

AGENDA
FACULTY SENATE
May 5, 2009
Huff's
2:30 – 4:30 p.m.

- I. Call to Order**
 - 1. Chancellor's Report**
 - 2. Vice Chancellor for Academic Affairs' Report**
 - 3. Vice Chancellor for Administrative & Student Life Services' Report**
 - 4. Announcements and Information**
 - a. Faculty Representatives Meeting**
- II. Minutes of April 21, 2009 (Attachment 1)**
- III. Committee Reports**
 - 1. Personnel Policies (Joe Holland)**
 - a. Decision Item: Task Force Recommendation - Administrative Hiring (Attachment 2)**
 - 2. Planning & Review (Loretta Thielman)**
 - a. Decision Item: B.S. Construction Program (Attachments 3 & 4)**
 - b. Decision Item: B.S. Packaging Program (Attachments 5 & 6)**
 - c. Decision Item: B.S. Information Technology Management Program (Attachments 7 & 8)**
 - d. Decision Item: B.S. Health and Fitness Program (Attachment 9)**
 - 3. Other**
- IV. Old Business**
 - 1. Faculty Senate Elections**
 - 2. Other**
- V. New Business**
 - 1. Revisions to UW-Stout Administrative Cost Assessment Policy (Steve Deckelman, Attachments 10, 11 & 12)**
 - 2. Other**
- VI. Adjournment**

MINUTES
FACULTY SENATE MEETING
April 21, 2009
Huff's Rooms
2:30 – 4:30 p.m.

ATTENDANCE:

CHAIR: Steve Deckelman **SECRETARY:** Laura Schmidt

VICE CHAIR: Abel Adekola **PAST CHAIR:**

PRESENT: Abel Adekola; Tim Becker; Paul Calenberg; Hector Cruz; Steve Deckelman; Brian Fitch; Nelu Ghenciu; Joe Holland; Renee Howarton; Lamin Kassama; Marcia Miller-Rodeberg; Phillip Motley; Ruth Nyland; Ann Parsons; Cynthia Rohrer; John Rompala; Laura Schmidt; Helen Schroeder; Scott Springer; Steve Terry; Julie Watts; Ned Weckmueller

EXCUSED: Kevin Doll; Gindy Neidermyer; Julianne Taylor;

GUESTS: Chancellor Sorensen, Provost Furst-Bowe, Kat Lui, Wendy Dittmann, Mary Hopkins-Best and Heidi Rabeneck

I. Call to Order – 2:34 p.m.

1. **Chancellor's Report** – The Chancellor said an email has been sent regarding the budget reduction. There will be no flexibility in the budget after June 2009, so any special needs will not be met. Hopefully, a good enrollment will help the following year. It appears that there will be very few layoffs, if any, and most open positions are being filled. The budgets are very strict and lean.
2. **Vice Chancellor for Academic Affairs' Report** – Provost Furst-Bowe announced that it is Research Week on campus next week and encouraged everyone to attend. Posters are displayed about sessions and award ceremonies.
3. **Vice Chancellor for Administrative & Student Life Services' Report**
 - a. **Customized Instruction** – Chair Deckelman said that Wendy Dittmann, Mary Hopkins-Best and Heidi Rabeneck were present to supply information regarding customized instruction and customized tuition. Vice Chancellor Moen gave a brief history of customized instruction. The Board of Regents gave UW-Stout permission for differential tuition. UW-Stout is the only campus that has this right to set tuition at the campus level, to determine and charge market rates for customized programs and certificates. Tuition could be set between \$300-\$600 per credit. Currently, customized tuition is between \$265-\$510 per credit. Regular tuition is about \$189 per credit. This credit instruction would be to professionals in the field to help them advance in their profession. The Graphics department was the first to do this, but the Hospitality and Tourism department was the first to have an online degree. There are currently twenty online programs/certificates that include BS, MS and professional certificates. The Board of Regents stipulated that these courses could not be the same as what is offered to regular students and cannot affect the campus's regular enrollment. The campus can keep 100% of the revenues generated. In 1999, there were 17 equivalent full-time students that brought in revenue of \$51,000. In 2007-2008, there were 982 equivalent full-time students that brought in revenue of \$3.9 million. It is difficult to know if this trend will continue or if programs have

leveled out. This is not just customized tuition, customized instruction should be emphasized. Different courses and programs are offered through this avenue. The Provost wanted to make the point that this is much more flexible and a dynamic mix. Currently, instruction and alternating the services that are provided on campus are being modified, so students do not have to be on campus to receive the services. Twenty-eight percent of the revenue goes to support services, and administration and support of the existing programs. The College of Management offers an average of 70 sections per semester. This adds to all the concerns and loads of services. It was asked how the integrity of the program continues when it is passed on to another instructor. The curriculum process for programs in customized instructions is similar, and they go through CIC and other processes. Adjunct professors teach depending on the degree programs and special topics courses where expertise is missing on campus. The department chair hires the instructor and makes sure the person has the expertise and modality. They are carefully monitored, and the students have very high expectations. All courses allow for feedback and are evaluated. Generally, the instructor that developed the course usually teaches the course. Some faculty have concerns that they will not be allowed to teach a course that they developed. The quality of online courses has been criticized, but the courses are open for review. They can be monitored by someone else, so any faculty could continually monitor the course taught by someone outside the campus system. Custom instruction courses are a lot of work. There is great variety in this program. UW-Stout's courses are mainly online, with some weekend face-to-face offsite and television. There is no policy from prohibiting enrollment for professionals to programs who are not degree seekers. They are welcome to take classes, assuming they are not cohort groups. Since it is for credit, students have to be accepted students on campus. Incentives for faculty to teach customized instruction are that it is an interesting challenge to teach distance education and older students who bring different experiences to the classroom. Many teach as an overload, so they earn extra money. There is a complete general education package online. More in-depth experiences are provided as it grows. Students can take some online regular courses and then some through distance education courses.

4. Announcements and Information

- a. **Sabbatical Quotas for 2009-2010 (to be effective 2010-2011) – The Provost explained the information in the Sabbatical Quotas memo. There is a formula to give the numbers for next year. These numbers are for full-year sabbaticals.**
- b. **Global Perspectives Resolution – The Chancellor has approved the Global Perspectives Resolution without the provision to increase the budget. Interactive television and other ways are being looked into to get the extra foreign language courses.**
- c. **Proposed Guidelines on Textbooks – Chair Deckelman said that this will be presented as a set of guidelines, not a policy. The guidelines are to help students save some money in buying textbooks. There is fear that unless faculty takes action, the Board of Regents will act more forcefully. Since UW-Stout has a rental system, the campus appears okay; however, the software is more of an issue than textbooks. Please review the document and inform Chair Deckelman of anything alarming or lacking.**
- d. **Other – Chair Deckelman emailed a letter to faculty and department chairs requesting participation on focus groups for the polytechnic learning outcomes committee. The committee appreciates the support and working with BPA. Focus**

groups are being formed. BPA suggested scaling down the content to work with the hour and a half timeline. The scaled-down version didn't produce what was needed, so the formation of the groups is being postponed. This will allow more time to work with BPA, and then continue with the focus groups in the fall.

