

**UW-STOUT**

**A Three Year**

**Strategic Plan to Provide**

**Outreach, Distance, and Online**

**Learning**

**at University of Wisconsin-Stout**

**Prepared by Outreach Services**

**University of Wisconsin-Stout**

**Menomonie, Wisconsin**

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## Executive Summary

The Chancellor's Advisory Group charged the Provost and the Director of Outreach Services to examine the current status of outreach, distance, and online learning at University of Wisconsin-Stout and develop a strategic plan for their provision. These three entwined services were found to be currently misunderstood and haphazardly developed.

Over the past approximately eighteen months, the Provost, Outreach Services staff, and, most recently a consultant with expertise in outreach assessment and revenue generation met with Deans, academic department Chairs, and the Directors of major supporting services (including various student support services, learning technology services, and teaching and learning support entities) to assess the current situation, gather ideas and data for future development, and to create a strategic plan that will provide a three-year window on the provision of outreach, distance, and online learning.

It is important to note that this plan is intended to be updated annually. The environment in which programs primarily intended for non-traditional audiences are developed is volatile. In the least extreme, the annual update will affirm that the direction that the plan is taking is on target and a new third year will be added. In the most extreme, an annual update will allow the University to radically change the planning direction in time to take advantage of emerging audiences or to limit losses that may be occurring within current programming areas.

Three elements of the planning environment are clear:

1. Outreach, distance, and online learning plans must be based on research conducted on the potential learner audience and development decision-making must center on the audience learning and support needs.
2. The pursued learning audience must be rooted in (alumni) or have a desire to participate in (potential students or non-credit learners) the University's academic character.
3. Student needs (and outreach, distance, and online learners tend to be non-traditional students) must dictate where and how support services are provided.

Several changes to the outreach, distance, and online learning environment have been suggested. In some cases these changes have been investigated and are in the process of being implemented. In other cases additional campus decision-making must occur to guide the solutions that are chosen and implemented. The need for change has emerged in the areas of:

1. providing a full program of offerings to non-traditional students;
2. providing support to learners as they
  - a. apply to the University,
  - b. register for offerings,
  - c. pay for offerings, and
  - d. obtain course materials; and
3. providing student advisement and contact management support.

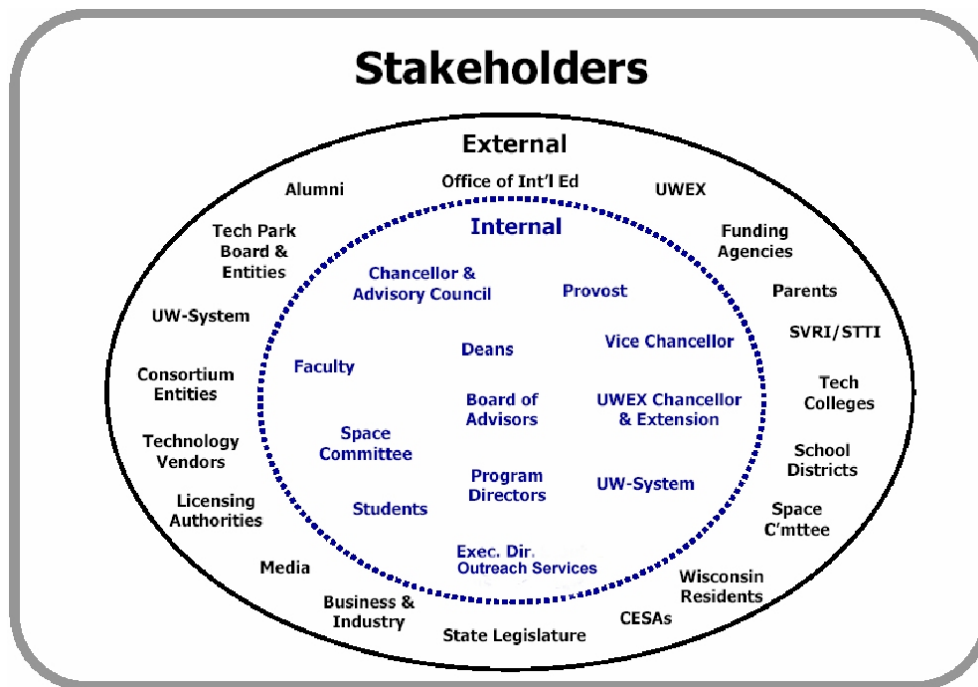
Changes that have been or are in the process of being implemented include: the centralization of registration-related support services within the Registration and Records office

(by transferring services for outreach and distance learners from the Outreach Services office); creation of a support rate for departments delivering online programs using customized tuition; the development of a set of “shared” general education offerings that will provide critical mass numbers for online programs in this area and help separate outreach, distance, and online learner audiences from resident students.

Additional campus decision-making may be desirable to determine how best to provide advisement and marketing support for these learners. A centralized approach has been used in the past and a job description for a Non-traditional Learning Support Coordinator is included with this plan.

Especially in the learner support areas, the Provost and the Director of Outreach Services often heard from staff that additional fiscal resources would be required to provide the level of services envisioned as adequate for significant change to occur in the development of outreach, distance, and online learning. Although some resource shifting can and has been implemented to support desired changes, it is believed that the exploitation of current outreach, distance, and online revenues and the creation of new programming in these areas would, in and of themselves, provide an adequate means for support learners and the risks associated with new program offerings.

This plan has been developed to be responsive to internal and external campus constituents, shown as “stakeholders” in the illustration below. Its success requires the engagement of Deans, Department Chairs, Program Directors, and faculty in the examination the strategic plans developed by each college, the school of education, Student Services, and Instructional Technology Services.



## Preliminary Vision and SWOT Analysis

The Strategic Outreach, Distance, and Online learning plan has been developed with the long term goal of supporting the campus and UW-Extension efforts to provide University access to adult and non-traditional learners. Outreach, distance, and online learning projects need to be chosen with an eye toward leveraging, budgeting, and accounting for resources needed to provide benchmarks and measures for meaningful evaluation of the entity and its deliverables.

### Core Competencies

Work completed in 2002 regarding the core competencies for the development and delivery of outreach, distance, and online learning offerings was not revisited at this time. It was determined that the three core competencies identified at that time are still relevant. They are: Skill at Providing Lifelong Learning Services, Project Management, and Leveraging Fiscal Resources.

*Skill at Providing Lifelong Learning Services.* Outreach Services has been, for many years, the traditional vehicle for developing, coordinating, and administering off-campus credit and non-credit programs, courses, and learning events, including all forms of distance education and online learning. The unit has an established reputation for delivering the highest of quality professional development conferences and events with local, state, Midwest, and national venues. In addition, it is recognized as providing high quality support for students in credit offerings. Indeed, the unit has developed and implemented a plan to transfer its knowledge and skills at providing student support in registration operations to the campus Registration and Records office, thus extending the campus reach for non-traditional students.

*Project Management.* Eighty percent of the Outreach Services' staff have been with the University for more than ten years. Twenty percent of the staff have 20 or more years of service at UW-Stout. Virtually all of these individuals, as well as those who have recently joined UW-Stout, have been assigned to participate in projects or have acted as project leaders on many occasions through their work lives. Coordination of major/multiple projects, task/project coordination, collaboration with others to implement projects, ability to prioritize tasks and make decisions, and working on many projects simultaneously while maintaining regular work flow are project management skills widely distributed across the Outreach Services' staff.

*Leveraging Fiscal Resources.* For many years, Outreach Services staff have successfully sought funding for outreach-related program development from a variety of state, federal, and private funding agencies. This continues as a core competency and area of service.

### Vision, Mission, and Goals

Driving the search for strategic goals were Outreach Services' vision and mission, which have remained unchanged since adopted in the summer of 2000:

- Vision: Delivering innovative solutions to markets worldwide.
- Mission: Serving the University, the State, and global markets by delivering innovative and applied learning, technical, and research solutions.
- Goals: Each year since Fiscal Year 2001, Outreach Services has established goals to govern its work. The most recent (for Fiscal Year 2007) set of operational goals are:

1) Centralize outreach registration processes within the campus Registration and Records office; 2) Provide advertising and market analysis support, logistics, and management services for campus-based credit programming targeted for non-traditional learners; 3) Move toward a 70%/30% ratio of non-credit to credit bearing Extension programming; and 4) Assist the campus in developing PR-based customized tuition programming by mounting and making new programs successful and turning them over to departmental staff for long-term management.

