I. Call to Order
   A. Roll Call – Sign Attendance Sheet

II. Administrative Reports
   A. Chancellor's Report
   B. Vice Chancellor for Academic Affairs' Report
   C. Vice Chancellor for Administrative and Student Life Services' Report

III. Announcements

IV. Approval of Minutes of October 31, 2012 (Attachment 1)

V. Reports
   A. Chair (Jerry Addie)

VI. Committee Reports
   A. Bylaws Committee - The by-laws committee met October 31, 2012 and began reviewing the by-laws. The next meeting is November 14 at 2 pm in the Oakwood room.
   B. Data Committee
   C. Newsletter Committee
   D. Outreach Committee

VII. Old Business
   A. Supplemental Pay Plan
   B. University Personnel Systems
   C. Administrative Procedure on Copyrightable Instructional Materials (Attachment 2)
   D. Committee Reporting Requirements
   E. Other

VIII. New Business
   A. Support for a Veterans Center at UW-Stout – Josh Lind (Attachment 3)
   B. Tobacco-Free Policy Implementation Committee – Academic Staff Representative, Sandy White
   C. Chancellor’s Academic Staff Award for Excellence (Attachment 4)

IX. Informational Items
   A. Racial and Ethnic Studies Minutes (Attachment 5)
   B. Sexual Harassment Policy Revision Committee Update (Attachment 6)

X. Adjournment

Notes:

1. The next Senate meeting will be held at 3:00 pm on November 28, 2012 in Oakwood Room, MSC.
Minutes
SENATE OF ACADEMIC STAFF MEETING
October 31, 2012
Oakwood Room, MSC
3:00 p.m.

ATTENDANCE
CHAIR: Jerry Addie
VICE CHAIR: Krista James
PRESENT: Jerry Addie, Barb Bauer, Robert Butterfield, Nathan Castillo, James Church, Stephen Collie, Tracy DeRusha, Wendy Dittmann, Susan Greene, Josh Lind, Lelah Lugo, John Lui, Sandy White,
ABSENT: Krista James (excused), Robin Muza, Jen Parker (excused),
GUESTS: Chancellor Sorensen, Deb Gehrke, Jim Uhlir, Erin Sullivan, Phil Lyons

I. Call to Order 3:00 p.m.
   A. Roll Call – Sign Attendance Sheet

II. Administrative Reports
   A. Chancellor's Report
   - Funding of the Supplemental Pay Plan – A memo will go out on Friday describing next steps. Going to take 1.05% across the board and move forward with the academic staff and classified recommendations.
   - Classified and Academic Staff approved option #3. The goal is to have the increase on the January 1, 2013 payroll for classified and academic staff.
   - Faculty is trying to determine different funding sources and distribution. Money will be held in an account for Faculty until they make their recommendation.

   B. Vice Chancellor for Academic Affairs' Report

   C. Vice Chancellor for Administrative and Student Life Services' Report
   2 Administrative Procedures:
   1) Overload Process – What about classes that begin in October / November? Part of that payment will hit on the January pay check. The threshold is changing from $12,000 to 35% of base pay. If there isn’t enough room under the cap, then that person won’t be able to teach the overload class. Business Managers must really watch the 35% in the October / November timeframe. A couple of departments are problematic. Trying to recruit adjunct faculty to fill some of these positions.
   2) Rehired Annuitant – The 70 day time period is changing back to a 30 day time period. During the 30 day waiting period, you cannot discuss being hired. If you are hired back, you would be hired at 80% of salary. This policy is written for highly compensated people (top 25%). Looking to prevent double dipping. Meant for full-time folks. Watch for a memo on this policy.

   D. Human Resources – Deb Gehrke
   - Leave Reports – Need to address proactively and address it up front. Going forward, we are going electronic leave reports which should be accurate. There shouldn’t be any lag time. Deb is lobbying to be able to make some of the fixes or changes here at UW-Stout. Currently it can only be done at System.
   - Directories – The directory that was printed has your home phone numbers in it instead of work numbers. It went to 15 departments and we have gotten all of them back. Still working to get them back from residence halls. Will be reprinting the directories with correct information.
III. Announcements

IV. Approval of Minutes of October 17, 2012

Correction: Under VI Bylaws Committee – Personnel Committee Bylaws.

Motion: Butterfield/Collie

Minutes accepted as amended.

V. Reports

A. Chair (Jerry Addie)

VI. Committee Reports

A. Bylaws Committee – Had our first meeting today. There may be some things that we will bring forward to the SAS in future meetings.

B. Data Committee

C. Newsletter Committee – Almost all the pictures have been collected. Working to get the newsletter out by the 16th.

D. Outreach Committee

E. SAS Strategic Plan

VII. Old Business

A. Supplemental Pay Plan

- Goal is to have it paid by January payroll, but it will be a big challenge for HR to make this happen. For classified, we need to go through file by file to see if they met the merit requirements.

- Is this a one-time only adjustment to your salary? Yes, currently, but they are looking to have funding available in the future.

B. University Personnel Systems – Last meeting, we voted to endorse UW-Superior’s suggestions concerning the workplace expectation document. Chair Addie sent an email letter of support to the Academic Staff Representatives group.

C. Other

VIII. New Business

A. Mandatory Reporting of Child Abuse and Neglect Policy #13-72

Jim Uhlir / Erin Sullivan

Executive Order #54 made all university employees mandatory reporters of child abuse and neglect. Before you today is the policy that System Legal developed with a few changes that we made at UW-Stout.

- We defined volunteer language (2.8).

- Prefer reports go to campus police. Difficult to determine if child is in imminent danger. Police are trained to make that determination.

- 5.1 we already had a background check policy in place. This will require any volunteer, contractors, and employee with extensive contact with children to have a background check.

- HR is looking at an ongoing process for keeping background checks updated.

- Faculty Senate felt there was a concern with Penn State having campus police involved and not going directly to local police.

- Training will be an online module.

Motion: Dittmann/Lui

Vote: Passed unanimously

B. Administrative Procedure on Copyrightable Instructional Materials - Tom Dye

One question – What is the Faculty Senate’s stance on this? Important to have a common voice with the faculty. It would be great to have Tom Dye or someone come and talk about this at the next meeting. Chair Addie will contact Ned Weckmueller to ask their opinion.

C. Administrative Cost Assessment for Program Revenue Activities #85-42 – need one academic staff member to be on the review committee. (Volunteers: Bertram Ezenwa,
Motion for Nathan Castillo as the academic staff representative: Butterfield/Lui
Vote: Passed Unanimously.