Joe Holland was selected to be on the UW System Taskforce for Realignment. The task force will look at programs on all campuses. UW-Stout doesn't have any that fall near the radar screen of concerns, so our campus looks good so far. The Provost is on a taskforce to look at three-year degree program development.

II. Minutes of April 7, 2009

Motion: Holland/Howarton moved to approve the Minutes of April 7, 2009.

Vote: Passed unanimously.

III. Committee Reports

1. **Personnel Policies Committee** – Joe Holland said that the PPC Recommendation on Administrative Hiring will be brought to the next Faculty Senate Executive Committee.

a. **Decision Item: Pay Plan Resolution**

Motion: Cruz/Rompala moved to approve the Pay Plan Resolution.

Joe Holland explained the concern that President Reilly had conducted research and determined that a 5.7% pay plan increase was necessary just to bring UW faculty to the minimum of peer institutions, but then he introduced a 2% pay plan. Since President Reilly is the faculty's advocate and salaries are important in the retention of quality faculty, it is discerning why President Reilly didn't advocate for the faculty and go forward with the 5.7% pay plan. The budget issues are separate; however, President Reilly should still be advocating for faculty and let legislatures make the decisions. The Chancellors were given the 5.7% amount, but were told it was unrealistic by the President's Office and it would be less. The President tends not to offend the Governor, and it was thought that the 5.7% would ruffle his feathers.

Friendly

Amend: There was a concern that there have been varying percentages, so it was suggested to include "5.7% per year for five years" or whatever the correct number is. Joe explained that different percentages have been given, and the last official figures released, 5.7% per year over the biennium, was used. It was suggested to reword the resolution to insert "per biennium" after "increase" in the last sentence in the first paragraph. Since it is a Faculty Senate decision, it was felt that everyone should be in agreement. Since a specific number is not known, perhaps general wording should be used. It was felt that too much emphasis is being placed on insignificant numbers when the message is that President Reilly didn't advocate for faculty. The friendly amendment was withdrawn.

A statement was made that UW-Stout is considered a first-class institution, but the faculty, administrators, and staff are not paid accordingly.

Vote: Passed unanimously as originally written.

1. Planning & Review Committee

a. Decision Item: B.S. Apparel Design and Development Program

Motion: Weckmueller/Holland moved to approve the B.S. Apparel Design and Development Program.

Vote: Passed unanimously.

b. Decision Item: M.S. Applied Psychology Program

Motion: Calenberg/Becker moved to approve the M.S. Applied Psychology Program.

Vote: Passed unanimously.

2. Other

IV. Old Business

1. Other

V. New Business

1. Faculty Senate Elections – Vice Chair Adekola announced that the Faculty Senate Committee ballots will be distributed tomorrow and must be submitted by Tuesday, May 5. The faculty senators need to vote on the Faculty Senate approval at-large positions for university committees.

2. Decision Item: Resolution in Support of Domestic Partner Benefits – Chair Deckelman said this idea originated from UW-Madison’s faculty senate and from the Governor’s budget. Many campuses have passed similar statements or are in the process of working on a statement. Chair Deckelman asked Kevin Doll, a GLBTQ member, to draft the resolution. The resolution is similar to UW-Madison’s statement.

Motion: Calenberg/Ghenciu moved to approve the Endorsement of the Resolution in Support of Domestic Partner Benefits.

Vote: Passed with 1 Nay and 1 Abstention.

3. Other

VI. Adjournment – 3:56 p.m.

**Respectfully submitted,
Laura Schmidt, Secretary**

**Recorded and prepared by,
Janell Reitz**

Memo: Report of findings and recommendation

Date: April 7, 2009

To: Personnel Policies Committee

From: Taskforce on Faculty Senate charge regarding Faculty Input into Administrative Hires

Findings:

1. Neither UW-System policy nor state statute or legal decisions require any particular policy regarding faculty input into administrative hires. (3-26-09 email from UW-System legal counsel Tomas Stafford).
2. As a result, our sister campuses vary widely in their stance on this issue. Some have no policy; some have very vague, general policies; others have very specific, detailed policies. (See Appendix A for urls to the policies we found.)
3. Given the Faculty Senate injunction to develop a policy providing for the “broad participation” of faculty and academic staff and the wide degree of variation in campus policies, the taskforce developed what we believe is a reasonable proposal using some of the best ideas from our sister campuses. Our aim was to provide broad faculty and academic staff participation while also ensuring administrative choice and flexibility.

Recommendation:

Search and screen committees for all academically-related administrative hires (such as provost, academic vice-chancellors, and academic deans) shall:

1. Be chaired by a person named by the Chancellor or his designee. The chair is a non-voting member of the committee, except as needed to break tie votes.
2. Have 10 voting members selected by the committee chair in accordance with the following rules and procedures:
 - a) At least 50% of the committee shall be faculty members.
 - b) The chair shall select two committee members from a pool of at least four Faculty Senators nominated by the Faculty Senate.
 - c) The chair shall select three committee members from a pool of at least six faculty members nominated by the Faculty Senate in consultation with the relevant group of faculty (e.g., the faculty of the affected college in the case of college dean hires).
 - d) The chair shall select two committee members from a pool of at least four academic staff nominated by the Senate of Academic Staff.
 - e) The chair shall select one committee member from a pool of at least two students nominated by the Stout Student Association.
 - f) The chair shall select two committee members as needed to provide appropriate expertise, diversity of point of view, or for another relevant purpose.

PPC Taskforce Report

Appendix A

UW-Superior: No policy found.

UW-GB: p 43-44 of the Faculty Handbook <http://www.uwgb.edu/sofas/rules/facultyhandbook.pdf>

UW-Milwaukee: Section 6.05 in <http://www4.uwm.edu/secu/policies/P&P-Chapter6.pdf>

UW Stevens Point: See “University Handbook” Chapter 3, pp. 49-73.
<http://www.uwsp.edu/admin/handbook/handbook08-09/CH2-3%2008-09.pdf>

UW River Falls: See Faculty/Academic Staff Handbook, Chapter IV, pp. 8-10.
http://www.uwrf.edu/faculty_senate/handbook/chapterIV.htm

UW-EC: page 81 and following in <http://www.uwec.edu/acadaff/policies/handbook/Chapter5.pdf>

UW-Oshkosh: <http://www.uwosh.edu/provost/handbook/documents/2008pgs100to124.pdf>

UW-Madison: http://www.secfac.wisc.edu/governance/fpp/Chapter_6.htm#649

UW-Platteville: http://www.uwplatt.edu/pers/S_SCOMTE.HTM

UW-Parkside: <http://www.uwp.edu/departments/governance/academic.staff/committee/0708/071205.cfm>
<https://www.uwp.edu/chancellor.search/>

UW-Whitewater: http://www.uww.edu/provostsearch/membership_timelines.pdf
<http://www.uww.edu/deansearch/committee.html>

UW-Lacrosse: no policy found.