### **Strengths, Weaknesses, Opportunities, Threats**

Although the core competencies were not re-examined during the planning process, the Outreach Services' Programming Team did review the "SWOT" (Strengths, Weaknesses, Opportunities, Threats) analysis conducted in the summer of 2005:

#### **STRENGTHS**

- Quality of our product
- Reliability
- Flexibility and creativity
- Responsiveness
- High customer service
- Competitive pricing of products
- Take leadership in programming
- Customized distance education
- Entrepreneurial spirit
- Campus-wide presence
- Easy communication with stakeholders
- Operates as hub (centralized communication and delivery)
- Team carries lots of experience and new ideas
- Competent staff
- "Can Do" attitude
- Committed to finding solutions
- Love to create/innovate in programming
- Bring new ideas to colleges
- Make faculty look good
- Collaboration structure minimizes competition
- Diffusion of our (fine) reputation
- Extension as a source of FTE positions
- Support for professional development of staff
- A little less reliance on GPR funding increases internal control

#### **WEAKNESSES**

- Say "yes" too often; need to select and prioritize
- Rules and regulations
- Excessive paperwork; need to become digital/paperless
- Rewarded for good work with more work
- Systems need to allow us to take risks, be entrepreneurial
- Not enough flexibility in using funds
- Identity and marketing internally and externally
- Vision and mission are too broad
- For a while, some turnover/discontinuity in leadership
- Undercurrent of uncertainty in continuing of Outreach Services
- Feelings of relative lack of control on some issues pertaining to Outreach Services

#### **OPPORTUNITIES**

- Developing and working in partnerships
- Chancellor's Initiatives
- Education Consortium
- Providing leadership to peer communities
- Reciprocally receiving value from peers
- Flexible ways to use funds
- International programs
- Polytechnic designation
- New technologies
- Regionalism in economic development, programming, external funding sources
- Continued and intensifying interest from colleges to work with Outreach Services (e.g. Golf Mgmt. and Gaming Mgmt.)
- Support for professional development

## THREATS

- Drastically reduced credit revenue dollars
- Wisconsin's deficit and State's overall economy
- Competition from online universities
- Other States, e.g. Minnesota, competing for technology park clients and opportunities
- Private institutions undercutting on tuition
- Faculty leaving
- Change in teacher licensure
- Changes in what businesses are valuing in employment
- Companies and others having and providing less dollars for workers' professional development
- National security policies, and impacts on foreign students and programs like ESL
- Taxpayers' attitudes towards funding tertiary education
- Distance education technologies and issues of permeable State boundaries

## Strategic Resource Alignment

### Registration Support Services

Over the past several decades staff from (the Office of Continuing Education which merged with Research Services and Learning Technology Services to become Stout Solutions and is now known as) Outreach Services have assisted non-traditional students, especially students who take courses from University of Wisconsin-Stout through a variety of distance mediums (including online), when they experienced problems with registration, billing, obtaining materials, or interfacing with instructors. Gradually the services became more intensive and other, primarily contact marketing, services were added. A campus perception that Outreach Services personnel actually duplicated services provided by other offices (such as Registration and Records, the Student Business Office, the Graduate School, and Admissions) gradually emerged. In fact, Outreach Services staff were using campus support office and providing value-added support. It became clear that the campus desired that all of these support functions be provided by the central offices explicitly charged with providing these services. However, the Provost recognized and the Directors of these offices affirmed, that Outreach Services did indeed provide support that went beyond those traditionally offered to resident students.

In the Fall of 2006, the Directors of Registration and Records, the Student Business Office, the Graduate School, and Admissions began a dialogue with Outreach Services staff to determine how the value-added support functions could be offered by their offices. The primary stumbling blocks were funding and (as it emerged in the Spring of 2007) position control.

The team developed a plan to transfer fiscal support for positions in Outreach Services to Registration and Records on July 1, 2008, based on statements from the Registrar that the positions would be required to maintain the level of support currently provided. The plan was to transfer two Outreach Services positions to the Registration and Records office to provide intensive services for non-traditional students beyond that possible with the office's current staffing level. The job descriptions for these two positions are found in Appendix A.

When it became apparent in March that the Registration and Records office, lacking funding, would lose a position even in FY 2007, the Provost and the Director of Outreach Services initiated a plan to effectively transfer the positions on July 1, 2007.

The two offices have been working together to assure that quality services to non-traditional students are provided seamlessly. It is expected that after the move the campus will be better positioned to support outreach, distance, and online learning.

### **General Education Credits**

Also in the Fall of 2006, a taskforce was convened to consider how to best support the provision of general education courses for programs that served non-traditional, off-campus learners through UW-Stout's customized tuition authority. The taskforce was chaired by the Provost's office and had representatives from each college and school and the Director of Outreach Services.

The taskforce was charged with the task of determining how to provide online general education courses to students completing distance learning programs communities while insuring that on-campus students did not overwhelm course availability, led to fair pricing that was equitable across programs, provided programs and departments with revenue, and was adequately coordinated. The Provost's office reported the following recommendations:

- **Course availability:** Program directors for our distance education programs should meet to establish a set of common general education course offerings. Consideration should also be given to courses that are required (such as Math) or preferred in the programs. A multiple year plan for delivery should also be developed.
- **Pricing:** The general education courses should be priced at a single rate for all distance education programs. The current rate of \$260 per credit should be used and reevaluated on an annual basis.
- **Registration:** Students in our distance learning communities should be permitted to register for the customized tuition sections before opening registration to on campus students. If space is available, on campus students would be allowed to enroll but would pay the customized tuition rate.
- **Management:** Outreach Services should assume the coordination of the general education online courses offered at customized tuition rates. Departments would continue to control the section offerings including the approval of new instructors while Outreach Services would be responsible for course scheduling.
- **Revenue sharing:** Non-102 accounts should be used to facilitate revenue sharing between the departments offering the courses and the undergraduate distance learning programs. Consideration could also be given to developing a mechanism to share revenue with support areas such as the library.
- In addition the taskforce feels that there should be some consistency in how the university refers to students completing their programs through distance delivery and would further recommend that a standard be established.

Following the issuing of these recommendations, Outreach Services staff met with all involved program managers and representatives from the College of Arts and Sciences (where most of the general education courses are housed.) The following offering plan was developed for implementation in the Fall of 2007:



General Education Courses Offered Through Customized Tuition										
Outreach Services	ONLINE SECTIONS									
03/29/07										
Course Number	Course Name	Credits	Fall 07	Wint 08	Sp 08	Sum 08	Fall 08	Wint 09	Sp 09	Sum 09
<i>Communication Skills - 8</i>										
ENGL 101	Freshman English-Composition	3	X				X			
ENGL 102	Freshman English-Reading & Writing	3			X				X	
SPCOM 100	Fundamentals of Speech	2	X				X			
<i>Analytical Reasoning - 6</i>										
MATH 120	College Math 1	4				X				X
STAT 130	Elementary Statistics	2	X				X			
MATH 123	Finite Mathematics	4							X	
<i>Health &amp; Physical Education - 2</i>										
PE 148	Relaxation	1			X				X	
PE 129	Golf	1	X				X			
FN 102	Nutrition for Healthy Living	2				X				X
BIO 128	Community Health	2		X		X		X		X
<i>Humanities and the Arts - 9</i>										
MUSIC 132	Music in our World	3	X				X			
LIT 260	Modern American Literature	3			X				X	
PHIL 235	General Ethics	3				X				X

<b>Social and Behavioral Sciences - 9</b>										
<b>ECON 210</b>	Principles of Economics I	3	X				X			
<b>SOC 110</b>	Introduction to Sociology	3		X				X		
<b>PSYC 110</b>	General Psychology	3			X				X	
<b>Natural Sciences with Labs - 4</b>										
<b>CHEM 115</b>	General Chemistry	5			X				X	
<b>Technology - 2</b>										
<b>FN 222</b>	Food Technology	2	X		X		X		X	

### Teaching, Learning, and Technology

Coordination, separation of on-campus and distance learners, and fiscal support for offering development, research on medium impact on learning, and professional development are the primary needs and desires of faculty regarding the design and delivery of outreach, distance, and online learning options. The Teaching and Learning Center and Learning Technology Services are prepared to address the development and delivery desires of the campus, but both cite a lack of campus resources and confusion regarding roles as roadblocks to further development.

### Student Services

The range of student support service concerns, some of which have been addressed through the centralization of student business office functions and registration support functions, also require clarity of purpose and resources in the form of FTE and dollars. Of particular concern are the needs of distance learners with disabilities and graduates seeking placements. Both areas will need additional study and the development of policies and procedures that provide clear meets and bounds for service delivery.

International services are also involved with many outreach, distance, and online learning programs. Outreach Services and the Office of International Education are working together to address needs as they arise, especially when credit programming and/or student exchanges are involved. Additional policies and procedures that clarify for faculty and programs these inter-relationships should be addressed.

## Consultant Observations

In an effort to put this strategic plan into an external context, and to determine if specific national and international markets existed for UW-Stout branded outreach, distance, and online learning programs, William Scheurer, formerly the Executive Director of the University of Minnesota's Carlson School Executive Development Center and currently Executive Director of the International University Consortium for Executive Education (UNICON).

In his preliminary report he made several observations regarding additional decisions that will need to be made during the first year this strategic plan. He noted that the University of Wisconsin brand, supported further by the UW-Stout specific brand for quality and technical education, and the new Polytechnic designation "places UW-Stout Outreach into an elite category of credible, high-quality providers." Further, he notes that Outreach Services has achieved a reputation as a solid source of continuing education programs and services in collaboration with the campus strategies and expectations. Outreach is viewed by most colleges as providing design, development, marketing and administrative support and is seen as enhancing the University's core programs and providing them with a global reach. The financial results are satisfactory and consistent.

Scheurer expands on his observations, noting that "the key weaknesses surrounding Outreach Services seem to stem from the lack of a shared vision for this activity. The current practices have evolved from the last strategy process outlined in the document *Shaping the Future of Outreach at UW-Stout*, 2/3/2006. It doesn't appear that the strategy was implemented as intended."

Scheurer believes that "opportunities are viewed as endless by many stakeholders and industry experts. Armed with the new Polytechnic designation, the Baldrige Quality Award, and a set of established technical programs, UW-Stout is equipped to capitalize on a growing non-degree industry. UW-Stout also has developed an on-line capability that brings a required technical component to support a growth strategy.

