

**IT Plan 2005-2007**

| <b>Goal</b>   | <b>Reason</b>  | <b>Implementation</b>  | <b>Progress</b>  |
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| Replace selected Cisco 5500 building switches   | “End-of-Scale” and “End-of-Life” announcements have been made by Cisco   | The campus still has 15 of the unsupported 5500 series Cisco switches in production on campus. While they are functioning and Stout has spares available, the switches need to be replaced with supported devices. | <b>TIS:</b> In Progress. Currently we are evaluating what devices to purchase to maximize usage and best fit into the campus network.  |
| Replacement of entire Stout wireless network with 802.11g standard devices                          | Stout’s current wireless Network operates under the 802.11b standard which provides 11MB of transmission capacity. The “g” standard will provide 54MB, increasing the capacity by a factor of four. The new devices will also support 802.11a & 802.11b  | Summer 2005  | <b>TIS:</b> Completed. Entire wireless network has been replaced with new 802.11g access points that can provide up to 54Mbps speeds. There are still a few areas to improve which are being addressed as reported by faculty/staff and students.      |
| Monitor capacity/speed of the off-campus internet connection. Currently the capacity is 80MB total. | All faculty/staff/students depend upon the internet and the world wide web for much of the information they require. The internet and the web are commodities that must be available and sufficiently robust to support the needs of everyone.   | Continually monitor campus internet traffic to fulfill campus needs.   | <b>TIS:</b> Ongoing. The Internet connection is constantly monitored for bandwidth usage. When we approach maximum bandwidth utilization, the traffic is analyzed for types of content and priority is set accordingly or more bandwidth is purchased. |
| Replace traffic shaping appliance   | The current Net Enforcer device is running at capacity with our 80Mb internet connection. This device is imperative to controlling UW-Stout traffic to ensure academic and distance educational materials/courses are delivered.   | Fall 2005  | <b>TIS:</b> In Progress. Currently analyzing various products. As this type of equipment is > \$25000, this purchase will need to go through the State bidding process.  |
| Upgrade/migrate Datatel HW.   | The current Datatel machine was purchased in August of 1999. It has since undergone four hardware upgrades. Many new users and functions have been added, as have significant amounts of data. No additional hardware upgrades are available for the current machine. It has been “maxed out.” This also provides an opportunity to change platforms from a Unix/Unidata environment | Summer ‘05   | <b>TIS:</b> In Progress. Most of the equipment for the Datatel conversion has been purchased. Additional equipment will be needed during the conversion from the Unidata database engine to Microsoft SQL.   |

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|   | to a Windows/SQL environment.  |  |  |
| Datatel R18   | R18 will provide a new architecture for a distributed environment where the Colleague application and the database will be housed on separate servers.   | Summer 2005  | <b>TIS:</b> In Progress. Hardware has been purchased and the I-Team has been re-formed to help with the implementation phase. Target date for conversion is June 2006. |
| Migrate Datatel Unidata database to Microsoft SQL database.   | Our Datatel student information system currently runs on IBM's Unidata database. We would like to migrate to Microsoft's SQL database to take advantage of technical skills in-house and in the marketplace and leverage the more "open" database. | Summer 2007  | <b>TIS:</b> Pending migration to R18 on Unidata and Windows. Target date for completion is June 2007.  |
| Implement Datatel's User Interface (UI)   | With R18, the terminal/Netterm interface will be obsolete. As part of our beta R18 implementation we will migrate all users to Datatel's Graphic User Interface (available as a client or via the web in a browser).                               | Summer 2005  | <b>TIS:</b> In Progress. See Datatel R18 conversion above.   |
| Implement Web Access 3.0.   | Upgrade access stout to Datatel's new webadvisor3.0. This will be the first "face lift" for Access Stout since we rolled it out in the spring of '00.  | Summer 2005  | <b>TIS:</b> In progress. Currently testing application and will implement with the R18 conversion of Datatel.  |
| Upgrade to informatica 7.0 to utilize new tools to build, deploy and manage our Data Warehouse architecture.  | UW system FASTAR implementation  | An implementation is planned sometime for summer 2005.   | <b>TIS:</b> Complete. New tools were loaded Summer 2005.   |
| Hyperion (formerly Brio) 8 upgrade and implementation to the Brio portal technology to support web-based application services available with this tool. | UW system FASTAR implementation.   | An implementation is currently underway migrating current queries to the new release and using UW-System IAA for authentication. |  |
| Stout web server migration  | Migrate web application on the stout web server from php/mysql to ASP and Microsoft SQL.   | Summer 2005  | <b>TIS:</b> In Progress. Awaiting organizational changes within the Chancellor's division concerning the hiring of a new CIO and web reporting lines and roles.        |
| Web server content management system  | Purchase and implement a course management system for the Stout web server.  | Summer 2006  | <b>TIS:</b> Analysis. A team has been formed and has looked at several product demos.  |

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| E-Scholar portal course linking   | Enhance the course delivery tool in the e-scholar portal to support "course linking" (i.e. allowing instructors to manage multiple sections of the same course or undergrad/grad sections of the same course as a single course). | Summer 2005  | <b>TIS:</b> Development terminated. All development of the e-scholar system has been terminated. D2L has been selected as the course delivery system for the campus. The system will be kept operational until Fall 2007.                        |
| e-scholar portal online testing tool  | Enhance the course delivery tool in the e-scholar portal to include an online testing tool.   | Fall 2005  | <b>TIS:</b> Development terminated. See e-scholar above.   |
| Build a financial aid portal.   | Automate and simplify the process of applying for and receiving financial aid. Make FA and AR information and processes available to students and staff (FA Counselors).  | Begin in fall of 2003, assuming a high priority is agreed upon.  | <b>TIS:</b> On hold  |
| Explore and recommend an electronic signature product for use by the campus.  | The university is moving toward a digital campus concept. When routing forms electronically, the form/document, etc., can be tracked using computers and handled less, providing efficiencies in many processes.                  | Evaluate signature packages by selected members of the campus community for usability in the university environment. The solution will then be provided to campus users with signature authority. This is not yet available. | <b>TIS:</b> Continued. The e-commerce team has been reconvened to look at prior recommendations for validity and possible new implementations.   |
| Breeze 5 upgrade  | Upgrade Breeze to Macromedia's latest version, version 5, which includes significant feature and interface enhancements.  | Summer 2005  | <b>TIS:</b> In Progress. Possible upgrade will be performed Summer 2006 depending on need.   |
| Breeze and UW-System  | Awaiting decision on if/how to support other UW-System schools on our Breeze implementation.  | Fall 2005  | <b>TIS:</b> In Progress. UW-Stout and UW-System did not come to terms for this application to be provided as a system wide utility. Further purchases will most likely be limited since the D2L adoption will be replacing the e-scholar system. |
| Facilitate the replacement of faculty/staff computers thereby ensuring that everyone has relatively new and efficient computer equipment. | Faculty/staff cannot work efficiently with old, slow computing equipment.   | Allow faculty/staff the opportunity to purchase a new computer every third year by providing matching money from the Chancellor.   | <b>TIS:</b> Ongoing. This process has been approved again for 102 personnel.<br><br><b>ASLS:</b> 193 computers were purchased university-wide through the computer cost share program during 2004-2005.  |
| Possibly reduce the size  | As we near full implementation of the Laptop  | Maintain a watch on general  | <b>TIS:</b> While use has not been diminishing, laptops are  |

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| of general purpose access labs.                                    | program, most students at Stout will have a laptop. Will the general access computer lab still be necessary?   | access lab traffic and determine when the general access computer lab may no longer be needed.   | provided to most students and there is duplication of provided computing. Look for serious downsizing of the general access lab.   |
| Replacement of Stout email servers.                                | The Stout email servers are out of warranty with performance deteriorating. The email servers deliver on average 175,000-225,000 emails daily.   | Summer 2005  | <b>TIS:</b> Complete. All Faculty/staff and student email servers were replaced during the summer of 2005 without any downtime. In addition, the data storage for all email and student storage was replaced at the same time with email quotas increasing to 200MB for faculty/staff and 100MB for students from 100MB and 30MB respectively. Student data storage was also increased from 70MB to 100MB. |
| Continue campus-wide Key server software license Management System | A software license management system allows a number of users to share software licenses, perhaps negating the necessity to purchase copies for each individual users. However, it still only supports the licensed number of users simultaneously, denying access to any additional users over the maximum number. The possibility exists to open software use from the key server to professional staff. | Implementing a key server is technically, relatively simple but logistically challenging. A great deal must be understood regarding the environment into which it is placed in order to maximize its utility. There needs to be a precise understanding of who needs to use what software and when, as well as, established priorities when conflicts in use do exist. | <b>TIS:</b> Ongoing. All needed licensing has been purchased to utilize the keyserver for students. Due to under utilization to this point, use may be extended to enable usage to staff.  |
| Implement Additional Network Security.                             | Continue to enhance UW-Stout security practices to protect against viruses, worms and spam e-mail via the use of software such as Norton and IHateSpam and other utilities.  | Current and ongoing.   | <b>TIS:</b> In Progress. Security is and for the foreseeable future will be a high priority. New threats are discovered almost daily and must be guarded from along with complying with governmental directives.   |
| Backup system  | Our current backup system for the campus e-mail, lab servers and data storage is running at capacity 140hrs/week. An upgrade or a new backup system needs to be purchased to adequately protect the campus in the event of failure. We currently employ two different units to complete backups for the week.  | Summer 2005  | <b>TIS:</b> Complete. A new backup system was purchased and installed during the summer of 2005.   |
| Implement document imaging solution                                | The campus direction to a paperless environment would be greatly benefited with imaging. Increased productivity by not filing,   | Summer 2005  | <b>TIS:</b> In Progress. The Business Office, Financial Aid Office, Registration and Records are using the system with Purchasing due for implementation.  |