2008-09 Planning and Review Committee

I. Degree: B.S Construction

Date of Review: Spring 2009

Program Director: Joe Wright

PRC Consultants: Diane Klemme and Debra Homa

Purpose of the Review: This review is conducted in order to assess the program's quality as part of the on-going seven year review cycle required of all UW-Stout degree programs.

Committee Findings: The committee recommends continuation of this program for the ongoing seven-year cycle and implementation of the committee recommendations.

II. Abstract: The UW-Stout Construction program is designed to prepare individuals for a variety of responsible positions in the field of construction. The program is designed to produce leaders with the organizational, analytical, technical and communication abilities to direct the most complicated construction operations. The program focuses on understanding the construction process as well as the business and management components of construction; unlike other programs that focus on the engineering or technology component. Students take a minimum of 129 credits in management, business, communication, science, math, liberal studies, architecture, engineering, and construction courses. The program is accredited by the American Council for Construction Education (ACCE).

Since the last PRC review, the Construction program has become a stand alone department and is housed in the recently reorganized College of Science, Technology, Engineering, Math and Science. There are approximately 450 students currently in the Construction program.

III. Process Followed for Current Review:

The PRC Chair met with the dean, program director and chair to discuss the review process. In addition, a PRC consultant corresponded with the program director to review the procedures and offer assistance if needed. A brief meeting occurred on January 26th to see if the program director had any questions regarding the PRC presentation. Data regarding the program were collect via surveying the Construction Advisory Committee members, current students, and key instructors in the program. In addition, BPA placement, graduate and employer follow-up data was reviewed. This data was provided to the program director and PRC members. Six of the 13 key instructors responded to the key instructor survey, 12

out of the 26 advisory committee members responded to advisory committee survey and 46 students out of 283 juniors and seniors in the program completed the student survey.

IV. Previous Review:

The previous PRC review of the Construction program was conducted during academic year 2001. The report was written by Howard Nelson and Dick Tyson. The committee recommendations as well as the applicable responses are submitted below.

1. **Recommendations for the Program Director** Consider drafting and making recommendations on faculty recruitment, retention and motivation to the Department Chair and the Dean so that faculty continuity for staffing this program is not lost during the time of transition that is imminent on this program's near-term future. Senior faculty should be persuaded to mentor younger faculty members, and the junior members should be motivated to improve their skills and qualifications consistent with the future needs of the program. Workloads may need to be temporarily adjusted to reflect the necessity for free junior faculty members to participate in teaching seminars and mentoring programs.

Response: Recruitment, retention, and motivation of qualified faculty continue to be major problems that face the construction program, considering the projected senior faculty transition during the near-term future. Junior faculty do hold appropriate licenses and experience in their field of expertise; however, they tend not to hold advanced degrees. Promotions and advancement at UW-Stout are depended upon advanced degrees. Senior faculty do not mentor the younger faculty members. It is recommended that the UW-Stout administration review, explore, support, and implement innovative ways of improving the education qualifications of junior faculty for the future needs of the construction program.

The construction program is currently cost effective as evidenced by faculty SCH (student credit hour) generation. If the program is to remain cost effective, continue production is required. Adjusting workloads to free junior faculty members would likely lead to an overall lower SCH production. We need to explore ways of maintaining or exceeding the current productions level.

Consultants' summations (2008): Staffing continues to be a significant concern. The program has difficulty recruiting faculty with high academic qualifications combined with profession experiences in the field. Most faculty members have only Master's degrees; efforts are being made to encourage current faculty to pursue doctoral-level training. The program depends on adjunct staff to teach many of the core courses.

2. Consider drafting and making recommendations to the Department Chair and the Dean regarding the updating of construction labs, computer facilities and the technical updating that surveys indicate are needed for some faculty members.

Response: the construction program directors and construction faculty make recommendations to the Technology Department Chair on a regular basis concerning the update ion of construction labs, computer facilities and faculty members. Data gathered from the surveys can and will be used for the justification of additional technical updating of faculty members.

Consultants' Summation (2008): Student and key instructor surveys indicated that some improvement in the construction labs are needed.

3. Research the nature of the students' continuing problem with the university's diversity program; is it a matter of course selection (mostly "Cs"), construction culture, or something else? Based on this research develop a plan which might include changes in diversity course mix, supplemental efforts to the campus diversity requirements targeting construction students, or some other means to be more effective in achieving the objectives of the program.

Response: The issue of the quality of diverse experiences for student is really out of the control of the construction program director, faculty and deans' office. Construction program students have limited choice in the selection of ethnic studies courses. Approved diversity courses are prescribed as part of the program requirements. Survey responses suggest the student appear not to embrace ethnic studies at a level expected by the university. The issue of the quality of their experiences is one that should be addressed to the university diversity committee. Therefore, as a first step, research is recommended. A graduate student needs to be identified to conduct this research. If research confirms that a problem exists, appropriate steps need to be taken to resolve the problem. Cooperation and input for the construction program director and others would be critical to resolve this concern.

Consultants' Summation (2008): UW-Stout follow-up surveys of the programs' graduates suggest that graduates do not find that the ethnic studies class requirements help them develop skills in this area. In addition, the program director also identified communication skills as a concern.

4. Consider what might be done to assure a reasonable advisement load for faculty if a significant number of call staff continue to be used.

Response: A construction discipline meeting was held in March 2001. Full-time faculty feel that a maximum advisement load of 50 is reasonable. Part-time faculty feel that a maximum advisement load of 25 is reasonable. Advisement loads range for 40-50 for full time and 20-25 for part-time faculty. Students (300 approximately) are currently advised by a total of eight faculty. All faculty loads are within the accepted range.

Consultants' Summation (2008): Significant program growth (to approximately 470 students) and the shortage of full-time faculty create challenges to establishing manageable advising loads.

5. Consider increasing the standards for incoming freshmen and transfer students to possibly improve student retention rates

Response: The construction program complies with the UW- Stout admissions standard. It would be premature at this time to consider increasing standard for incoming freshmen and transfers. New construction majors as of September 2000 must each a minimum grade of "C" (2.0) in all prerequisite courses. As a result, minimal attrition can now be expected during the junior and senior years. Attrition will continue to be monitored. A self- study will be completed by UW- Stout in 2004 for re-accreditation by the American Council for Construction Educations (ACCE). Attrition data will be gathered and analyzed. Standard will be considered at that time if appropriate.

Consultants' Summation (2008): The program continues to comply with admissions standards. C grade requirement limits attrition in junior and senior years. The current retention rate in the program is 68-70%, with most student dropouts occurring the freshmen year.

Recommendations for the Department Chair and Dean

1. Consider needs for faculty recruiting, motivation and retention on behalf of the Construction Program, and how faculty allocations might better keep pace with the potential for further future growth.

Response: The department chair, program director and associate dean will develop a plan that address these concern. Mentoring between senior and junior faculty is a prudent action to prepare for the imminent attrition that will occur in construction.

The faculty need to work together to identify potential recruits for future replacements as well. The dean's office will assist by allowing and encouraging the participation in professional development conferences that would allow for interaction with potential college faculty.