In the non-credit development area, Scheurer says that "Outreach has several obvious topical choices...including but are not limited to the following: leadership, packaging, golf enterprise, six-sigma, a variety of lean topics, ISO, certificate programs of various types, and a wide range of programs that can be offered on-line. Many of these are existing degree programs that can be converted to non-degree offerings, or could be developed into creative interdisciplinary combinations of existing programs and capabilities. There is wide agreement that the Outreach strategy should encourage more risk taking and creativity, as a way to grow the business."

Scheurer sees the biggest external threat to the future of Outreach as "the competitive forces in the marketplace. Private business, consulting firms, trade associations, thought leaders, corporate universities and other institutions of higher-learning are all aggressively pursuing opportunities. The internal threats include the lack of a shared mission and strategy, the current role and structure of Outreach, and institutional restrictions. In addition, there may be a lack of urgency to address the issues and set a new direction. Stakeholders across the system view the purpose and potential of Outreach differently. They seem to agree Outreach is doing a good job of supporting the colleges, but ought to be doing more. There is wide agreement that there needs to be a shared vision and strategy for this unit."

## Current Offerings

Current outreach, distance, and online learning offerings are best observed by consulting the University's web site. Specifically, two web sites provide the most comprehensive listings of current offerings: the official distance and online learning site that can be found at the URL <http://www.uwstout.edu/de/>, and Outreach Services web site that can be found at the URL <http://www.uwstout.edu/outreach/>.

The table below provides a listing of current distance and online degree programs:

### Online, Distance Education Degree Programs and Off-Campus Initiatives

Program	Delivery	Scope	Audience	Location
<a href="#"><u>BS in Management</u></a>	Online & Interactive Television	Degree Completion	A.A.S. Graduates	Appleton, Wausau, LaCrosse, Madison, Milwaukee, Sheboygan, Racine, Pewaukee
<a href="#"><u>BS in Management</u></a>	Online & Interactive Television	Degree Completion	A.A.S. Graduates	Minnesota
<a href="#"><u>BS in Career, Technical Education and Training</u></a>	Online	Degree Completion	A.A or A.A.S. Graduates, Technical or Community College Instructors, Training Professionals, New/Continuing Students	Online
<a href="#"><u>BS in Information and Communication Technologies</u></a>	Variety of distance education methods	Degree Completion	A.A or A.A.S. Graduates	Online
<a href="#"><u>BS in Golf Enterprise Management</u></a>	Online	Degree or degree completion	New & Continuing Students	Online

<a href="#"><u>MS in Training and Development</u></a>	Weekends	Degree	New/Continuing Students	Waukesha
<a href="#"><u>MS in Training and Development</u></a>	Weekends	Degree	New/Continuing Students	Appleton
<a href="#"><u>MS in Education, Professional Development Concentration</u></a>	Online	Degree	Practicing Professionals	International
<a href="#"><u>MS in Manufacturing Engineering</u></a>	Various Internet or web-based course delivery systems	Degree	Practicing Professionals	International
<a href="#"><u>MS in Technology Management</u></a>	Online, Interactive Television, Independent Study	Degree	Professionals in the field	Minneapolis, St. Paul
<a href="#"><u>MS in Vocational Rehabilitation, Rehabilitation Counseling Concentration</u></a>	Various Internet or web-based course delivery systems	Degree, except for internship and practicum	Professionals in the field	Nationwide
<a href="#"><u>EdS in Career and Technical Education</u></a>	Online, Weekends	Degree	WTCS Instructors	Statewide
<a href="#"><u>WI Technical College Certification</u></a>	Online	7 Courses for Certification	WTCS Instructors	Statewide
<a href="#"><u>Traffic Safety Education</u></a>	DVD / Independent Study	5-course sequence for DPI Certification or 3-course sequence for DOT Certification	New/Continuing Students	Statewide
<a href="#"><u>Reading Teacher Certification</u></a>	Online	WI DPI Reading Teacher (WI 316) licensure	Practicing Professionals	Online

<a href="#"><u>Working With Young Children</u></a>	Online	Non-credit	Early Childhood Educators	International
<a href="#"><u>Gaming Management Certificate</u></a>	Online	Professional Development Certificate	Employees in the field	Online
<a href="#"><u>Early Childhood-Middle Childhood Certification</u></a>	Online	Early Childhood-Middle Childhood Certification	Educators who have WI Early Childhood license # 70	Statewide, National, International
<a href="#"><u>Online Professional Development for Educators</u></a>	Online	Professional Development	Educators	Online
<a href="#"><u>Graduate Certificate in E-Learning and Online Teaching</u></a>	Online	Professional Development or as concentration requirement in <a href="#"><u>MS Education</u></a> or electives in the <a href="#"><u>MS</u></a> and <a href="#"><u>Ed.S.</u></a> <a href="#"><u>Career and Technical</u></a>	Educators	Online

In addition to the above current distance and online degree programs for which the Outreach Services staff provide support, Outreach Services staff are actively working on 60-70 credit and non-credit programs at any one time. A current listing of active outreach, distance, and online learning offering projects is found in Appendix A.

## Strategic Offerings for Fiscal Years 2008-2011

Outreach Program Manager Liaisons have worked with the Deans, Department Chairs and Coordinators, and Program Managers of each College and the School of Education to develop a set of strategic programs that will be analyzed, developed, and/or delivered during the next three fiscal years. These plans are listed by unit below. It is important to once again note that these plans are works in progress. Both Outreach Services and the leaders of the academic units involved have attempted to provide detail for the outreach, distance, and online learning plan for at least the first year (FY 2008, Fall 2007- Summer 2008.) Details for years two and three will be fleshed out over the next year and updated as required. This is especially important as campus realignment occurs that may significantly change the priorities and needs of the campus and the non-traditional learner audience.

**College of Arts and Sciences**  
**Strategic Outreach, Distance, and Online Learning Plan**

**CAS Plan for 2007-08**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
189 Customized Tuition	Online Customized Tuition General Education Courses	Ray Hayes
131 Customized Tuition	BS Technical Communications - Online	Bruce Maylath
	BS Professional Studies	Hollace Tuber
<b>COURSES</b>		
Non-Credit & 189 Credit	Personal Investing Workshops & Course	Sandra Claflin-Chalton
189 Credit	Summer Course offerings in Interviewing	Mike Nicolai
Non-Credit	Spanish for Personal & Professional Use	Kitz Cleary
189 Credit	Sociology of the Hmong	Bruce Pamprin
189 Credit	Online Speech	Hollace Teuber
189 Credit	American Ethnic Experience	Hollace Teuber

**CAS Plan for 2008-09**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
189 Customized Tuition	Online Customized Tuition General Education Courses	Ray Hayes
131 Customized Tuition	BS Technical Communications - Online	
	BS Applied Social Studies	Dick Tyson
Credit & Non-Credit	Visiting Scholars / Practicing Professionals Program	John Murphy
<b>COURSES</b>		

**CAS Plan for 2009-10**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
189 Customized Tuition	Online Customized Tuition General Education Courses	Ray Hayes
	BS Applied Social Science	Dick Tyson
131 Customized Tuition	MS Technical Communications (U of M)	
Credit & Non-Credit	Visiting Scholars / Practicing Professionals Program	John Murphy
131 Customized Tuition	Masters Fine Arts	John Murphy
<b>COURSES</b>		

**College of Human Development  
Strategic Outreach, Distance, and Online Learning Plan**

**CHD Plan for 2007-08**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	M.S. Hospitality and Tourism	
131 Customized Tuition	M.S. Vocational Rehabilitation	
131 Customized Tuition	GEM Online	Joe Holland
189 Outreach Services	Human Resource Management Certificate	Mitch Sherman
189 Outreach Services	Grantsmanship for Nonprofits	Rommel
189 Outreach Services	Tumbling I, II, III	Beaulieu
131 Customized Tuition	Intro to Global Service Management	Ed Harris
189 Outreach Services	Online Gaming Certificate	Sharon Giroux
Conference non-credit/ optional credit	Body, Mind and Spirit Conference	Tom Franklin Bob Salt
Conference non-credit	Nat'l Rural Institute on AODA	Deanna Applehans
Conference non-credit	Disability Workshops in Ireland	Kathleen Deery

**CHD Plan 2008-09**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	M.S. Hospitality and Tourism	
131 Customized Tuition	MS Vocational Rehabilitation	
131 Customized Tuition	GEM Online	Joe Holland
189 Outreach Services	Human Resource Management Certificate	Mitch Sherman
189 Outreach Services	Online Gaming Certificate	Sharon Giroux
Conference non-credit/ Optional credit	Body, Mind and Spirit Conference	Franklin/Salt
Conference non-credit	Nat'l Rural Institute on AODA	Deanna Applehans

**College of Technology, Engineering, and Management  
Strategic Outreach, Distance, and Online Learning Plan**

**CTEM Plan 2007-08**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	Quality Minor and Certificate	John Dzissah
131 Customized Tuition	MS Technology Management	Tom Lacksonen
131 Customized Tuition	BS Management	Wendy Dittman
131 Customized Tuition	MS Manufacturing Engineering-Online	Pete Heimdahl
131 Customized Tuition	BS Information and Communication Technology	Len Bogner
131 Customized Tuition	Driver Education Minor – Undergraduate	Brian Finder