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|                              | <p>retrying and re-filling paper documents would be realized. Imaging would decrease the need for physical storage of paper documents. Imaging software has the capability of retrieving documents associated with a student to staff ID displayed on a Datatel screen. Workflow capabilities to automate business processes will be included in an imaging package. ImageNow has been selected.</p> |             | <p><b>ASLS:</b> Financial Aid, Registration &amp; Records, curriculum, and Accounting Services offices have implemented the imaging system. Procurement and Materials Management, Human Resources and Vice Chancellor's Office, ASLS have begun the planning process with implementation scheduled to be complete by March 2006. Stage three offices scheduled, with a target implementation date of summer 2006 include: Admissions, Physical Plant, Research Promotion Services, Chancellor's Office, and Graduate School. An Imaging System Users group was established in January 2006. This group has representation from all offices scheduled to implement through Phase 3. The group's goals and objectives are: Facilitate optimum use of the imaging system for the campus, including e-approval; serve as a forum for information sharing, discussion, and resolution of issues/conflicts relating to access, security, use priorities, and other related ImageNow issues; provide recommendations for enhancement and improvement of the imaging system, including budgetary considerations to the Vice Chancellor.</p> |
| Information Portal           | <p>Design, build and implement an information/report portal that consolidates all university data to a single location accessible from the UW-Stout website.</p>   | Summer 2005 | <p><b>TIS:</b> In Progress. A group has been formed looking at types of data to disseminate.</p> <p><b>BPA:</b> A list of data to be included on the portal has been identified and an organizational scheme has been developed. The group is in the process of developing a list of software needs.</p>  |
| Lifetime Alumni email system | <p>Provide lifetime email accounts for all graduates. Desirable to integrate into the existing email processes.</p>  | Fall 2005   | <p><b>TIS:</b> In Progress. Servers have been purchased and installed. Graduates are being loaded onto the system and the approximately 54,000 accounts should be completed by spring break 2006.</p>   |

**Academic Plan 2005-2010**

| <b>Implementation Plan</b>   | <b>Responsible</b> | <b>Timeline</b>      | <b>Progress</b>   |
|--|--------------------|----------------------|---|
| <b>College of Arts and Sciences</b><br>Master of Fine Arts: entitlement to plan pending UW System approval | Susan Hunt         |                      | <p><b>CAS:</b> Ron Verdon began preparation of preliminary materials for permission to plan the Master of Fine Arts in 2001-2002. At a meeting of the department, the Department of Art and Design requested in the 2003-2004 academic year that the initiative be tabled and not pursued at that time due to turnover in the department.</p> <p>While several positions are advertised for the spring semester, the majority of hiring for retirement replacements has now been completed and those people are progressing toward tenure. The materials prepared by Ron Verdon have been reviewed and updated. The Entitlement to Plan approval request will go before the current faculty in the Spring semester.</p> |
| B.S in Applied Social Science:<br>Stage 1: entitlement to plan pending UW system                           | Richard Tyson      | Approval Spring 2006 | <p><b>CAS:</b> This Entitlement to Plan is awaiting approval from UW System.</p>  |
| B.S in Applied Social Science:<br>Stage 2: Authorization to implement plan                                 | Richard Tyson      | Spring 2006          | <p><b>CAS:</b> Phase 2 is pending approval of Phase 1. Applications have been solicited for candidates who may provide coursework and other input into the development and implementation of a program for Applied Social Science; currently, the only applicant is an economist. Departmental members are in continuous discussion about how this program may progress, and have electronically searched for related programs as to structures, purposes, and target groups for ideas. One curriculum development grant was sent forward for funding to give some time and resources for its development, which may be somewhat premature.</p>   |
| B.S in Professional Studies:<br>Stage 1: entitlement to plan approved by UW System                         | Raymond Hayes      | Summer 2005          | <p><b>CAS:</b> Approval for the Entitlement to Plan was granted in Fall, 2005.</p>  |

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| B.S in Professional Studies:<br>Stage 2: Authorization to implement plan  | Raymond Hayes    | Spring 2006            | <b>CAS:</b> Program development is currently on hold pending the outcome of other program proposals.  |
| Submajor<br>Materials Science, concentration in the B.S in Applied Science  | Forrest Schultz  | Discussion Spring 2006 | <b>CAS:</b> Implemented for Fall of 2005.   |
| Nanotechnology, concentration in the B.S. in Applied Science  | Forrest Schultz  | Discussion Spring 2006 | <b>CAS:</b> Has entered approval process, and was on the agenda for the December 20, 2005, APSCI Program Meeting.   |
| <b>College of Human Development</b><br>M.S. Food Packaging<br>Request for entitlement to plan   | Carolyn Barnhart | Submitted Fall 2006    | <b>CHD:</b> Both the Food & Nutrition and Packaging program are recruiting for expertise aligned with food packaging and food engineering. Upon filling these vacancies in fall of 2006, an entitlement to plan will move forward.  |
| B.S. Golf Enterprise Management<br>Stage 3: Implementation  | Tom Franklin     | Spring 2006            | <b>CHD:</b> Stage 3 is completed and the major was approved by the Board of Regents to begin spring 2006.   |
| <b>Submajors</b><br>Culinary Science, concentration in B.S. in Food Systems and Technology<br>Request for entitlement to Plan   | Carolyn Barnhart | Fall 2006              | <b>CHD:</b> Meetings have been scheduled for February with one of the country's top Culinary program at Clemson University. Carolyn Barnhart will visit them and we will pursue development of a proposal for a Culinary Science program during spring and summer 2006.   |
| <b>College of Technology, Engineering &amp; Management</b><br>B.S. in Electrical and Computer Engineering<br>Stage 1: request for entitlement to Plan to be submitted | Don Olson        | Fall 2005              | <b>CTEM:</b> Spring 2006: Request for Entitlement to Plan in progress.<br>Spring 2006: Visits to other institutions offering Computer Engineering in prog<br>Spring 2006: Authorization to Implement Plan in progress<br>Spring 2006: Validation from external ad-hoc advisory committee in progress.<br>Fall 2006: Targeted implementation |
| B.S. in Information and Communication Technologies<br>Stage 1: entitlement to Plan submitted  | Len Bogner       | Fall 2005              | <b>CTEM:</b> Entitlement to Plan completed.   |
| B.S. in Information and Communication Technologies<br>Stage 2: Authorization to implement submitted   | Len Bogner       | Fall 2005              | <b>CTEM:</b> Authorization to Implement Plan completed. Course development in progress for delivery in Fall, 2006.  |

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| B.S. in Plastics/Polymer Engineering<br>Stage 1: request for Entitlement to Plan to be submitted   | Pete Heimdahl                 | Fall 2005     | <b>CTEM:</b> Spring 2006: Request for Entitlement to Plan in progress.<br>Spring 2006: Visits to other institutions offering Polymer Engineering in prog<br>Spring 2006: Authorization to Implement Plan in progress<br>Spring 2006: Validation from external ad-hoc advisory committee in progress.<br>Summer 2006: Course development.<br>Fall 2006: Targeted implementation |
| M.S. Information and Communication Technologies<br>Stage 1: Entitlement to Plan approved by UW system  | Steve Schlough and Len Bogner | December 2005 | <b>CTEM:</b> Completed   |
| M.S. Information and Communication Technologies<br>Stage 2: Authorization to Implement to be submitted   | Steve Schlough and Len Bogner | Spring 2006   | <b>CTEM:</b> Completed   |
| M.S. Information and Communication Technologies<br>Stage 3: Implementation planned   | Steve Schlough and Len Bogner | Fall 2006     | <b>CTEM:</b> Completed   |
| <b>Submajors</b><br>B.S. in Engineering Technology new concentrations in:<br><ul style="list-style-type: none"> <li>• Computer Engineering</li> <li>• Electrical Engineering</li> <li>• Industrial Engineering</li> <li>• Biomedical Instrumentation</li> <li>• Logistics Engineering Management</li> </ul> Campus approval plan | Scott Springer                | Spring 2006   | <b>CTEM:</b> Program revision in progress for Spring 2006 campus approval.   |
| B.S. in Engineering Technology new concentrations in:<br><ul style="list-style-type: none"> <li>• Computer Engineering</li> </ul>  | Scott Springer                | Fall 2006     | <b>CTEM:</b> In progress   |



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| <ul style="list-style-type: none"> <li>• Electrical Engineering</li> <li>• Industrial Engineering</li> <li>• Biomedical Instrumentation</li> <li>• Logistics Engineering Management</li> </ul> Implementation plan                      |   |  |  |
| B.S. in Packaging new concentration in: Medical Device/Health Care Packaging Campus approval plan   | Ken Neuburg   | Spring 2006                              | <b>CTEM:</b> In progress   |
| B.S. in Packaging new concentration in: Medical Device/Health Care Packaging Implementation plan  | Ken Neuburg   | Fall 2006 (pending additional resources) | <b>CTEM:</b> In progress   |
| B.S. in Engineering, B.S. in Packaging, B.S. in Graphic Communications Management, B.S. in Information Technology Management, M.S. in Management Technology new concentration in: Logistics Engineering Management Campus Approval plan | Scott Springer, Tom Lacksonen, Ken Neuburg, Carol Mooney, Gene Gutman | Spring 2006                              | <b>CTEM:</b> Validation by external industry ad-hoc advisory committee in progress and proceeding as planned   |
| B.S. in Engineering, B.S. in Packaging, B.S. in Graphic Communications Management, B.S. in Information Technology Management, M.S. in Management Technology new concentration in: Logistics Engineering Management Implementation plan  | Scott Springer, Tom Lacksonen, Ken Neuburg, Carol Mooney, Gene Gutman | Fall 2006                                | <b>CTEM:</b> In progress pending campus approval   |
| B.S. in Engineering Technology, B.S. in Applied Science new concentration in: Nanotechnology Program development plan   | Scott Springer and Forrest Schultz                                    | 2005-06                                  | <b>CTEM:</b> Program plan was developed in Summer of 2005. Once approved by the APSCI, the plan is for Engineering Technology to adopt the concentration.  |
| B.S. in Engineering Technology, B.S. in Applied Science new concentration in: Nanotechnology Curriculum approvals   | Scott Springer and Forrest Schultz                                    | 2006-07                                  | <b>CTEM:</b> Summer of 2006 and Fall of 2007 are the timeframes for development of four new nanotechnology courses. Steve Nold, Rajiv Asthana, and Forrest Schultz have submitted a curriculum incubation proposal to fund these activities. It was recently recommended they receive \$15,000 for this purpose. |
| B.S. in Engineering Technology, B.S. in   | Scott Springer and Forrest Schultz                                    | Fall 2007                                | <b>CTEM:</b> Engineering Technology is planning to   |

