

<b>IT Plan 2005-2007- Updated December 15, 2006</b>
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<b>Goal</b>	<b>Reason</b>	<b>Implementation</b>	<b>Progress</b>
Campus buildings network wiring upgrade	The network wiring within the campus buildings are in need of replacement. Advancement of network electronics is providing the opportunity to substantially increase network speed to the desktop. However, the current wiring infrastructure does not allow the utilization of the new higher speeds		<b>New</b>
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: In progress.</b> Currently we are evaluating what devices to purchase and maximize usage and best fit into the campus network. Some equipment was purchased and installed in Summer 2006. Complete installation will take 3 years. Expected completion for the entire electronic portion of the network is Summer 2008.
Hyperion (formerly Brio) 8.5 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.	<b>TIS: In progress.</b> Target completion date is spring 2007.
Web server content management system	Purchase and implement a course management system for the Stout web server.	Summer 2006	<b>TIS: Bidding has completed.</b> Received approval from UW System to issue purchase order. Purchase order has been issued.
Information Portal	Design, build and implement an information/report portal that consolidates all university data to a single location accessible from the UW-Stout website.	Summer 2005	<b>TIS: Group has concluded its work and now awaiting implementation of campus CMS/Portal solution.</b>
Block Scheduling Software	Investigate and procure software to implement block scheduling for all freshmen		<b>TIS: In progress.</b> Product has been acquired. Implementation planned for spring and summer of 2007.

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> Financial aid office is very much interested in pursuing a portal for the services provided by their office. Awaiting CMS system development.
Peoplesoft SFS	UW System has mandated that all integrated campuses migrate to Peoplesoft financials by July 2007	July 2007	<b>TIS:</b> In process
Peoplesoft Student Information System	UW System has mandated that all integrated campuses migrate to Peoplesoft financials by July 2007. Following the SFS migration, the campus will also migrate from Datatel to Peoplesoft SIS		<b>TIS:</b> Initial stages
Update Project Request System	Need to review and update current system. Upgrade database to SQL Server instead of Access. Enhance feature set for improved communications with end-users	Summer 2006	<b>New</b>
Develop system/process for tracking and documenting programming customizations. Standards would be developed around this process. Review looking at industry available software or developing in house. Would also like to bring in-house expert to train staff on industry standard best practices in this area.	Need more consistent process and standardization	2006-07	<b>New</b>
Student Web Development Center	Develop an economical web application programming service to the campus on a charge back basis	Summer 2006	<b>TIS:</b> In progress
Possibly reduce the size of general purpose access labs.	As we near full implementation of the Laptop program, most students at Stout will have a laptop. Will the general access computer lab	Maintain a watch on general access lab traffic and determine when the general access computer	<b>TIS:</b> Prior to 2005, use of the lab in Micheels Hall lab had not been diminished. Since that time, use has diminished. Laptops are provided to most students and

	still be necessary?	lab may no longer be needed.	therefore duplication exists of provided computing. Look for downsizing of general access lab.
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.
Implement strong password guidelines for use of campuses services	Passwords are an important aspect of computer security and are the front line of protection for user accounts. Recent concerns including the Gramm-Leach-Bliley Act, migration of the Datatel Colleague software system, etc. have prompted a need to change the University of Wisconsin-Stout password guidelines to further protect against any unauthorized access	Fall 2006	<b>New</b>
Implement document imaging solution	The campus direction to a paperless environment would be greatly benefited with imaging. Increased productivity by not filing, retrying and re-filing 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.	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. An ImageNow site license has been purchased for the campus. Thirteen departments are operational with six more planned for implementation by Summer 2007.
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 re-convened to look at prior recommendations for validity and possible new implementations. A possibility exists with the ImageNow upgrade during summer 2006 for electronic signature. ImageNow software upgrade postponed until summer 2007.
Training for CMS	Develop training modules to enable end users to develop and maintain own departmental/professional web sites	After implementation of CMS	<b>New</b>

Classroom Record System	Digitally capture classroom activities in MLNM DE rooms	Piloting May 2006	<b>New</b>
Piloting projector networking	Test the feasibility of networking projectors for maintenance and security	Fall 2006	<b>New</b>
Multimedia camp	Increase use of multimedia in courses	2 per year- May 23-25	<b>TIS: Redesign in progress</b>
Learning Object Grant	Test the feasibility of developing and utilizing learning objects in instruction	Summer 2006	<b>TIS: Started on workshop outline</b>
Super course	Design and develop a model course utilizing multimedia	Fall 2006	<b>TIS: In progress</b>
iTunes University	Pilot and implement podcasting and vodcasting	iTunes has been installed on the laptop image for Fall 2006 to facilitate podcasting and vodcasting	<b>New</b>
Laptop Vendor Selection	New contract needs to be negotiated with curriculum driving selection and configuration process. Committee selection/membership need to be determined. Timeline needs to be determined.	Summer 2006	<b>TIS: Beginning stages</b>
Laptop Transfer Program	A pilot has started with spring 2006 that provides a laptop at no cost to qualified graduating seniors in the e-Scholar program	Possible reoccurrence every academic year- December, May and summer	<b>TIS: In progress</b>

<b>Academic Plan 2006-2011</b>
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<b>Implementation Plan</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Progress</b>
College of Arts and Sciences Master of Fine Arts: entitlement to plan pending UW System approval	Susan Hunt		<b>CAS: Consideration and development in progress.</b>

B.S in Applied Social Science: Stage 1: entitlement to plan pending UW system	Richard Tyson	Approval Spring 2006	<b>Provost:</b> Entitlement to plan this program has been granted by UW System  <b>CAS:</b> Complete
B.S in Applied Social Science: Stage 2: Authorization to implement plan	Richard Tyson	Fall 2006	<b>CAS:</b> Consideration and development in progress.
B.S in Professional Studies: Stage 2: Authorization to implement plan/ Implementation planned for Fall 2008	Holly Teuber	Spring 2007/Fall 2008	<b>Provost:</b> A program committee has been formed to discuss the curriculum for this program  <b>CAS:</b> Consideration and development in progress.  Authorization (2.0), a committee was formed and met in Fall 2006 to discuss the direction of the program and initiate the drafting of <i>Proposal for Authorization to Implement New Program</i> . The proposal draft is at the following stages:  <ul style="list-style-type: none"> <li>• 2.1- Two of the three person Program Review Committee required have been identified. (Janice Coker and Fran Garb)</li> <li>• 2.2- Currently at step 4 in the 9 step program proposal writing process the committee will forward the completed draft to Dr. Janice Coker for review and comments by late February- early March 2007.</li> <li>• 2.3- Provost Office will be asked to contact two outside reviewers in March 2007</li> <li>• 2.4- Tentative target of April/May 2007 for presentation to CIC- followed by Stout governance.</li> </ul> Due to schedule conflicts and time availability I expect to complete the revision of the document and have the approvals from reviewers and committees by the end of spring term. This will allow for the final proposal for <i>Authorization to Implement</i> and the Executive Summary to be readied for submission during summer 2007 to