131 Customized Tuition	INMGT and People Process	Kari Dahl
131 Customized Tuition	MS Training and Development	Kat Lui
131 Customized Tuition	Marketing and Business Education Institute	Carol Mooney
131 Customized Tuition	MS Information & Communication Technology	Steve Schlough
Certificate non-credit	NWMOC Lean Manufacturing Certificate Program	Barb Nicol
Academy non-credit/ optional credit	Construction Academy	Hans Temper
Workshop non-credit optional credit	Lab Safety	Stan Goetz
Conference non-credit	Training and Development Summit	Kat Lui
Online program	Relationship Selling	Bill Cobian

**CTEM Plan 2008-09**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	Quality Minor and Certificate	John Dzissah
131 Customized Tuition	MS Technology Management	Tom Lacksonen
131 Customized Tuition	BS Management	Wendy Dittman
131 Customized Tuition	MS Manufacturing Engineering-Online	Pete Heimdahl
131 Customized Tuition	BS Information and Communication Technology	Len Bogner
131 Customized Tuition	Driver Education Minor – Undergraduate	Brian Finder
131 Customized Tuition	INMGT and People Process	Kari Dahl
131 Customized Tuition	MS Training and Development	Kat Lui
131 Customized Tuition	MS Information & Communication Technology	Steve Schlough
Certificate non-credit	NWMOC Lean Manufacturing Certificate Program	Barb Nicol
Academy non-credit/ optional credit	Construction Academy	Hans Temper
Conference non-credit	Training and Development Summit	Kat Lui

**CTEM Plan 2009-10**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	Quality Minor and Certificate	John Dzissah
131 Customized Tuition	MS Technology Management	Tom Lacksonen
131 Customized Tuition	BS Management	Wendy Dittman
131 Customized Tuition	MS Manufacturing Engineering-Online	Pete Heimdahl
131 Customized Tuition	BS Information and Communication Technology	Len Bogner
131 Customized Tuition	Driver Education Minor – Undergraduate	Brian Finder
131 Customized Tuition	INMGT and People Process	Kari Dahl
131 Customized Tuition	MS Training and Development	Kat Lui
131 Customized Tuition	MS Information & Communication Technology	Steve Schlough
Certificate non-credit	NWMOC Lean Manufacturing Certificate Program	Barb Nicol
Academy non-credit/ Optional credit	Construction Academy	Hans Temper
Conference non-credit	Training and Development Summit	Kat Lui

**School of Education  
Strategic Outreach, Distance, and Online Learning Plan**

**SOE Plan for 2007-08**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	E-Learning and Online Teaching Certificate	Dennis O'Connor
131 Customized Tuition	Instructional Technology Coordinator Certification	Debbie Stanislawski
131 Customized Tuition	Online Science Education Certification	Kevin Mason
131 Customized Tuition	MS Technology Education –adapt to online delivery and increase enrollment	Brian McAlister
131 Customized Tuition	MS Education Prof Dev Concentration Online	Amy Gillett/Jim Lehmann
131 Customized Tuition	Special Education Cross-Categorical Certification –weekend delivery	Amy Schlieve
131 Customized Tuition	Online Reading Certification	Carolyn Heitz
131 Customized Tuition	Online Health Science Occupation Certification (Housed underneath BS CTE/MS CTE)	Diane Klemme
131 Customized Tuition	Early Childhood-Middle Childhood Certification	Don Platz
131 Customized Tuition	MS Career & Technical Education	Howard Lee
131 Customized Tuition	BS Career & Technical Education-Online	Juli Taylor
131 Customized Tuition	Wisconsin Technical College System Certification Courses offered online	Juli Taylor/Howard Lee

**SOE Plan for 2008-09**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	E-Learning and Online Teaching Certificate	Dennis O'Connor
131 Customized Tuition	Instructional Technology Coordinator Certification	Debbie Stanislawski
131 Customized Tuition	Online Science Education Certification	Kevin Mason
131 Customized Tuition	MS Technology Education –adapt to online delivery and increase enrollment	Brian McAlister
131 Customized Tuition	MS Education Prof Dev Concentration Online	Amy Gillett/Jim Lehmann
131 Customized Tuition	Special Education Cross-Categorical Certification –weekend delivery	Amy Schlieve
131 Customized Tuition	Online Reading Certification	Carolyn Heitz

131 Customized Tuition	Online Health Science Occupation Certification (Housed underneath BS CTE/MS CTE)	Diane Klemme
131 Customized Tuition	Early Childhood-Middle Childhood Certification	Don Platz
131 Customized Tuition	MS Career & Technical Education	Howard Lee
131 Customized Tuition	BS Career & Technical Education-Online	Juli Taylor
131 Customized Tuition	Wisconsin Technical College System Certification Courses offered online	Juli Taylor/Howard Lee
131 Customized Tuition	Online ESL Certification	NEW HIRE

**SOE Plan for 2009-10**

<b>CATEGORY</b>	<b>PROGRAM</b>	<b>CONTACT</b>
131 Customized Tuition	E-Learning and Online Teaching Certificate	Dennis O'Connor
131 Customized Tuition	Instructional Technology Coordinator Certification	Debbie Stanislawski
131 Customized Tuition	Online Science Education Certification	Kevin Mason
131 Customized Tuition	MS Technology Education –adapt to online delivery and increase enrollment	Brian McAlister
131 Customized Tuition	MS Education Prof Dev Concentration Online	Amy Gillett/Jim Lehmann
131 Customized Tuition	Special Education Cross-Categorical Certification –weekend delivery	Amy Schlieve
131 Customized Tuition	Online Reading Certification	Carolyn Heitz
131 Customized Tuition	Online Health Science Occupation Certification (Housed underneath BS CTE/MS CTE)	Diane Klemme
131 Customized Tuition	Early Childhood-Middle Childhood Certification	Don Platz
131 Customized Tuition	MS Career & Technical Education	Howard Lee
131 Customized Tuition	BS Career & Technical Education-Online	Juli Taylor
131 Customized Tuition	Wisconsin Technical College System Certification Courses offered online	Juli Taylor/Howard Lee
131 Customized Tuition	Online ESL Certification	NEW HIRE

## Strategic Goals

### UW-Extension

Because of the unique role that University of Wisconsin-Extension plays in the support of services for non-traditional learners, assistance and advice been sought from the Dean of Continuing Education, Outreach, and E-Learning in the development of this Strategic Outreach, Distance, and Online Learning Plan. The Dean and his staff have assured the campus that UW-Extension will support the campus by assisting in the development of a three-year plan that takes into account the possibility of a fiscal deficit in the first and second years as new programming initiatives are mounted that will lead to sustainability. In addition, the Dean and his staff have also pledged to assist in preparing funding proposals aligned with UW-Extension and UW System's initiatives specific to the development of programs under the "Adult Student Initiative" and any other new programming initiatives that emerge over the planning period.

### Credit and Non-Credit Goals

**GOAL 1: To support campus development, implementation, and evaluation of credit outreach programs, partnerships, and services for non-traditional learners.**

**Objective 1.1:** Develop and implement programs and services that support degree programs, certification, certificate programs, re-licensing, specializations, and alternative certifications.

**Strategy:**

- 1.1.1 Continue to support a systematic process (OPM Liaisons) to solicit input from the campus community through college advisory councils, department meetings, faculty/staff meetings, Deans, department chairs, program directors, focus groups and surveys.
- 1.1.2: Work as instructed by Deans to develop collaborative partnerships with other UW's, Wisconsin Technical Colleges, CESAs, school districts, other private and public universities, government, and business and industry.
- 1.1.3 Develop a systematic process to build linkages with the external groups, clients, and institutions to identify programs, learning needs, audiences and priorities.
- 1.1.4 Develop programs that support increased job skills, career advancement, professional credentialing and improve the workforce.
- 1.1.5 Continue to work with other institutional partners in the Regional Education Consortium.
- 1.1.6 Promote continuous exploration of new content, products, methods, formats, relationships, and technologies to expand and enhance global learning.
- 1.1.7 Work with program directors and the University Advancement to develop, promote, and deliver programs for UW-Stout Alumni.

- 1.1.8 Create and fund the position of “Non-Traditional Learner Support Coordinator” to provide centralized support for campus operations (see Appendix A for specific job description.)

**Objective 1.2:** Meet the changing needs of learners to reflect emerging technologies.

- Strategy:**
- 1.2.1 Expand access to higher education by removing obstacles such as constraints of time or place.
  - 1.2.2 Work with Learning Technology Services on coordinating and implementing distance delivered programs.
  - 1.2.3 Work with the campus departments to increase full range of support services to foster a supportive learning environment for non-traditional learners.
  - 1.2.4 Partner with the Teaching and Learning Center to provide research avenues for faculty in emerging technologies.

**Objective 1.3:** Collaborate as Credit Outreach brokers amongst UW-Stout departments, institutions, educators, learners and other stakeholders.

- Strategy:**
- 1.3.1 Support credit outreach programming and communication with other UW-Stout extension funded centers including Stout Technology Transfer Institute/Northwest Manufacturing Outreach Center STTI/NWMOC and Stout Vocational Rehabilitation Institute (SVRI).
  - 1.3.2 Develop and enhance partnership arrangements for offering PK-16 programming with school districts, CESA agencies, DPI, regional UW Campuses, Technical Colleges and Distance Learning Networks.
  - 1.3.3 Develop increased linkages with Research Services to work with grant funded activities that may result in credit outreach programs.