D. Hall of Heroes Project – need one academic staff member to be on the committee
(Volunteers: Heather Stecklein, Tami Weiss, Jean Haefner, Mandy Wolbert, Joe Huth, Laurentia McIntosh)
Motion to have Joe Huth as the academic staff representative: Lind/White
Vote: Passed Unanimously.

E. Committee Reporting Requirements – Do we want to invite committee members to give updates at meetings or submit committee reports to SAS?
   • In the past, there were a couple of methods used. A report given in meeting versus a written report or committee minutes to be included as informational items on the agenda. Not enough time to give verbal report in the meeting.
   • Please send a reminder out to get committee reports in. Talk about this again for next time.

F. Tobacco Free Policy on Campus
   • Concern about cigarette butts on campus and the run-off of litter into lakes and rivers. Most concerned about the ecological damage that it can cause.
   • Also, there is a mixed message when you have parents visiting with their students and we say we are a “Tobacco Free” campus, and yet there are butts on the ground around campus.
   • How can we help? What can we do?
   • We are the only school in the UW System that is tobacco free. There has been a marked improvement from last year. We are always going to have some non-compliance. We have hired some students to be Tobacco Monitors to have gentle conversations with students. The students support this policy.
   • At some point in time we may be able to have fines. We will talk to buildings and grounds to determine if they have other ideas. A police officer must see someone litter to be able to fine them. Currently the fine is too high. We may need to approach the Board of Regents about a nominal fine of $25-50.
   • Would it be possible to do a Campus Beautification Campaign? Raise the awareness of people to take care of the campus and keep the campus clean. Facebook promotions, posters, etc.
   • We are working to change the culture of tobacco use on our campus.

IX. Adjournment 4:33 p.m.
Prepared and recorded by,
Brenda Krueger
I. PURPOSE

This procedure provides guidance related to the ownership, use, and control of instructional materials developed by UW-Stout personnel. It establishes the manner in which UW System policy on Copyrightable Instructional Materials Ownership, Use, and Control (G27) will be implemented on the UW-Stout campus, given our unique digital learning environment.

II. REFERENCES

For related documents affecting copyrightable instructional materials, refer to the following sources:

- UW System policy on Copyrightable Instructions Materials Ownership, Use, and Control (G27) http://www.wisconsin.edu/fadmin/gapp/gapp27.htm
- Sample Copyright Agreement http://www.wisconsin.edu/fadmin/gapp/gp27at_a.htm
- Faculty/Academic Staff/Limited Appointees Handbook, “Instructional & Research Activities,” https://www.uwstout.edu/hr/upload/IV_instruct.pdf

III. DEFINITIONS

Course
An approved course offering, containing all elements required by the current course approval process (including special and one-time offerings). This typically includes course description, objectives, outline, and assessment provisions. The course, for the purposes of this procedure, is defined by the approved course proposal documentation. Given that courses are the product of the initiative of the entire faculty, and represent the will of the faculty, they are not subject to the intellectual property claims of individual instructors.

Instructional Materials
All materials, in any medium, created by an instructor to facilitate the teaching of a course, including but not limited to the list given at G27 II.A

Instructor
An employee of the university, whether faculty or instructional academic staff, who as part of their normal job duties provides instruction to students.
Substantial support

The G27 definition of substantial support includes release time, direct investment of institutional funds or staff time, and the purchase or provision of special equipment. On the UW-Stout campus, substantial support does not include any tool, service, or capability that is routinely provided to the general body of instructors in support of the mission of the university.

IV. STATEMENT OF POLICY

G27 affirms that ownership of instructional materials accrues exclusively to the instructor who created them unless certain extraordinary conditions are met.

When extraordinary conditions are not met, instructional materials created by an instructor for the purpose of delivering course content belong to the instructor, regardless of the medium of delivery of said content. That is, instructional materials may be printed (including at university expense), delivered online (as text or audiovisual or other media), or through any other medium.

The institution may—in the course of hosting, storing, and distributing instructional materials—possess those materials for the purpose of making them available to students enrolled in classes taught by the creator of the materials. Ownership does not inhere in such possession, and the institution must secure the permission of the copyright owner before making any use of those materials in any context beyond the specific instance of the class for which they were created. That is, the materials may not be used for offering a subsequent instance of the class without the consent of the original instructor.

Payment to the instructor for teaching the course does not entitle the institution to ownership of the materials produced, regardless of the source of funding or whether the course is taught in excess of normal teaching load, absent an agreement with separate consideration (monetary or other support) for materials development or absent substantial support.

Departments may require that instructors provide copies of syllabi for evaluation and accreditation purposes.

V. CRITERIA

For related criteria, refer to G27.

VI. GUIDELINES FOR IMPLEMENTATION

When instructional materials are developed for online courses or are developed by two or more people, the university may generate an agreement with the individuals involved in developing/teaching the courses. The agreement may outline how intellectual property rights will be handled.

If the university wishes to assert ownership or shared ownership of the intellectual property of instructional materials created by an instructor, the university may develop a written agreement to that effect with the instructor.

Department chairs are the first recourse for instructors who believe that their intellectual property rights in instructional materials have been violated. Instructors who believe their intellectual property rights have been violated will notify the department chair (or supervisor of the related
instructional activity or other activity) as soon as practical after discovering the alleged violation. The department chair (or supervisor) will investigate the alleged violation and will act to remove the offending content from use if a violation has occurred. This removal will be performed as soon as possible.

Should either party to the alleged violation not be satisfied with the response of the department chair (or supervisor), an appeal may be made to the Provost’s Office. The form of the appeal is a brief memo outlining the improper use that has been made of the intellectual property. The Provost’s Office will make a determination as to whether a violation has occurred and act to remove the offending content from use, if appropriate.

The normal faculty/academic staff grievance process is in effect for this procedure.

It is assumed that violations will be handled through the campus process outlined above. However, instructors may act to assert legal rights, including copyright, over instructional materials through the legal process.

