work together somehow so that people with differing educations have the chance to learn from one another and teach one another. When people of differing majors see the value in each other's education, it opens	I'd like to see some of the successful club organizations receive more recognition and support from the university. I've heard from multiple clubs and organizations on campus who have said they don't feel supported at all by the university even though they are successful.	
Student		No	It allows me to live at home while still going to school. I don't need to give up my job or family time.	There are more majors offered, I don't have to leave wasau to start my nursing degree. I can also start my degree for cheaper because all of those years of the degree are not on a university campus with a dorm.	The class sizes are smaller giving each student a better education			

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Student		No	CNR programs and majors. It provides very efficient, effective, and thorough education in specific job paths which are made clear to students.	CNR majors have great student clubs that help advance skills and provide professional development opportunities. Many of the majors have job boards physically, and share postings through their excellent networks. Background for CNR majors is interdisciplinary (waters, soils, fish & wildlife) and does not make narrow experts that can't make the appropriate decisions for interconnected natural systems.	Internships are important and the CNR really encourages that. I feel like CNR at UWSP has all the field and technical skills you could get from a tech college plus the ethical and higher-level policy and decisionmaking type of education you would hope with liberal arts.	Keep investing in the CNR, including a fire science professor as that will probably be important for ecosystem management increasingly in the future as well as with climate change. Don't worry about flashy events, people want concrete things the CNR already has to offer. Keeping the departments staffed and resources available is important.	Keep the programs people specifically come here for strong. Job skills and career paths have a strong place to stay relevant in a changing economy and it is just as important for a liberal arts/Bachelor's degree to impart those as the higher-level thinking.	
Student		No	Protecting the environment and bird species.	Being eco friendly is a huge point that drew me in to enrolling here. Best in the country I heard.	The natural resource path. The focus on those majors and campus life aiming to be better for the environment.	Green energy, all electric campus utility vehicles, plans to be carbon neutral.	Number 6.	
Student		No	Sustainability and our radio station 90FM	Education	90FM Smaller campus Good education	Better budget and better communication	Renovated buildings and better budget. Get rid of bureaucracy this is about bettering education for a better future not money	Budget better. Get people with good intentions for others

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Student,Staff,Alumna/Alumnus		No	<p>I love how many opportunities the university gives to the community. The theater is top notch. The arts are amazing. Natural Resources, paper science, sciences, education all programs are a very high caliber for such a small general area.</p>	<p>I think adapting to each student's needs. I was never a regular student here coming straight out of high school. I was always and am a non-trad. It was easier than I expected to get to know professors and have my needs of a student fulfilled even though what I needed was definitely not cookie cutter.</p> <p>I see the same from the staff perspective. The employees are so friendly and accommodating to everyone that students open up and grow right in front of your eyes.</p>	<p>The employees, the students, the community...they all tie to each other. The type of person who seeks out UWSP are the type of folks who want to be in this smaller community and sometimes, often even, they want to stick around after graduation. I think the draw to UWSP is two-fold and equal between them. It's the community (including the people surrounding them in the community; students, staff etc.) and the uniquely stellar programs in a large range of specialties.</p>	<p>Establish the need of what the university adds to the community and also be grateful for what the community adds to the university. It should be an equal symbiotic relationship.</p> <p>And not as an afterthought, treat employees right. Pay them what they deserve, and change procedures that don't make sense (ie: hiring someone temporarily for a position and then when they do a great job still have to do a search and screen for the same job and they might not get it if someone on the waiting list wants the job).</p>	<p>With the current political landscape as it is, I see a lot of employees leaving and programs being cut and the university losing its life. If things turn around quickly-employees start getting the pay and respect they deserve, departments don't have to worry about the university cancelling them as unnecessary (seriously humanities? In 19 years since college I've never used calculus, chemistry, or biology, as a former biology major, but writing, speaking, and problem solving are rigorously used in the workforce. Where else do you get that?) and budgets don't keep getting cut so departments don't know if they can hire enough faculty to staff the classes-maybe then UWSP and the community will be able to thrive.</p>	<p>Please start giving employees security and peace of mind. Right now my contract is up in one month, the job isn't posted, I'm an interim employee so I'm not on the "waiting list" and I don't know if I should be looking to interview for other jobs if I don't get my job back. It is constantly on my mind that in a month I won't be able to afford to live. I know I'm not the only one in this situation as I've heard it is common place and don't worry they will get you a job in another spot. But will that happen before my bills are due.</p> <p>And waiting for a month for pay is ridiculous. Especially when you leave a job that was paying biweekly and suddenly have to wait a month to get paid again. The university needs to be thinking about what the employee goes through on a day to day basis just to stay afloat. That folks don't take that out on the students and do an awful job is a testament to how amazing the employees are here. Use the golden rule and throw out the</p>
Updates since February 9								
Alumna/Alumnus		No	The amazing faculty and staff who do so much for the community.	UW-Stevens Point alumni tend to stay in the area and give back to the community.	Its commitment to both the fine arts and liberal arts AND science, technology, and natural resources.	Supporting interdisciplinary partnerships and developing more connections between alumni and supporting organizations and the students on campus.	More sustainable funding so we don't have to keep worrying about declining enrollment.	
Alumna/Alumnus		No	My friendships with my fellow alumni and the staff I know there.	Alumni have a strong connection to the University, it is because of the relationships that build because of the opportunities there.	Independence - for years I would say I'm a Pointer and colleagues would shake their heads because they knew we did things OUR WAY.	E-gaming LaCrosse Environmental Engineering Recycling/Sustainability research	Stop building and do some renovations on older buildings. Invest in faculty and staff.	POINTERS!!
Community Member		No						