			ensure our <u>timeline</u> of Fall 2008 for implementation.
M.S. in Scientific and Technical Communication Stage 1: Entitlement to Plan to be sent to UW System	Dan Riordan	Fall 2006	<b>Provost:</b> An Entitlement to Plan was submitted to UW System. UW System has not approved the request and at this time we are working to resolve concerns of other UW Campuses regarding this program  <b>CAS:</b> Responses from UW campuses are being addressed.
M.S. in Scientific and Technical Communication Stage 2: Authorization to Implement planned	Dan Riordan	Fall 2008	<b>CAS:</b> Completed.
<b>Submajor</b> Materials Science, concentration in the B.S in Applied Science	Forrest Schultz	Discussion Spring 2006	<b>CAS:</b> Completed.
Cognitive Neuroscience, minor or concentration in the B.S. in Applied Science	Richard Tafalla	Discussion Spring 2006	
Information Assurance and Cyber Security, concentration in the B.S. in Applied Mathematics and Computer Science: Curriculum development/Implementation	Joy Becker and Radi Teleb	Fall 2006-Spring 2007/Implementation Fall 2007	<b>CAS:</b> Currently under development.
<b>College of Human Development</b> M.S. Food Packaging Request for entitlement to plan	Carolyn Barnhart	To be submitted Fall 2007	<b>CHD:</b> Will continue to work with CTEM to attract new/replacement positions with Food Packaging background.
M.S. in Gerontology Consortium under discussion	Bob Salt		<b>CHD:</b> To be submitted for entitlement to plan Spring 2007.
<b>Submajors</b> Culinary Science, concentration in B.S. in Food Systems and Technology Request for entitlement to Plan submitted	Carolyn Barnhart	Fall 2006	<b>CHD:</b> Will draft preliminary entitlement to Plan Spring 2007.
<b>College of Technology, Engineering &amp; Management</b> B.S. in Electrical and Computer Engineering Stage 1: request for entitlement to Plan submitted	Don Olson	Summer 2006	<b>CTEM:</b> Entitlement to Plan has been submitted to UW-System and we are awaiting System approval.  <b>Provost:</b> An Entitlement to Plan was submitted to UW System. UW System has not approved the request and at this time we are working to resolve concerns of other UW Campuses regarding this program

B.S. in Electrical and Computer Engineering Stage 2: Authorization to implement	Don Olson	Spring 2007	<b>CTEM:</b> Stage 2 proposal is in progress while we are waiting for System approval on the Entitlement to Plan.
B.S. in Information and Communication Technologies Stage 3: Implementation scheduled	Len Bogner	Spring 2007	<b>CTEM:</b> In progress. <b>Provost:</b> This program is being implemented as a customized instruction program according to schedule
B.S. in Plastics/Polymer Engineering Stage 2: Authorization to implement planned	Pete Heimdahl	Spring 2007	<b>CTEM:</b> Stage 2 proposal is in progress. <b>Provost:</b> An Entitlement to Plan has been granted for this program.
M.S. Food Packaging (CTEM and CHD) Request for entitlement to Plan to be submitted	Carolyn Barnhart	Fall 2007	<b>CTEM:</b> On hold pending personnel hires in the Packaging area
M.S. Information and Communication Technologies Stage 2: Authorization to Implement to be submitted	Steve Schlough and Len Bogner	Fall 2006	<b>CTEM:</b> Completed. <b>Provost:</b> This program has received final approval from the Board of Regents and is on schedule for implementation
M.S. Information and Communication Technologies Stage 3: Implementation planned	Steve Schlough and Len Bogner	Fall 2007	<b>CTEM:</b> In progress.
<b>Submajors</b> 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: <ul style="list-style-type: none"> <li>Logistics Engineering Management</li> </ul> Campus approval planned	Scott Springer, Tom Lacksonen, Ken Neuburg, Carol Mooney, Gene Gutman	Spring 2006	<b>CTEM:</b> A new concentration in Logistics Engineering Management has been added to the Engineering Technology program, Graphic Communications Management program and the MS in Technology Management.
B.S. in Engineering, B.S. in Packaging, B.S.	Scott Springer, Tom Lacksonen, Ken	Fall 2006	<b>CTEM:</b> See above.

in Graphic Communications Management, B.S. in Information Technology Management, M.S. in Management Technology: New concentration in: <ul style="list-style-type: none"> <li>Logistics Engineering Management</li> </ul> Implementation planned	Neuburg, Carol Mooney, Gene Gutman		
B.S. in Retail Merchandising and Management new concentration in: Operations Management and in Buying/Merchandising Implementation plan	Kathy Maglio	Fall 2006	<b>CTEM:</b> In progress.
<b>School of Education</b> M.S. in Early Childhood Stage 1: Planning to begin	Marian Marion	2006-2007	<b>SOE:</b> Dr Marion left the university. Initiative to revise the BS ECE to include a preschool teaching concentration w/o certification has assumed a higher priority than development of an MS in Early Childhood. Continue to investigate feasibility of an MS.
B.S. in Science and Technology, dual certification program Stage 1: Planning to begin	Laura McCullough, Brian McAlister and Kevin Mason	2006-2007	<b>SOE:</b> Entitlement to Plan document completed and starting through the approval process. Kevin Mason has joined planning group.  <b>CAS:</b> Currently undergoing development.
B.S. in Science Education (SOE and CAS) Stage 1: Entitlement to Plan planned	Laura McCullough and Kevin Mason	Fall 2006	<b>SOE:</b> Entitlement to Plan document completed and starting through the approval process.  <b>CAS:</b> Currently undergoing development.
<b>Submajors</b> Director of Special Education and Pupil Services Certification Implementation planned	Jackie Weissenburger	On hold	<b>SOE:</b> On hold. UW-Eau Claire was approved to offer this certification in Fall, 2006.
Graduate Certificate in E-Learning and Online Teaching Implementation plan	Joan Vandervelde and Dennis O'Connor	Spring 2007	<b>SOE:</b> Proposal developed and approved at SOE.
Biology Teaching Minor Implementation plan	Laura McCullough and Kevin Mason	Spring 2007	<b>SOE:</b> In progress. Kevin Mason replaces Laura McCullough.  <b>CAS:</b> Completed.