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| Applied Science new concentration in: Nanotechnology<br>Implementation plan   |   |              | implement this once the APSCI concentration is approved. This plan makes sense given our current approval plan on campus.   |
| B.S. in Management-program revision of B.S. in Industrial Management new concentrations in: Business, Industrial, and Service Management<br>Implementation plan | Wendy Dittmann, Stan Johnson, Donna Stewart | Fall 2006    | <b>CTEM:</b> Completed  |
| B.S. in Retail Merchandising and Management new concentration in: Operations Management and in Buying/Merchandising<br>Implementation plan                      | Kathy Maglio                                | Fall 2006    | <b>CTEM:</b> In progress  |
| New minor and New concentration in: Information and Communication Technology<br>Implementation plan   | Steve Schlough and Len Bogner               | January 2006 | <b>CTEM:</b> Completed  |
| <b>School of Education</b><br>M.S. in Early Childhood<br>Stage 1: Planning to begin   | Marian Marion                               | Spring 2006  | <b>SOE:</b> In planning stage   |
| B.S. in Science and Technology, dual certification program<br>Stage 1: Planning to begin  | Laura McCullough and Brian McAlister        | 2005-2006    | <b>SOE:</b> Received incubation center funding<br><br><b>CAS:</b> Brian McAlister and Laura McCullough met several times and wrote a curricular incubation proposal to assist them in moving forward on this item and creating an Entitlement to Plan. It was recently recommended that they receive funding of \$10,000 for this purpose. Laura is now a member of the Tech Ed Advisory Board and has invited Brian McAlister to be on the Advisory Board for science education. They have met with the Dept. of Public Instruction already and they are interested in this possibility. |
| <b>Submajors</b><br>Reading Teacher Certification, online certification<br>Implementation plan  | Carolyn Heitz                               | Spring 2006  | <b>SOE:</b> At Graduate Curriculum committee  |
| Science Education, concentration in the B.S. in Applied Science   | Laura McCullough                            | Spring 2006  | <b>SOE:</b> Completed.<br><b>CAS:</b> The concentration is up and running and Laura has   |

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| Implementation plan   |                                      |             | begun recruiting students into the program. Two students have already changed into this program, and there are about half a dozen more who are interested. Laura was unable to begin recruiting until the fall semester had begun, since approval of the program came in the summer. All of the SCIED courses were approved by the CIC in November, and the first is being offered in Spring 2006. Laura held an informational session in October, and had press releases and articles in the <i>Stoutonia</i> , <u>Dunn County News</u> , and several Stout websites. Laura feels the concentration is moving along well and looks forward to being able to recruit more strongly for the 2006-2007 academic year. |
| Early Childhood through Middle Childhood Certification Implementation plan  | Don Platz                            | Spring 2006 | <b>SOE:</b> Ready for implementation  |
| Director of Special Education and Pupil Services Certification Implementation plan                                  | Jackie Weissenburger                 | Spring 2006 | <b>SOE:</b> In planning stage   |
| Graduate Certificate in E-Learning and Online Teaching Implementation plan  | Joan Vandervelde and Donnis O'Connor | Spring 2006 | <b>SOE:</b> In development stage  |
| Biology Teaching Minor Implementation plan  | Laura McCullough                     | Spring 2007 | <b>SOE:</b> In development stage.<br><b>CAS:</b> Laura has approval from the Biology department to move forward on this; a biology faculty member has agreed to work with her on creating this minor. She plans to get a proposal to DPI in the spring, and to work on getting Stout approval in the spring semester.   |
| Technology Coordinator, concentration in the M.S. in Information and communication Technologies Implementation plan | Debbie Stanislawski                  | Spring 2007 | <b>SOE:</b> In development stage  |
| Convert B.S. CTE program to online format   | Juli Taylor                          | Fall 2006   | <b>SOE:</b> In development stage  |

**2005-07 University Priorities**

Priority A: Polytechnic

| <b>Action Plan:</b>  | <b>Responsible:</b>   | <b>Timeline:</b> | <b>Progress</b>   |
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| Establish steering group, hold stakeholder focus groups, finalize proposal   | Chancellor or designee  | Feb 2006         | <b>Chancellor:</b> Steering group appointed 12/14/05. Recommendations due by mid to late March 2006.  |
| Develop proposal for designation as polytechnic institution for the Board of Regents                                   | Chancellor or designee  | July 2006        | <b>Chancellor:</b> Waiting for recommendations from steering group.   |
| Expand program array on WTCS campuses  | Provost   | Fall 2006        | <b>CTEM:</b> BS in Management and BS in Information and Communication Technologies are intended to expand program offerings on WTCS campuses. Discussions are under way to offer Manufacturing Engineering at NWTC.                             |
| Create a more integrated marketing approach to leverage the polytechnic mission and better market career opportunities | <b>Exec Dir Univ Relations &amp; Exec Dir Enrollment Services</b> | Fall 2006        | <b>Development:</b> Focus groups have been discussed and marketing firms talked with. Focus groups and a Polytechnic Committee will be used to aid in the design of the marketing approach.<br><b>Enrollment:</b> RFP on marketing in progress. |
| Conduct site visits to polytechnic institutions and invite people from polytechnic institutions to UW-Stout            | Provost   | Spring 2006      | <b>CTEM:</b> The development plan for the proposed BS in Plastics/Polymer Engineering and the Computer Engineering programs call for site visits. Steve Schlough visited Arizona State University.  |
| Review and update of e-communications report: accomplishments and recommendations                                      | Original team   | March 2006       | <b>Original Team:</b> Received the charge on 1/5/06 so there is no progress yet.  |

Priority B: Curricular Incubation Center

| Action Plan:   | Responsible:   | Timeline:            | Progress   |
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| <p>Develop a written proposal that includes a process to evaluate proposals from faculty/staff for program development ideas. Establish a dialogue with WTCS in the process.</p> | <p>Provost</p> | <p>December 2005</p> | <p><b>Provost:</b> Completed. Several projects funded for spring semester. Nanotechnology and Information/Technology Management are two program areas funded by both the Curricular Incubation grant (UW-Stout) and the COBE initiative (UW-System) that are collaborative with the Wisconsin Technical College System as well as within UW-Stout program areas. Nearly all of the Curriculum proposals included faculty from multiple disciplines or program areas. Examples include computer science and art (digital environments); physics and teacher education (science education); psychology, biology and several other disciplines (neuroscience) and math, science and engineering (nanotechnology). Any of those could be considered a program cluster.</p> |
| <p>Develop a process to streamline curriculum development (charge from Chancellor)</p>   | <p>Senates</p> | <p>December 2005</p> | <p><b>FS:</b> 1. CIC is reviewing their process to look for efficiencies; report to be presented to the Senate at the first meeting of the spring semester. 2. The Senate reviewed the steps in the overall process and determined they are all required. 3. The main reasons for the lengthy approval process are: not following recommended formats, not following approved procedures, not coordinating with the various committees meeting dates. 4. All information is on the Provost's website. The Provost's Office is working on putting all agendas and proposals in standard format (PDF) 5. Formats and procedures should be reviewed with department chairs, program directors and associate deans. 6. Image Now will make it easier to</p>                |

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|   |                                       |               | retrieve approved courses and programs.  |
| Identify at least two clusters of programs for potential collaboration              | <b>Provost</b> with Provost's Council | December 2005 | <p><b>Provost:</b> Completed. Several projects funded for spring semester. Curricular Incubation Center proposals approved, see Attachment 3</p> <p><b>CTEM:</b> Development of Nanotechnology related curriculum will require interdisciplinary collaboration between faculty in Applied Science, GCM, Packaging, and Engineering Technology. Both Plastics/Polymer Engineering and Computer Engineering will seek collaboration with other UW institutions. The new BS in Information and Communications Technologies is designed for collaboration with WTCS technical colleges. The new minor in Organizational Quality and Leadership in Vocational Rehabilitation is a collaboration between the Business Department, OCM Department and Vocational Rehabilitation Dept.</p> |
| Identify new program(s) to incubate and direct resources toward program development | Provost                               | January 2006  |  |

Priority C: Culture of Affirmation

| Action Plan:  | Responsible:                           | Timeline: | Progress  |
|---|--|-----------|---|
| Identify best practices (internal and external) of teaching, learning and engagement which are to be shared campus-wide | Director, Teaching and Learning Center | Fall 2005 | <p><b>Provost:</b> Completed</p> <p><b>TLC:</b> Showcase event on August 29, 2005. The Teaching and Learning Center Board, in cooperation with the Office of Budget, Planning and Analysis, has begun a research project whose goal is to determine those practices which UW-Stout students</p> |