Enrollment trends need to be continuously studied to determine the right size for the program. It appears that the 300-student enrollment target is one that can be serviced by existing faculty and staff.

Consultants' Summation (2008): Recruitment and retention of faculty continue to be a concern especially since the program has grown to over 450 students since the last review.

2. Assist instructors' participation in professional development activities using available campus resources, including the initiation and presentation of these activities.

Response: UW-Stout provides a variety of professional development activities for college faculty. Many of the construction faculty have participated in the annual College Teaching Seminar. This practice should be continued, and the faculty and department chair are encourage to leave the Friday morning schedules open during the fall semester to allow for

faculty attendance and participation in these (and not schedule department meetings at that time.)

Construction faculty are encouraged to participate in university initiatives that provide activities for faculty during the fall and spring professional development days.

See items 5 for further discussion of professional development.

Consultants' Summation (2008): Comments on student surveys indicate that some faculty members may benefit from further development of teaching skills, as well as updating their knowledge of current practices in the construction field.

3. Consider what temporary **staffing** adjustments might be possible to assist the Program Director to improve faculty recruitment, retention and motivation.

Response: The standard release time provide to program directors housed within the College of Technology, engineering and management is .25 allocations. The dean's office fully realizes this allocation does not represent the amount of work required for the many tasks of the program director.

The dean's office is currently revelation the release allocations for program directors and considering program enrollments as quantifiable rationale for making adjustments to release times. The enrollment of 300+ students in construction presents a strong argument for addition releaser time. The office is examining how to reallocate limited resources to provide .50 release for the construction program director.

Consultants' Summation (2008): Current ly the PD is .25. This continues to be a concern.

4. Consider what grants or lab Modification funding might become available to improve the technical capacity of the labs in the Construction Program.

Response: Based on discussions with faculty, the construction labs are currently in excellent condition. Plans to maintain and improve those labs occur each year through the lab modification process.

Consultants' Summation (2008): Results of student and key instructor survey suggest that improvement in construction labs may be needed.

5. Assist and encourage faculty development opportunities to update their skills and knowledge to be current with practices in the construction industry.

Response: Keeping up-to-date on technical fields is a challenge for many faculty. Between the department and deans' office, there are means for facilitation professional development activities for faculty. In addition, construction faculty will be encouraged to apply for

professional development grants and sabbaticals that allow for industry experiences, including externships and visiting professorships.

For all of the issued identified by the PRC, resource s are required to comply with the university foundation to secure outside funding sources to provide for an endowed chair, release time and means to attend profession development activities. The dean’s office will provide assistance to meet this charge.

Consultants’ Summation (2008): Opportunities for faculty development are available. Faculty members are involved in scholarly activities, such as a partnership between UW-Stout and the construction industry (Construction Risk Control Partnership) and conservation/sustainability awareness. Faculty are involved in professional organizations.

V. Current Program Review

Program Strengths	Source
1. Program reputation <i>Considered program with rigor and hands-on experiences</i>	students, advisory, PD
2. Industry involvement <i>Well-established links to the construction industry</i>	advisory , PD
3. Faculty knowledge, and work experience <i>Some faculty have strong industry backgrounds</i>	students, advisory, PD
4. Variety of courses provide well-rounded graduates <i>Program includes theory and hand-on opportunities</i>	student surveys, PD
5. Hands-on experiences in program –internship required <i>Internship required in the program</i>	students, advisory, PD
6. Future career opportunities <i>Placement rates continue to be high</i>	student surveys, PD
Issue of Concern	Source
1. Scheduling courses/ can’t complete program in 4 year <i>Lack of sections reduce students ability to enroll in required course</i>	student surveys , PD
2. More faculty needed to address program growth <i>Need additional faculty resources</i>	PD, students , instructors, Advisory committee
3. Lab space /dated equipment <i>Students and faculty suggested updates needed</i>	students , instructors
4. Dated curriculum/ revised curriculum to enhance students’ communication skills <i>Need knowledge of current trends</i>	student surveys , PD
5. Student s’ negative perception of some gen ed courses <i>Students express some concerns regarding ethnic studies</i>	student surveys

Recommendations for the Program Director:

1. Continue working with the Chair and Dean to provide enough course sections so students can complete the program in 4 years or work with program faculty and staff to reduce number of credits.
2. Work with Chair and Dean to manage course enrollment based on staffing and facilities.
3. Review current construction labs, facilities, and equipment; work with the Chair and Dean to update and enhance facilities/ labs and equipment as needed. Apply for lab modernization grants as they become available.
4. Work with faculty to revise curriculum to address need for students to improve their written and oral communication skills.
5. Work with faculty to up-date curriculum in the program.
6. Articulate to undergraduate students the benefits of general education courses

Comment [h1]: "consider."

Recommendations for the Chair

1. Work with PD and Dean to address concerns about numbers of sections offered and to ensure effective enrollment management and /or adequate staffing. Consider advocating for enrollment caps until faculty positions are filled.
2. Work with PD and Dean to update and enhance facilities as needed.

Recommendations for the Dean

1. Work with PD and Chair to ensure effective enrollment management and /or adequate staffing.
2. Work with PD and Chair to update and enhance facilities as needed.

**College of Science, Technology, Engineering and Mathematics (STEM)
Memorandum**

Date: April 13, 2009

To: Program Review Committee

From: Richard Rothaupt, Dean. College of Science,
Technology, Engineering and Mathematics

Subject: Program Director's, Department Chair's, and Dean's responses
to the Planning and Review Committee's (PRC) consultant's
report for the B.S. Construction

Below are the recommendations that were made in the PRC consultant's report for the B.S. Construction program, and responses to those recommendations from the program director, department chair, and dean.

Recommendations for the Program Director

1. Continue working with the Chair and Dean to provide enough course sections so students can complete the program in 4 years or work with program faculty and staff to reduce number of credits.
2. Work with Chair and Dean to manage course enrollment based on staffing and facilities.
3. Review current construction labs, facilities, and equipment; work with the Chair and Dean to update and enhance facilities/labs and equipment as needed. Apply for lab modernization grants as they become available.
4. Work with faculty to revise curriculum to address need for students to improve their written and oral communication skills.
5. Work with faculty to update curriculum in the program.
6. Articulate to undergraduate students the benefits of general education courses.

Responses from the Program Director

1. The construction department faculty and staff continue to work toward providing sufficient sections of classes to allow students to graduate in 4 years. Currently we offer at least two sections of every AEC course each semester, which has reduced the backlog. We will continue to monitor this closely. It is also necessary for us to work with the business and physics departments to ensure sufficient offering of their courses, which are required in the Construction Program.
2. We currently have little control over student enrollment. However, it appears that total enrollment is leveling off at around 450 students. It is the Program Director's opinion that we have the capacity to handle this number.
3. It is the faculty's opinion that our labs and classrooms are in excellent condition, though there are a few areas which could be enhanced. We will continue to work with the college administration to update our facilities within the current budgetary constraints.
4. The Construction Program is in the process of reviewing the curriculum for our next accreditation visit by ACCE, currently scheduled for fall 2010. We will be addressing the issue of improving written and oral communication skills as part of this process.
5. See answer to 4. above.