VII. RECORDS

Instructors are responsible for maintaining adequate proof of ownership. Academic departments are responsible for initiating and storing agreements related to intellectual property.
VIII. APPROVALS

Phil Lyons
Vice Chancellor, ASLS

Mary Hopkins-Best
Interim Provost

Charles Sorensen
Chancellor
Appendix: Review Log

<table>
<thead>
<tr>
<th>Review Date</th>
<th>Changes Made to Procedure</th>
<th>Reviewed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2012</td>
<td>Initial version.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATE:

TO: Chancellor Sorenson

FROM: Senate of the Academic Staff

RE: Veteran Center

This memo is to request the creation of a veteran center on the UW-Stout campus. Student veterans bring a unique and valuable perspective to the university community. They also often face particular challenges in transitioning from the battlefield to the classroom. A veteran center would:

- Allow veterans to connect with other veterans, building a community that would assist student retention and lead to greater academic success
- Create a central place for veterans to find support and information about campus and community services
- Demonstrate the university’s commitment to veterans and exemplify our claim of being a military-friendly institution

Thank you for your consideration of this request.
Structuring Veterans’ Support Programs on Campus

Custom Research Brief • March 6, 2009

---

TABLE OF CONTENTS

I. Methodology & Research Parameters
II. Executive Overview
III. Model 1: One-Person Office
IV. Model 2: One-Person Office & Campus Working Group
V. Model 3: Cross-Functional Liaison Network
VI. Model 4: Comprehensive Resource Center
VII. Summary of Programs
VIII. Appendix

THE ADVISORY BOARD COMPANY
WASHINGTON, D.C.
I. RESEARCH METHODOLOGY & PARAMETERS

Project Challenge:
A member institution approached the Council with the following questions:

| What are some of the key challenges that student veterans face on campus? |
| How do other universities coordinate their support services for veterans? |
| ● How are veterans’ services organized administratively (e.g., staffing, reporting structure)? |
| ● What services do support offices provide for student veterans? |
| ● What campus offices and community organizations do offices collaborate with? |
| ● What are the advantages & disadvantages of the different models for providing veterans’ services? |

Sources:
During the course of the research, the Council searched the following resources to deepen their understanding of the topic:

- Advisory Board’s internal and online (www.educationadvisoryboard.com) research libraries
- Education Resources Information Center (ERIC) http://www.eric.ed.gov
- Internet, via search engines and multiple Web sites, including:

Research Parameters:
- Based on the member institution’s request, the Council primarily focused on large research universities and other public institutions with notable veterans’ support programs.
- Over the course of the research, the Council spoke with directors and administrators of veterans’ support programs.
### II. Executive Overview

#### A Guide to Universities Profiled in this Brief

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location &amp; Affiliation</th>
<th>Carnegie Classification</th>
<th>Enrollment (UG/Grad) (2006)</th>
<th>VA Certified Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>West Coast Public</td>
<td>Medium, Master's University (medium programs)</td>
<td>6,650 / 7,450</td>
<td>N/A*</td>
</tr>
<tr>
<td>University B</td>
<td>Southeast Public</td>
<td>Large, Research University (high research activity)</td>
<td>12,600 / 12,600</td>
<td>436</td>
</tr>
<tr>
<td>University C</td>
<td>West Coast Public</td>
<td>Large, Research University (high research activity)</td>
<td>27,900 / 27,900</td>
<td>756</td>
</tr>
<tr>
<td>University D</td>
<td>Southwest Public</td>
<td>Large, Research University (very high research activity)</td>
<td>28,450 / 28,450</td>
<td>534</td>
</tr>
<tr>
<td>University E</td>
<td>West Coast Public</td>
<td>Large, Research University (very high research activity)</td>
<td>23,900 / 23,900</td>
<td>N/A*</td>
</tr>
<tr>
<td>University F</td>
<td>Rocky Mountains Public</td>
<td>Large, Research University (very high research activity)</td>
<td>26,400 / 31,700</td>
<td>579</td>
</tr>
<tr>
<td>University G</td>
<td>Southwest Public</td>
<td>Large, Research University (high research activity)</td>
<td>27,400 / 34,300</td>
<td>702</td>
</tr>
<tr>
<td>University H</td>
<td>Midwest Public</td>
<td>Large, Research University (very high research activity)</td>
<td>21,500 / 28,200</td>
<td>329</td>
</tr>
<tr>
<td>University I</td>
<td>Midwest Public</td>
<td>Large, Research University (very high research activity)</td>
<td>29,600 / 41,000</td>
<td>N/A*</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics; Demographic and Usage Data for ACE Conference, June 5, 2008¹

*Veterans population less than 300 and not provided in the report

---

¹ Department of Veterans Affairs, [http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/WilsonDemographicData.pdf](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/WilsonDemographicData.pdf)
II. EXECUTIVE OVERVIEW (CONT.)

Introduction
The most common mode of serving veterans on campus is through the institution’s Veterans Administration (VA) certifying official, a required position for universities enrolling students that receive VA educational benefits. The certifying official is typically supported by one or more VA work-study students who are paid out of VA funds to support the needs of veterans on campus. Individual offices, such as admissions and disability services, may also work with and support veterans, but these interactions are not coordinated systematically across the institution.

Developing Models for Supporting Veterans on Campus
Several universities contacted by the Council have, in recent years, taken the next step in supporting veterans. Rather than simply administering educational benefits, these institutions are investing resources in providing programs and specialized services for student veterans across their academic careers. The catalyst for change at these institutions was key stakeholders taking an interest in student veterans on campus. As a result of high-level interest, these universities pursued a variety of follow-up actions, including an inventory of campus resources, surveying current veterans about their needs, and creating a committee to decide on an action plan moving forward.

The Council has identified four models for veterans’ services implemented by universities across the country:
- **Model 1**: One-Person Office
- **Model 2**: One-Person Office & Campus Working Group
- **Model 3**: Cross-Functional Liaison Network
- **Model 4**: Comprehensive Resource Center

Key Challenges for Student Veterans
As colleges and universities consider how to support veterans on their campuses, they must first understand some of the primary obstacles veterans face on campus. The Council’s contacts cited the following issues as primary challenges for their student veterans:

*Administrative Challenges*
- **Obstacles in the admission process**: Veterans tend to have less successful high school careers with poor or no scores on college entrance exams, but have significant life and world experiences from the military. These factors make it challenging to evaluate their applications.
- **Complex benefits and financial aid needs**: Veterans, independent of their parents and/or with families of their own, have to navigate complex VA benefits and financial aid processes to ensure they have the resources to pay for their education.
- **Educational credit for military service and experience**: Universities and individual academic programs vary widely in the application of military training and service experience for academic credit (e.g., how much credit; what type of credit, elective or major).
- **Lack of knowledge about local veterans’ resources**: Veterans tend to have little or no knowledge about benefits and services available through local veterans’ organizations (e.g. VA hospitals, counseling centers).
II. EXECUTIVE OVERVIEW (CONT.)

Key Challenges for Student Veterans (cont.)

Transitional/Personal Challenges

- **Developing an identity and sense of community on campus:** It may be difficult for veterans to relate to the traditional 18-24 year old college student due to factors such as: age (tend to be older), family status (e.g., spouse, children, independent from parents), work/job status (e.g., part-time job), and world experience and perspective.

- **Managing the transition from a regimented military environment to an independent university lifestyle:** The flexible nature of higher education institutions (e.g., optional class attendance, movable deadlines) may confound veterans who are used to respecting and following strict rules and regulations.