Technology Coordinator, concentration in the M.S. in Information and communication Technologies Implementation plan	Debbie Stanislawski	Spring 2007	<p><b>SOE:</b> DPI approved the licensure proposal in December, 2006. Coursework to be developed, followed by routing through University approval.</p> <p><b>Provost:</b> The WI Department of Public Instruction has approved this program.</p>
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**2006-08 University Priorities**

University Priority: Reach new markets and provide new programs through online learning, hybrid courses, programs and partnerships.

<b>3. Action Plan:</b>	<b>Responsible:</b>	<b>Timeline:</b>	<b>Progress:</b>
<p>1. Develop campus-wide plan for outreach, distance, and online learning (carryover from last year). Include inventory of current offerings (adopt definitions from Sloan Foundation), and plan for how to evaluate the quality of online courses. *see end of document for Sloan definitions</p>	<p><b>Provost</b> and Deans</p>	<p>December 2006</p>	<p><b>OS:</b> Working with the Provost and Deans, Outreach Services has developed a strategy to inventory offerings and strategically plan for outreach, distance, and online learning. Dialogue with the Deans (including the Dean of Students) and the Teaching and Learning Center is proceeding well. A three year strategic plan is expected by May 2007.</p> <p><b>SOE:</b> has an ad-hoc committee to modify our existing student course evaluation tool for online course evaluation. Field tested Fall, 2006.</p> <p><b>CHD:</b> CHD will launch GEM online program Fall 2007. Still need university-wide policy decision on pricing of general education courses.</p>

			<b>Provost:</b> A strategic plan has been drafted by Chris Smith and will be finalized in early spring
2. Assess, coordinate and implement student (customer) support services for online programs for on and off-campus learners. Utilize the listening session comments as a resource for potential support services to investigate	Director of Outreach Services	May 2007	<p><b>OS:</b> Working with Admissions, the Graduate School, Registration and Records, and the Student Business Office, Outreach Services has developed and implemented a plan to support non-traditional learners. Several core functions that involve the Student Business Office, the Graduate School, and Registration and Records have already been assumed by those offices. On July 1, 2007, two Classified Staff currently providing these support services will be supervised by the Director of Registration and Records. By July 1, 2008, these staff will also be supported fiscally by that office.</p> <p><b>SOE:</b> has contracted with an MS online instructor to provide responsive advisement to enrolled students. This person coordinates closely with the MS program director and refers all program related questions to her.</p> <p><b>Provost:</b> A working group has been formed to address these issues</p>
3. Redesign selected courses using the academic transformation model **see end of document for more information	Provost	RFP issued by May 2007, Courses completed by May 2008	<b>Provost:</b> The RFP has been developed and will be sent out to faculty members in spring 2007

University Priority: Prepare students for a global society and work force.

3. Action Plan:	Responsible:	Timeline:	Progress:
<p>1. Assign a committee or task force to make recommendations to develop a cost-effective means to produce a global-ready graduate. Utilize the listening session comments as a resource for accomplishing this charge.</p> <ul style="list-style-type: none"> <li>• Determine intercultural competencies of a global-ready graduate.</li> <li>• Review current global studies requirements.</li> <li>• Review foreign language requirements.</li> </ul>	<p><b>Director of International Education</b> working with the Office of International Education Advisory Board</p>	<p>May 2007</p>	<p><b>IE:</b> -New charge. Work in progress Semester II, 2006-07 -New OIE Strategic Plan in place Fall, 2006 -New Advisory Committee appointed -Professional Development Workshop for Curriculum Integration project, January, 2007 -Advisory Board meetings scheduled for work on 3.1, Spring, 2007</p>
<p>2. Incorporate global perspectives into experiential learning opportunities...co-ops, internships, field experiences, independent studies. Utilize the listening session comments as a resource for accomplishing this charge.</p>	<p><b>Director of Career Services</b> and Deans</p>	<p>Plan by May 2007</p>	<p><b>CTEM:</b> Faculty that have incorporated global perspectives into experiential learning and study abroad opportunities have reported out on their successes at CTEM Council and at CTEM's annual kickoff</p> <p><b>SOE:</b> offers an international student teaching experience to Early Childhood majors (Australia). A prestudent teaching special experience has been offered for several years in Scotland.</p> <p><b>CHD:</b> CHD will review all program and course changes with strong elements of global perspective, and will continue to offer more international experience opportunities.</p> <p><b>Provost:</b> The Director of Career Services has submitted a plan which has been approved by the CAC</p> <p><b>CAS:</b> Applied Science:</p>