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|  |  |  | <p>find effectively engage them in learning. A four phase study will be conducted: <b>1.</b> A small number of in-depth student interviews will be conducted that focus on the experience of being engaged. Each student will participate in 2 interviews. The purpose of this phase is to ground the study in student perspectives of what it means to be engaged (as compared with a literature based approach to engagement). <b>2.</b> The results of the interviews will be used to develop a survey about engagement and instructional techniques that engage students that will go to a wider audience. The purpose of this phase is to acquire knowledge about student engagement at Stout that is recognizable to the Stout student population.</p> <p><b>3.</b> The results of the survey will be used during the faculty engagement institute in summer 2006. The purpose of this phase is to give the faculty the opportunity to translate the findings of phases 1 and 2 into techniques that they can incorporate into their instructional practices to improve student engagement.</p> <p><b>4.</b> Faculty will be asked to implement these instructional techniques in Fall 2006 and an evaluation will be conducted to determine if there is an impact on student engagement. Both students and interviewers have been identified.</p> <p>The TLC Board also established a definition of Engagement: “Faculty and students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm optimism, curiosity, and interest.”</p> <p>In addition a number of participants of the Summer</p> |
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|  |                                     |                    | 2005 Engagement Institute, sponsored by Title III and coordinated by the TLC, will conduct a panel discussion on engagement practices during Professional Development week. |
| Develop expectations of behavior. (This will also serve as the “core values of a learning community”)  | Implementation Team                 | Spring/Summer 2006 |   |
| Obtain commitment from faculty/staff/students to the expectations, and publicize the culture of affirmation/expectation statement (obtain endorsement by Senates). | <b>Provost</b> working with Senates | Summer 2006        | <b>FS:</b> The Senate has not received the charge yet.  |
| Hold a ‘student centered’ in-service for the faculty/academic staff to clarify responsibilities and expectations, and share best practices                         | Provost                             | Fall 2006          |   |
| Review findings of NSSE survey and identify areas of focus   | <b>Provost</b> working with EAC     | Spring 2007        |   |

Priority D: Outreach model

| <b>Action Plan:</b>  | <b>Responsible:</b> | <b>Timeline:</b> | <b>Progress</b>   |
|--|---------------------|------------------|---|
| Assess needs: assess quality of distance learning programs and services; assess instructor needs; assess the needs of the technical colleges; assess market learning needs | Provost             | Fall 2005        | <b>Provost:</b> Statewide needs assessment data reviewed; discussion sessions held with college, school and unit councils |
| Reorganize, redefine and rename Stout Solutions. Utilize the recommendations of the Stout Solutions review and the needs assessment results in step 1 in the process       | Provost             | Spring 2006      | <b>Provost:</b> Models have been developed and will be shared with campus in spring 2006                                  |
| Develop a proposal for better integration with the colleges and schools  | Provost             | May 2006         |   |



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| Develop a proposal for better integration with courses and support systems | Provost | Fall 2006 |  |
| Develop a strategic plan for outreach                                      | Provost | Fall 2006 |  |

Priority E: Technology Infrastructure

| <b>Action Plan:</b>   | <b>Responsible:</b>                              | <b>Timeline:</b> | <b>Progress</b>  |
|---|--|------------------|--|
| Develop a high-end technology support process to resolve technology integration issues.                                     | <b>CIO</b> (LTS, TIS, TLC, academic departments) | Feb 2006         | <b>TLC:</b> The TLC has not participated in any meetings on this topic to date.<br><b>TIS:</b> no progress as of 1/13/06. Will be addressed early in 2006  |
| Develop technology integration “best practice” event.   | TLC  | Spring 2006      | <b>TLC:</b> TLC will work on this event during the spring semester. During Professional Development week, the TLC is sponsoring three panels on using laptops in class. These panels will have approximately 8 members each. They will discuss their work and strategies for in-class use of technology, and provide “take home” sheets so that attendees will have a guide for implementing strategies themselves. In addition, the TLC will hold a workshop on Using Laptops in the Learning Process in Class. This workshop is designed to help teachers find those places in the “learning workflow” where laptops can facilitate and deepen learning and critical thinking. |
| Conduct a needs assessment and focus future professional development activities on areas identified on the needs assessment | <b>Provost</b> , LTS, TLC                        | Spring 2006      | <b>Provost:</b> Discussions of this topic have been held, but are still in the exploratory stage.  |
| Market the Stout Technology Advantage   | Exec Director, University                        | Spring 2006      | <b>Development:</b> No distinct progress by 1/13/06  |

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Priority F: Plan 2008

| Action Plan:  | Responsible:              | Timeline:                 | Progress  |
|---|---------------------------|---------------------------|---|
| Regularly assess progress towards diversity plan 2008 (every 6 months)  | BPA                       | Jan 2006, May 2006        | <b>BPA:</b> This document is the six-month progress report on Plan 2008   |
| Mainstream Plan 2008 responsibilities into the organizational structure | As described in Plan 2008 | As described in Plan 2008 |   |
| Coordination of diversity plan efforts across campus.                   | As described in Plan 2008 | As described in Plan 2008 |   |
| Allocate adequate resources to implement Plan 2008.                     | As described in Plan 2008 | As described in Plan 2008 | <b>CTEM:</b> Hired Fred Schroedl. Suggest resourcing the Math Teaching and Learning Center and the Writing Center. Provided 1/8 release to Bob Hendricks for high school recruitment. |
| Infuse diversity issues into all university priorities                  | As described in Plan 2008 | As described in Plan 2008 |   |

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| <b>Plan 2008</b> |
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**GOAL #1: INCREASE THE NUMBER OF WISCONSIN\* HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW-STOUT (\* and Minnesota)**

| Implementation Plan   | Responsible   | Timeline         | Progress  |
|---|---|------------------|---|
| Recruit alumni from newly established groups to assist in recruitment and retention   | Assistant Chancellor for University Development;<br>Executive Director for Enrollment Management;<br>Dean of Students | December 1, 2005 | <b>Development:</b> Alumni have been identified who are being approached to assist. Recruitment will continue throughout the spring and summer  |
| Participate in specific recruitment activities. Expand recruitment activities at Bradley Tech (Milwaukee), tribal colleges and other partnering locations with large racial/ethnic minority populations | Academic Deans  | Fall 2005        | <p><b>Provost:</b> Fred Schroedl was hired to recruit high school and technical college students in the Milwaukee area. His office will be at Bradley Tech.</p> <p><b>CAS:</b> Utilization of the space at Bradley Tech to help further promote Stout's programs has already been discussed in CAS Council. This spring, CAS program directors will be signing up for visits, and planning will then focus on how to best utilize this opportunity to further promote UW-Stout's programs. On Tuesday, December 20<sup>th</sup>, CAS program directors attended a meeting with Fred Schroedl, former administrator at Bradley Tech, now working with campuses on articulation and degree completion projects. Mr. Schroedl is scheduled to meet with the CAS Council at its next meeting on Wednesday, January 25, 2006.</p> <p>In addition, Dr. Hollace Teuber, a Speech Communications assistant professor, is already in the process of developing a curriculum incubator proposal for a program in Communication, Culture, and Technology. In Dr. Teuber's words, this program "seeks to create a finishing degree partnered with the Tribal Colleges in our immediate locale. This would require articulation agreements with tribal colleges and partnerships." The proposal has been submitted to our campus curricular incubation project for funding.</p> <p><b>CHD:</b> CHD program directors will meet with Fred Schroedl on</p> |

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|  |   |             | <p>February 14 to discuss individual and overall strategies to recruit students of color in the Southeast region of the state. CHD will host the monthly meeting of NATOW (Native American Tourism of Wisconsin) in February. Discussions continue with regard to attracting post-secondary students from Tribal communities in Wisconsin to attend UW-Stout. A proposal is being drafted to multi-cultural studies to recruit Native Americans in Minnesota, Wisconsin, Michigan, and New Mexico for the GEM major. CHD maintains a subscription to <u>African American Golf Digest</u> to maintain an awareness of African American issues related to the GEM program</p> <p><b>CTEM:</b> Program Directors have met minority student prospects invited to campus by Multicultural Student Services. Program Directors have also engaged in recruitment events at targeted high schools, including Bradley Tech. Bob Hendricks recruits students in targeted high schools. Fred Schroedl will attend CTEM's spring kickoff and the first CTEM Council meeting in Spring to plan recruitment activities in the Milwaukee area. CTEM faculty and Bradley Tech's faculty will conduct a joint meeting in January, 2006 to develop recruitment activities. Ken Neuburg has been meeting with Bradley Tech staff to assist recruitment efforts. Several programs have recruitment activities/competitions involving targeted schools. The STEPS program earmarks slots for students participating in food assistance program.</p> <p><b>SOE:</b> Met with Fred Schroedl, our Milwaukee liaison. Fred will be attending an SOE Council meeting, January 26, 2006.</p> |
| Visit targeted schools; participate in athletic recruiting                               | Dean of Students, Executive Director of Enrollment Services | Fall 2005   | <p><b>SS:</b> Have visited 98% of targeted schools; Native American schools will be visited in January (best time)<br/>Post card &amp; telephone contact with h.s. counselors</p> <p><b>Enrollment:</b> High schools in the Milwaukee Public School District have been identified and provided to Fred Schroedl, who will be representing UW-Stout in the Milwaukee area. A letter of introduction will be sent to these schools followed by visits to these high schools.</p>  |
| Produce and distribute multilingual recruitment materials, including multimedia formats, | Executive Director of Enrollment Services, Dean of          | Summer 2006 | <p><b>SS:</b> Multicultural SS surveyed UW system colleges: only 1 has printed materials in other than English; UW-EC has Hmong and Spanish</p>   |

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| targeted at prospective students and parents  | Students         |             | audible files on website.   |
| Develop articulation agreements with technical colleges, community colleges and two-year campuses in WI, MN, ND, IL, MI who traditionally enroll a high number of racial/ethnic minority students     | Academic Deans   | Spring 2006 | <p><b>CAS:</b> UW System has granted the Permission for Entitlement to Plan the B.S. in Professional Studies; however, development of the program is currently on hold pending the outcome of other program proposals</p> <p><b>CHD:</b> Articulation agreements are being drafted with Southwest Tech College's golf management program with the specific intent of attracting their graduates from multicultural backgrounds to UW-Stout's GEM program. Also, negotiations with Normandale Community College in Minnesota continue with CHD's Hotel, Restaurant and Tourism Management program. Nearly 30% of NCC's are students representing minority groups.</p> <p><b>CTEM:</b> The college has numerous articulation agreements with targeted technical colleges that are updated regularly. These include MATC and WCTC. The new information and Communications Technology program with WITC and other WCTS colleges is intended to penetrate high density minority populations. The Industrial Management program is offered in both the Twin Cities and Milwaukee areas in an effort to attract minority students.</p> <p><b>SOE:</b> The MBE program has developed an articulation agreement with Western Wisconsin Technical College. ECE program has received COBE funds to work on a seamless transition from technical college to UW-Stout. SOE is working with Barron County Campus to offer Foundations of Education via distance format from on campus class in Millennium Hall.</p> |
| Implement a spring and fall campus preview day for multicultural students and their parents who have expressed interest and/or applied to the university. Minority community leaders will be included | Dean of Students | Fall 2005   | <p><b>SS:</b> Will be two spring preview days—February and April; will target parents and families. Working with h.s. counselors seeking their support.</p>   |