**Objective 1.4:** Expand innovative marketing strategies.

- Strategy:**
- 1.4.1 Expand and integrate credit and non-credit outreach marketing efforts utilizing Outreach Services Marketing Team in consultation with the Outreach Marketing Advisory Council (in alignment with the University's Executive Marketing Council.)
  - 1.4.2 Develop integrated marketing model for programs that include printed, online, and database efforts.
  - 1.4.3 Expand the “recruitment” model for tracking inquiries and applicants of all programs.
  - 1.4.4 Foster sharing of campus-wide marketing resources, i.e. mailing lists, distribution lists, calendar listings, publications, etc.
  - 1.4.5 Measure and manage outreach impacts using UW-Extension's impact evaluation model.
  - 1.4.6 Provide faculty and staff with information on credit outreach activity including topic areas and audiences on a consistent basis.

- 1.4.7 Develop a strategy for incorporation of value-added products into the planning and delivery of programs.

**Objective 1.5:** Develop benchmarks for continuous improvement of programs, services, partnerships, and UW-Stout's integrity/brand.

- Strategy:**
- 1.5.1 Systematically review, assess, and improve operational practice and efficiencies within the department.
  - 1.5.2 Implement accurate assessment of Credit Outreach programs.
  - 1.5.3 Provide professional development opportunities for staff to improve job performance and service practices within the department.
  - 1.5.4 Orderly transfer unit expertise in the provision of student support services for enrollment management services to the campus.
  - 1.5.5 Use UW-Extension's impact evaluation model

**Objective 1.6:** Maximize revenue while delivering high quality programming.

- Strategy:**
- 1.6.1 Set and meet annual revenue targets.
  - 1.6.2 Diversify programming areas.
  - 1.6.3 Increase online marketing efforts.
  - 1.6.4 Recruit new qualified online instructors with established expertise in key programming areas.
  - 1.6.5 Increase number of master degree sequence cohort groups.

**Objective 1.7:** Increase focus on international programs.

- Strategy:**
- 1.7.1 Assist in the development of partnerships that allow for reaching international markets in concert with College and program plans.
  - 1.7.2 Work with the Office of International Education to provide professional development opportunities with international emphasis and online learning.

**Goal 2:** To develop and deliver high-quality, fiscally sound, programs to individual and communities worldwide.

**Objective 2.1:** Maintain and strengthen existing programs

**Objective 2.2:** Develop new programs

- Strategy:**
- 2.2.1 Partnerships/Collaboration
    - Seek and respond to suggestions from the colleges and campus constituents.
      - Work with CAS, CTEM, CHD and SOE to develop new programs.

- Meet with Deans monthly for updates on plans for new curriculum, etc.
    - Ask Deans and program directors how we can help.
    - Make suggestions as to how we can assist them.
  - Identify potential partners and/or collaborators for every program
  - Explore partnerships with business, agencies/associations, educational institutions and community groups
- 2.2.2 Stewardship of resources
  - Financial
    - Quarterly review status of ongoing programs
    - Make adjustments in programs to cover financial needs
    - Seek funding to assist in program support
      - Cross-divisional grants
      - Multicultural grants
    - Seek partners to share in risk/reward
    - Develop an attractive model to share risks and rewards
  - Staff
    - Review staff assignments and utilization of talents
    - Continue to provide training opportunities for skill building
    - Develop cross training schedule for duties
  - Partners
    - Provide opportunity for partners (business, advisory board, colleges/school, educational institutions, agencies, associations, community) to have valuable input on programming direction
  - Environment
    - Continue to provide a safe, accessible, effective, efficient and inviting environment for staff
    - Provide necessary equipment for tasks
- 2.2.3 Marketing
  - Examine new marketing strategies and develop a concise marketing plan, program-by-program.
    - Include budget for human resources necessary to accomplish
    - continue marketing plans
  - Examine comprehensive audiences for diverse populations: ethnicity, geographical location, professional development, personal enrichment
- 2.2.4 Assessment
  - Use environmental scanning to assess changing societal needs.
  - Use needs assessment to specific audiences to identify needs.
  - Continue to evaluate current programs and delivery for continuous improvement

## **Appendix A**

### **Outreach Services Documents**

Listing of Currently Active Outreach Services Offerings

Services for Programs Using Customized Tuition Accounts

Transferred Registration Support Position Descriptions

Proposed Outreach, Distance, and Online Coordinator















**Services available from  
University of Wisconsin-Stout Outreach Services to support  
UW-Stout Colleges and Schools engaging in outreach to non-traditional students  
using customized tuition accounts  
Proposed for Fiscal Year 2008**

Below is a listing of support services available from UW-Stout Outreach Services (OS) to academic units offering customized tuition-based credit programs. Services desired by the unit involved are indicated on the Outreach Services Selection Form appended to this document. Payment to OS for services during the period September 1, 2007 through June 30, 2008. OS will also be reimbursed for pre-approved direct costs incurred in providing services in addition to a service rate approved by the University. All programmatic accounts and budgets will be housed in the academic department.

1. Planning and Promotion

Working in collaboration with the Dean, Department Chair or Coordinator, and academic unit-identified Program Director(s), the OS-assigned Liaison and the credit outreach team will:

- assist in the identification of potential outreach offerings tied to the academic unit's strategic plan and the University's current priorities and Academic Plan;
- submit to the Provost (after receiving the Dean's signature) an "Approval to Plan an Outreach Offering" form for proposed new programs;
- assist in the identification of academic unit personnel and/or approved adjunct instructors;
- assist in the development of an advertising plan consistent with the offering theme;
- assist appropriate academic unit staff as they identify mailing lists, newsletters, and other advertising and promotional opportunities;
- conduct targeted marketing through various mediums of delivery (with prior academic unit approval) including direct mail, brochures, print ads, and electronic formats;
- research size and cost of print advertising, reserve space in publications(s), place ads with prior academic unit approval in identified trade journals, newspapers, and magazines, and prepare and obtain approvals for purchase requisitions as needed;
- duplicate and distribute promotional materials as approved by the academic unit;
- design, print, and distribute appropriate offering brochures and electronic recruitment materials (email ads and web pages);
- arrange for press accommodations and kits when appropriate using academic unit approved information;
- manage other types of promotion (QEI database, UW-System distance education databases, promotion at conferences, materials production...including graphics and electronic posters, ads, and/or catalogs...support web sites, cross-marketing with other Stout units when appropriate, business cards for adjunct instructors, etc.);
- distribute the distance education "Survival Guide" showing processes and procedures that will support student access to distance education offerings;
- provide contact management services (relationship marketing) to assist in the identification and recruitment of potential students;
- project budget data, conduct feasibility studies, and complete market analysis when requested;
- process course approval from the offering department and submit the appropriate paperwork for pre-approvals and approvals required to assure compliance with all UW-Stout and UW-System rules;
- set up appropriate course section numbers;
- obtain fee waivers when requested; and
- assist in obtaining customized tuition approval when requested.

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## 2. Registration and Student Support

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Working in collaboration with the Dean, Department Chair or Coordinator, and academic unit-identified Program Director(s), UW-Stout Registration and Records staff, and Student Business Services staff, the OS-assigned Liaison and the credit outreach team will:

- work with the academic unit to set up course restrictions and registration limits as needed for specific courses;
- assemble handout materials and packets and distribute them to registered students as appropriate;
- arrange for textbooks to be sent (when appropriate) to registered students;
- arrange facilities for face-to-face and distance delivered course offerings as identified by the academic unit;
- provide miscellaneous student service support (i.e. parking, logistics, etc).

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## 3. Arrangements for Instructors

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The identification of instructors for distance education deliveries will be made by the academic unit. Working in collaboration with the Dean, Department Chair or Coordinator, academic unit-identified Program Director(s), and the Human Resources Office, the OS-assigned Liaison and the credit outreach team will:

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- share information about potential adjunct instructors with the appropriate academic unit personnel;
- work with instructors to identify technology, facility, and support material needs and address these needs on an individual basis;
- process appropriate contracts for instructors when other than part-of-load assignments are made by the academic department;
- process payments for instructors when appropriate after the drop/add period for each class; and
- research and communicate site policies with faculty and students.

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## 4. Fiscal Management and Reports

Working in collaboration with the Dean, Department Chair or Coordinator, and academic unit-identified Program Director(s), and the academic unit's Budget Manager, the OS-assigned Liaison and the credit outreach team will:

- assist in projection of detailed offering budget information;
- submit approval requests for direct expenses to academic unit primary point of contact;
- negotiate, review, and pay pre-approved direct expenses;
- provide reports of student registrations;
- provide a summary of course evaluations; and
- provide regular and final reports of revenue and expenses.



**University Services Associate II  
Outreach, Distance, and Online Learning Program Assistant (position 1)**

**Position Summary**

This position requires work of moderate difficulty providing support assistance to supervisory, professional and administrative staff in Outreach Services. This position is responsible to support enrollment management activities within Outreach Services. Other duties include the acquisition and use of a broad base of computer application and problem-solving skills, updating and maintaining website information and serving as backup to other Credit Outreach Team positions. Work is performed under general supervision.