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Community Member		Yes	COFAC - to support the future CREATIVE thought and contribution in our community and the world is important for the economic development of WI.	The strength is providing pre-professional level entertainment to the central WI area. No other community is able to provide the level of offering in music, art, performance and media that Point is able to do. It creates a vibrancy that other communities only wish they had.	I have always found UWSP to be a friendly supportive family to students. So many students talk about being so supported in Point and feeling like it is their new home town. That is huge and demonstrated by the number of students who choose to live here following graduation.	Selfishly I will say that support COFAC to build on the strengths it already has as a national draw for talent and make it the best "creative" school in the state.	Continue to raise money for the endowments of faculty and student scholarships. Continue to tap into the alumni to support this effort based on recent past success...KEEP IT GOING! Don't take the foot off the gas!	
Faculty		No						
Faculty		No	I am most passionate about providing students a strong education in science. Students in a modern society need to know how to collect and interpret data so that they can make informed decisions regarding important issues such as their health, the economy, water quality, climate change, and energy usage and efficiency. Lab-based science courses provide students with the perspective they need to be informed about how data impacts everyone in society.	UWSP provides a private-school-like education for the price of a public education (I avoided use of the word liberal on purpose and also realize in some instances students are getting private school educations cheaper than public school). What I mean by this is that we have small class sizes, students get to interact with faculty one-on-one via high impact teaching practices, and they get this for a reasonable cost in comparison to private schools. We need to keep selling this message. Undergraduate research is a transformative high-impact teaching practice. Many first-generation students at UWSP don't know what it means to be a scientist and undergraduate research offers students a glimpse into this world. UWSP has world-class facilities and instrumentation (that is some instances were payed for by the state in what one might say was a strategic acceptance of money for the campus) that gives our students a leg up in the		UWSP has invested (really started the strategic planning process nearly a decade ago) heavily in Biology and Chemistry on this campus by constructing the CBB. We need to strategically plan how to recruit students into these majors and continue to promote them and make use of this large investment from taxpayers.		We need to avoid making another large marketing mistake that could drastically effect enrollment at UWSP. Very recently there has been talk of chopping 13 tenure-line positions from Biology and Chemistry. This would be another disaster in the eye of the public given that we just took \$75 million in taxpayer dollars to construct the CBB. We can't use the excuse that we need to solve budget problems. We should have thought about this strategically a long time ago and now we need to make use of those resources and strengthen/not diminish those programs.