**GOAL #2: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE**

| <b>Implementation Plan</b>  | <b>Responsible</b>                          | <b>Timeline</b> | <b>Progress</b>  |
|---|---|-----------------|--|
| Implement multicultural/race-specific pre-college programs, and add PC training component to pre-college  | Dean of Students, Chief Information Officer | Summer 2006     | <b>SS:</b> [Current term for criterion is “lunch subsidy”] Will provide space for introduction of PC training during continuing pre-college programs.<br><br><b>TIS:</b> No progress as of 1/13/06 |
| Develop a plan to reinstitute the Bridge Program. The Bridge Program is a highly structured program based upon a philosophy of affirmation and learning community theory and paired classes that focus on addressing learning and study skills for academically disadvantaged students. | Provost                                     | Fall 2006       |  |
| Develop relationships with families of existing students of color   | Dean of Students                            | Fall 2005       | <b>SS:</b> Pre-college, Preview Days, Gear Up all lay groundwork; parents newsletter; Sr Banquet; website  |

**GOAL #3: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE**

| <b>Implementation Plan</b>   | <b>Responsible</b> | <b>Timeline</b> | <b>Progress</b>   |
|--|--------------------|-----------------|---|
| Recruit 40 racial/ethnic minority students in the Strategies for Academic Success (TRDIS-120) class. The purpose of the course is to develop study skills strategies, note taking and test-taking techniques, time management, goal setting, and textbook reading comprehension    | Dean of Students   | Fall 2005       | <b>SS:</b> Completed.   |
| Develop Academic Success Plans for first-year racial/ethnic students. The Multicultural Office would develop an assessment tool to use with incoming students to identify strengths and weaknesses and other potential barriers to academic success. This would include referrals, | Dean of Students   | Fall 2005       | <b>SS:</b> Tool ready in spring for work this summer. MSS will follow up with each student 2 <sup>nd</sup> Semester using info from first semester records.<br><br>Students have been assigned to advisors for follow-up contact, general advising, and referral. |

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| interventions, monitoring and support plans to sustain the transitional and academic success of students   |                  |                      |  |
| Develop and implement a pilot Summer Camp for academically disadvantaged incoming freshmen in disciplines such as Math, English and Science  | Provost/Deans    | Summer 2005 for Math | <p><b>Provost:</b> Under consideration for summer 2006</p> <p><b>CAS:</b> CAS has recently permanently hired Dr. Jeanne Foley to serve as Director of the Math TLC. One of her stated job requirements is to develop a Math Camp, so this issue will be addressed very soon. A group has already been assembled to review the development of this initiative, and is working on researching grant possibilities.</p> <p><b>CHD:</b> CHD will provide an orientation training session for disadvantaged high school students in food science and technology.</p> <p><b>SOE:</b> A to do.</p>  |
| Implement Career seminar in first year to assist racial/ethnic minority students to identify and pursue career directions compatible with abilities and interests; continuing focused contact through graduation | Dean of Students | Fall 2005            | <p><b>SS:</b> Career seminar available—students referred as indicated by fit with and performance in program coursework. Staff have developed follow-up and referral program; Title III Grant provides support for these issues.</p>   |
| Establish faculty student mentoring programs in the colleges/school  | Academic Deans   | Fall 2005            | <p><b>CAS:</b> In Spring 2005, the Arts and Sciences Council appointed a Campus Climate Committee to address the issues of minority faculty/staff mentoring and ensuring an open and accepting climate for all. The committee has met with Sherwood Thompson, Director of Multicultural Student Services, and will begin meeting this coming spring to prioritize development objectives and a timetable.</p> <p><b>CHD:</b> Based on specific recommendations from the CHD multicultural forums, a select group of faculty, staff and upper division students will be assigned to at-risk students of color to assist with individual academic and social adjustment needs.</p> <p><b>CTEM:</b> Hector Cruz met with CTEM council in Fall 2005 to discuss, in part, minority student/faculty mentoring. CTEM leadership attended the Minority Faculty Reception in Fall 2005 to identify minority faculty/student issues and learn more about mentoring. CTEM is well on its way to have all faculty have mentors. Sherwood Thompson,</p> |

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|  |                  |           | <p>Multicultural Student Services, met with CTEM Council to create an awareness of mentoring services available to students. CTEM student organizations promote an inclusive and inviting environment to all students.</p> <p><b>SOE:</b> Hector Cruz has been given release time in SOE to establish program.</p> |
| Develop strategies that would engage sophomores, juniors and seniors to assist with academic achievement | Dean of Students | Fall 2005 | <b>SS:</b> Follow-up contact; reviewing progress toward degree. Intentional engagement by staff with individual students.  |

**GOAL #4: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS**

| <b>Implementation Plan</b>  | <b>Responsible</b>                              | <b>Timeline</b>   | <b>Progress</b>   |
|---|---|-------------------|---|
| Identify current scholarships restricted for minority students, identify scholarships which could be used to support minority students, and identify new scholarship donors for minority scholarships | Assistant Chancellor for University Development | July 15, 2005     | <b>Development:</b> Current minority scholarships have been identified and new moneys have been placed to create \$30k in new minority scholarships. Several proposals are in various stages to solicit additional scholarship money for minority students including for Project Lead The Way in Tech Ed and the GEM Program. |
| Identify scholarship donor prospects to solicit them for additional gifts in support of minority scholarships   | Assistant Chancellor for University Development | December 1, 2005  | <b>Development:</b> Prospects have been and continue to be identified to be solicited for minority scholarships. Solicitations have begun and will continue throughout the coming year and beyond.  |
| Promote scholarships to potential, admitted, and continuing minority students through multicultural affairs, admissions, and the colleges   | Executive Director of Enrollment Services       | September 1, 2005 | <b>Enrollment:</b> Completed. Twenty (20) \$1000 scholarships were awarded to new incoming students for Fall 2005.  |
| Provide the names of minority students to multicultural student services to encourage scholarship applications  | Executive Director of Enrollment Services       | Fall 2005         | <b>Enrollment:</b> Completed. Ten (10) \$1000 scholarships were awarded to continuing multicultural students.   |



**GOAL #5: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED AT UW-STOUT IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES**

| <b>Implementation Plan</b>   | <b>Responsible</b>              | <b>Timeline</b>    | <b>Progress</b>   |
|--|---------------------------------|--------------------|---|
| Develop and implement a campus wide mentoring program for racial/ethnic minority faculty and staff.  | Assistant Vice Chancellor - ASA | Fall 2005          | <b>Provost:</b> This has been planned and will be implemented in Spring Semester 2006.  |
| Train a team of faculty/staff to address the issues on racial/ethnic bias when conducting recruitment searches by sending teams to a train the trainer workshop.   | Affirmative Action Officer      | Spring/Summer 2005 | <b>EE/AA:</b> A team of 3 people attended a WISELI (Women in Science & Engineering Leadership Institute) workshop in Madison, June 2005. All EO search committees receive training and the research on bias and assumptions has been incorporated into the training sessions. Copies of "Guidelines on Reviewing Applicants", by the WISELI group, have been purchased and all committee members receive a copy for their group and individual use.   |
| Provide Career Exploration Program for high school students. The nine-week program is designed to give minority high school students an opportunity to work with the units in the ASLS division. One of the goals of the program is to have the student apply for a job at UW-Stout in the future. | Vice Chancellor for ASLS        | August 2005        | <b>ASLS:</b> In June 2005 five minority high school students began the ASLS Career Exploration Program. During the nine week program, the participants worked 20 hours a week. Ela Xiong worked in the Physical Plant Administration office. Xay Vang rotated between the following offices: Budget, Planning & Analysis, Human Resources, Police & Parking Services, and the Vice Chancellor's Office. This was Xay's second year participating in the program. Another second year participant, Mai Nhia Vue, worked in Business & Financial Services at the cashier's window. Shoua Vang worked with engineers in the Physical Plant department and also worked in the grounds department. Toua Xiong, who enjoyed maintenance and custodial services, worked in the Student life Services unit. |
| Develop and fund a Chancellor's Leadership Development Program for Minorities.   | Chancellor, Provost             | 2005-06            | <b>Provost:</b> This will be an administrative internship. The job description is currently being developed and program will begin in fall 2006.  |

**GOAL #6: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY**

| <b>Implementation Plan</b>                      | <b>Responsible</b> | <b>Timeline</b> | <b>Progress</b>   |
|---|--------------------|-----------------|---|
| Address the needs of students with remedial and | CAS Dean           | Fall 2005       | <b>CAS:</b> The Math TLC has served over 1000 students since it began |