- **Reluctance to seek support/help:** Service members are trained to be strong and independent, and seeking help from faculty and staff may be perceived as a weakness. Veterans are much more open to support from other veterans.

- **Difficulties in knowing their limits:** After being taught to challenge themselves in the military, veterans are more apt to take a heavy course load that they may not be prepared for, while attempting to balance other responsibilities such as a family and/or part-time job.

- **Mental health issues:** Some veterans returning from combat require mental health support to address everything from adjustment to civilian life to PTSD and TBI. However, they may be reluctant to seek help due to the stigma of mental illness.

- **Apprehensive about being singled out:** Recognition of the entire veterans’ community for their service is generally appreciated, but individual veterans may feel uncomfortable being singled out or asked to speak about their experiences.
II. EXECUTIVE OVERVIEW (CONT.)

Key Observations

- The primary purposes of veterans’ service offices are to: (1) ensure veterans receive targeted support in navigating campus resources and pursuing their academic goals, (2) develop a sense of community among veterans on campus, and (3) educate the campus community about the needs and interests of veterans.

- Council research demonstrates that knowledge of all available services/resources and how to access them is critical to supporting veterans on campus. Offices need not supplant services for veterans that already exist on campus and in the community. Rather, the office serves as a central resource and advocate for student veterans’ needs. The coordinator can offer student veterans targeted referrals by leveraging the services of experts from various campus offices (e.g., financial aid, admissions, counseling center) and veterans’ community groups (e.g., VA hospital, American Legion).

- The number and range of services provided by veterans’ service offices varies by administrative model, the number of veterans on campus, and the office’s budget. All contacts note the importance of involving student veterans when determining services appropriate for each campus. Some of the most common services and programs include: organizing referrals to specific campus resources, coordinating with local veteran groups, conducting veterans’ orientation sessions, and advising the student veterans’ organization.

- VA work-study students play a critical role in staffing these offices and are employed by nearly all universities contacted by the Council. The number of work-study students supported by the VA per campus depends on the veteran population, but all institutions cite the importance of having veterans directly inform and support the work of the office. VA work-study students may manage the office, handle questions, and help process certification documents.

- Allocating office and/or lounge space for student veterans is an important aspect in developing a sense of community for veterans on campus. Veterans appreciate having a central place to seek support from professional staff and one another, and staff is able to host on-campus presentations and guests. The most common office space includes a central reception area with adjoining offices for private consultations and sometimes a larger conference room for student gatherings and presentations. Other office amenities include: kitchens, computer labs, and resource libraries.

- Through the institution’s Web site, a comprehensive overview of veterans’ services and resources should be readily accessible. Online access to information about the office demonstrates the university’s commitment to veterans and allows service members and veterans around the world to gain a sense of the resources and services available on campus. Contacts note having a link to veterans’ resources on the university’s home page and links to and from coordinating offices (e.g., financial aid, admissions) is important.

- Identifying veterans through the admissions and enrollment processes and generating a contact list is important to ensure that all veterans are aware of resources and services on campus. Several universities have changed or added application questions to capture information about students’ active duty, veteran, or military-related status in the student information system. Veterans’ offices can then pull contact information to send targeted outreach and information about services and programs.

- These offices extend their reach beyond student veterans offering services to active duty personnel, military families, and dependents as well. All of the aforementioned groups may take advantage of educational and other military-related benefits and may be affected by their direct or associated involvement in the military. In addition to general support, targeted programs for these groups exist on various campuses, such as mentoring for active duty members called to service and support groups for spouses, families, and dependents.
III. MODEL 1: ONE-PERSON OFFICE

Overview of Model

For universities looking to quickly ramp up and coordinate services for student veterans, the one-person office is the easiest model to implement. The first step is to identify a coordinator for veterans’ support services who will be the primary contact for programs and resources. In some cases, the person selected as coordinator evolves from the Veterans Administration (VA) certifying official position. This person may work informally with other offices on campus to support veterans, but no formal collaboration or office structure exists. Universities vary in where veterans’ offices are placed administratively, but the majority of offices report to either enrollment management or student affairs. The final step in setting up a one-person office is to designate a formal space as the veterans’ service office. Depending on the available resources, this space can range from a desk to a suite of offices to an independent building.

Benefits
- Provides a central location for veterans to seek support services
- Leverages existing administrative personnel and is easy to implement
- Does not require a large investment of resources to get started

Challenges
- Coordination with other offices can be minimal
- Veterans are reliant on the coordinator as there are no specific contacts in other campus offices
- Working with student veterans is typically only part of the coordinator’s job description; often the coordinator splits their time with duties in other offices

Profile: University A

Office Organization

<table>
<thead>
<tr>
<th>Reporting Structure:</th>
<th>Enrollment Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td></td>
</tr>
<tr>
<td>Certification Officer:</td>
<td>Part of collateral duties as enrollment manager; supports all veteran applicants</td>
</tr>
<tr>
<td>VA Work-Study Students:</td>
<td>(9) support certification officer; help manage veterans’ support programs</td>
</tr>
<tr>
<td>Office Space:</td>
<td></td>
</tr>
<tr>
<td>Reception &amp; processing area</td>
<td>Kitchen (coffee, snacks available)</td>
</tr>
<tr>
<td>Offices (4)</td>
<td>Counseling room (couch, conference table)</td>
</tr>
</tbody>
</table>

Program Highlights

Veterans Orientation:
Break-out sessions for veterans and their families during orientation where services and campus resources are discussed and members of the veterans’ office are introduced.
*In fall 2009, a 7-day Outward Bound orientation program funded by the Sierra Club will be offered.*

Local Veterans’ Services On Campus:
Local veterans’ organizations are invited to campus and hold open hours and/or appointments with veteran students, such as the Vet Center (psychological counseling), County Vet Services, and Veteran Employment Development office.
IV. MODEL 2: ONE-PERSON OFFICE & CAMPUS WORKING GROUP

Overview of Model

Like the first model, this structure has a veterans’ coordinator and an office. What distinguishes it, however, is the addition of a campus working group. This advisory committee consists of representatives from different campus offices that interact regularly with student veterans. This group can also include faculty members, students, and other individuals on campus interested in veterans’ issues. Council contacts explained that it is best to keep group membership flexible in order to accommodate new members. The working group partners with the veterans’ coordinator to understand the challenges facing student veterans on campus. In particular, group members leverage their expertise in areas, such as admissions and financial aid, to adjust service delivery and policy to accommodate veterans’ needs. These groups meet anywhere from once a week to once a semester depending upon their agenda and the state of veterans’ services on campus.