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Faculty		No	<p>Preparing students to live better lives (career, civic, personal)</p> <p>Embracing equity, diversity, and inclusion, and accommodating exceptionalities and life circumstances</p>	<p>Shared governance among faculty/staff and students</p> <p>Strong relationships with external stakeholders (e.g., people highly admire our education program and have personal connections to it)</p> <p>We just finished our first capital campaign and it was a success</p>	Genuine student-centered culture	Uptraining central Wisconsin. It's not just about bachelor's degrees. We need to package our stuff in more ways.	<p>A better course evaluation instrument</p> <p>A more responsive and supportive university when a unit is trying to be entrepreneurial</p> <p>The reward for good is more resources</p>	<p>A business is most successful by doing 4 things well. (1) Offer a high-value widget that helps a client solve a problem. ("High-value" means a great value for the price/investment.) (2) Market in ways that help us find clients and clients find us. (3) Provide outstanding customer service. (4) Recruit and retain passionate employees (especially in a human services business, which is what a university is).</p> <p>We have significant room for improvement on 3 and 4. We could offer more and better widgets to new markets, but every time my unit tries to be more entrepreneurial, we get scolded, penalized, or left to figure it out ourselves. We're educators, not business managers or marketers. Help us package and market our good stuff. Doing that well is part of how we achieve 4.</p>
Faculty		No	Faculty are friendly, energetic, engaging.	Faculty are the power of UWSP. Faculty created good programs and retained students. Many students change major because faculty in our department is good.	Famous, outstanding programs, like Communication Disorder, Theater and Dance....	Increase international students recruitment Increase collaboration with businesses, such as Marshfield Clinic.	Each semester is 14 weeks long, same as other UW campuses, so that winterim can be 3 weeks long, and students have more time to work.	Management and service are too rigid. Hope there is more flexibility.
Faculty, Alumna/Alumnus		No	The students and the CNR Wildlife Program	The Wildlife Program in CNR. It is nationally recognized as a leader in the field of natural resources. It is one of the largest and one of the best. Students with wildlife degrees are distributed across the nation and are leaders in the field.	The interdisciplinary nature of the undergraduate program for all CNR majors. The CNR Summer Field Experience at Treehaven. The commitment of the teaching faculty in CNR. The 100% teaching appointment could be a burden, but most faculty here wear it with pride.	Expand on external pipelines of funding for Endowed chairs and faculty-driven programs.	Expansion of the Wildlife Discipline (increased FTEs and associated SCH generation).	My comments above have a very narrow focus. This in part, is because it is what I know best, but it also is an endorsement of supporting signature programs at UWSP. To survive in the future, I believe will need to become more efficient and streamlined. Part of this means the need to excise vertical cuts on programs that are not significant generators of SCHs and external support.

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Retiree/Emeritus,Community Member,Nonprofit Organization		Yes	<p>I am most passionate about all of the departments and programs in the College of Fine Arts and Communication at UWSP.</p> <p>Study, experience in and through all of the arts, dance, theatre, music, visual and media arts, and communication is essential to the human experience.</p> <p>The COFAC programs and events serve the entire Central Wisconsin area. The arts are economic drivers. No other courses of study emphasize that its graduates need to be able to create, perform/product, respond, and connect, to create something from nothing, whether it be a choreographic work, a theatrical production, a radio or TV show, a sonata, or a work of sculpture.</p> <p>When we engage in the artistic process, we challenge our selves, our perspectives, and points of view. Engagement in the arts compels us to reflect on and substantiate our claims. Through the arts we learn how to</p>	<p>Strengths:</p> <p>COFAC and CNR.</p> <p>We have one of the top Colleges of Fine Arts and Communication in the Midwest. We are among a few universities to have all four arts programs accredited the the National Association of Schools of Art, Dance, Music and Theatre.</p> <p>Our COFAC graduates have a very high rate of making their living in their art form and using their skills to give back to their communities.</p> <p>We have a dedicated and talented faculty.</p> <p>Our musical theatre program is one of the top in the midwest.</p> <p>What we don't do well is fund COFAC adequately. The arts are co equal to all of the other courses of study.</p>	<p>Provide students with a well rounded liberal arts education with possibility for study in multiple programs. Many of our students double major in dance and another discipline.</p> <p>We have been known for our faculty one on one interaction with students.</p>	<p>Fund COFAC at a proper level - build the arts programs rather than cutting them. Provide faculty with more support for interconnecting with one another to build interdisciplinary programs.</p>	<ol style="list-style-type: none"> 1. Incentivize bringing faculty together. 2. Develop more interdisciplinary programs that mirror how our globally connected world works. 3. Grow our student and faculty so they reflect the mix of cultures reflected in this country. 4. Recognize and support the critical importance of a liberal arts education to the health of our democracy. 5. Recognize and support the critical importance of COFAC to the health of UWSP and the community. 	<p>none at this time.</p>