**50% A. Manage and support enrollment management activities within Outreach Services.**

1. Verify individual registration information for accuracy, completeness and compliance with UW-Stout and UW-System guidelines.
2. Compose and distribute course registration confirmation letters.
3. Manage outreach course enrollment processes.
4. Forward student information to the Graduate School for registration.
5. Produce supporting technical documentation for the Credit Outreach Services Handbook.
6. Investigate student requests and issues and propose solutions.
7. Contact appropriate person/department to problem-solve all types of billing and registration restrictions and issues.
8. Use complex software to manage registrations and billing functions.
9. Receive and post checks, cash, purchase orders, credit card payments, refunds, and verify reconciliation reports.
10. Forward registration information to Credit Outreach support staff for distribution of textbooks and other course materials.
11. Consult with departments, (Registration and Records, Student Business Office, Graduate School, Admissions, and Financial Aid, and academic departments), instructors and ad hoc faculty when solving individual problems for students, especially nontraditional and distance education students.
12. Provide support for special projects including grant programs and contract courses.
13. Print copies of grade sheets, process grade change cards, and file in appropriate areas.
14. Work with Credit Outreach Program Managers to facilitate an online evaluation process for Outreach Services students.
15. Manage and maintain course files.
16. Know formal and informal departmental goals, standards, policies and procedures.
17. Cross-train and function as backup to other credit outreach support positions.
18. Utilize system to prioritize work to meet deadlines.
19. Communicate issues to program managers.
20. Interact with various departments to create and maintain positive working relationships.
21. Register outreach students: – process registration forms and payments for tuition.
22. Provide support for summer technical service schools registrations.
23. Provide support for CESA 10 summer academy.
24. Coordinate international student registrations with identified educational coordinators.

**30% B. Utilize technology and integrated student database.**

1. Evaluate current and new procedures on integrated student database system and recommends procedural changes to maintain operational efficiencies in Credit Outreach.
2. Effectively plan, coordinate and direct Credit Outreach application for integrated student database system modules of admissions, registration and records and accounts receivable.
3. Assist in the training of the credit team on integrated student database system upgrades.
4. Develop and maintain proficiency with word processing, spreadsheet, email and other software packages and attend training as needed.
5. Use the current integrated student database management software for registration and billing processes.
6. Develop and maintain proficiency in integrated student database system and attend training as needed.
7. Act as backup for using the current integrated student database system management software for course section set-ups.
8. Acquire and apply a broad base of computer application and problem-solving skills including but not limited to:
  - Web Brio (used for database information gathering, running reports and queries and gathering various student/course information)
  - Microsoft Word, Outlook, Excel, Access and Power Point applications
  - Importing and exporting information to various programs
  - Report and mailing label creation
  - Integrated student database system or the current integrated student database management software

**12% C. Analyze and interprets data and prepares statistical reports.**

1. Prepare weekly enrollment report for Credit Outreach Program Managers.
2. Initiate, create, gather, sort, compile, format and provide a platform for analysis of data for reports upon request, including:
  - End of semester and end of year report of enrollment and revenue, number of courses, % of courses from each college, audiences served, comparison with prior years, analysis of trends, etc.
  - Automation of credit outreach forms.

**5% D. Maintain website**

1. Provide primary support in all areas dealing with updating and maintaining website information including:
  - Outreach Services Credit website
  - Other marketing websites

**3% E. Perform other duties as assigned.**

**University Services Associate II**  
**Outreach, Distance, and Online Learning Assistant (position 2)**  
**Position Summary**

This position requires work of moderate difficulty providing support assistance to supervisory, professional and administrative staff in Outreach Services. This position is responsible for supporting the registration and processing tuition payments for outreach students. Other duties include the acquisition and use of a broad base of computer application and problem-solving skills, and serving as backup to other Credit Outreach Team positions. Work is performed under general supervision.

**50% A. Support registration activities within Outreach Services.**

1. Compose and distribute course registration confirmation letters.
2. Register outreach students, receive payments and follow processing procedures.
3. Verify individual registration information for accuracy, completeness and compliance with UW-Stout and UW-System guidelines.
4. Coordinate with student business office student billing adjustments for customized credit offerings.
5. Forward student information to the Graduate School for registration.
6. Produce supporting technical documentation for the Credit Outreach Services Handbook.
7. Coordinate student tuition payments and refunds with student business office.
8. Pro-rate tuition between UW campuses and coordinate transfer of funds when student is registered at more than one campus.
9. Contact appropriate person/department to problem-solve all types of billing and registration restrictions.
10. Know formal and informal departmental goals, standards, policies and procedures.
11. Investigate student requests and issues and propose solutions.
12. Use complex software to manage registrations and billing functions.
13. Receive and post checks, cash, purchase orders, credit card payments, refunds, and verify reconciliation reports.
14. Manage and maintain course files.
15. Cross-train and function as backup to other credit outreach support positions.
16. Utilize system to prioritize work to meet deadlines.
17. Consult with departments, (Registration and Records, Student Business Office, Graduate School, Admissions, Financial Aid, and academic departments), instructors and ad hoc faculty when solving individual problems for students, especially non-traditional and distance education students.
18. Interact with various departments to create and maintain positive working relationships.
19. Communicate issues to program managers.
20. Process billing information for summer CESA 10 summer academy.
21. Identify and list customized tuition courses for all 131 programs.

**30% B. Utilize technology and integrated student database.**

1. Effectively plan, coordinate and direct Credit Outreach application for integrated student database system modules of admissions, registration and records and accounts receivable.
2. Use the current integrated student database management software for registration and billing processes.
3. Evaluate current and new procedures on integrated student database system and recommend procedural changes to maintain operational efficiencies in Credit Outreach.
4. Develop and maintain proficiency in integrated student database system and attend training as needed.
5. Develop and maintain proficiency with word processing, spreadsheet, email and other software packages and attend training as needed.
6. Act as backup for using the current integrated student database management software for course section set-ups.

**12% C. Analyze and interpret data and prepare statistical reports.**

1. Analyze and interpret data and prepare statistical reports including but not limited to semester income projections, revenue, enrollment, and revenue sharing models.
2. Initiate, create, gather, sort, compile, formats and provide a platform for analysis of data for reports, and forms including:
  - End of term enrollment and revenue report.
  - End of term credit card billing report.

**3% D. Perform other duties as assigned.**

### **UW-Stout Non-Traditional Learner Support Coordinator (NTLSC)**

The **NTLSC** will act as an advocate for distance education students accessing the University in non-traditional formats (including online.) This position will provide leadership for programs using distance learning technologies and face-to-face delivery at off-campus sites. It will promote collaboration between University of Wisconsin-Stout's distance delivery programs and its partners.

The **NTLSC** advises the Director of Outreach Services and the Provost on all matters relating to distance education and holds the responsibility for creating and sustaining an environment of academic and professional excellence for distance learners, and a collaborative environment with faculty and staff.

The **NTLSC** will analyze distance education research and collaborate with instructional technology and student development to strengthen distance delivery systems. This position will facilitate the preparation of reports, assessments and materials for distance education as requested by the Provost.

#### **DUTIES AND RESPONSIBILITIES:**

This position will advocate for systematic coordination of comprehensive student services that provide academic support for distance education students. Duties include:

1. Liaison with colleges and departments to support the delivery of DE.
2. Act as liaison to other campus service areas (i.e. library, business office, advising, registration, etc.);
3. Assist in the development of a coordinated strategic plan to disseminate information concerning UW-Stout's distance learning programs, courses and services available, including:
  - the development of promotional materials for distance education.
  - working closely with campus departments to market distance education courses and programs and recruit students,
  - ensuring that all distance education promotional materials are current and that potential distance education students are fully aware of programs and degrees that are available to them.
4. Develop systems to help students learn to communicate from a distance with UW-Stout offices and personnel to resolve problems.
5. Develop systems to foster student self-sufficiency and help students learn to make maximum use of web resources for self-service functions such as admissions applications, registration, financial aid, and library research.
6. Assist in the removal of barriers in operational matters to support distance education.
7. Advocate for the development and maintenance of Web pages to support distance education at UW-Stout.
8. This position will provide support systems for conflict resolution and mediation between student service areas, departments and students including:
  - Providing advice and orientation to distance education students on all matters except those directly related to the content of their courses and program specific advisement.
  - Providing timely and thorough assistance to students who encounter problems with admissions, registration, financial aid and similar matters.
  - Assisting students in acclimating to and succeeding in web-based and web-assisted courses and degree programs.

**RATIONALE:****Bullet points for supporting this position:**

- UW-Stout has a long history of providing distance delivered courses.
- The number of distance delivered courses and programs have grown steadily. (4 new programs just this year: (BSICT, MSICT, GEM, Gaming)
- The number of students studying from a distance has increased and will continue to grow.
- The number of faculty utilizing distance education technologies has increased.
- Stout has always focused on quality and providing the best possible educational experience to students. This position supports that.
- Would provide campus-wide connections for de student support.
- We need systems to foster student self-sufficiency and help students learn to make maximum use of web resources for self-service functions such as admissions applications, registration, financial aid, and library research.

## **Appendix B**

### **College and School Strategic Plans**

- 1. College of Arts and Sciences**
- 2. College of Human Development**
- 3. College of Technology, Engineering, and Management**
- 4. School of Education**

## Strategic Plan for the College of Arts and Sciences

Revised – 01/26/05

### Mission Statement (revised 01/18/05)

The College of Arts and Sciences is committed to providing innovative, high quality instruction that empowers students to become lifelong learners and responsible citizens who value scholarship, diversity, and the pursuit of truth. Coursework in CAS introduces students to a broad based understanding of the human experience and the natural world, from contemporary science to literature, mathematics to art, and history to theatre. Instruction provided by our faculty and staff enhances the skills of communication, problem solving, critical thinking, and the appropriate use of technology.