6. This has always been a personal goal of the Program Director, and we will continue to stress the importance of General Education.

Recommendations for the Department Chair

1. Work with PD and Dean to address concerns about numbers of sections offered and to ensure effective enrollment management and/or adequate staffing. Consider advocating for enrollment caps until faculty positions are filled.
2. Work with PD and Dean to update and enhance facilities as needed.

Responses from the Department Chair

1. We are in the process of searching for two new faculty positions for the fall of 2009, and at this stage the search looks very positive. It is the Chair's opinion that this will significantly improve our ability to offer sufficient sections of all AEC courses.
2. Again, the faculty is always striving to provide the best and most up-to-date facilities for the construction students. We will continue to work as a team to achieve this.

Recommendations for the Dean

1. Work with PD and Chair to ensure effective enrollment management and/or adequate staffing.
2. Work with PD and Chair to update and enhance facilities as needed.

Responses from the Dean

1. The Construction program appears to have reached a plateau for enrollment of approximately 420 to 450 students. This is a workable number for our current facilities. It does require the allocation of additional faculty FTE, which has been temporarily supported by enrollment growth positions from the Provost's Office. STEM will continue to push for permanent allocation of faculty FTE to cover the increased enrollment.
2. The College of STEM Dean will support the Construction program to make facility improvements when justified. The current facilities are in acceptable condition, with the exception of carpeting in some classrooms. The most pressing facility need is for a Construction Department office. When the department was created by the Chancellor during the recent reorganization, an office location was not specified. Currently the Construction Department is operated out of a faculty member's office.

2000-01 Planning and Review Committee

Consultant Report

I. **Program Reviewed:** B.S. in Information Technology Management

Program Director: Renee M. Gunderson

PRC Consultants: Loretta Thielman

Date of Review: March, 2009

Purpose of Review: The purpose of the review is to assess the quality of the B.S. in Information Technology Management as part of a seven-year review cycle required of all degree programs at UW-Stout.

Committee Findings: The committee recommends continuation of this program through the next scheduled review in 2015 and that the recommendations made by the committee be implemented.

II. **Abstract**

The Bachelor of Science in Information Technology Management began as a Bachelor of Science Telecommunication Systems, which was introduced to UW-Stout in the fall of 1996. Prior to 1996, Telecommunication Systems was a concentration within the Industrial Technology program. The program changed its name to the current one in 2004.

The Information Technology Management program, as structured at UW-Stout, is an uncommon baccalaureate program and is not found in many institutions throughout the U.S. This program offers its graduates both financial and professional opportunities. It is an exciting, rapidly changing industry, with opportunities in technical and managerial areas. With technology booming throughout the world, Information Technology is becoming more important and its graduates are in demand.

The program requires 120 credits for graduation. Coursework utilizes current hands-on learning in the still developing telecommunications lab and is heavily tied into professional certification in several areas. Students, as part of their program of study, must pass professional certification examinations leading to the Cisco Certified Network Associate (CCNA), the Cisco Certified Design Associate (CCDA), and either the Cisco Certified Network Professional (CCNP), the Cisco Certified Design Professional (CCDP), or the Microsoft Certified System Engineer (MCSE). These certifications are industry recognized and were added in during the program revision in 2001.

There are currently 123 students in the major, and there has been a 100% placement rate for graduates with a salary range of \$42,000 to \$57,000.

The program is accredited by the National Association of Industrial Technology (NAIT). The accreditation is as a general program, not as a specific Information Technology Management program, since NAIT does not yet have specific criteria for this type of program.

Information Technology managers are in high demand, and the program could grow, provided enough resources exist to do so.

III. Process Followed for Current Review:

The PRC Chair met with the Dean, Program Director and Chair of the primary department to discuss the review process. The PRC consultants also met with the Program Director to review the procedures and offer assistance. Data regarding several aspects of the program were collected from students, key instructors within and outside the department, program committee members and program graduates through surveys. The data were analyzed and returned to the Program Directors and PRC members. The Program Director then completed the self-study report and presented the report to the PRC. The consultants then wrote the recommendation report. This report was discussed and approved by the PRC and forwarded to the Dean, Department Chair, and the Program Director for their responses. The PRC forwarded the report to the Faculty Senate which approved the committee's findings.

IV. Previous Review(s)

The previous PRC review of the B.S. in Information Technology Management program was conducted during the academic year 2000-2001. That report was written by Janet Polansky and Paul Wagner. There were also two Status Reports in the Spring of 2002, the report written by Annette Taylor and Paul Wagner, and the Spring of 2003, the report was written by Annette Taylor. The committees' recommendations as well as the applicable responses are submitted below:

As a result of the 2000-2001 review, the committee recommended that in 2002 the program director and CTEM dean provide a status report that addresses the following:

- a. concerns about program size and staffing;
- b. include a detailed plan for managing enrollment growth in a way that enhances quality without sacrificing access;
- c. program should demonstrate that it has a plan and has begun collecting data for assessment in the major, and
- d. university needs a campus-wide examination of program growth and enrollment issues.

Issues of Concern

Management of enrollment growth. The present [John Weiss] reported progress about program size and staffing, although temporarily disrupted, is generally positive, with staffing searches being conducted and enrollment growth monitored. Contingency plans for maintaining flexibility in the face of changing funding and enrollment are formulated. The formal plan for assessment in the major is under development, and data is being continuously collected to satisfy multiple assessment needs.

Consultant's response, 2008-2009

Getting a stable, continuing, teaching staff is still the biggest problem for the program.

As a result of the 2000-2001 review, the committee recommended that in 2003 the program director and CTEM dean provide a status report that addresses the following:

- a. concerns noted about lab equipment and activities
- b. Concerns about program mission and identity

Issue(s) of Concern:

1. *Lab equipment and activities.* Lab activities were not available for students and the student perception was that lab instruction was not of the quality that it should be; additional equipment is needed to support the program; the program lacks a capital equipment plan for the Telecommunication Systems Lab; and structured lab activities are were not developed in some areas due to lack of lab equipment.

Summary Response: Equipment has been added to the labs and almost all labs now are structured and scheduled with faculty close at hand. The caliber of lab assistants is much higher than it was. Because of the nature of speed of change within the industry, it will be an ongoing challenge to keep the lab modern and relevant. While it is difficult to plan because of the industry and the way equipment is funded, the Communications, Education and Training Department has shown strong support for TCS. A list of needed and wanted equipment is maintained and communicated to the department chair. The program director is working with the department chair to see that sufficient equipment is provided “to maintain Stout’s reputation for being on the cutting edge.”

2. *Program Mission and Identity.* The program was perceived to be a Cisco certification program, not Telecommunications Systems program. There was a lack of understanding of mission and vision of the program. Students did not understand new curriculum and telecommunications faculty did not agree on the direction of the program.