Benefits

- Creates a central place for veterans to find support and information about campus and community services
- Coordinator’s relationships with representatives in various offices allows for easy and informed referrals for veterans
- Having a working group facilitates greater awareness about veterans’ needs and expands the number of people on campus advocating for this special population

Challenges

- Working group members are not personally responsible for providing services to veterans
- A large working group can create challenges in terms of priorities, focus, and sustaining momentum
- Since working group members are volunteers, recruiting replacements when people leave their position or the institution can be difficult
<table>
<thead>
<tr>
<th>Profile: University C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Organization</strong></td>
</tr>
<tr>
<td><strong>Reporting Structure:</strong></td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
</tr>
<tr>
<td>• Veterans Center Coordinator: manages veterans’ programs and services; serves as central contact for veterans; advises Student Veterans Organization (SVO)</td>
</tr>
<tr>
<td>• VA Certifying Official: (1.5) processes VA educational benefits</td>
</tr>
<tr>
<td>• VA Work-Study Students: (8) supports office staff</td>
</tr>
<tr>
<td><strong>Office Space:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Campus Network</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Troops to College Working Group:</strong></td>
</tr>
<tr>
<td>Formed in 2006, the committee has representatives drawn from departments across campus and meets every 6-8 weeks to discuss veterans’ issues and goals. Department heads in the following offices were asked to select representatives to serve on the committee:</td>
</tr>
<tr>
<td>• Enrollment Services</td>
</tr>
<tr>
<td>• Financial Aid &amp; Scholarships</td>
</tr>
<tr>
<td>• Military Science Department</td>
</tr>
<tr>
<td>• Cashier’s Office</td>
</tr>
<tr>
<td>• Alumni Association</td>
</tr>
<tr>
<td>• Division of Undergraduate Studies</td>
</tr>
<tr>
<td>• Student Disability Services</td>
</tr>
<tr>
<td>• Counseling and Psychological Services</td>
</tr>
<tr>
<td>• College of Extended Studies</td>
</tr>
<tr>
<td>Representatives from the Student Veterans Organization are take part in the group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Highlights</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Veterans Organization (SVO):</strong></td>
</tr>
<tr>
<td>Led by an executive board, the SVO co-sponsors the majority of programs offered to veterans and serves both active duty and veteran students. Open meetings are held every two weeks, and numerous social and educational programs are offered each term.</td>
</tr>
</tbody>
</table>

| **“Wounded Warrior Days”:** |
| A two-day event sponsored by the SVO and Veterans Center where students engage with wounded veterans from the local VA hospital. Students visit the hospital for lunch and the wounded veterans come to campus for a sit-down dinner, tour of campus, and basketball game the following day. The program allows veterans to make connections with the local community and raises awareness about the university’s veterans’ program. |
V. MODEL 3: CROSS-FUNCTIONAL LIAISON NETWORK

Overview of Model

Similar to the first two models, the cross-functional liaison network has a central office and dedicated veterans coordinator, but advances veterans’ services one step further. In addition to the central point of contact, designated liaisons in various campus offices are available to directly serve the needs of veterans. Liaisons are expected to be aware of veterans’ needs and how to best address them in their unit and are typically chosen or self-selected for their personal interest in veterans or status as a veteran. Similar to the working group, the liaison network meets on a regular basis to strategize about veterans’ services and policies across campus.

Benefits

- Defined network of contacts that have direct responsibility for serving veterans in specified offices.
- The network spreads the responsibility for serving veterans among the liaison network, institutionalizing veterans’ services.
- The liaisons serve as proponents for veterans’ needs in their respective offices and help educate the campus community about the challenges facing this special population.

Challenges

- Relies on constant communication between the coordinator and liaisons, which can be challenging to organize.
- Liaisons have other responsibilities within their unit that may distract them from serving veterans.
- Delivery of services may not be consistent across liaisons and offices.

Typical Administrative Structure
## V. Model 3: Cross-Functional Liaison Network (Cont.)

<table>
<thead>
<tr>
<th>Profile: University E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Organization</strong></td>
</tr>
<tr>
<td>Reporting Structure:</td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
</tr>
<tr>
<td>Veterans Program Coordinator:</td>
</tr>
<tr>
<td>Work-Study Students &amp; Student Interns:</td>
</tr>
<tr>
<td><strong>Office Space:</strong></td>
</tr>
</tbody>
</table>

### Liaison Network

The coordinator contacted offices around campus that serve veterans and worked with department leaders to select advocates who are responsible for directly serving student veterans. The advocates are expected to have knowledge of veterans’ needs and their names and contact information are listed on the veterans’ program Web site. Advocates include:

- Registrar’s Office
- Financial Aid (2)
- Undergraduate Admissions (2)
- New Student Services/Orientation
- Career Center
- University Health Services/Counseling & Psychological Services
- Disabled Students Program
- College of Letters and Sciences Advising Office

The coordinator also works with representatives from the Office of Media Relations and Housing, but no official contact has been identified in these areas.

### Program Highlights

#### Priority Enrollment Program:
Veterans who verify their veteran status with the Registrar’s office are eligible to register for classes during the first phase of the registration process rather than waiting for their assigned group. The program is intended to help veterans ensure that they have the appropriate classes that count towards their degree program in order to continue receiving benefits. Anecdotally, the program may also provide incentive for veterans not receiving VA benefits to self-identify in order to receive priority.

#### Veterans Transition Course:
A one-unit (upper division credit) course is offered to incoming veterans each fall. The course helps veterans with the transition to the university and helps develop a sense of community among incoming veterans; course topics include:
- Warning signs for PTSD & TBI
- Adjusting to the academic work load
- Study strategies
- Setting realistic expectations and academic goals

Student facilitators support the instructor (a non-veteran) in the course, helping veterans better relate to the material.
VI. MODEL 4: COMPREHENSIVE RESOURCE CENTER

Overview of Model

The comprehensive resource center represents the frontier in supporting veterans on campus. In addition to the coordinator/director, this model employs additional staff members to provide a greater amount of services for veterans within the central office. This model requires a significant amount of resources and the support of university leaders to acquire the necessary funding. Rather than relying on volunteer representatives from other offices to work with veterans, staff members in the veterans’ service office become responsible for managing support areas, such as recruitment, transitional support, and benefits processing. Similar to other models, the central office coordinates with various units across campus to tap into existing support programs (e.g., financial aid, counseling & health center, housing, disability services). By having a centralized and robust set of resources, staff members have opportunities to build their expertise and explore innovative options for developing new services and programs.

