Theme or associated action plan	Priority Name	Priority
Academic plan	1. Development of online programs	Strategic plan (market research), resources for program development, undergraduate and graduate
	2. New programs	Develop credit/non-credit/certificate programs for alumni in professional fields
	3. Financial resources	Resource academic plan (provide resources for program development), align with planning process principles
	4. Revised program	Revise MS ITE program to better attract students
Assessment	5. Assessment of student learning	Support for assessment of student learning outcomes- faculty training and professional staff members
	6. Assessment of learning communities	Listen to voices of learning communities (online students) for assessment and quality improvement of programs. Assessment is critical for improvement.
	7. Course evaluations	Develop common Stout Solutions and School of Education assessment tool for student course evaluations
Campus climate/culture	8. Learning organization	Implications for our organizational structure: build around "learning organization" concept that produces flatter structure, less bureaucracy, fewer silos. Consider moving from Information Age to Age of Relationships- our greatest assets are people if they work well together. Strive towards cooperative teamwork rather than competitive territorialism. High tech and high touch.
	9. Extend/define culture of affirmation	Extend/define culture of affirmation concept to/as Learning Communities; view ourselves as a "learning organization" even re-structure along these lines. Provides opportunity to address diversity and student development issues more effectively at a smaller learning community level.
	10. Emergency Preparedness and Critical Incident Management Plan	To design, create, implement and manage an Emergency Preparedness and Critical Incident Management Plan. This plan to include: Health Emergencies: i.e. Pandemic Flu plan/response, Meningitis outbreak, etc. Natural Disasters: i.e. Severe Weather, tornado, straight winds. Electrical outage, etc. Man-Made: i.e. Arson, Acts of Terrorism (Domestic/International) Crisis Incident Response: i.e. could include any of the above along with other large scale media attention to the campus or community (Luke Helder, pipe bomber for example) There are many offices and areas throughout campus that need to work together to get such a plan in place. There is no real direct office that has primary responsibility for this priority at this point, but everyone needs to be involved in the planning. This affects all levels of the university community and the partnerships with the City of Menomonie and Dunn County (emergency management,

		county health, etc.)
		Eventually, the campus should have a plan that is posted on the web, distributed during various activities (new employee orientation, new student orientation, residence life 1st week training… just to name a few)
	11. Environment Free of Violence	As a member of the Chancellor's Coalition on Problem Drinking, the Campus Violence Protection Program board and involved in weekly law enforcement issues, we believe it to be important to have a campus priority that states it is the priority of the university to create an environment that is free of violence. We, as a university community expect that all members engage in creating an environment that includes civility, health and safety for ourselves and others. This priority would include AODA environmental progress that has been made. It will enhance the current CVPP and violence against women projects and increase academic involvement in these issues (Infusion into the classroom). We believe that if this is a campus priority, parents and prospective students that wish to live and learn in a civil, healthy and safe environment and become part of making their community all of these will want to apply and attend. Anyone entering the community will know the expectations of their actions and interactions with our service offices and staff members. This priority may even create a campus-wide civility statement that can be posted throughout campus. General knowledge of expectations within a service and learning environment decreases the changes and incidents of workplace conflict and violence. This priority could also include a "two strikes" policy for drug violations for students.
	12. Climate of respect and civility	Broad issue of campus climate which includes concepts of health, wellness and safety (CVPP), but goes beyond: set as expectation for students and faculty/staff that we practice civility, respect, integrity, ethical environment. Education the whole person. (Refer to "Colleges that build character" by Templeton) How would this be measured? (Like General Ed assessment?). Recognize at time of graduation. "Community Building is SOE" is illustration; expand to all offices, programs. Change Office of Judicial Affairs to Office of Civility and Respect
	13. Involvement of stakeholders	Involve all stakeholders in enhancing and expanding the learner-centered university
	14. Learner centered communities	Define "learner centered" communities; build on learning community sites and PDP relationships (with alumni, cooperating teachers, student teachers)
	15. Common knowledge of learning communities	Develop common knowledge based of what learning communities are; identify stakeholders
	16. Create forums	Create forums of many sorts in which communities of practice (People with a common purpose who get together to 'negotiate meaning') develop

Cost of UW-Stout education	17. Support of reform	Whereas; The UW System should be continuously improved to ensure continued quality and growth of WI's economy. Whereas; Representative Kreibich stated, "College admission should be determined by the size of student's hearts, not their parents checkbooks." The UW System should be guaranteed to WI residents who meet a minimum criteria. Whereas; Student tuition has increased by 51% and student fees have increased system wide while financial aid, overall, has not matched the increase. The cost of education should be transparent and truthful. Whereas; The funding to the UW System is unbalanced and the formula should be improved. The unbalance includes • 41% of state funding allocated to UW-Madison even though they possess only 21% of the System's undergraduate students • Only 46% of taxpayer's dollars for the System are actually being allocated toward direct classroom instruction • Administrators number too many, and their pay rapidly increases while professors salary increases at a minimum rate Whereas; Representative Robin Kreibich has proposed an articulated UW System three phase reform measure which considers viable solutions to the problem plagued system. Therefore Be it Resolved: The SSA recognizes the issues Plaguing the UW System, and supports Representative Rob Kreibich's and other state officials visions for reform. Be it finally Resolved, This resolution will be sent out to all media outlets, Senator Shelia Harsdorf, Representative Robin Kreibich, the Stoutonia, and the UW Stout administration
e-business	18. Parental involvement	Support appropriate parental role and involvement; possibly a University liaison, parent website, parent e-newsletters
	19. Parent website	Parents' website- resources to support increased parent involvement
	20. Financial aid office	Develop completely online financial aid services
	21. e-applications	Continue moving forward with e-signature, e-forms, e-commerce, e consent
	22. Enrollment services	One online registration process for all students, online verification of attendance
	23. Online enhancements	Students control/permit access so parents could have access to financial and business services info, and to transcript info under FERPA rules