Summary Response: Cisco certification is just part of the curriculum and the program; students also get a strong background in business, management, policies and ethics. The industry advisory committee has discussed issues of program identity and mission and have validated that the course coverage and rigor are appropriate and that industry certifications are a valid and valuable part of the program. Current students understand the way in which industry certifications benefit them. Enrollments are strong. Faculty discussions about their vision for this program have benefited the department and all are now “on the same page working toward common goals.” This relatively new program currently serves 254 students and will provide highly trained communications specialists for the State of Wisconsin.

Consultant’s response, 2008-2009

These issues have been resolved.

The last recommendation in the 2000-2001 review was:

“university needs a campus-wide examination of program growth and enrollment issues”

As yet (2009), the university has no overall plan for addressing funding and enrollment contingencies.

V. Current Program Review

Program Strengths

Data from the surveys, program self-study report and discussions with the program director support the following conclusions:

1. The program is felt to be on the leading edge of a rapidly changing professional field, offering technical depth in information technology with a managerial emphasis. **Source:** Program Director and Advisory Board
2. Advisory committee is very active and supportive. **Source:** Program Director
3. Fit between the program and industry demands is good. Students are receiving exceptional job offers directly out of this program. Graduates have experienced 100% placement with strong demand beyond the number of graduates of the program. **Source:** Program Director
4. Most faculty have current industry experience. **Source:** Program Director
5. Support from industry is evident in the development of the extensive lab in 213 Fryklund Hall, providing students many hours of hands-on experience. **Source:** Program Director, Advisory Board
6. The lab provides access for students to develop, apply and research contemporary strategies involving, voice, data, and video technologies. **Source:** Program Director, Key Instructors, Advisory Board
7. Students take multiple rigorous industry certifications which test their knowledge, and skill and ability in these areas, making the graduates superior to others applicants for similar jobs. **Source:** Program Director, Advisory Board

Issues of Concern

Issue	Source
1. Low number of instructors for the size of the program.	Program Self-Study Report Key Instructors
2. High instructor turnover rate.	Program Self-Study Report Key Instructors
3. Very high quantity of professional development needed for the faculty to stay current in the field with other faculty duties	Program Self-Study Report
4. Students lack of experience in network management systems, storage and servers.	Advisory Committee
5. Students communication skills need improvement	Advisory Committee
6. Lack of a capital equipment plan for the Telecommunication Systems Lab.	Program Self-Study Report
7. Classroom course scheduling problems exist.	Program Self-Study Report
8. Over emphasis on CISCO curriculum	Advisory Committee, Students (some)

Committee Recommendations for the Program Director

1. Work with the department chair and the dean to hire and retain tenure-track faculty.
2. Address the drop in student enrollment in the program from 2002 (252) to 2008 (123)
3. Review curriculum needs with regard to items 4, 5 and 8 in the table above.

Committee Recommendations for the Department Chair

1. Work with the program director and the dean to hire and retain tenure-track faculty.

Committee Recommendations for the Dean

1. Work with the program director and the department chair to hire and retain tenure-track faculty.
2. Work with the program director to address the drop in enrollment in the past 6 years
3. Provide resources for continuing professional development of the teaching staff to remain current with new technology.

**College of Science, Technology, Engineering and Mathematics (STEM)
Memorandum**

Date: April 24, 2009

To: Program Review Committee

From: Richard Rothaupt, Dean. College of Science,
Technology, Engineering and Mathematics

Subject: Program Director's, Department Chair's, and Dean's responses
to the Planning and Review Committee's (PRC) consultant's
report for the B.S. Information Technology Management

Below are the recommendations that were made in the PRC consultant's report for the B.S. Information Technology Management program, and responses to those recommendations from the program director, department chair, and dean.

Recommendations for the Program Director

1. Work with the department chair and the dean to hire and retain tenure-track faculty.
2. Address the drop in student enrollment in the program from 2002 (252) to 2008 (123)
3. Review curriculum needs with regard to items 4, 5 and 8 in the table above.

Responses from the Program Director

1. Hard field to recruit in. Stout needs to move to market driven salaries. Information Technology Management salaries are at 70-80% of CUPA averages.
2. Program has increased rigor and quality of instruction during this time. Placement rates and average salaries have increased dramatically. There has been a slight upturn in the student numbers. Program has recruiting plan, but may hard to implement with turnover in faculty and shortage of faculty. Polytechnic designation should help. May want to drop management from name?
3. Have already added one server class as a requirement. These comments don't seem to mirror comments of advisory committee meetings or employers.

Recommendation for the Department Chair

1. Work with the program director and the dean to hire and retain tenure-track faculty.

Response from the Department Chair

1. We presently have the best faculty/staff that we have had since the conception of the program. The program still needs one more faculty member. Hard field to recruit in. Stout needs to move to market driven salaries. Information Technology Management salaries are at 70-80% of CUPA averages.

Recommendations for the Dean

1. Work with the program director and the department chair to hire and retain tenure-track faculty.
2. Work with the program director to address the drop in enrollment in the past 6 years
3. Provide resources for continuing professional development of the teaching staff to remain current with new technology.

Responses from the Dean

1. The Dean's office will continue to work with the department chair and program director to hire high quality faculty.
2. The Dean's office will work with the program director to address the drop in enrollment. The faculty have made significant changes to program curriculum to bring it more in-line with industry requirements. The drop has flattened off, and we expect the program will see an increase in enrollment as the state economy improves. We will examine special initiatives aimed at increasing enrollment in ITM.
3. There are funds available to faculty through the university and college to support professional development. Additionally, the department has sufficient funds to support professional development.

2008-09 Planning and Review Committee

Consultant Report

I. Program Reviewed: B.S. in Packaging

Program Director: Bob Berkemer (Interim)

PRC Consultants: Georgios Loizides and Dick Tyson

Purpose of Review: The purpose of the review is to assess the quality of the B.S. in Packaging as part of a seven-year review cycle required of all degree programs at UW-Stout.

Committee Findings: The PRC recommends that the B.S. in Packaging continue to be one of the undergraduate degree programs at UW-Stout. The committee recommends continuation of the program through 2015-16 as part of the seven year review cycle.

II. Abstract:

The B.S. in Packaging prepares students for careers in the packaging industry. The packaging career field involves the use of materials, methods, design concepts and machinery to develop and produce the packages that protect and preserve a product, help market the product and instruct the consumer in its proper use. Packaging careers include package printing; business and sales; manufacturing and quality management; or package design, research and development. The UW-Stout program is well known nationally and there is a continued strong demand for graduates from the program.

The program requires 124 credits, 59 in general education and 53 in major studies with 12 credits in emphasis of choice. Emphases include graphic design, manufacturing, package printing, package design, business, and foods packaging. This degree was first offered in the fall of 1995; consequently, this program review is the second for the packaging program.

The packaging industry is in a period of rapid growth. Stout's program is designed to meet the need of students entering this expanding and changing field. The program has a large, diverse, and active Program Industrial Advisory Committee. It received renewed accreditation from the National Association of Industrial Technology (NAIT) in 2003 for the period through 2009. Pending full staffing, ABET accreditation may be sought.