### Vision Statement (revised 01/18/05)

The College of Arts and Sciences provides the liberal arts foundation necessary to the education of all University of Wisconsin-Stout students. The College values the tradition of teaching, scholarship, and service, and is dedicated to providing an array of stimulating learning communities where students, both residential and distance, may grow personally and intellectually. CAS is committed to the development, support, and delivery of new and established programs housed in the College. The College of Arts and Sciences is focused on the exploration of the human condition and its diversity, the development of responsible citizenship, and the pursuit of scholarship and lifelong learning. It is committed to leadership in pedagogical innovation to further student learning. The College holds to the principle that knowledge must serve humanity and our environment, and it is dedicated to global responsibility, justice, and ethics.

### Values

- Quality undergraduate instruction;
- Quality academic programs;
- Innovative empirical and applied research/scholarship;
- Strong curricular, extra-curricular, and co-curricular activities;
- Cooperation between faculty, students, and staff within the college;
- Open and collaborative relationships with other colleges and divisions within the university; and
- Service to the campus and external communities.

### Goals:

Goal 1: Offer high-quality, challenging academic programs that influence and respond to a changing society.



#### CAS Objectives Related to Goal

- Offer degree programs of an applied or technical nature in Art & Design, Applied Science, Applied Mathematics and Computer Science, and Technical Communication that are specifically attuned to our rapidly changing society.
- Expand the number of programs delivered in the College that address societal needs and provide students with more options to achieve their personal and professional objectives.
- Expand the use of online/distance course delivery systems.

#### CAS Action Plan

- Conduct biannual reviews of each of our existing programs; update and change as needed.
- Meet, at least once yearly, with Program Boards to ensure that our programs are in line with current professional/industry needs and that we are looking towards and preparing our students for the future.
- Develop and implement new programs/concentrations (Entitlements to Plan forwarded to UW-System in 12 to 18 months) in at least 2 of the following areas:
  - Applied Social Science;
  - Entertainment Management;
  - Master of Science in Scientific and Technical Communication with the University of Minnesota;
  - Degree completion program with Wisconsin Technical College System campuses;
  - Nanotechnology in cooperation with CTEM;
  - Expand Art program offerings in response to the changing professional and societal needs.
- Develop additional online courses offerings in those General Education categories where no or few options exist (offerings in all categories by Spring 2006).
- Place at least one major program online within 12 to 18 months.
- Develop inter-college collaborative projects; beginning with the Nanotechnology Task Force (created in Summer 2004) working on programs/concentration in CAS and CTEM (implementation of first program/concentration in three to five years).

Goal 2: Preserve and enhance our educational processes through the application of active learning principles.

#### CAS Objectives Related to Goal

- Provide training opportunities for faculty and staff to explore “best practices” for active learning principles.
- Provide the fundamental liberal arts foundation necessary to the education of all UW-Stout students.
- Support undergraduate involvement in scholarship.

#### CAS Action Plan

- In cooperation with Learning Technologies/Teaching and Learning Center, provide group and individual training sessions to develop and enhance the active learning skills of the faculty and staff.
- Promote, through campus administrative and governance groups, the role and value of, as well as the opportunities provided by, general education courses. Success of this plan to be determined by annual review of data collected from: course embedded assessment, the ACT CAAP, the General Education Senior Level Assessment Survey, and the Alumni Follow-up Survey.
- Encourage and support faculty to involve undergraduate students in scholarly activities.
- Promote participation in student research journal.

Goal 3: Promote excellence in teaching, research, scholarship, and service.

#### CAS Objectives Related to Goal

- Recognize and reward excellence in teaching, scholarly activities, and service.
- Promote and support faculty and staff professional development.

#### CAS Action Plan

- Develop criteria to clarify expectations for teaching, scholarly activities, and service – as a function of the Performance Evaluation process – by the beginning of the 2005-2006 academic year.
- Seek internal and external funding for professional development opportunities for our faculty and staff.

Goal 4: Recruit and retain a diverse university population.

#### CAS Objectives Related to Goal

- Maintain the College's commitment to continue to recruit and retain a diverse faculty and staff.
- Continue efforts to recruit and retain a diverse student population in all of our programs.
- Explore the possibility of hiring individuals with interdisciplinary expertise in order to develop a more versatile and less traditionally discipline bound faculty and staff.

#### CAS Action Plan

- In cooperation with the Equal Opportunity and Affirmative Action Office, continue and expand training for departmental hiring committees to ensure the recruitment of a diverse faculty and staff. (Annually)
- In cooperation with the Equal Opportunity and Affirmative Action Office, seek out contacts and specialized recruitment sources to increase the number of women and minority hires to more closely reflect the national percentages of those target groups graduating with terminal degrees. (Annually)

- Develop, by the start of the 2006-2007 academic year, a more detailed, active, and formal mentoring program to address the needs, concerns, and expectations of our new hires. A focus group of faculty and staff, hired within the past two years, will be empanelled to ascertain what types of mentoring would have been most useful to them upon entering the Stout community. The CAS Council will develop an assessment tool that will measure the success of this mentoring program.
- Create a task force (reporting back to Dean and CAS Council by Spring 2006) to explore the possibility and desirability of recruiting individuals with interdisciplinary expertise in order to develop a more versatile and less traditionally discipline bound faculty and staff.
- Develop and Implement a Summer Camp for targeted or at risk incoming freshman in disciplines such as Mathematics (Summer 2005), English (Summer 2006), and Science (Summer 2008). Pre and post tests will be developed to assess the effectiveness of instruction.

Goal 5: Foster a collegial, trusting, and tolerant campus climate.

#### CAS Objectives Related to Goal

- Maintain and strengthen the College's commitment to an open and accepting process of communication.
- Expand the College commitment to operate through interdependent partnerships among the students, staff, faculty, and administration to provide instruction and programmatic support to the University community.
- Expand efforts to provide informational programming to faculty, staff, students, and the community on issues of world, national, and regional relevance.

#### CAS Action Plan

- Expand use of College forums, departmental visits by CAS Dean, and opportunities for College and departmental symposiums. (Annually)
- Develop inter-departmental collaborative projects; beginning with a Summer Camp for incoming freshman (see: Goal 4, Action Plan, final bullet) staffed by members of Mathematics, Statistics, and Computer Science departments.
- Develop inter-college collaborative projects that foster collegiality.

Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities.

#### CAS Objectives Related to Goal

- Direct resources towards aging lab facilities and classrooms
- Pursue major capital building projects.

#### CAS Action Plan

- Continue annual active involvement in and pursuit of Lab Modernization funding for CAS laboratories; specifically in Art & Design, Technical Communications, and the Sciences.

- Work annually, through the Space Committee, to upgrade and replace technology in CAS classrooms.
- Create a task force (to begin work in Fall 2005) to examine the future of classroom and laboratory needs which will make recommendations to the College on facility use, space assignment, and necessary upgrades or remodeling.
- Continue to work for full funding of major projects currently at or near the top of UW-System's capital improvements list: the renovation of the Science Wing (construction in 2007-2009 biennium) and the remodeling of the Harvey Hall Theatre (construction in 2009-2011 biennium).

Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.

#### CAS Objectives Related to Goal

- Strengthen communication with and information gathering from the departments within CAS in order to provide responsive, efficient, and cost-effective educational support programs and services.
- Continue assessment and revamping of budgeting procedures to enable individual departments to become more directly involved in determining the allocation and expenditure of resources.
- Explore partnerships with Wisconsin Technical Colleges to provide responsive, efficient, and cost effective programs.

#### CAS Action Plan

- Expand the current program of meetings and retreats with the classified staff of the College (to commence in 2005-2006).
- In conjunction with the 2010 initiative, create greater communication and partnering with Wisconsin Technical College System institutions.
- Continue to expand dissemination of information on budget, personnel, and curricular issues in CAS forums and meetings with individual departments. (Annually)
- Examine the structure of the College for possible opportunities to enhance our delivery of responsive, efficient, and cost-effective educational support programs and services. (Commencing Spring 2005)

## **Strategic Plan for the College of Human Development**

**Mission Statement:** Improving the well-being of individuals, families and society through teaching, research, and service.

### **Core Values**

- Diversity among people, ideas, and cultures
- Respectful, honest, and fair relationships
- Leadership by example in instruction, scholarship, and service
- Educational excellence
- Commitment toward realizing and optimizing human potential

**Strategic Statement:** The ultimate impact of the College of Human Development is that of providing for the well-being of individuals, families, and society through teaching, research, and service. Applied undergraduate and graduate programs develop professionals qualified to meet the challenges of a changing world. Classroom and laboratory instruction, professional organization linkages, community service, academic and career advisement, and supervised field experiences provide the knowledge and skills necessary for successful careers in select areas of health and nutrition, human services, behavioral sciences, and management of hospitality and other service industries.

### **The College of Human Development Provides:**

- Applied programs with established reputations.
- A sense of community for students, faculty and staff, and alumni.
- Flexibility and innovation in new academic programs, educational activities, and services.
- Opportunities to learn from highly competent professionals in a variety of settings.
- Local, regional, national, and international leadership in service, research, and scholarship.
- A contribution to general education.
- Advisement to students, student groups, public and private organizations, and business.
- Physical education and wellness opportunities for students and staff.
- Affordable services to the public through its many service centers.
- Professional development opportunities for faculty, staff, and students in an atmosphere of life-long learning.
- Multi-cultural and cross-disciplinary experiences.
- Entrance to a worldwide network of alumni who occupy a variety of professional positions.
- Nationally accredited programs and internships.
- Opportunities for students to compete in intercollegiate athletics.