Energy conservation	24. Increase energy efficiencies	▪ Establish an energy conservation steering committee that focuses on increasing energy efficiencies through marketing, coordination of information, and soliciting ideas and suggestions.
		▪ Eliminate the needless breaks in the academic year… Advisement Day is not needed (it could be done on a Saturday, or spread over a regular week)… Study Day before Exams is also not needed… and never, ever have final exam week go through a weekend! (Start on a Monday and end on a Friday, period).
		▪ Schedule all campus classrooms through the registrar's office. By making all classrooms central assignment, it will:
		   o Minimize "territorial claims"
		   o Improve classroom utilization

		o Allow the removal of poor quality classrooms which can be reassigned for other uses. o Provide more campus classroom upgrade funds for fewer classrooms. ▪ Close university the day after Thanksgiving. ▪ Schedule classes to better utilize classrooms and energy requirements.
Enrollment management	25. Enrollment Management	Currently, we have units within UW-Stout competing for the same students – Regular students, CE students, and Customized Instruction Students. As part of the School within a School Initiative, redefine the roles of the three entities – Regular Enrollment, CE, Customized – identify an appropriate market for each (if any) and propose a non-duplicative enrollment plan.
Facility/space needs	26. Campus Master Plan	Develop a campus master plan. A master plan will identify long-range issues and concerns. It will provide direction for space planning, underground utilities, parking, recreational/athletic fields, green space. It will also allow the campus to develop a physical/architectural identity including campus "gateways".
	27. Space allocation	Need equitable facility allocation assignments among schools and colleges
	28. Connect services and spaces more effectively	Join with Memorial student center and price commons renovation/restructuring efforts to bring Student Services programs and initiatives closer to the students and to existing leadership, service learning, and other programs. Locate advising, primarily a First Year activity, in Price Commons, which will become a South Campus traffic hub to be considered the "Center for the First Year Experience"
Plan 2008	29. Restructuring and modification of the Ethnic Studies requirements of the UW-Stout academic program	Whereas, student minorities represent roughly 4.8% of the student population; and Whereas, the need for education of: diversity awareness, social acceptance, and multicultural appreciation will always be present at UW-Stout; and Whereas, some of the current ethnic study courses available are below satisfactory levels and do not meet minimum standards; and Whereas, the classes that are below quality standards shall be recommended to modify course syllabus to include education of appreciated multiculturalism throughout the entire class, incorporating it into nearly every aspect of the course; and Whereas, properly educating students in the area of ethnic studies will help to build diversity acceptance from within; and Whereas, effective ethnic studies courses will foster community, and encourage appreciation, acceptance, and affirmation on UW-Stout therefore; Be it resolved, the SSA supports that Ethnic Studies requirements and its diversity initiatives by looking long term and providing the university with the proper education to cultivate a more inclusive learning environment. Be it finally resolved, the SSA strongly encourages a restructuring and modification of the Ethnic Studies requirements strengthening the focus on multicultural awareness, diversity education and appreciation that will positively impact the greater whole.
	30. Plan 2008 goals	Work towards goals included in Plan 2008, continue efforts toward Plan 2008
	31. Globalize the curriculum/	Revitalize Global Education course (EDUC 302/502); explore offering the course online and/or request it be approved as a general