In 2007, the 23 graduates of the program have experienced 100% placement and salaries averaging \$52,000. The 2008 graduates similarly enjoyed 100% placement, with earnings among the highest of Stout programs. There are far more co-ops available than students to fill them. UW-Stout packaging students will clearly be in demand for the foreseeable future. The emphasis of the degree, like that of UW-Stout's special mission, is towards

hands-on learning. New emphases being explored include packaging machinery, hazardous material, and pharmaceutical and medical packaging.

III. Process Followed for Current Review:

Professor Danny Bee, Chair, Engineering and Technology Department, prepared the self-study program report and Interim Dean Rich Rothaupt and Associate Dean Diane Christie appeared before the PRC on February to present it and address questions and concerns. The PRC consultants prepared this report based on the self-study as well as other documentation as outlined in PRC procedures and included the following: key instructors, program advisory committee, and student surveys as well as three year follow-up survey of graduates. Revisions and additions were suggested and the final report was forwarded to the PRC, which approved it at the ____ meeting.

IV. Previous Review:

Recommendations for Department Chair, Program Director and Dean (2000):

1. The department chair and dean should continue to address the issue of retention of key faculty. Packaging shares the same problem with other technical programs (such as engineering, business, and computer sciences) of attracting and keeping dedicated faculty and staff who can earn significantly higher salaries in industry rather than in academics. Packaging needs to emphasize departmental stability in its faculty and staff by assuring cooperative and inclusive efforts toward meeting their strategic goals.

Response: (2000)

“During the past few years there has been a turnover in packaging faculty due to retirements and a resignation based on salary. The present faculty are working hard to meet their strategic goals by increasing communications and meeting frequently (once a week) on issues. Packaging faculty will be held to the same standards of any faculty within the Technology Department and a balance of research, service and teaching will continue to be required. The department chair is keenly aware of some of the problems associated with packaging faculty stability and has been meeting with the packaging faculty to address issues and concerns.

While the program did develop strategic goals, the refinement and monitoring of these goals are the responsibility of the program director, associate dean and the program committee”

Summation of Consultants: (2009)

The instability/high turnover of faculty and staff continues to be one of the most important problems facing the Packaging program. As the department chair explained to the Program Review Committee, the problem lies with the high demand the packaging industry has for potential faculty/staff members as well as the high salaries that these specialists enjoy in the private sector as compared to the salaries offered by the university. The Department has made good progress in securing administrative support for more attractive benefit packages to potential

faculty/staff and it seems that this year may witness the solution of this problem by the current (2009) hiring process. According to the Program Director Report, the Department aimed to “secure a minimum of two new hires by fall of 2009 (if not sooner).”

2. The program director should examine efforts to increase enrollment in the major. Since the number of majors in the program has doubled over the past five years, faculty allocations should be monitored. (2000)

Response: (2000)

“Enrollment in the program continues to be a major concern. While the PRC report stated that the enrollment doubled during the past five years, the reality of the packaging enrollment remains unchanged. When it was a concentration in 1995 the enrollment was 125. The fall 1999 enrollment was 127. While the credits in the technical courses remain unchanged from the concentration, the content in courses has been significantly updated.

Student recruitment is complex. Most high school counselors, and especially parents and high school students, lack exposure and knowledge about the packaging profession. This presents several opportunities. The packaging program committee needs to become more proactive in assisting Stout in recruitment. A video, enhanced web site, developing a student ambassadors program, new program posters, radio spots, visits to schools by packaging professionals, the strengthening of present, and development of new, articulation agreements with technical colleges, and additional strategies need to be developed by a subcommittee of the packaging advisory committee. In addition, the packaging campaign will provide an opportunity for the program director to be freed-up for additional time next year to do a better job in recruitment. Packaging faculty will also meet with the university's recruitment staff on recruitment issues and concerns each semester. A packaging faculty member will also meet with students at technical colleges that have developed articulation agreements with the packaging program. Packaging faculty will also work closely with the Skills USA events to sponsor a packaging event by 2002-03.”

Summation of Consultants: (2009)

Enrollment in the program was in the range of 150-160 in 2000-02 and has been in the range of 180+ during the past 2 years. There were 50 new students in the Fall, 2008. Enrollment does not appear to be a major concern at this time.

3. The program director and faculty should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software. Although efforts to acquire funding for these projects have been initiated, student surveys indicate that this is a concern. An option to pursue might be some kind of "trade-in" policy from product suppliers. Additionally, the dean and program director might investigate the option of becoming one of Stout's pilot laptop programs. (2000)

Response: (2000)

“The updating of labs, software and equipment is not a problem unique to the packaging program. All of the programs at Stout with a heavy reliance on technology have this problem. The packaging program director and faculty will continue to actively seek appropriate donations from the program advisory committee and business and industry. The Technology Department's department chair will

place the packaging labs on the laboratory modernization schedule and monitor its placements. The packaging capital campaign has been of significant assistance and will help with some of the needs.

Packaging faculty will also explore the option of a laptop program and present their recommendations to the advisory committee during the 2000-01 school year.”

Summation of Consultants: (2009)

Updating of labs appears to be a continuing problem.

Both student and faculty surveys point to the need for upgrading the outdated laboratory equipment and improved maintenance. In particular, key instructors within the Department in 2009 have rated the equipment to be inadequate (score 2 out of 5), while undergraduate students surveyed in 2008-9 for the Planning and Review Committee expressed disagreement with the statement “the laboratory equipment for my program is up to date (score 2.72 out of 5, where 2=disagree and 3=neutral). Along the same lines, in the undergraduate one-year follow-up survey, only 49% of 2006 Stout graduates have rated the laboratory facilities and equipment to be satisfactory (categories 4 and 5 on a 5 point scale). This was significantly lower than the degree of satisfaction regarding equipment and facilities in previous years.

4. Efforts to recruit and retain women and minority students in the major should be continued. Collaboration with the STEPS program is a commendable effort in this regard. (2000)

Response: (2000)

“The packaging program faculty will work together to address this concern. Trips to Milwaukee, Appleton, and the Twin Cities will be made during the 2000-01 school year to focus on target groups. Packaging program faculty will continue their involvement with the STEPS program and other similar programs. Inviting any minority students to participate in a student ambassadors program will also be considered. The packaging faculty will meet with the university recruitment office staff to discuss this issue.”

Summation of Consultants: (2009)

The UW-Stout Equity Scorecard (2007) reports that the Packaging program is among the top 5 programs with the highest percentage of White students, and among the 5 programs with the lowest percentage of minority students. Twenty percent of the Packaging program students, however, are women which is significantly higher than the 10% average for all engineering programs.

V. Program Review:

Program Strengths: Data from the surveys and report of the program director support the following observations:

1. The packaging program provides graduates for a growing, high demand industry. According to placement data, there is a 100% placement rate among graduates. The 23

placed in 2007 averaged \$52,000 salaries. The five-year follow up indicated average salaries of \$69,500.

Source: annual placement report, UW-Stout

2. The program has a strong, successful vital co-op program. The department continues to enjoy commendable relationships with industry and business. Average coop wages were \$16.77/hr.