		<p>We have identified a series of universities that have potential for creating an active semester abroad for applied science (Biotech) students. I have begun the conversation with three universities in Europe to develop an international biotech semester: One in the Netherlands, one in Germany, and one in Denmark. The most promising of these is Copenhagen tech—they have a system set up to take US citizens, and the biotech curriculum is so new, they still put US students in the classroom and dormitories with Danish students</p> <p>We have spoken with Claudia Smith about this and we are exploring opportunities for a visit as early as this summer.</p> <p>Technical Communication:</p> <p>Several tech writing classes have partnered with translation classes in Europe in a continuation of the Trans-Atlantic Project <a href="http://www.uwstout.edu/trans/">http://www.uwstout.edu/trans/</a>. The project is described in two book chapters, now undergoing final revision for publication later this year in D. Starke-Meyerring, A. H. Duin (eds.), <i>Designing Globally Networked Learning Environments</i>. © 2007 Sense Publishers.</p> <p>In addition to the partners in Austria, Belgium, Denmark, France, and Italy, last October we laid the groundwork to add a sixth partner: Tomsk Polytechnic University in Russia. To pilot the partnership, one of our sections of ENGL-415 Tech Writing is collaborating with a class in Tomsk this semester.</p>
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			<p>Last semester we conducted an independent study, equivalent to our new ENGL-312 International Technical Communication, with tech comm major Kevin Mancusi, while he was studying at South Korea's Yonsei University.</p> <p>Finally, the tech comm program worked with Stout's Office of Int'l Ed to set up and approve a study abroad opportunity in Ireland, available to Stout students for the first time this coming June: The University of Limerick's Summer Programme in Communication and Culture: International Technical Writing</p> <p><b>SS:</b> This specific topic was introduced to Career Services by the Provost a couple of weeks ago. Since that time we have submitted a \$25,000 budget proposal as to how we would administer those funds to the three Colleges and the School of Education based on the number of Co-ops/FTE they generated last year. We have also reviewed this potential project with the Co-op Advisory Committee members. At this time we are awaiting word if the funds will be provided.</p> <p>To maximize the use of the Globalization Funds, respective Associate Deans may want to consider:</p> <ol style="list-style-type: none"> <li>1. Contacting USA Employers that have operations internationally. This could allow for local travel expenses to possibly create Co-ops at international locations</li> <li>2. Asking the International Office's staff that travel abroad to spend a couple</li> </ol>
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			<p>extra days doing Co-op site development</p> <ol style="list-style-type: none"> <li>3. Each year faculty participate in the Scotland Project, since faculty are already in Scotland, would they provide Co-op site development</li> <li>4. The Trio Grant Project each year takes students overseas. Would this staff be willing to do a couple of days of Co-op site development</li> <li>5. Working with the Alumni Office, if they do events abroad</li> </ol>
3. Increase awareness of and access to study abroad opportunities for all students and faculty.	Director of International Education	May 2007	<p><b>IE:</b> -New charge. Work in progress Semester II, 2007                      -Advertising plan for student awareness developed &amp; implementation began Fall, 2006                      -Co-Sponsored faculty attendees to Global Education Conference                      -Faculty awareness plan to be developed Spring, 2007</p>
4. Increase internationalization at home and diversity at a distance through existing technology.	Director of Learning Technology Services	May 2007	<p><b>TIS:</b> Created ThinkTank with faculty and staff represented to brainstorm ways to utilize technology to increase diversity. Offered “Diversity at a Distance” workshop during Prof Dev week. (Jan 18, 2007)</p>

University Priority: Improve the effectiveness of internal communication.

3. Action Plan:	Responsible:	Timeline:	Progress:
1. Conduct an effectiveness audit of internal communications, utilizing the morale and job satisfaction task force results, morale survey results, the 1997 morale study, the 1994 internal communications study, and the listening sessions comments.	University Communications Director	May 2007	<b>Communications:</b> Planning begun; reports are being gathered. Staff has discussed scope of the audit, what questions should be answered and tentative methodology
2. Develop an internal communication plan to address the: -vehicles used for communication -amount of information being communicated -effectiveness of the information being communicated	University Communications Director	July 2007	<b>Communications:</b> Will be developed after audit
3. Implement the recommendations from the Job Satisfaction /Morale Task Force's report accepted by the Chancellor.			The number of signatures on the travel authorization form has been reduced. The Chancellor is continuing his walk-arounds on campus. The BPA office has developed a process for notifying the campus of survey results and is working on a process for notifying the campus of how the results have been used. Doug Wahl is looking into what would be needed to implement the recommendations regarding university committees.

University Priority: Reaffirm and build upon the historic strengths of UW-Stout's mission.  
 Shape and communicate Stout's polytechnic identity.  
 Develop an effective brand.

3. Action Plan:	Responsible:	Timeline:	Progress:
Write 3 – 5 high level steps needed to accomplish the priority statement above.  “What has to be done for this priority to succeed?”	<i>“Who are the positions or people that will be responsible for</i>	<i>MUST be specific target completion</i>	

	<i>each step?"</i>	<i>date.</i>	
<b><u>1. Deploy an internal communication team to share updates with and gather feedback from the campus community.</u></b>	Chancellor Forrest Schultz	ongoing	<b>Chancellor:</b> Assigned to Forrest Schultz by memo of August 21, 2006
1. As part of this process, provide a summary to the campus on what the next steps are with the polytechnic initiative. Utilize the listening session comments as a resource for accomplishing this charge.			
2. Gather information from departments on how they will contribute to the polytechnic initiative.			
<b><u>2. Establishment of a Polytechnic Steering Committee with the following responsibilities:</u></b>	Chancellor	January 2007	<b>Chancellor:</b> A steering committee description was established in January 2007, and membership appointments have been completed with Forrest Schultz serving as chair. The timeline for the committee is January 2007 to December 2007.
1. Assist the Chancellor in achieving the designation of UW-Stout as a Polytechnic institution by the Board of Regents.			
2. Create a three year plan for the adoption and implementation of the tenets that define and strengthen the Polytechnic designation of the University.			
3. Facilitate movement among internal constituents towards shaping the University to strengthen and reinforce the			



defining characteristics of UW-Stout as a polytechnic designated institution.			
4. Promote and assist in the reaffirmation of the UW-Stout mission to internal and external stakeholders.			
5. Establish a select number of poly institutions to discuss the concept of an ongoing consortium.			
<b><u>3. Creation of an Integrated Marketing Communication Team responsible for the following:</u></b>	Assistant Chancellor for University Advancement	January 2007	<b>Development:</b> A University-Wide Branding Initiative plan and process draft has been developed. The plan is being presented to the Issues Council on 1/22/07 for their review. The Plan will then be edited leading to a review by the CAC. Once the process is approved, a specific timeline will be developed for the accomplishment of all of the five objectives listed below. All five objectives are clarified with actions steps as part of the plan and process.
1. Development of a single tagline to represent Stout's status as a Polytechnic Institution and five to seven key themes that are factual, provable, and support the Polytechnic designation. Also develop a definition of polytechnic for UW-Stout.			<b>Development:</b> A definition has been developed through University Communications. Polytechnic brochures are being produced. The Tagline and themes will be developed as part of the process described above.
2. Definitions and characteristics of key stakeholder groups so that the communication plan can develop the proper message based on the key themes and tagline for each specific audience.			<b>Development:</b> The process described above begins with the formation of an Integrated Marketing Team. This objective will be one of the main activities of the Team.