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Staff		No	<p>Helping students learn about their strengths and how these can make them successful in their chosen field of study.</p> <p>Student Learning and Engagement are the most important factors for student development.</p>	<p>UWSP's strengths are the dedicated staff and faculty that truly care about our students. Many go the extra mile to attend to students and make them feel at home and well taken care of while they study here.</p> <p>This is especially true in the out-of-class environment that supports our students - Volunteering and the Cupboard, Residential Living, Dean of Students, Counseling Center, Student Organizations, Recreation, and Diversity and College Access and Athletics. With major budget reductions due to declining enrollment these departments have been devastated. The number of programs and the number of staff have been drastically been reduced, yet these areas are still helping as best as they can the students at UWSP.</p>	<p>Small class sizes, hometown campus feel, friendly campus, rural setting, beautiful environment surrounding campus.</p> <p>Caring nature of the faculty and staff. Support services to bolster the 30% of the student population that has personal and family issues each semester.</p> <p>When alumni come back to campus the majority do not look for a department to go visit, they come back to campus to visit with faculty and staff that have made a difference in their lives. This is what distinguishes UWSP from other public universities.</p> <p>Campus Student Employment program. We are one of the only campuses that employs over 2,000 students each year on campus !!</p> <p>Text Rental helps to make the campus more affordable. We have one of the oldest programs in the nation!</p>	<p>Begin to move the campus to attend to the Non-traditional student population, Vets, older students looking for degree completion.</p> <p>We need to have night, weekend and on-line programs in place within a year to begin to stabilize our enrollment. Expansion of the graduate program also.</p>	<p>A campus has three legs (academic affairs, business affairs, and student affairs) and right now two of these three have been cut in half so the chair is out of balance. We need to get rid of the some of the GPR cost of the academic programs at UWSP in order to reinvest in the campus building infrastructure and the non-academic support areas that students are saying they need now. (Right-size the academic colleges and put money into the business affairs and student support/affairs areas of campus.)</p> <p>This will take strong leadership from the administration and all areas need to be right-sized since the student population and how they receive an education in 10 years is going to be very different than it presently is on this campus.</p>	<p>I would hope that the new UWSP strategic plan will have items for all three of the "legs of the stool " (academic affairs, business affairs and student affairs).</p> <p>Please listen to our current students and have a focus group of middle and high schoolers to get ideas for where we need to go in the future. Don't just keep listening to yourself talk...</p>
Staff		Yes	Nature based		Small and personable. You have the opportunity to really get to know students and make them feel welcome.	Following through to make the cuts needed to balance the budget.	To balance the budget.	What classes/programs are losing money? What cuts need to happen?

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State or Federal Government		No	not a thing. This University is run by a bunch of morons, and I do my best to stay away from anything that they touch. I will go out of my way to work with technical colleges in that area, or other UW institutions, because the provost and Chancellor cannot be trusted. Too many statewide partners of mine have been let down by their mismanagement	what they do well is natural resources and that's about it. They're trying to become a business school, which is a joke because they just got accredited and just about every other UW institution had a better business program already. Anything that comes out of their administrative building It's an eyesore. They cannot attract outside talent so they hire from within and then pay people more than they're worth. It's hard to find any strength to that institution	What makes that place unique is that for six years they've had declining enrollments, yet they keep the same two people in charge of the University. They keep changing around people underneath the provost, but the problem just gets worse. I've worked with people who have left that institution and just thrived being away from the toxic environment	Good God, the first thing they should do is install an interim Chancellor from outside the institution, and kick out the provost. two new people should be in charge, for no more than 2 years, while this University rediscovers itself. They lack any identity and they don't know how to manage things that they say they are growth-oriented toward. Bring in leadership who have actually done the job at other places but are not looking for job security by sticking around as worthless administrators like the current Chancellor and provost	truthfully, they'd be better served to drastically scale down what they do on main campus and instead move entire programs or offices at their Branch campus locations. this would help keep each site feel small and unique and equal	Comment redacted due to profane personal attack
Updates since February 11								
Alumna/Alumnus		No	It was/is a university that offers tremendous opportunities if you take advantage of what is offered! The size of Point and programs and community support can't be beat.	Through my involvement with the Activities Board and interior design advisory board I was given opportunity to interact with senior administration (now I use those skills with c-levels regularly), understand budgets and how to request financial backing for projects, events and how to present my case.	Location...while there I thought I was in the middle of nowhere...looking back, I think how do I find a way to get back!!	Encourage a strong alumni program in which opportunities are given to students for internships and entry jobs upon graduation.	Better alumni programs out of state and keep us abreast of theatre, music events and other opportunities for alumni to visit and get involved in the programs from which we graduated.	Better lobbying in Madison...the fact that the UW system was nearly dissolved is crazy! It's one of the most amazing education systems I've seen!