Benefits

- Additional services available for veterans in central office; referrals to other campus resources not always necessary
- Consistent delivery of services for veterans due to central coordination
- Development of an expert center for veterans on campus allows for services to expand and improve rapidly
- Increased ability to secure external funding and grants
- University’s commitment to veterans gives staff a strong platform to educate the campus community (e.g., faculty, staff, students) about veterans’ needs

Challenges

- Very resource-intensive, requires significant support from university administration
- Difficult to start with this model, must grow programs and services gradually
- Depending on the size of the veteran population, creating in-house experts may not be necessary at all institutions

Typical Administrative Structure

Central Veterans Office
- Veterans Office Director
- VA Work-Study Students
- Benefits Coordinator
- Recruitment Coordinator
- Transition Coordinator
## VI. MODEL 4: COMPREHENSIVE RESOURCE CENTER (CONT.)

### Profile: University B

#### Office Organization

<table>
<thead>
<tr>
<th>Reporting Structure:</th>
<th>Dean of Students Office; Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Director:</strong></td>
<td>Oversees veterans’ services for the university; advocates for veterans’ needs with university leaders; serves as faculty advisor to veteran students’ organization</td>
</tr>
<tr>
<td><strong>Veterans Benefits &amp; Program Coordinator:</strong></td>
<td>Responsible for managing and consulting with students on all benefits, grants, and scholarship opportunities (university &amp; external) for veterans</td>
</tr>
<tr>
<td><strong>Veterans Transition Coordinator:</strong></td>
<td>Aids veterans in the transition to college through collaborations with housing, academic advising, and career counseling</td>
</tr>
<tr>
<td><strong>Veterans Recruit Coordinator:</strong></td>
<td>Responsible for educating potential and current students about the veterans’ office services and programs; collaborates with admissions on recruitment efforts</td>
</tr>
<tr>
<td><strong>Veterans Administration Supervisor:</strong></td>
<td>Serves as the VA certifying official, supporting students processing their VA educational benefits</td>
</tr>
<tr>
<td><strong>Office Associate:</strong></td>
<td>Supports office administratively</td>
</tr>
<tr>
<td><strong>VA Work-Study:</strong></td>
<td>(6) Supports VA certifying function and other staff in outreach and programming efforts</td>
</tr>
<tr>
<td><strong>Graduate Assistant:</strong></td>
<td>Assists with various office programs, including the student veterans’ organization</td>
</tr>
</tbody>
</table>

#### Office Space:

Private offices, lounge areas, meeting space, and student computer lab for veterans.

#### Program Highlights

<table>
<thead>
<tr>
<th>Veterans Support Group:</th>
<th>The office and student counseling center partnered to create a support group for veterans on campus. The group gives veterans structured opportunities to meet and discuss issues related to the transition from military to civilian and student life. The group is facilitated by a professional counselor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Education Series:</td>
<td>The director and coordinators lead workshops upon request across campus to educate different constituencies, such as faculty and staff, about the needs of veterans and service members.</td>
</tr>
</tbody>
</table>
## VII. SUMMARY OF PROGRAMS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Model</th>
<th>Office(s)</th>
<th>Reporting Structure</th>
<th>Staff</th>
<th>History of Formation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>One-person office</td>
<td>Veterans Enrollment &amp; Transition Services</td>
<td>Enrollment Management</td>
<td>- Certification officer - VA work-study students (9)</td>
<td>1990s: Evolved from VA Certification Officer Role 2007: Received office space</td>
</tr>
<tr>
<td>University B</td>
<td>Comprehensive resource center</td>
<td>Center for Veterans</td>
<td>Dean of Students; Student Affairs</td>
<td>- Director - Assistant coordinators (4) - Office associate - VA work-study students (6) - Graduate assistant</td>
<td>2006: University President led efforts to create veterans’ center</td>
</tr>
<tr>
<td>University C</td>
<td>One-person office &amp; campus working group</td>
<td>Veterans Services Center</td>
<td>Enrollment Services</td>
<td>- Veterans center coordinator - VA certifying official (1.5) - VA work-study students (8)</td>
<td>2006: state govt. called for coordinated veterans’ services at state universities Fall 2006: VA certifying official role expanded to include veterans’ programs</td>
</tr>
<tr>
<td>University D</td>
<td>Cross-functional liaison network</td>
<td>Veterans Education &amp; Transition Service (VETS)</td>
<td>Disability Services</td>
<td>- VA work-study students (5)</td>
<td>2008: Received grant to form VETS office and coordinating services</td>
</tr>
<tr>
<td>University E</td>
<td>Cross-functional liaison network</td>
<td>Veterans Student Services</td>
<td>Re-Entry Student Office</td>
<td>- Veterans program coordinator (1/2) - Work-study students (2-3)</td>
<td>2006: State govt. called for coordinated veterans’ services at state universities 2007: Coordinator assigned to lead effort</td>
</tr>
<tr>
<td>University F</td>
<td>One-person office &amp; campus working group</td>
<td>Office of Veterans’ Affairs</td>
<td>Division of Student Affairs</td>
<td>- Director - VA work-study students (3)</td>
<td>2005: Formed committee to assess veterans’ services 2007: Hired director, office formed</td>
</tr>
<tr>
<td>University G</td>
<td>One-person office &amp; campus working group</td>
<td>Veterans Service Office</td>
<td>Student Affairs</td>
<td>- Director - Veterans advisors (2 PT) - VA work-study students (7)</td>
<td>Office in existence since World War II</td>
</tr>
<tr>
<td>University H</td>
<td>One-person office &amp; campus working group</td>
<td>Veterans Center</td>
<td>Enrollment Management</td>
<td>- Veterans Director - VA work-study students (3)</td>
<td>2007: Formed task force Fall 2008: Hired veterans’ coordinator</td>
</tr>
<tr>
<td>University I</td>
<td>Cross-functional liaison network</td>
<td>Veteran’s One Stop</td>
<td>Office of the Dean of Students</td>
<td>- Veterans Coordinator</td>
<td>2008: Hired veterans’ coordinator</td>
</tr>
</tbody>
</table>

---

2 See Appendix, page 15, for office organizational chart  
3 See Appendix, page 14, for job description
University F: Job Description for Office of Veterans Affairs Director

June 26, 2007

Professional Exempt Position

**Title:** Director of the Office of Veterans Affairs

**Minimum Qualifications:**

This position requires a Master’s degree or equivalent, substantial active duty experience within the United States military and substantial experience with higher education operations. Desired qualifications also include (1) demonstrated leadership in development of new programs or initiatives, (2) demonstrated ability to work with minimal direct supervision or guidance, (3) high commitment to veterans and their connections to the university mission, (4) substantial knowledge about the organizations devoted to veteran’s issues to include the federal government, the state government and various associations, (5) strong interpersonal communication skills both verbal and written, (6) commitment to a student-oriented style of support organization, (7) commitment to enhancing campus diversity, (8) willingness to accommodate a varied schedule sometimes including evening and week-end responsibilities. This person must be able to coordinate with veterans—students, staff, or faculty—contemplating return and transition into the higher education environment to include many elements of the campus academic enterprise such as the faculty and the staffs of academic departments, the financial aid office, career services, advising, various student organizations, and numerous external entities which relate to veterans. This person will need to be able to both develop and implement strategic and tactical plans for the enhancement of a welcoming, encouraging and supportive campus environment for military veterans. This person will need to be an effective campus leader and champion for veterans and other military personnel such as Reserve and National Guard members who are also university employees.