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| <p>entry level math and English skills through the Math Teaching and Learning Center and the Writing Center for those students who need assistance</p> |  |                           | <p>operations in 2004. Failure rates have been cut by nearly 50% in the remedial Math 010 course and by over 30% in the entry level Math 110 course. Daily homework completion rates now average over 90% with an average score of 87%, thanks to the introduction of short lectures in a specially-outfitted classroom, followed by daily, computer-graded homework assignments with both online and in-class learning aids. The new tutoring lab directly adjacent to the Math TLC classroom is averaging over 150 visits per week, or more than 2000 per semester. The lab is staffed 47 hours a week by specially trained Math 010/110 undergraduate tutors funded through Access To Learning fees and by faculty and academic staff instructors who hold a portion of their regular office hours in the lab.</p> <p>The UW-Stout Writing Center opened its doors for business on September 26, 2005. In its 45 days of operation during the fall semester, its tutors conducted 275 tutorials. Of the 275, 165 tutorials were freshman writers; therefore, thus far, 60% of its clients have been freshmen, most of whom sought assistance with English 090, 101, or 102. Also encouraging is that 45% of freshmen who visited the Writing Center were return clients who established positive working relationships with individual tutors. Many ESL writers especially established strong connections with individual tutors and often scheduled regular weekly appointments; in fact, ESL clients comprised 10% of all tutorials in their first semester of business.</p> <p>In addition to conducting face-to-face tutorials, in their first 45 days of operation, Writing Center staff members completed 30 promotional class visits to English 090, 101, 102, and 112 sections; through these visits they were able to advertise their services to over 900 students, many of whom later scheduled appointments. Several freshmen composition instructors commented that they saw marked improvements in the writing of their students who visited the Center. Therefore, while serving all students in the university, the Writing Center is especially supportive of instruction to remedial/entry-level writers and students from diverse ethnic/racial backgrounds.</p> |
| <p>Plan and implement alumni events that are targeted and publicized for racial/ethnic minority alumni</p>   | <p>Assistant Chancellor for University Development</p> | <p>September 30, 2005</p> | <p><b>Development:</b> The first Black Alumni reunion is being planned and will be a part of Homecoming in 2006. Work is also progressing to</p>   |

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|   |  |              | create a Black Alumni group as well as other minority populations of alumni.   |
| <p>Create new programs/workshops for students:</p> <ul style="list-style-type: none"> <li>• An “inter-group dialog” program for students</li> <li>• A workshop addressing issues of race within Police and Parking Services</li> <li>• Program addressing health issues for students of color</li> <li>• Campus-wide program to learn about racial groups</li> <li>• Residential living/learning environment where students are committed to living in a diverse community</li> </ul> | Assistant Vice Chancellor for ASLS       | May 12, 2006 | <p><b>ASLS:</b> Opened Diversity Awareness Center in the Memorial Student Center.</p> <p>The Diversity Awareness Center is developing and implementing programs “Intergroup Dialogue” and a campus-wide collaborative program scheduled for February on White Privilege.</p> <p>Director of Multicultural Affairs gave presentation to Student Health Services staff which will enable them to develop a program.</p> <p>Established 3 diversity floors in 3 residence halls.</p>  |
| Offer a series of food items/meals in the dining halls featuring various cultures and ethnicities   | Assistant Vice Chancellor for ASLS       | May 12, 2006 | <p><b>ASLS:</b> On October 26<sup>th</sup> Students Participating in Recognizing Indian Tribe at Stout (SPIRITS) and University Dining Service offered the following ethnic foods to diners at the Commons Dining Hall. Native wild rice, Oneida Corn Soup, Buffalo Stew, Fry bread, Herbal teas: Indian Luv Tea &amp; Forever Fruit, both All Nations Blends. Some of the foods were purchased from the Oneida tribal retail outlet. Materials explaining the items served and their relationship to the Native American background were provided and SPIRITS members were on hand to answer questions.</p>   |
| Assist all faculty and instructional staff in developing technical resources for ethnic studies courses and promoting diversity in specific courses and programs  | Director of Learning Technology Services | Spring 2005  | <p><b>LTS:</b> Learning Technology Services sponsored a “Diversity at a Distance” project to help instructors and their students connect to other students, instructors, and presenters using current videoconference capabilities. The purpose of the project was to assist instructors in meeting goals of the 2008 Diversity Plan, by providing connections during the Spring 06 semester to diverse populations or presenters through the use of available technology. This pilot project offered to pay connection costs through the use of Nakatani funds.</p> <ul style="list-style-type: none"> <li>• Global Perspective and Ethnic Studies instructors were sent individual emails with information about the project and an application</li> <li>• Advertised through the Daily Email; notice was included from</li> </ul> |

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|   |                            |             | <p>October 26 through November 9</p> <ul style="list-style-type: none"> <li>• Follow-up emails were sent to Department Chairs, Program Directors, Deans</li> <li>• Met with the minority faculty and staff network to present and discuss the project (Hector Cruz, Richard Tafalla, Holly Teuber, Ilse Hartung, Ray Rivera, etc.) and offered to continue the project past the spring 2006 semester if there was enough interest.</li> </ul> |
| Review the ethnic studies graduation requirement to insure inclusion and exposure to racial diversity in the classroom curriculum and environment | Provost and Faculty Senate | Spring 2006 | <b>FS:</b> The CIC has the ethnic studies sub-committee reviewing this, but has not issued a report yet.  |

**Tools to Achieve these Plan 2008 Goals**

| <b>Tool</b>   | <b>Goal</b> | <b>Responsible</b>                           | <b>Progress</b>  |
|---|-------------|--|--|
| Expand existing databases to include minority data  | 1           | Foundation office                            | <b>Development:</b> Minority data is being captured and included on the database and will continue. Minority status of all new alumni is being captured directly from student records.   |
| Modify the portal to deliberately encompass minority activities   | 1           | Chief Information Officer                    |  |
| Establish a series of informational sessions with Minnesota and Wisconsin school counselors   | 1           | Dean of Students                             | <b>SS:</b> Done and on-going   |
| Conduct focus groups with racial/ethnic minority students/faculty/staff and white students/faculty/ staff   | 3           | Deans and College Councils (BPA as resource) | <p><b>CAS:</b> CAS will be looking into a process for addressing this need.</p> <p><b>CHD:</b> All racial/ethnic minority students in CHD are being invited to an open listening forum. The initial forum will be an informal luncheon gathering that will allow for discussion about overall treatment by CHD faculty and other personnel. Restructuring our advisement assignments may be an outcome of these planned forums. However, broader issues regarding overall treatment may disclose other changes that need to be made.</p> <p><b>SOE:</b> SOE sponsored a workshop for faculty, staff and students with Hector Cruz as leader.</p> |
| Make special focus during Orientation, Registration, and First Year Experience to develop sense of direction, ownership and path to success and diversity | 3           | Dean of Students                             | <b>SS:</b> Staff present during registration and orientation; diversity experience as part of program in residence halls   |

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| Conduct a diversity survey every two years for ASLS units   | 5 | Vice Chancellor ASLS  | <b>ASLS:</b> The diversity survey will be conducted in the spring 2006.   |
| Support existing racial/ethnic minority faculty/staff group with a senior faculty liaison to the Chancellor                           | 5 | Chancellor  | <b>Chancellor:</b> Minority Faculty & Staff Liaison appointed August 2005   |
| Establish a university-wide climate committee that is thinking, talking, and visioning about diversity related activities at UW-Stout | 6 | Chancellor  | <b>Chancellor:</b> Minority Faculty & Staff Network group established. Chair of this group, as well as Minority Liaison participated in 2005 CAC summer retreat.  |
| Establish minority alumni groups and create alumni group boards who will work with the Alumni Office                                  | 6 | Assistant Chancellor for University Development   | <b>Development:</b> Black Alumni group is in the process of forming and others will follow based on the experiences gained from the first group.  |
| Conduct a university-wide climate assessment survey   | 6 | Chancellor (BPA as resource)  |   |
| Establish a mechanism to periodically assess and address the off-campus climate for minorities  | 6 | Executive Director of University Relations, Dean of Students                              | <b>Development:</b> No progress has been made as of 1/13/06   |
| Use our technology advantage to strengthen connections with off-campus populations  | 6 | Assistant Chancellor for Assessment and Continuous Improvement, Chief Information Officer | <b>Provost:</b> Several distance learning projects in progress<br>1. Stout offered 84 fully online sections of courses through Learn@UW-Stout<br>2. Stout connected Matt Livesey's Technical Writing class with a class of students in Paris, via videoconference technology. The purpose: Students at Stout wrote instruction manuals which were then translated into French by the Parisian students, and the class studied the difficulties of translation and the necessity for global awareness when writing such documents.<br>3. The videoconferencing distance education rooms were used for the <i>Technology Management Graduate program</i> and the <i>Industrial Management Undergraduate</i> program. Courses for these programs have included: Financial Managerial Accounting, Organizational Development, Six Sigma Quality Improvement Methods, Quality Tools, Production & Inventory Control, Seminar in Industrial Operation, Quality Assurance Practicum, Organizational Leadership, Organizational Research Methods, Project Management, and Safety/Loss Control<br>4. Stout also offers approximately 11 semester courses which occur mostly in the evenings utilizing the video-conferencing distance education rooms. |
| Examine reports and data provided to insure they include minority data and segmentation   | 7 | Executive Director of Enrollment Services and Executive Director of Business and Finance  | <b>Enrollment:</b> Completed.   |

**Action Plan Gaps**

| Recommendations/ Gaps/Follow-up   | Source<br><i>Implementation Team,<br/>University Priority, Other</i> | Charged to<br>• Position<br>• Person<br>• Team | Timeline<br><i>When is it due?</i> | Progress  |
|---|--|--|------------------------------------|---|
| EM: Overall enrollment target.  | Retreat  | Chancellor                                     | September, 2005                    | <b>Chancellor:</b> 2006 freshmen enrollment target discussed & established at 10/3/05 CAC meeting. 2006 enrollment planning document submitted to system Nov. 2004.<br><br>Enrollment Targets for Fall 2006, see Attachment 2 |
| EM: Segments targets.   | Retreat  | Provost  | September, 2005                    | <b>Provost:</b> Completed. See Attachment 2   |
| EM: Declaration of Major  | Chancellor   | Provost working with Senates                   | May, 2006                          |   |
| Academic Plan: Needs updating with timeline for program development, approval, etc. (5-year plan)   | UP: Restructure for E&E  | Provost  | December, 2005                     | <b>Provost:</b> Completed and on the Provost's web site <a href="http://www.uwstout.edu/provost/currhb/accplan.htm">www.uwstout.edu/provost/currhb/accplan.htm</a>  |
| Academic Plan: Need benchmarks and/or criteria for programs/concentrations/specializations/minors/professional development certificates to be revitalized, phased out or downsized. (Life Cycle Planning) | Imp Team #3  | Provost  | May, 2006                          |   |
| Academic Plan: Align resources with program needs. Develop reallocation system for positions and budget.  | UP: Restructure for E&E<br>Imp Team #9 and #10                       | Provost  | December, 2005                     | <b>Provost:</b> In progress; 2 positions being reallocated from SOE   |
| Academic Plan: Expand our program array by reclassifying designated concentrations and specializations as majors within existing degrees  | Imp Team #2  | Provost  | May, 2006                          |   |
| Academic Plan: WTCS Degree – B.S. in Professional Studies   | Imp Team #1  | Dean Murphy                                    | Follow-Up                          | <b>CAS:</b> Permission to plan  |