<p>3. Definitions of the specific geographic areas that will be the focus of the marketing communication plan to allow the Team to develop a promotion component of the plan specific to each location.</p>			<p><b>Development:</b> The process described above begins with the formation of an Integrated Marketing Team. This objective will be one of the main activities of the Team.</p>
<p>4. Recommendations and identified resources to conduct limited internal market research of the perceptions of the key audiences in the identified geographic locations.</p>			<p><b>Development:</b> The process described above begins with the formation of an Integrated Marketing Team. This objective will be one of the main activities of the Team.</p>
<p>5. Establishment of specific integrated marketing goals which are specific, measurable, achievable, realistic, and targeted.</p>			<p><b>Development:</b> The process described above begins with the formation of an Integrated Marketing Team. This objective will be one of the main activities of the Team.</p>

**Plan 2008**

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

<b>Implementation Plan</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Progress</b>
<p>Recruit alumni from newly established groups to assist in recruitment and retention</p>	<p>Assistant Chancellor for University Development; Executive Director for Enrollment Management; Dean of Students</p>	<p>December 1, 2005</p>	<p><b>Development:</b> An employee working with the Foundation has been charged with this objective and is actively involved in recruiting alumni for this purpose. Alumni have been and are continuing to be identified and contacted</p> <p><b>SS:</b> Kathy Baerg has assumed a position in the Foundation Office to develop alumni of color network. This position is currently funded for the 06-07 academic year only.</p>
<p>Participate in specific recruitment activities. Expand recruitment activities at Bradley Tech (Milwaukee), tribal colleges and other</p>	<p>Academic Deans</p>	<p>Fall 2005</p>	<p><b>CTEM:</b> CTEM has conducted numerous exchanges with Bradley Tech including participation in Bradley Tech's open house for recruitment and by incorporating Milwaukee area students, facilitated by Fred</p>

<p>partnering locations with large racial/ethnic minority populations</p>			<p>Schroedl, into CTEM's Engineering and Technology Career Day.</p> <p><b>SOE:</b> participated in the Bradley Tech recruitment initiative in November, 2006. Approx. 50 students attended the education sessions. Articulation with Milwaukee campuses and delivery of FCSE and TECED programming in the Milwaukee area is being investigated.</p> <p><b>CHD:</b> CHD will continue to host tours of Milwaukee Public Schools students brought to campus by Fred Schroedl and others.</p> <p><b>CAS:</b> Fall 2006 – CAS Dean and program directors visited Bradley Tech High School and two 2-year campuses in the Milwaukee area to discuss recruitment and transfer opportunities. Additionally, CAS program directors met with MPS students brought to campus by Fred Schroedl.</p>
<p>Visit targeted schools; <del>participate in athletic recruiting</del></p>	<p>Dean of Students, Executive Director of Enrollment Services</p>	<p>Fall 2005</p>	<p>Refer to gap list</p> <p><b>SS:</b> Refer to gap list - Lionel Jones was hired by Admissions and MSS for targeted recruitment of students of color. MSS and Admissions are part of MnAcc and attend the various college fairs. Staff members attended the Latino college fair.</p> <p><b>Enrollment:</b> High schools have been targeted in WI and MN. This is an ongoing initiative.</p>
<p><del>Produce and distribute multilingual recruitment materials, including multimedia formats, targeted at prospective students and parents</del></p>	<p>Executive Director of Enrollment Services, Dean of Students</p>	<p>Summer 2006</p>	<p>Removed from plan</p>
<p>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</p>	<p>Academic Deans</p>	<p>Spring 2006</p>	<p><b>CTEM:</b> Several articulation agreements were completed or updated, with Fred Schroedl's assistance, and others being explored.</p> <p><b>SOE:</b> In this past year, an articulation agreement has been developed between Early Childhood and the WI technical college system and Special Education and the WI technical college system.</p> <p><b>CHD:</b> CHD will launch the GEM online program Fall 2007, with the goal of attracting 25% minority students from community and technical schools nationwide.</p>

			<b>CAS:</b> Fall 2006 – CAS Dean and program directors visited two 2-year campuses in the Milwaukee area to discuss recruitment and transfer opportunities.
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	<b>SS:</b> Preview days held Fall 2006 and Spring 2007. Spring event held in conjunction with regular preview days but targets DPI pre-college students, Talent Search TRIO program participants, students from Fred Schroedl visits. Fall preview day specific for MEP students.

**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> Done – Pre-college DPI programs contain the PC component. Current pre-college proposal identifies a STEM pre-college session.
<del>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.</del>	Provost	Fall 2006	Refer to gap list
Develop relationships with families of existing students of color	Dean of Students	Fall 2005	<b>SS:</b> Fall & Spring Preview Days, end of year Banquet.

**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	Dean of Students	Fall 2005	<b>SS:</b> 38 students of color were enrolled in TRDIS 120 in fall 2005.

techniques, time management, goal setting, and textbook reading comprehension			
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, interventions, monitoring and support plans to sustain the transitional and academic success of students	Dean of Students	Fall 2005	<b>SS:</b> MSS assessment tool developed and implemented fall 2006. Academic success plans in development – plan for implementation expected spring 2007. Mentor’s for first year SOC’s included in success plan development-target for implementation spring 2007.
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	<b>SOE:</b> No progress to date specific to SOE.  <b>CAS:</b> In December 2006: At the University of Wisconsin-Stout we are developing a summer program for students who have placed in remedial mathematics. This program would be a combination of a GAP program and a Pre-College Program, which would contain academic course work along with tutoring, advising support, study skills and time management courses as well as an introduction to life at Stout. Although the initial program would contain only mathematics courses there are plans to include English and perhaps science courses.  For colleges that have a GAP program they invite students who have placed below a certain level on either the mathematics or English placement exams. Almost all programs have an application process. There are a variety of courses offered including developmental mathematics, writing, reading, speech, sciences, and statistics. There are supplemental courses and activities planned for the students including: success strategies (study skills, time management), computer training, work place skills, college orientation, cultural studies, personal development (social issues, health and wellness, etc), academic advising, tutoring, mentoring, financial aid counseling, and local activities (sporting events, nature hikes, field trips, etc). Most successful programs have a follow-up process that helps support and encourage the students through their first year at college, for instance, weekly meetings with an advisor/mentor or group activities for the students. Some programs go so far as to have a follow-up course that