## CHD's 2004-05 Strategic Plan in Support of UW-Stout's Goals:

Goal 1: Offer high-quality, challenging academic programs that influence and respond to a changing society.

### CHD Objectives Related to Goal

- Provide new cutting edge programs by developing majors, concentrations, minors and specializations in response to industry and societal needs. The targets for 2004-05 will be to:

Action: Bring Golf Enterprise Management to full stand-alone degree status by fall of 2005. With over 300 student inquiries about the program by current students, mainly at other campuses, and over 50 by parents and students in their high school senior year, we anticipate an immediate enrollment of nearly 75 on-campus students. With the curriculum development being prepared for CIC review and responses to other UW campuses' expressed concerns, we now need to select and bring to campus two outside reviewers who are knowledgeable in golf course management and who have an academic background. We anticipate the cost for this process to be about \$4,500, and we request \$2,000 from the offer to cover part of these expenses.

Requested amount: \$2,000

Action: Conduct a needs assessment and industry research to develop Culinology as a new major. This program will be developed by the Food and Nutrition Department in collaboration with the Hospitality and Tourism culinary arts faculty. Currently only a few programs of this type exist in the U.S. and there is great potential for 2+2 articulations with Culinary Arts programs nationally. Contacts have already been made with key individuals in the Research Chefs Association. UW-Stout faculty visited with the faculty of the Nebraska Culinology program this month. In addition, a visit was made to California State University Fresno last spring to discuss the potential of a partnership/collaboration on a Culinology program. Funds are being requested to consult with the Research Chefs Association, and to visit other Culinology program faculty at Clemson and the University of Cincinnati.

Requested amount: \$3,000

- Acquire space and equipment to support laboratory courses associated with the recently approved Gaming Management Certificate and Minor.  
Action: An equipment request has been made to the carry-over dollars now available.
- Improve program advisory outcomes by expanding non-campus representation to include more professionals in the field.  
Action: Establish external advisory boards for Hotel, Restaurant and Tourism Management and Golf Enterprise Management programs.
- Build partnerships to expand educational opportunities by offering degree completion and articulation with learning communities in the state, nation and internationally.

Action: Articulations with Wisconsin Southwest Technical College will be established for the new Golf Enterprise Management program.

Action: An articulation agreement will be developed and established with Normandale Community College in Hotel, Restaurant & Tourism Management and Service Management academic areas.

Action: The articulation agreement established with RAI University in India will be initiated with the acceptance of the all-university agreement.

Action: An articulation agreement with Dunhill Multi-Education Centre in Ireland will be established through Outreach Services initially to deliver Vocational Rehabilitation and Service Management courses/certifications.

Goal 2: Preserve and enhance our educational processes through the application of active learning principles.

#### CHD Objectives Related to Goal

- Continue collaboration with CTEM on Food Packaging laboratory to support the recruitment and retention of students in the new Food Packaging concentrations in the B.S. in Food Systems and Technology and the M.S. in Food and Nutritional Sciences.  
Action: Collaborative laboratory modification proposal submitted for 2005-06.
- Further integrate technology in classrooms and laboratories to support student experiential learning.
- Increase on-line course development and foster broader use of laptops across all undergraduate course offerings in the college.  
Action: Courses for proposed Golf Enterprise Management program will be developed as online offerings.

Goal 3: Promote excellence in teaching, research, scholarship, and service.

#### CHD Objectives Related to Goal

- Generate non-GPR funds to support development of new academic initiatives.  
Action: Donations obtained from Toro, Kohler, and alumni to initiate Golf Enterprise Management Specialization and program.  
Action: Obtain funds for Golf Enterprise Management student scholarships.  
Action: Seek donations for Gaming Management Certificate and Minor.
- Continue to recognize excellence in teaching and learning among students, faculty and staff through the annual CHD Recognition Event that provides awards for outstanding students, program directors, faculty and staff.

Goal 4: Recruit and retain a diverse university population.

#### CHD Objectives Related to Goal

- Improve advisement by engaging all faculty and teaching personnel and collaborating with Student Services to support the first year advisement initiative.

- Build multi-cultural components in course revisions to ensure a broader appreciation and valuing of diverse populations.  
Action: Program directors/chairs will be advised to include multi-cultural components in new courses and revisions.
- Continue to build relationships with the Native American communities of Wisconsin through the partnership established with the Native American Tourism of Wisconsin (NATOW) organization.  
Action: Become a partner/sponsor of the annual NATOW conference at Lac du Flambeau, WI, June 21-22, 2005.  
Action: Provide research assistance to enable individual tribal communities to demonstrate their economic impact of their gaming operations.

Goal 5: Foster a collegial, trusting, and tolerant campus climate.

#### CHD Objectives Related to Goal

- Increase immersion of multi-cultural learning and experiences in academic courses.
- Provide on-going training opportunities for faculty and staff to promote a more positive campus environment.
- Continue collaborative multi-disciplinary development efforts with CAS on Human Performance Laboratory.  
Action: Conduct monthly meetings with key Food and Nutrition, Physical Education and Athletics, and Biology faculty for training on new equipment and to develop lab protocols.
- Continue collaborative multi-disciplinary development efforts with CTEM on Food Packaging Laboratory (see Goal 2).
- Continue collaborative multi-disciplinary development efforts with SOE on Health and Fitness Education minor.

Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities.

#### CHD Objectives Related to Goal

- Provide leadership and expertise to the campus and local community to design more universally accessible environments.  
Action: The Stout Vocational Rehabilitation Institute (SVRI) will provide faculty, staff and students with assessment of accessibility needs for on-campus environments.
- Continue to be recognized as a premier national site for development and provision of assistive technology for people with disabilities.  
Action: Provide support funding for SVRI to market programs at two national conferences and trade shows.

Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.

#### CHD Objectives Related to Goal



- Manage budget reductions to minimize the impact on student learning and engagement activities.  
Action: Direct department chairs and program directors to collaborate and consolidate operations for efficiency.
- Implement restructuring to maximize allocations for instructional use through the reduction of administrative FTE.
- Continue to work toward building inter-departmental collaboration to increase efficiency and effectiveness.

1/21/05

## **College of Technology, Engineering, and Management Goals**

### **CTEM's Mission**

Providing consistent leadership in developing and offering quality undergraduate and graduate programs in technology, business, industry, management, communications, education, and training which meet the needs of our students and a global society.

### **CTEM Goal #1: Teaching**

To develop and maintain courses at the forefront of the discipline in support of programs and to teach these courses with the highest quality instruction.

Strategy 1: Improve the process to obtain and increase external funding.

- Increase the rate of emerging technology acquisition (equipment for laboratories and classrooms).
- Increase grants to support instruction, research, and outreach.

Strategy 2: Develop a more formal marketing plan

- Promote the “hands-on, minds-on” brand.
- Target prospective students in addition to potential employers.
- Market community outreach performed by faculty and staff.
- Market programs to attract a diverse student population.
- Market laboratories.
- Market faculty and staff.

Strategy 3: Restructure CTEM for efficiency and effectiveness

- Re-balance departments for better effectiveness and efficiency
- Co-locate discipline areas for increased synergy

### **CTEM Goal #2: Human Resources**

To nurture an environment that supports excellence in teaching and encourages professional development, open communications, honesty, diversity and teamwork.

Strategy 1: Improve planning, resourcing, and implementation of faculty/staff development.

- Increase professional training to stay current with discipline and technology.

- Provide mentoring for faculty/staff members.
- Provide opportunities for continuous updating of work experience.
- Pursue other faculty/staff recruitment/retention and diversity improvements.

### CTEM Goal #3: Research and Service

To support the development and delivery of our programs and courses by conducting applied research, providing professional service, and interacting with stakeholders and outside publics.

Strategy 1: Increase and improve partnering and outreach/research opportunities.

- Professional organizations.
- Industry.
- Education (K-14).
- Government agencies.
- Community.
- Public relations opportunities.

### CTEM's Values

- Students are our primary purpose for existing, and teaching these students is our most important function.
- Enhancing our teaching through applied research is an important activity.
- Applied research, professional service and outreach activities are undertaken to mutually benefit students, faculty, staff, and external publics.
- A hands-on, minds-on process is fundamental to our educational philosophy.
- Decisions are made primarily by consensus through the collaborative efforts of faculty, academic staff, support staff and students.
- Responsibility for maintaining and improving quality in staffing, teaching and curriculum resides with the faculty.
- We value and encourage growth and development of students, faculty, and staff through active participation in a university community.
- We value diversity of people, ideas, and experiences.

## **School of Education Goals**

### **Mission Statement**

The mission of the School of Education is:

"The School of Education Faculty and Staff will provide exemplary teaching, research, and service to ensure that graduates of the School become successful and effective leaders and educators in their chosen professional discipline."

### **Vision Statement**

The vision statement for the School of Education is:

The SOE faculty and staff have the vision of preparing educational leaders who are reflective practitioners and bring diverse talents, perspectives and expertise to the field.

### **SOE Goals**

1. Foster the development of education professionals who engage in reflective practice.
2. Provide program curricula that reflect diversity, research, theory and best practice.
3. Align program outcomes with state and national education standards.
4. Recruit, support and retain a diverse faculty/staff who model best practices in professional education.
5. Advance educational scholarship and research at the university, local, state, national and international levels.
6. Collaborate with PK-12 schools, universities, technical colleges, educational agencies, professional associations, and communities to improve teaching and learning.
7. Engage in leadership and service to the university, local, state, national and international professional organizations.