This will be a full time, twelve month Professional Exempt position reporting directly to the Office of the Associate Vice Chancellor for Undergraduate Education.

**Job Responsibilities**

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>1. Provide advocacy, retention services, assistance with a variety of issues and facilitate accessing services including information and referral for both on-campus and off-campus services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>2. Provide a transition program from military to campus life and periodically perform follow-up contacts with these individuals. This program will include a welcoming packet of pertinent information, help with housing, social events, and general counseling. It will also encompass a mentoring program for newly arrived veterans, whereby a continuing student military veteran is paired with a new military veteran to help orient the latter to campus and maintain regular contact to provide assistance.</td>
</tr>
<tr>
<td>10%</td>
<td>3. Develop and maintain a comprehensive website with information for military veterans, develop a listserve of military veterans and send periodic emails with relevant information for these individuals.</td>
</tr>
<tr>
<td>10%</td>
<td>4. Create an active and informal veterans network/support group which will meet periodically and engage in substantive activities such as community service/civic engagement and develop campus and off-campus events to better welcome and recognize veterans and their contributions.</td>
</tr>
<tr>
<td>5%</td>
<td>5. Work with the Office of Admissions to actively promote the university to veterans, recruit veterans to and accurately track the number of student military veterans on campus for planning and other purposes.</td>
</tr>
<tr>
<td>5%</td>
<td>6. Periodically conduct military veterans’ needs assessments to determine current issues facing these individuals and plan/revise services accordingly. In coordination with assessments, regularly evaluate all services provided by this office.</td>
</tr>
<tr>
<td>5%</td>
<td>7. Serve as the university’s liaison and maintain positive and productive relationships with pertinent local, state and federal veterans’ offices and organizations, communities and the general public. Keep apprised and involved in relevant local, state and national legislation and programs. Use internal and external media to promote veterans and their contributions.</td>
</tr>
<tr>
<td>5%</td>
<td>8. Advise university leadership regarding veterans’ concerns and legislative issues.</td>
</tr>
<tr>
<td>5%</td>
<td>10. Actively fundraise for scholarships and services for military veterans. Coordinate services with Financial Aid’s Office of Veterans Services.</td>
</tr>
<tr>
<td>5%</td>
<td>11. Collaborate with other universities and colleges on programs and issues regarding veterans.</td>
</tr>
<tr>
<td>Total= 100%</td>
<td></td>
</tr>
</tbody>
</table>
VIII. APPENDIX

University D: Veterans’ Education & Transition Services Program organizational chart
The Advisory Board has worked to ensure the accuracy of the information it provides to its members. This project relies on data obtained from many sources, however, and The Advisory Board cannot guarantee the accuracy of the information or its analysis in all cases. Further, The Advisory Board is not engaged in rendering clinical, legal, accounting, or other professional services. Its projects should not be construed as professional advice on any particular set of facts or circumstances. Members are advised to consult with their staff and senior management, or other appropriate professionals, prior to implementing any changes based on this project. Neither The Advisory Board Company nor its programs are responsible for any claims or losses that may arise from any errors or omissions in their projects, whether caused by The Advisory Board Company or its sources.

© 2009 The Advisory Board Company, 2445 M Street, N.W., Washington, DC 20037. Any reproduction or retransmission, in whole or in part, is a violation of federal law and is strictly prohibited without the consent of the Advisory Board Company. This prohibition extends to sharing this publication with clients and/or affiliate companies. All rights reserved.
The Senate of Academic Staff is pleased to announce that the nomination period for the Chancellor’s Award for Excellence is now open through **Monday, March 12**! The purpose of this **$5,000 award** is for the recognition of, and investment in, an academic staff individual who has demonstrated outstanding ability and performance and shows potential for future professional contributions to UW-Stout.

**Am I eligible?**
To be eligible for this award, you need only four years of full time experience at UW-Stout!

**How and when can I use the funds?**
- **When:** Funding period is for one year, July 1 - June 30.
- **How:** Funds must be expended in alignment with UW-Stout policies.

The recipient of this award is to be engaged in professional activities which contribute to UW-Stout’s mission, with funds used for professional development related costs, including travel, support, and supplies.

**How do I apply?**
You may either self-nominate or be nominated. Here is what needs to be included in the electronic application:

- Memo (limited to two pages) which describes your (the applicant’s) ongoing contributions to UW-Stout and your profession;
- Indication of how the $5,000 will be used (i.e.) what professional development will take place as a result of the award;
- One letter of recommendation from a supervisor or colleague;
- Your (the applicant’s) current resume.

**What’s the timeline?**

- **November 10** | Senate of Academic Staff (SAS) announces application information.
- **March 12** | Nominations are due (in electronic format) to the SAS Office.
- **April 9** | SAS Office sends all nominations in electronic format to Research Services. Nominations are routed for campus signatures and ranked by Deans or equivalent.
- **April 23** | College/Division nominations are forwarded to the Chair of SAS for review and selection of three finalists to be recommended to the Chancellor.
- **May 1** | Chair of the SAS forwards the three finalists to the Chancellor.
- **May 7** | Chancellor makes final selection and notifies applicants of the outcome.
- **May 9** | Chancellor announces the award to the campus community.

Due Monday, March 12, 2013 to Senate of Academic Staff Office
Email to: kruegerbr@uwstout.edu

**“Inspiring Innovation”**
Testimonial - Chief Lisa Walter
I was able to attend a prestigious program through Gavin DeBecker and Associates – Advanced Threat Assessment Institute. This was a four-day, institute by the leaders in the industry of workplace violence prevention, education and threat assessment.

Others attending the institute were from universities and college campuses, but also security directors from private industry. We heard from experts throughout the world and were provided with daily opportunities to be hands-on with table-top exercises and assessments.

I have been able to come back to campus with a better understanding of assessing threats to the campus community and continue to enhance our response along with an expanded list of resources and contacts within violence prevention and assessment. I would have never had the opportunity to attend this institute without the support of the award.

What are the criteria for selection?