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| <b>Recommendations/ Gaps/Follow-up</b>                   | <b>Source</b><br><i>Implementation Team,<br/>University Priority, Other</i> | <b>Charged to</b><br>• <i>Position</i><br>• <i>Person</i><br>• <i>Team</i> | <b>Timeline</b><br><i>When is it due?</i> | <b>Progress</b>  |
|--|---|--|---|--|
|  |   |  |   | has been granted for this potential program; however, Phase II has been placed on hold.  |
| Academic Plan: Nanotechnology Action Plan Implementation | Imp Team #4   | Dean Murphy<br>Dean Meyer  | Follow-Up                                 | <p><b>CAS:</b> The Nanoscience concentration was approved by the APSCI program committee. This will be submitted to CAS in Spring of 2006. Also, a curricular incubation grant was funded for Rajiv Asthana, Steve Nold, and Forrest Schultz to develop the four new nano courses for the concentration. A draft plan for CVTC articulation has been developed and submitted to CVTC for review.</p> <p><b>CTEM:</b> Ad Hoc Nano Committee assisted in writing a regional “white paper” on nanotechnology. Nanotechnology content will be added to Applied Science, Engineering Technology, and Packaging Programs. White paper identified other related program growth areas needed including Polymer</p> |

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|---|---|--|---|--|
|   |   |  |   | Engineering and Computer Engineering. Changes to Applied Science program will be resources through the Curriculum Incubation Center.   |
|   |   |  |   |  |
| IT: TIS/LTS/Library Technology Reporting Structure                    | Consultants' Report   | Chancellor   | September, 2006                           | <b>Chancellor:</b> Completed January 2005 (Library not included at this time).   |
| IT: CIO Position Description and Desired Characteristics              | Consultants' Report   | Chancellor   | September, 2005                           | <b>Chancellor:</b> Search conducted, failed search announced   |
| IT: Information Technology Strategic Plan                             | Consultants' Report   | CIO  | May, 2006                                 | <b>TIS:</b> Updated 1/13/06. See IT Plan section of this document.   |
| IT: Improve Technical Support (Align workload with Academic Calendar) | Imp Team #7, Outcome 3  | CIO  | Follow-Up                                 | <b>TIS:</b> No progress as of 1/13/06  |
| IT: Improve the Programming Priority Process                          | Imp Team #7, Outcome 3  | CIO  | December, 2005                            | <b>TIS:</b> No progress as of 1/13/06  |
| IT: Eliminate a Course Management System                              | Imp Team #7, Outcome 3; Consultant's Report                                 | CIO  | January, 2006                             | <b>TIS:</b> E-scholar course delivery is being phased out to D2L. D2L was selected as the course delivery tool of the future. The courses now presented with e-scholar are being converted with a read only mode starting Fall 2006. |
| IT: Routine Maintenance Schedule for Desktops/Laptops                 | Imp Team #7, Outcome 3  | CIO  | Follow-Up                                 | <b>TIS:</b> No progress as of 1/13/06  |



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|---|---|--|---|--|
| IT: Improve Wireless Connectivity   | Imp Team #7, Outcome 3  | CIO  | Follow-Up                                 | <b>TIS:</b> Completed. Entire wireless network has been replaced with new 802.11g access points that can provide up to 54Mbps speeds. There are still a few areas to improve which are being addressed as reported by faculty, staff and students. |
| IT: Establish Advisory Board/CIO engaged with Provost's Council                   | Imp Team #7, Outcome 3  | CIO  | September, 2005                           | <b>TIS:</b> Completed. Advisory committee has been formed and has met a few times primarily going over the IT Plan as it exists today. A web page is being developed to publish documents and minutes of the meetings.                             |
| IT: Review Labs – Convert to Laptop as Appropriate                                | Imp Team #7, Outcome 3  | Provost  | May, 2006                                 |  |
| IT: Conduct an Assessment of Services & Operations                                | Imp Team #7, Outcome 3  | CIO  | May, 2006                                 | <b>TIS:</b> No progress as of 1/13/06.   |
|   |   |  |   |  |
| Marketing: To students who have dropped out to come back and finish their degree. | UP: Restructure for E&E   | Executive Director of Enrollment Services                                  | December, 2005                            | <b>Enrollment:</b> It was determined that this would not be an effective use of resources at this time.  |
| Marketing: Increase scholarships  | UP: STA   | Assistant Chancellor of University Development                             | Follow-Up                                 | <b>Development:</b> Scholarships have increased and will continue to increase  |

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|--|---|--|---|--|
| Marketing: Implementation of the Marketing Plan (Consultant's work – Phase 2 & 3)                              | Imp Team #10 and #11  | Executive Director of University Relations                                 | May, 2006                                 | <b>Development:</b> The RFP for phase 2 and 3 are ready to be sent out and the CAC will be asked to consider funding.  |
| Marketing: Admissions Genie Software   | Imp Team #5   | Executive Director of University Relations                                 | September, 2005                           | <b>Development:</b> Admissions Genie software is installed and is being used. More work continues on the implementation.<br><b>Enrollment:</b> The Admissions Genie website went LIVE December 2005. |
| Marketing: Print Media/Need coordinated, integrated plan across campus.  | Imp Team #5   | Executive Director of University Relations                                 | May, 2006                                 | <b>Development:</b> Media plan has been developed and presented to the Chancellor.   |
| Marketing: Alumni Utilization (1) e-mail addresses; (2) alumni profiles; (3) infrastructure to utilize alumni. | Imp Team #5   | Assistant Chancellor of University Development                             | May, 2006                                 | <b>Development:</b> Alumni e-mail addresses are being rolled out and will be completed by May '06. Alumni profiles have not been developed. The infrastructure is in process with some progress.     |
|  |   |  |   |  |
| Learning Community: Re-examine general education classes and requirements.                                     | UP: LC  | Faculty Senate   | May, 2006                                 | <b>FS:</b> The General Education Committee has reviewed the General Education Objectives and is working on the next steps.   |

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| <b>Recommendations/ Gaps/Follow-up</b>  | <b>Source</b><br><i>Implementation Team,<br/>University Priority, Other</i> | <b>Charged to</b><br>• <i>Position</i><br>• <i>Person</i><br>• <i>Team</i> | <b>Timeline</b><br><i>When is it due?</i> | <b>Progress</b>  |
|---|---|--|---|--|
| Learning Community: Develop a freshmen attendance policy.   | UP: LC  | Faculty Senate   | May, 2006                                 | <b>FS:</b> The Educational Activities Committee has reviewed this. They decided that a freshman attendance policy is not a reasonable or enforceable policy. Instructors should be encouraged, but could not be forced to have an attendance policy. |
| Learning Community: First Year Experience   | Imp Team #8   | Provost<br>Vice<br>Chancellor  | Follow-Up                                 | <b>Provost:</b> In progress. See Attachment 1  |
| <del>Learning Community: Predictive Modeling for Retention</del>  | <del>Imp Team #10</del>   | <del>Dean of<br/>Students</del>  | <del>Follow Up</del>                      | Removed from list  |
|   |   |  |   |  |
| Structure: Assess the academic and administrative structures to see if the current organization aligns with an expanded program array, builds on our unique mission and maximizes our technology advantage. | Imp Team #2   | Chancellor   | New University Priority contains pilot.   | <b>Chancellor:</b> Model presented to Faculty Senate was unacceptable to Senate membership.  |
| Structure: All-University Level Advisory Board  | Imp Team #6   | Chancellor   | May, 2006                                 | <b>Chancellor:</b> External Advisory Council established. First on-campus meeting held 12/6/05.  |

**KEY:**

**Development:** Updates from Bob Heuermann

**Provost:** Updates from Julie Furst-Bowe

**CAS:** Updates from John Murphy

**CHD:** Updates from John Wesolek

**CTEM:** Updates from Bob Meyer

**SOE:** Updates from Judy Jax

**SS:** Updates from Pinckney Hall

**Enrollment:** Updates from Cindy Gilberts

**TIS:** Updates from Doug Wahl

**EO/AA:** Updates from Donna Weber

**ASLS:** Updates from Diane Moen

**LTS:** Updates from Nicholle Stone

**FS:** Updates from Steve Schlough

**Chancellor:** Updates from the Chancellor

**BPA:** Updates from Meridith Wentz

First Year Experience  
Fall 2005  
Update as of 1/06

**I. Impetus for Change**

- University Focus 2010 Implementation Team 8  
Charge: Design a first year experience that creates a freshmen learning community supported by faculty, student services, and residence life.  
Outcome: All first year students will live on the south campus and have an academically intensive residence hall experience designed to increase student success and retention.
- NSSE study

**II. Administrative Support**

- Sponsor of Implementation Team  
 Provost Julie Furst-Bowe and Vice Chancellor Diane Moen

**III. Leadership Team that Includes both academic, student affairs, and student life services – Joan Thomas, Chair**

**IV. Shared vision and comprehensive view**

- Merging of FYE and Living Learning community
- Program for all freshmen

**V. Year one – Fall 2005**

**Move in Day and New Student Fall Orientation**

Faculty/staff involvement – Housing & Residence Life recruited 14 instructional faculty to assist with move-in activities. They met and talked with families in the parking lots while students were waiting to unload their cars.