		<p>all the students from the summer program register for in the fall. At the end of the summer program most students are required to retake the mathematics and English placement exams in the hopes of placing in a higher level course for the fall semester.</p> <p>Many programs are funded through the TRIO program by the U.S Department of Education, state education grants or similar grants. Therefore the majority are completely free for the students thus giving them the benefit of class credit without the cost. Some charge for housing and food while others do the opposite and the student has to pay for their supplies and tuition for the courses. For programs that have fees there is always financial aid available. Besides the obvious benefits to attending a summer program some have extra incentives including a stipend consisting of a weekly allowance and lump-sum payment at the end, scholarships for the next year, and priority for financial aid for the next year. At one institution, if a student completes their first semester in good standing then they receive a full refund for the summer program.</p> <p>The duration of the programs range from three to seven weeks beginning typically at the end of June or early July. They are staffed by faculty, staff, graduate and undergraduate students. The faculty and graduate students teach the academic courses with staff from the advising and student services centers teaching the supplemental courses. The undergraduates participate in a variety of duties including mentoring, tutoring, and residential hall supervising.</p> <p>It is evident from these comments that a summer program will have a positive impact on retention and success rates. Stout will begin to pilot such an approach in Summer 2007.</p> <p>In December 2006: The original plan was for the Math Department to receive a Fipse grant to set up the summer camp program, with ENGL 090,101,102 as possible additions in a subsequent year. As this grant was not awarded, plans for the inclusion of these courses in a summer camp are now on hold. While the English and Philosophy Department</p>
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			supports the concept, a lack of resources, both financial and personnel, leaves the matter in question.
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	<b>SS:</b> Interested and accepted students are invited to Career Workshops (with parents) in the spring prior to enrollment. Additionally, students enrolled and undecided are encouraged to register for the Seminar in Career Exploration in their first semester.
Establish faculty student mentoring programs in the colleges/school	Academic Deans	Fall 2005	<b>CTEM:</b> This is in progress, some faculty have volunteered to be mentors.  <b>SOE:</b> Each new faculty member is assigned a faculty mentor. An orientation meeting is held for mentors/mentees during the first semester. A follow-up is planned for the second semester.  <b>CAS:</b> December 2006: The committee is still developing a process.  <b>CHD:</b> Continued expansion of student mentoring program across all majors in CHD.
<del>Develop strategies that would engage sophomores, juniors and seniors to assist with academic achievement</del>	Dean of Students	Fall 2005	Refer to gap list

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

Implementation Plan	Responsible	Timeline	Progress
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>Complete</b>  <b>SS:</b> The Research Center for Cultural Diversity and Community Renewal (CDCR) was established in the fall of 1998 at the University of Wisconsin-La Crosse. CDCR is dedicated to developing and promoting a renewed vision for achieving a harmonious and socially just community through education. CDCR's two main initiatives are Project Teach and Project Forward. Both are career ladder programs

			<p>that fund students of Hmong descent who want to become educators. Currently, CDCR is providing funding and training for numerous undergraduate and graduate students at several UW System institutions (UW-Stout being one of them). Alumni of the program include several educators and administrators working in Wisconsin and the surrounding states. (source: <a href="http://www.uwlax.edu/cdcr/html/mission.html">http://www.uwlax.edu/cdcr/html/mission.html</a>)</p> <p>Project Teach funded a total of eight students this 2006-07 academic year. Their total contribution was over \$36,000.</p>
Identify scholarship donor prospects to solicit them for additional gifts in support of minority scholarships	Assistant Chancellor for University Development	December 1, 2005	<p><b>Development:</b> Prospects and Donors have been and continue to be identified for solicitation in support of diversity scholarships. Two main areas of focus include diversity scholarships for Tech Ed/Project Lead the Way, and the GEM Programs. The current legal issues are also being researched related to the constitutionality and legality of offering scholarships based specifically on race. Outcomes from this research may necessitate a change in the wording or focus of this objective.</p>
Promote scholarships to potential, admitted, and continuing minority students through multicultural affairs, admissions, and the colleges	Executive Director of Enrollment Services	September 1, 2005	<p><b>Enrollment:</b> ongoing</p>
Provide the names of minority students to multicultural student services to encourage scholarship applications	Executive Director of Enrollment Services	Fall 2005	<p><b>Enrollment:</b> ongoing</p>

**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**

Implementation Plan	Responsible	Timeline	Progress
Develop and implement a campus wide mentoring	Assistant Vice Chancellor -	Fall 2005	<b>Provost:</b> <a href="#">The Minority Faculty and Staff network has developed a</a>



program for racial/ethnic minority faculty and staff.	ASA		mentoring program for its members. The program is built around mentoring resource teams.  <b>Liaison:</b> Initiated Spring (06.) Provost and MFSN developed Resource Teams to assist Faculty, Academic and Classified staff. Individual mentoring program also in progress.
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>EO/AA:</b> 1) Sent team to UWS, Madison for training with WISELI group in Summer of 2005. 2) Workshop to train more trainers will be held 3/1/07 with the WISELI group at UW-Stout courtesy of Provost and Assoc Vice Chancellor.
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> Five high school students were employed for nine weeks during June-August 2006. The students worked in the Physical Plant Administration Office, Cashier's Window, Budget, Planning and Analysis, Student Life Services Custodial, and Dining Services
Develop and fund a Chancellor's Leadership Development Program for Minorities.	Chancellor, Provost	2005-06	<b>Chancellor:</b> A minority faculty member was selected from a pool of applicants and is currently serving as a minority administrative intern (with assigned responsibilities) for the 2006-07 year.  <b>Provost:</b> The Minority Administrative Internship Program has been established.