- The applicant has demonstrated outstanding ability and performance.
- The applicant shows potential for future professional contributions to UW-Stout.
- Evidence of excellence is demonstrated.
- The overall quality of the application will be considered.

Applications are accepted beginning in November and will continue to be accepted until March 12.

Testimonial – John Achter
With this award I was able to expand my knowledge and expertise in two areas:

1) exploring best practices in university counseling centers
2) learning new interventions and applications from the field of positive psychology.

The award amount made it possible to travel to 3 counseling centers in the University of California system and to attend workshops from leading experts in positive psychology. The depth of learning wouldn’t have been possible without the award, and these activities immediately and directly enhanced my position at UW-Stout.

Anything else I need to know?

A written report is required within thirty days after the end of the award year. This report will be submitted to the Chancellor, to the Chair of the Senate of Academic Staff, and to Research Services.

Your report will include an account of how the money was used and how the award has benefited you professionally in your role at UW-Stout.

Still have questions?
Visit the website: http://www.uwstout.edu/rs/asaward.cfm

Contact us!

Senate of Academic Staff office: 232.1789; or Research Services: 232.1126

Due Monday, March 12, 2013 to the Senate of Academic Staff Office | kruegerbr@uwstout.edu

“Inspiring Innovation”
Chancellor’s Academic Staff Award for Excellence
Application Guidelines

Purpose

This $5000 award is a recognition of and investment in an academic staff individual who has demonstrated outstanding ability and performance and shows potential for future professional contributions to UW-Stout. One award will be given annually as determined by the criteria set forth, with final approval by the Chancellor.

Eligibility

All academic staff with more than four years of full-time experience at UW-Stout are eligible.

Use of Funds

Funding period is for one year, July 1 – June 30. Funds must be expended in alignment with UW-Stout policies. The recipient of this award is to be engaged in professional activities which contribute to UW-Stout’s mission, with funds used for professional development related costs, including travel, support, and supplies. Carryover will be considered by exception. Requests must be submitted by April 1 to the Vice Chancellor for Administrative and Student Life Services.

Application

An individual may self-nominate or be nominated. To be included in the electronic application:

1. Memo limited to two pages which describes the applicant’s ongoing contributions to UW-Stout and profession;
2. Plan for how the $5000 will be used, (i.e.) what professional development will take place as a result of the award;
3. One letter of recommendation from a supervisor or colleague;

Selection Criteria

- The applicant has demonstrated outstanding ability and performance.
- The applicant shows potential for future professional contributions to UW-Stout.
- Evidence of excellence is demonstrated.
- The overall quality of the application will be considered.

Applications are accepted to email address: kruegerbr@uwstout.edu beginning in November and will continue to be accepted until March 12.
Timeline

If the dates below fall on a weekend, the due date is the following Monday.

November 10: Senate of Academic Staff announces application information.

March 12: Nominations due in electronic format to the Senate of Academic Staff Office (kruegerbr@uwstout.edu).

April 9: Senate of Academic Staff Office sends all nominations in electronic format to Research Services. Nominations are routed for campus signatures and are ranked by Deans or equivalent.

April 23: College/Division nominations (9 nominations must be submitted – see chart below) are forwarded to the Chair of the Senate of Academic Staff for review and selection of three finalists to be recommended to the Chancellor.

May 1: Chair of Senate of Academic Staff forwards the three finalists to the Chancellor

May 7: Chancellor makes final selection and notifies applicants of the outcome

May 9: Chancellor announces the award to the campus community

Award Period: July 1 – June 30

The nomination process is based on the Senate of Academic Staff Representation Structure:

<table>
<thead>
<tr>
<th>College/Division</th>
<th># of Senators</th>
<th># of Nominations to be submitted/college/division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and Student Life Services</td>
<td>2 Senators</td>
<td>2 Nominees</td>
</tr>
<tr>
<td>Academic and Student Affairs</td>
<td>2 Senators</td>
<td>2 Nominees</td>
</tr>
<tr>
<td>Colleges (1 from each College)</td>
<td>4 Senators</td>
<td>1 Nominee per College</td>
</tr>
<tr>
<td>Chancellor’s Division</td>
<td>1 Senator</td>
<td>1 Nominee</td>
</tr>
</tbody>
</table>

Total Nominations to be submitted: 9 nominations

Report

A written report is required within thirty days after the end of the award year. This report will be submitted to the Chancellor, to the Chair of the Senate of Academic Staff, and to Research Services (rssubmissions@uwstout.edu). The report will include an account of how the money was used and how the award has benefited the recipient professionally in his/her role at UW-Stout.

For questions, please call the Senate of Academic Staff Office at 232-1789 or Research Services Office at 232-1126.
Attachment 5
Racial and Ethnic Studies and Global Perspectives Curriculum Advisory Committee

Date: October 15, 2012

To: RES/GLP Curriculum Advisory Committee
Daisy Pignetti, CAHSS (P)  Krista James, SAS (P)
Terri Karis, CEHHS (P)  Jen Grant, CSTEM (P)
David Ding, CM  Janine Thull, Advisement Center (P)
Susan Wolfram, CEHHS  Jackie Weissenburger, ex officio (P)
Faculty Senate  Kourtney Huettel, SSA
(P) – Present

From: Tricia Aspen, Recording Secretary

October 9, 2012
2:00 p.m. Provost’s Conference Room

MOTION (James/Thull) GEOG-310 (Jim Handley) – RES-B
The course describes examples of racial and cultural relationships to food, the foodshed, and food marketing. This is a good example for the website after full approval.
Vote: Motion passed.

MOTION (Thull/Grant) to approved minutes of September 25, 2012
Vote: Motion passed.

At a recent Provost’s Council meeting, Daisy Pignetti defined for deans the RES & GP requirements and answered questions.

Weissenburger shared information from a recent GE assessment meeting at UW System. She has a future agenda item, a value-added rubric on cultural competence.

ICT-215 Cybertechnology Ethics
The committee expected to see elaboration addressing Global Perspectives within proposal. Karis will contact proposer. No action was taken.

An e-mail went to RES-C departments informing them of need to upgrade.

Karis is drafting an e-mail for departments regarding RES-A & RES-B course documentation needed to meet the new criteria by November 15.

The review process was discussed.
- As followup, consult with college and program directors
- Two committee members will review each proposal and recommend whether to approve or not to the committee

Members: Please send spring schedules to Tricia so spring meeting can be scheduled soon.
Sexual Harassment Policy Revision Committee: is still meeting to revise the policy.

The policy was supposed to be in to the Chancellor by next week but we have asked for an extension as we have found more work needs to be done to truly and accurately revise the policy.

The committee is committed to making sure that the policy is in compliance with Title IX as well as clear and concise for on campus users.