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Alumna/Alumnus,State or Federal Government		No	Mentoring and training the next generation of leaders.	UWSP does a great job of teaching technical skills. Personally, this initially helped me with my graduate education.	The strength, history, and connections of the natural resources program. Also, the faculty do a good job of mentoring students. I especially like the one-on-one attention you give undergraduate research students.	Stevens Point Natural Resources program needs to update and modernize their qualitative curriculum. As a early-to-mid-career federal research scientist, I have recently starting building my own research program. I have not been able to hire Pointers at either a BS/BA-level or MS-level because UWSP does not include enough quantitative skills such as statistical programming with R or Python and more math courses. Ideally, there would be a quantitative ecology or conservation biology major option that included math up to linear algebra and diff eq as well as some computer science or programming skills. Personally, I would have been better off with 2 more semester of calc rather than Treehaven summer camp. I have tried to help the wildlife faculty update their curriculum, but they have not taken me up on the offer yet.	I would like to see UWSP grow their quantitative programs and try to include it across all disciplines. I think the Natural Resource Programs NEED this skills and including them in other programs such as the humanities would help boost their alumni.	
Community Member,Business/Industry/Employer		Yes						

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Faculty		No	Helping students be successful in their transition to careers and getting them excited about new ideas in their field of study. This provides a sense of accomplishment for me and the student showing that what they learn is really practical and relevant to their field.	Faculty and academic staff are passionate about what they teach. I cannot name one person who doesn't care. It is hard to think of strengths as we tend to water down resources to save jobs, or create more administration rather than support academics who are the "boots on the ground" individuals interacting with students.	We used to be unique because we were and still are known nationally as being the birthplace of the wellness movement. However our campus seriously undermines efforts to change our culture for the better and help employees and students thrive and succeed. Campus could find a unique place in this area again and most parents would love to encourage their students to attend a university known for its positive culture for both students and employees. Purpose is a strong element of well-being and needs to integrate with our unique purpose. We have a strong sustainability outreach, but it is not linked to purpose, well-being, or other areas that could collaborate, integrate, or work on joint programming, education, or majors beyond just the physical environment.	Get away from the culture of "NO" that seems to come from rigidity in thinking and actions in Upper Administration. Support ingenuity and entrepreneurship even if that means being flexible at times which seems to be missing at our university. Working to look at sustainability from a human standpoint in their physical, mental, social, and purpose development which is more than recycling, biking, and plastic bottles. Can we work across the colleges and departments to create majors, certificates, Master's programs that focus on helping humans become resilient?	Get innovative leadership in place and quit promoting from within so there are new ideas and flexibility in how we do things around here. Create new majors that are collaborative that combine experiential learning, online learning, and face to face interaction. Support more flexibility in working from home to promote sustainability in personal energy, passion, and in the environment but reducing carbon footprints of the individuals who commute to campus daily. Make this more accessible across campus rather than leaving it to individual departments some of which are not very supportive. Reduce red tape in getting ideas, classes, programs, or budgets approved. The length of time it takes suppresses innovation and risk taking. Also once an idea has taken shape and implemented, stick with it rather than changing every year or two like SPIN, constant changes in advising, constant changes in GEP. This confuses employees and students which leads to	Pull in NEW individuals to support critical thinking, GEP ideas, student success, and quit creating more bureaucracy and administrative positions. Develop more outreach to business to develop training programs, degree completion, and a way to collaborate between colleges, departments, and majors to break down silos. This will benefit student learning to connect outside the university, promotes the expertise of employees, and can develop ties that can lead to additional financial support from these outside entities.
Faculty		No	Nothing.	There are few strengths. The institution is inflexible and slow to adapt to changes that began 20 years ago. The absence of distance education degree programs (beyond campus) and assisting first-generation, weak students with developmental courses is a serious drag on the campus culture and future.	Nothing. The few programs with career related outcomes (i.e., health, business, natural resources) are comparable to the specialization of other four-year schools in the UW system.	Well-structured distance education degree programs to a broad national/ international market. Revenue streams need to be increased and deepened.	Better wages, smaller classes.	None.
Faculty		No	Teaching - general education classes	Building relationships with individual students	Nothing	Seeking new leadership	Budget security; a viable strategy plan; honest and dependable leadership	
Staff, Faculty		No	Biology/Biochemistry majors and their educational goals. I feel it is my job to assist as much as possible as students are navigating their majors.	We used to do advising very well. This new model has created a lot of foot traffic to our office. Students are unsure of declaring, getting an adviser, making changes or asking questions.	Our wide array of programs which allow students to find their purpose.	Invest in remodeling dorms. Students are more likely to come if we have competitive amenities.	I would love to see the Aquaponics certificate grow into a Major/Minor. I would love to see the museum move to the science building, making our campus a destination for local K-12 school field trips.	No.