**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 entry level math and English skills through the Math Teaching and Learning Center and the Writing Center for those students who need assistance	CAS Dean	Fall 2005	<b>CAS:</b> In December 2006: Many university mathematics departments struggle with the challenge of preparing entering students for college level mathematics. Success in first-year math courses is a strong predictor of retention into the second year of college, increasing the incentive for postsecondary schools to invest resources in a program demonstrated to impact a large proportion of incoming students. The UW-Stout Math Teaching and Learning Center was created via a

		<p>special allocation by the Chancellor’s office in Fall 2004 to develop a comprehensive approach combining online work with required daily classroom sessions and a new tutoring service devoted specifically to our introductory algebra courses. In the past two years the Center has served over 1200 students, achieving a 61% reduction in failure and withdrawal rates in Beginning Algebra and 23% in Intermediate Algebra.</p> <p>Prior to the 2004-2005 academic year, these two courses were taught in the traditional style of classroom lectures, daily take-home problem sets, and paper tests and quizzes. A departmental task force identified students’ failure to regularly complete homework assignments as the primary cause of the low success rates in these two courses. Completely hand-grading homework on a daily basis in a timely fashion is not feasible given our typical teaching loads (12 credits) and class sizes (40-45 students), and our students clearly need grades and credit as motivation to do homework. Students’ poor attendance at class sessions and limited use of office hours and free tutoring services were also cited as major obstacles to success.</p> <p>Our solution to this problem capitalizes on UW-Stout’s “E-Scholar” initiative that has provided laptop computers with all-campus wireless internet access and a comprehensive integration of technology across the curriculum to all incoming students since the fall semester of 2002. The cornerstone of our new math program is daily computer-graded homework that counts significantly (~25%) towards the course grade and is continually monitored by the student’s classroom instructor who intervenes actively as soon as a student begins to show signs of falling behind.</p> <p><u>Results to date:</u> The Math TLC program has served 1231 students since the Fall of 2004. The combined failure/withdrawal rate for the 284 students who have taken the remedial Beginning Algebra (Math 010) course under the new system has plummeted 61%, to 11.4% as compared to 29.0% in the previous four years. Results in the Intermediate Algebra (Math 110) course showed a less dramatic 23% reduction in non-pass rates (21.3 % for 947 students, vs.</p>
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		<p>29.2% pre-Math TLC; see Figure 2), but this improvement was achieved despite elevated passing standards. Because mastery of Math 110 fundamentals is essential for success in the subsequent math courses required for all students taking this course, we revised the grading system to eliminate “D” grades, now requiring a “C” grade to pass the class and move on the next course. (This condition had already been instituted for the Math 010 course prior to the advent of the Math TLC program.) In addition, the amount of required homework has been significantly increased and the testing and grading standards made more rigorous in both the courses compared to the previously used traditional approach.</p> <p>In December 2006: The UW-Stout Writing Center opened its doors for business on September 26, 2005, and closed for the academic year on May 9, 2006. In its first year of operation, tutors conducted 560 tutorials. Of these 560, 321 tutorials were freshman writers; therefore, 57% of Writing Center clients during the 2005-2006 academic year were freshmen, most of whom sought assistance with English 090, 101, or 102. Also encouraging is that 41% of all clients who visited the Writing Center in its first year were return clients who established positive working relationships with individual tutors. In fact, according to tutorial evaluation statistics gathered in the spring semester, 98% of our clients assigned an “excellent” or “good” rating to the “usefulness of their tutor’s suggestions” about their writing; 99% of our clients, when asked if they planned to use the writing center again, said, “yes.” Many ESL writers especially established strong connections with individual tutors and often scheduled regular weekly appointments; in fact, ESL clients comprised 8% of all tutorials in the Center’s first year of business.</p> <p>In our second year of business so far, we have already conducted 104 tutorials; 70% of our clients have been freshman writers in English 090, 101, or 102. In addition to conducting face-to-face tutorials, over the past two years of operation, Writing Center staff members completed 50 promotional class visits to English 090, 101, 102, and 112 sections; through these visits they were able to advertise our services to over 1,400 students, many of whom later scheduled</p>
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			appointments. Additionally, this fall, Dr. Andrea Muldoon conducted a workshop specifically designed for freshman writers, called “Getting Off to the Right Start in Freshman Composition”; this workshop was attended by 23 freshmen, many of whom followed up with tutorial appointments. Several instructors of English 090, 101, and 102 have noted that they’ve observed <i>marked</i> improvements in the writing of their students who visit the Center. One last initiative The Writing Center has taken this year is to assign two of our tutors permanent tutoring hours in the Multicultural Student Center. 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.
Plan and implement alumni events that are targeted and publicized for racial/ethnic minority alumni	Assistant Chancellor for University Development	September 30, 2005	<b>Development:</b> Events have been and continue to be planned that are targeted and publicized to diverse alumni groups. The key event for 2007 will be a Black Student Union Alumni reunion on campus in September. Other minority alumni groups are also being contacted about possible reunion activities.
Create new programs/workshops for students: <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	Complete
Offer a series of food items/meals in the dining halls featuring various cultures and ethnicities	Assistant Vice Chancellor for ASLS	May 12, 2006	<b>ASLS:</b> Ethnic food sampling events were held. Each event offered food and handouts explaining the meals. The events featured Native American Food, Soul Food, and Hmong Food.
Assist all faculty and instructional staff in developing technical resources for ethnic studies courses and promoting diversity in specific courses	Director of Learning Technology Services	Spring 2005	<b>TIS:</b> Developed a “Diversity at a Distance” project and emailed instructors of global studies and ethnic studies courses inviting them to apply to participate in the project at no expense to them. No responses

and programs			were received, so they have now developed a Think Tank to brainstorm additional ways to achieve this goal.
<del>Review the ethnic studies graduation requirement to insure inclusion and exposure to racial diversity in the classroom curriculum and environment</del>	Provost and Faculty Senate	Spring 2006	Refer to gap list

### Tools to Achieve these Plan 2008 Goals

Tool	Goal	Responsible	Progress
Expand existing databases to include minority data	1	Foundation office	Complete
Modify the portal to deliberately encompass minority activities	1	Chief Information Officer	<b>TIS:</b> All portal development has been stopped. This priority will be addressed with the Content Management System implementation.
Establish a series of informational sessions with Minnesota and Wisconsin school counselors	1	Dean of Students	<b>SS:</b> Members of MnAcc (high school counselors of color) to establish contact with counselor and attend college fairs. H.S. counselors attend spring and fall conferences on campus.
<del>Conduct focus groups with racial/ethnic minority students/faculty/staff and white students/faculty/ staff</del>	3	Deans and College Councils (BPA as resource)	Refer to gap list
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> All new students participate in diversity awareness activities. Students of color have special lunch sessions during registration to become acquainted with MSS staff. MSS staff seek out students and make early connections.
Conduct a diversity survey every two years for ASLS units	5	Vice Chancellor ASLS	<b>ASLS:</b> Complete. The diversity survey was conducted in March 2006.
Support existing racial/ethnic minority faculty/staff group with a senior faculty liaison to the Chancellor	5	Chancellor	<b>Chancellor:</b> An established Minority Faculty and Staff Network group is ongoing. Holly Teuber is serving as the 2006-07 liaison.
Establish a university-wide climate committee that is thinking, talking, and visioning about diversity related activities at UW-Stout	6	Chancellor	<b>Chancellor:</b> A Campus and Community Coalition for Racial and Ethnic Issues was proposed by the Provost and approved by the Chancellor in January 2007. Membership is currently being finalized.
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> An employee working with the Foundation has been charged with this objective and is actively involved in recruiting alumni for this purpose. Alumni have been and are continuing to be identified and contacted
Conduct a university-wide climate assessment survey	6	Chancellor (BPA as resource)	Complete
<del>Establish a mechanism to periodically assess and address the off-campus climate for minorities</del>	6	Executive Director of University Relations, Dean of Students	Refer to gap list
Use our technology advantage to strengthen connections with off-campus populations	6	Assistant Chancellor for Assessment and Continuous	<b>TIS:</b> In 2006, Stout utilized technology to reach out to high schools, technical colleges, state agencies and other University campuses all