	academic programs	education course
Polytechnic/ branding	32. Do we need to re-formulate our self-concept or build on it?	While we will attract a different student with the polytechnic designation, we will also continue to capitalize on our "other" niche by providing access and opportunities to increase student success among lower-performing students: summer, pre-college, cohorts, etc. Develop skills in "Incubation college"- consider differential tuition for this group; expect that some would stay and others would transfer, as now. Develop/maintain advantageous transfer articulations. Recognize we will always have 3 channels in with one going out.
	33. Branding/image/marketing campaign	Plan, develop and execute an integrated, comprehensive UW-Stout branding/image/marketing campaign. This campaign would address these strategic issues: competition, reputation slip, undefined brand focus, need for integrated theme and key messages, need to increase audience exposure to our Brand, refocus on our core mission, and determining the Polytechnic Designation value
	34. Polytechnic – The Next Steps	What does it mean strategically for the university? What changes in the curriculum are needed? How do we effectively market and sell the concept?
	35. Further develop polytech initiative	Clarification sought: Are faculty/staff in favor of this movement? Will a comprehensive designation be sought? Is this a collective decision? What is the timeline for the decision? Develop a long range plan that would include: implications for program/curriculum development, implications for branding, learning technology/technology integration in the classroom, implications for faculty and student research, student/graduate skill set. Pursue these initiatives and goals regardless of the decision in Stout's designation re: polytechnic
	36. What are we?	"A polytechnic that cares." Need real strategic planning that goes out 5 to 15 years to anticipate changes and position ourselves accordingly, trying to anticipate external factors, but being agile enough to respond to them within larger strategic plan.
Process improvement	37. Process Paralysis	A university priority should be a comprehensive program aimed at improving the various processes that are currently in place. The campus is currently suffering from "PROCESS PARALYSIS", an infliction that causes inefficiencies and is a significant contributor to low morale.
	38. Lean office	Implement across all divisions and units an initiative of applying "Lean Office" strategies to all administrative processes at the University. This initiative would require training of participants in Lean principles and practices, identification of specific processes with potential application of "Lean" practices, creation of "value stream maps" of these processes and efforts to implement future state strategies to improve our processes. In today's world of reduced resources, non-funded mandates and elevated levels of criticism of Wisconsin Public Higher Education, becoming the System leader in initiating Lean projects could further distance our institution from all others in our ability to reduce waste and add value to all of our administrative processes that we control. Potential operational benefits range from reduced time and energy spent on processes to real savings of resources to improved staff morale. All of these benefits can improve our performance and ability to reach our goals and it is a tool that can help us further the work done by

		the implementation of Baldrige Principles. The Northwest Wisconsin Manufacturing Outreach Center (located on campus) and its staff is positioned to provide excellent consultative support and training to help lead this initiative. Our office of Assessment and Continuous Improvement could certainly serve in a lead role in implementing this initiative. I would suggest that if this initiative could not be implemented across the campus, it certainly should be looked at within the ASLS Division.
	39. Customer focus	The university needs to establish a priority to focus on our customers i.e. students, parents, employers etc. We seem to spend too much time focusing on ourselves A customer focused approach to change will make change easier, more acceptable and benefit not only our customers but the university as well.
	40. Value Stream mapping	Value stream map all major business processes: travel processes/forms, human resources processes/forms, space assignment process/form
Student success	41. Second Year Experience	Build on the first year experience by creating a second year experience. The second year experience could focus on academic challenges and the critical skills needed for success. Areas of focus could include (1) quality and quantity of writing across the curriculum (NSSE) and (2) globalization. As part of this initiative, develop a "name" for the program and plan for all four years, the fourth being the "capstone" experience. Identify the purpose and guidelines of the programs as well as expected outcomes.
	42. Support for academically at-risk students	Coordinate campus resources and increase student retention and graduation
	43. Service Learning	Service-Learning complements the developing virtual and technology environments by supporting students' face-to-face contact with real community needs and problems. The School of Education and several other programs require service of students, but there is not a centralized method or plan of assessing service-learning impacts (as indicated by Stout's lower NSSE scores in this area and in overall civic engagement). Several faculty members have expressed significant interest in further development of centralized service-learning resources. A grant proposal has been submitted to the Learn and Serve America program to support further development of Service-Learning. With or without the grant, infrastructure is needed, if only to more accurately assess student outcomes. Service-Learning is another method of applied learning; it fits well with UW-Stout's mission, vision and strategic plans; it opens new avenues for research and publication.
	44. Recruitment	Support for recruitment of highly-talented and academic gifted students (e.g. Project Lead the Way)
	45. Clinical experiences	Reflect on, align, improve on management of clinical experiences in the School of Education (selection and development of sites, supervisors, cooperating teachers/counselors, assessment)

Support for academic programs	46. Greater support for undergraduate programs	- additional faculty for programs with increasing enrollments, accreditation, workload, support for program directors, improve and support research advisement method, improve professional development opportunities for cooperating site supervisors, credit and/or noncredit (need resources), support development (and offering) of more online courses, pursue research regarding whether original work is being done by students taking online courses, support and participate in the Professional Development Plans (PDPs) process (certification/licensure renewal)
	47. Greater support for graduate programs	- additional faculty for programs with increasing enrolments, accreditation, workload, support for program directors, improve and support research advisement method, improve professional development opportunities for cooperating site supervisors, credit and/or noncredit (need resources), support development (and offering) of more online courses, pursue research regarding whether original work is being done by students taking online courses, support and participate in the Professional Development Plans (PDPs) process (certification/licensure renewal)
Training and Development	48. Online training and database	While we are already looking at this to me it would seem to have many measurable and unmeasurable benefits for employees. Online training and data base. We have been having issues with providing when needed, translate into almost instantaneous, desirable training to individuals and groups. An extensive library of online training would enable individuals to pull up a session when it is needed for either original or review of training. An example of this would be a session on how to handle complaints and grievances per the WSEU contract for a supervisor who has either not had one or it has been a very long time in between. Also it would enable us to offer many different types of opportunities for self education on various topics, reclasses, benefits, safety, etc…