Your New Reality Workshop, a peer lead discussion on alcohol, healthy relationship and diversity. Campus Violence Prevention Program passed out wristbands.

Communication with parents

Housing & Residence Life sent a summer postcard to parents regarding college transition and an invitation to a parent session on move-in day, including introductions to the hall director & the advisor.

Parent email addresses collected for future communications – two email updates sent from DOS office.

Diversity built in of Your New Reality program. Multicultural students, who have been previously personally contacted upon their acceptance to Stout, will be invited to attend a lunch meeting on registration days.

**Residence Hall Activities**

All first year students were housed on the south end of campus, by college, and advisors were assigned to specific residence halls.

House Calls program - faculty and staff were invited into the residence halls each month to walk through the buildings, meet and talk with residents, and distribute cookies (provided by University Dining Services). Participation in this event included student organizations, service offices, counseling center staff, and college deans.

Increased collaboration between Student Services and Housing & Residence Life. Monthly meetings between hall directors and first year advisors were held to discuss student issues and updates.

## Budget, Planning and Analysis

Community Development Model – this model, developed by Housing & Residence Life in 2004, became a springboard for a collaborative First Year Experience poster series between H&RL and the Advisement Center. The “Responsibility-Ownership-Civility” emphasis of this model fits well within the FYE experience and focuses on self-management, conflict resolution, and respect. The Counseling Center is also planning some initiatives using this model.

Outreach Duty – during the first 8 weeks, the Resident Advisors (RAs) performed intense duty rounds every night where they visibly engaged students in conversation and discussions, hosted group activities, helped residents connect with each other, and assisted student in adjusting to college life.

Hall Events Committees – the residence hall student governance structure was reorganized to better accommodate the millennial generation of first year students. It provided opportunities for students to create their hall constitution with more flexible, less specific roles, to involve more students in the governance process, and focus on developing strong residence hall communities.

Concern Reports – staff wrote reports when they became aware of resident concerns (such as roommate conflicts, death in the family, personal problems, etc.) which were then shared between hall staff and the academic advisor.

RA Dialogs – RAs completed extensive one-on-one interviews with all of the residents on their floor to help them gauge the student’s transition from high school and refer students to appropriate campus resources.

Family contact – each Hall Director sent a letter and a “First Year Adjustment Quiz” (and the answers to the quiz) to the family of each of their residents to help parents talk with their students about their adjustment to UW-Stout.

### Advisement

First Year Advisors held regular office hours in the residence halls and have been cross-trained as generalist to better assist all students. First Year Advisors collaborated with residence hall staff to share information relative to student concerns and issues and to coordinate initiatives and events.

- First year advisors are spending afternoons in residence halls
- Excellent attendance on Advisement Day

First Year Mentors (27) have been hired, trained, and supervised by First Year Advisors. There are four mentors per residence hall working 8-10 hours/wk. Primary responsibilities include formation of study groups, serving as campus resource, providing upper-class role modeling for academic/civic excellence, attending campus activities with students, working with residence hall staff and advisors regarding student concerns and issues.

- Supported attendance to career conference
- Formed study groups
- Collaborated with residence hall staff
- Staffed table in price commons prior to Advisement Day
- Time management/study skills
- Cultural events
- Policy and procedure information

Career Exploration Class taught as a weekend seminar hybrid course using the Student Success Plan online.

- Two weekend seminar courses: Oct 8 & 9 and Nov 11 & 12

- Using hybrid format – online assessments/tools/quizzes w/classroom instruction
- Two sections for spring 2006 offered two days a week for 4 weeks

Early Alert - All instructors of first year students were asked to participate in the early alert process to assist in identifying students demonstrating behavior incongruent with academic success including attendance and performance concerns.

### **Faculty/Staff**

#### Art Living/Learning Community

Twenty four art students from the Hanson/Keith residence hall were selected to participate in a living learning community linking three art courses and an English 101 class. Four students from each art concentration make up the community. Student live and learn with other students who are interested in art and will participate in art related activities, visit galleries or other art related events, and benefit from increased interaction with faculty who collaborate across the curriculum to enhance the learning process.

- 25 students - all in HKMC (Hansen, Keith, Milnes, Chinnock Hall)
- ENGL 101, ARTH 223, ART 101, ART 201
- Peer Mentor
- Gallery/Museum trip
- Art Crawls
- Studio hours
- Early a.m. breakfast
- January professional development
- Weekly meetings with staff and department chair
- Faculty stipend

Two students have left the cohort: one changed major and one is transferring. Two other students have submitted requests asking to participate.

#### Faculty Engagement

Proposals will be encouraged for faculty initiatives in collaboration with the residence halls. Activities will have a stipend incentive for instructor along with materials and other costs supported by residence life.

Service learning projects  
Discussion groups and seminars  
Experiential learning outside classroom  
Field trips  
Demonstrations

#### Into the book

RA's and Orientation Leaders were given a copy book and a study guide. Student staff was expected to read book and to integrate it into conversation, activities, and events.

Early alert for freshmen courses – increased support from instructors of freshmen block courses to identify attendance, behavior, or performance concerns early in the semester.

**Involvement and Leadership**

Diversity Resource Center – Opening fall 2005. Catalogued and shelved resources, training materials, study areas, research assistance, reading areas, multimedia materials with preview capability.

Professional Organization Fair – The Stout Student Association and Involvement and Leadership Center held a professional organization fair in the Price Commons to provide information to first year students about club and career opportunities.

Event attendance is encouraged by residence halls staff and peer mentors.

Implementation of in-hall Professional Student Organization recruitment program.

Workshops and programming

- o Sexual assault prevention
- o Alcohol
- o Mental health (relationships, depression, etc – wave)
- o Diversity & Issue dialogues

**VI. Assessment – 2005/2006**

- o Learning outcomes
- o Student satisfaction
- o Engagement
- o Retention
- o Time to degree
- o Involvement in campus and community activities

**VII. Budget**

- o Peer Mentors
- o Faculty Stipends
- o Advisor technology support for residence hall offices
- o Professional Development
  - i. Attend National Summer Institute on Learning Communities in Evergreen State College – Application postmark 11/18/05
  - ii. Video Conference – Housing as a Nexus for First Year Student Success and Retention by Gene Luna, Assoc. VP for Student Affairs and Jimmie Gahagan, Asst. Director of Residential Learning Initiatives, Univ. South Carolina.

**VIII. Year Two – 2006/2007**

**Discussions include:**

- o First Year Seminar Course



- Incorporated in Intro Courses and linked to learning community cluster
- Learning Community infrastructure
  - Offer a variety of learning communities for student to choose from. Some considerations include: honors, ASPIRE, arts, transition programs, disciplinary programs. Students would choose to participate. Faculty/staff would define the curricular arena to support critical thinking, relationships between disciplinary bodies of knowledge, and enhancement of student engagement and learning in and outside the classroom.
  - Online Student Success Plan for Career Development (piloted in 2005 fall with undecided transfer students)
  - Senior Capstone Experience in conjunction with FYE
  - Collaboration of Service Learning Initiatives
  - Professional Development regarding Living/Learning Communities
  - Common calendar for academic, professional, social, and cultural and service initiatives

**Enrollment Targets for Fall 2006  
Including Student Segments and Customized Instruction**

|   |       |
|---|-------|
| New Freshmen  | 1,600 |
| Continuing Students                                   | 5,135 |
| Transfers/Reentries                                   | 751   |
| Graduate Students                                     | 575   |
| International Students                                | 120   |
| Non-Residents (excluding Minnesota and International) | 200   |

**Customized Instruction Targets for Fall 2006**

|  |     |
|--|-----|
| <b>SOE</b>                                       |     |
| MS Career and Technical Education                | 25  |
| BS Career and Technical Education                | 50  |
| MS Education                                     | 25  |
| Online Professional Development Graduate Courses | 730 |
| Reading Teacher Certification                    | 20  |
| Special Education Certification                  | 20  |
| <b>CTEM</b>                                      |     |
| BS Information and Communications Technology     | 25  |
| BS Industrial Management                         | 217 |
| MS Training and Development                      | 70  |
| MS Management Technology                         | 55  |
| <b>CHD</b>                                       |     |
| MS Hospitality and Tourism                       | 6   |
| MS Vocational Rehabilitation                     | 22  |

## Curricular Incubation Center Proposals Approved

Bioinformatics (Pickart, Nold, Deckelman, Miller-Rodeberg)

Outcomes: Interdisciplinary collaboration (math, biology chemistry), development of an introductory course, development of a two-semester capstone course, curricular infusion, industrial outreach

Recommended funding: \$25,000

Information and Communications Technology (Schlough, Bogner, Sveum)\*

Outcomes: New course development, adapting courses for distance learning, WTCS degree completion initiative

Recommended funding: \$20,000

Nanotechnology (Schultz, Nold, Asthana)\*

Outcomes: Interdisciplinary collaboration (biology, chemistry, engineering), development of 4 courses, WTCS degree completion initiative

Recommended funding: \$15,000

Interactive Digital Environments (Barfoot, Johnston)

Outcomes: Interdisciplinary collaboration (art, computer science), development of a new degree program in this area

Recommended funding: \$12,000

Electrical and Computer Engineering (Olson, Heimdahl)

Outcomes: New BS Program Development

Recommended funding: \$15,000

Plastics and Polymer Engineering (Heimdahl)

Outcomes: New BS Program Development

Recommended funding: \$15,000 – Bob Meyer indicates he will provide additional funding

Cognitive Neuroscience (Tafalla, Budd, Donnelly, Parsons, Hopp, Kapus)\*

Outcomes: Interdisciplinary collaboration (psychology, biology, physics and philosophy), development of a minor, courses in this area, articulation agreements

Recommended funding: \$15,000

Science and Technology Education (McAlister, McCullough)

Outcomes: new teacher certification program in this area

Recommended funding: \$10,000