		Improvement, Chief Information Officer	across Wisconsin on a regular basis. We connected our students to other students from institutions from Iowa to Colorado to France to Australia and Ireland.
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	Complete

<b>Action Plan Gaps</b>
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Recommendations/ Gaps/Follow-up	Source <i>Implementation Team, University Priority, Other</i>	Charged to • <i>Position</i> • <i>Person</i> • <i>Team</i>	Timeline <i>When is it due?</i>	Progress
Academic Plan: Technology Coordinator, concentration in the MS in Information and Communication Technologies	Academic Plan	SOE Dean	May 2007	<b>SOE:</b> Received DPI approval December, 2006. Course development in progress.  <b>Provost:</b> This certification has been approved by DPI
Academic Plan: Director of Special Education and Pupil Services Certification Implementation Plan	Academic Plan	SOE Dean	May 2007	<b>SOE:</b> On hold. UW-EC received approval for this certification in December, 2006
Academic Plan: B.S. in Professional Studies	Academic Plan, Gaps	CAS Dean	May 2007	See Academic Plan  <b>Provost:</b> This is in progress  <b>CAS:</b> Per conversations with Chancellor and Provost, planning is on hold.
IT: Maintain a watch on general access lab traffic and determine when the general access computer lab may no longer be needed	IT Plan	CIO	May 2007	See IT Plan
IT: Build a financial aid portal	IT Plan	CIO	May 2007	See IT Plan
IT: Purchase and implement a web content management system for the Stout web server	IT Plan	CIO	May 2007	See IT Plan
Plan 2008: Develop strategies that would engage sophomores, juniors and	Plan 2008	Minority faculty	May 2007	<b>Provost:</b> This is in progress

<b>Recommendations/ Gaps/Follow-up</b>	<b>Source</b> <i>Implementation Team, University Priority, Other</i>	<b>Charged to</b> • <i>Position</i> • <i>Person</i> • <i>Team</i>	<b>Timeline</b> <i>When is it due?</i>	<b>Progress</b>
seniors to assist with academic achievement		leadership intern and Office of Multicultural Services		<p>– several models are under discussion and a consultant is being brought in to review how the MSS office serves students</p> <p><b>Liaison:</b> Completed Fall 2006 An intervention plan was developed, approved by Judy Jax, and submitted to H Teuber for implementation.</p>
Plan 2008: Review the ethnic studies graduation requirement to insure inclusion and exposure to racial diversity in the classroom curriculum and environment	Plan 2008	Provost and Faculty Senate	May 2007	<p><b>Provost:</b> This is in progress. The Committee issued a set of preliminary recommendations in the spring of 2006</p> <p><b>Liaison:</b> The Ethnic Studies Advisory Committee report completed in 5/06. Is under review by the Ethnic Studies Committee.</p>
Plan 2008: Conduct focus groups with racial/ethnic minority students/faculty/staff and white students/faculty/staff	Plan 2008	Deans and College Councils (BPA as resource)	May 2007	<p><b>SOE:</b> A listening session was held late fall semester. All SOE students who self-identify as being from a racial minority were invited to attend. It had to be cancelled due to a lack of response from the students. This will be attempted this again this semester but to a</p>



<b>Recommendations/ Gaps/Follow-up</b>	<b>Source</b> <i>Implementation Team, University Priority, Other</i>	<b>Charged to</b> • <i>Position</i> • <i>Person</i> • <i>Team</i>	<b>Timeline</b> <i>When is it due?</i>	<b>Progress</b>
				<p>targeted audience rather than inviting all minority students.</p> <p><b>CHD:</b> CHD includes these students in its overall Student Advisory Council, and will discuss focused initiatives for academic year 2007-08.</p> <p><b>CAS:</b> CAS has not, as yet, been able to pursue this initiative and, as such, no focus groups have been formed and no meetings have been held.</p>
Plan 2008: Develop a plan to institute a summer academic program for students with academic deficiencies	Plan 2008	Provost, working with the Deans	May 2007	<b>Provost:</b> There are a number of summer programs and learning communities being planned for summer and fall 2007.
Establish a mechanism to periodically assess and address the off-campus climate for minorities	Plan 2008	Communications Director	May 2007	<b>Liaison:</b> MFSN and Provost are proposing Campus and Community Coalition for Racial and Ethnic Issues.
Participate in athletic recruiting to promote effective recruitment and retention	Plan 2008	CHD Dean and Multicultural student services	May 2007	<b>CHD:</b> CHD/Athletics has established a good working relationship with the addition of Lionell Jones. He will work with targeted high schools in the Twin

<b>Recommendations/ Gaps/Follow-up</b>	<b>Source</b> <i>Implementation Team, University Priority, Other</i>	<b>Charged to</b> • <i>Position</i> • <i>Person</i> • <i>Team</i>	<b>Timeline</b> <i>When is it due?</i>	<b>Progress</b>
				<p>Cities and Southwest Wisconsin.</p> <p><b>Liaison:</b> Attended Milwaukee Tech recruitment day. Participated in MPS visits to UW-Stout.</p>
UP-Culture of Affirmation: Obtain commitment from faculty/staff/students to the expectations, and publicize the culture of affirmation/expectation statement	UP-Culture of Affirmation	Chancellor, working with Senates	May 2007	The Senate of Academic Staff issued a statement that they believe there should be a culture of affirmation at UW-Stout, but took no formal action on the statement proposed by the team.