Source: program director, annual coop reports

3. Most professional courses are highly experiential, emphasizing hands-on learning with packaging equipment, computer applications, and project-oriented courses. Students place high value on these courses.

Source: program director reports, student, faculty surveys

4. The Packaging program has a strong, active, and committed Program Advisory Committee to advocate for equipment, faculty, and other necessary support to ensure a quality program.

Source: program director reports, faculty surveys

5. Industry experience and expertise of instructors inside and outside the Technology Department. Students feel the faculty generally provide current, relevant information.

Source: program director reports, student, faculty surveys

6. Program graduates appreciate the depth of preparation; the breadth of available placements is also seen as a real plus.

Source: program director reports, student surveys

Issues of Concern

1. One of the most important problems facing the Packaging program is the instability/high turnover of faculty and staff (**Source:** Program Director Report, 2009, Key Instructor surveys, Student surveys). The Department has made good progress in securing administrative support for more attractive benefit packages to potential faculty/staff; it remains to be seen whether this year will witness the solution of this problem by the current (2009) hiring process. The Packaging program has developed a comprehensive “Staffing Action Plan 2008-12” which if successfully implemented, will to a large degree alleviate this issue of concern as well as #3 and # 4 below.

2. Laboratory equipment is in need for upgrading as well as maintenance. It is by far the most frequently cited “weakness” of the program by students. (**Source:** Program Director Report, 2009, Key Instructor surveys, Student surveys). Current student surveys report a significantly lower degree of satisfaction regarding equipment and facilities than in previous years.

3. The Packaging program has an extremely high student faculty ratio as compared with other, comparable programs. (**Source:** Program Director Report) The student to instructional staff ratio was 46:1, as compared with 17:1 for Clemson University, 23:1 for Michigan State University and 21:1 for the Rochester Institute of Technology. This issue is related to the high turnover of faculty and may be alleviated following the potential hiring of faculty in the fall 2009 semester.

4. The fourth major issue of concern is the need for a permanent Program Director, which has yet to be resolved. (**Source:** Program Director Report, 2009, Key Instructor surveys, Student surveys) This issue is also connected to the problem of new hires, as they will provide the pool from which a new Program Director will be selected.

Recommendations for the Program Director

The Program Director and faculty should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software. Industry support has been good, and hopefully can continue to be supportive. Work intensely with the Program Advisory Board to develop a capital campaign.

Recommendations for the Chair of the Department

Monitor and assist in every way possible implementation of the Staffing Action Plan

The chair should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software out of available department funding as well as any additional sources

Recommendations for the Dean

Monitor and assist in every way possible implementation of the Staffing Action Plan. This may include faculty development efforts for degree-completion or research release, or other efforts to secure a stable staffing of highly qualified instructors.

The Dean should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software out of available college funding as well as any additional sources; collaborate with and support the capital campaign.

**College of Science, Technology, Engineering and Mathematics (STEM)
Memorandum**

Date: April 24, 2009

To: Program Review Committee

From: Richard Rothaupt, Dean. College of Science,
Technology, Engineering and Mathematics

Subject: Program Director's, Department Chair's, and Dean's responses
to the Planning and Review Committee's (PRC) consultant's
report for the B.S. Packaging

Below are the recommendations that were made in the PRC consultant's report for the B.S. Packaging program, and responses to those recommendations from the program director, department chair, and dean.

Recommendation for the Program Director

1. The Program Director and faculty should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software. Industry support has been good, and hopefully can continue to be supportive. Work intensely with the Program Advisory Board to develop a capital campaign.

Response from the Program Director

1. The program has very good relationships with industry and support has continued in spite of the setbacks related to staffing. The Packaging Capital Campaign needs to be revitalized and it is believed that this will also happen when the program is fully staffed.

Recommendations for the Department Chair

1. Monitor and assist in every way possible implementation of the Staffing Action Plan.
2. The chair should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software out of available department funding as well as any additional sources.

Responses from the Department Chair

1. The search for packaging discipline faculty continues to date. The search committee has made recommendations on two initial job offers. There is still one candidate coming to campus in May for a job interview, and may be extended another position offer, with additional position allocation from the Chancellor. One of the job offers, to an individual with a Ph.D., has been verbally accepted, and the other has not been negotiated yet, pending approval of the ES form.
2. Regarding the lab equipment for the packaging lab, once the faculty situation is stabilized, we will complete the lab master plans for these areas. These master plans, being done for all 28 Engineering & Technology lab areas, include a focus on lab sponsorship, and future efforts will develop these partnerships for a continuing funding source of lab equipment replenishment, upgrading and training.

Recommendations for the Dean

1. Monitor and assist in every way possible implementation of the Staffing Action Plan. This may include faculty development efforts for degree-completion or research release, or other efforts to secure a stable staffing of highly qualified instructors.
2. The Dean should continue to explore opportunities for updating labs, laboratory equipment, computer resources, and software out of available college funding as well as any additional sources; collaborate with and support the capital campaign.

Responses from the Dean

1. The Dean's Offices in CTEM and CSTEM have been very active in recruiting and retention efforts for faculty in the Packaging area. College and University funds have been allocated to increase salaries to help recruit highly qualified faculty. The college has a policy to provide for additional funds for tuition reimbursement beyond what is provided through the Provost's Office for faculty who are required to complete a higher degree for tenure or for coursework/training related to their discipline. CSTEM is following a staffing action plan that will hopefully alleviate the current staffing problems. Releases for research are not a standard policy of the university and are decided on an individual and project evaluation. Faculty are always able to use grants or industry funds to provide themselves release for research.
2. The Packaging program is very good at getting industry support for equipment, computers and software. The program also has available to them capital equipment funds available through the Engineering and Technology Department. Always, there is greater demand than funds available to support the 28 high technology laboratories in the department, but the department seems to have an equitable system to distribute the money. The Packaging program did begin a Capital Campaign with the UW-Stout Foundation, but that lost headway a number of years ago and never reached its goal. I believe with a stable faculty we will again see an increase in funds available to the program.

Preliminary Entitlement to Plan

Planning and Review Committee 2008-2009

- I. Degree:** B.S. in Health and Fitness
- Sponsoring Department(s):** Department of Physical Education
- College(s):** College of Education, Health and Human Sciences

II. Program description:

The program will prepare students to become health and fitness professionals who can work in a variety of settings such as fitness centers, corporate health programs and industries, such as the YMCA or other health promotion organizations or companies. Students will become knowledgeable in many areas such as fitness, nutrition, motivational strategies, management of injuries, legalities of injured worker systems, risk management. The UW-Stout Health and Fitness program will develop as a unique integration of Physical Education, Hospitality and Tourism, Business Management, Education, Rehabilitation, Psychology and Food and Nutrition as well as other components.

II. Committee Findings:

The Planning and Review Committee strongly recommends the development of this proposed new program for the University of Wisconsin-Stout. The program fits very well with UW-Stout's mission and its current program array. It will utilize a wide range of expertise in several departments and can produce qualified professionals in this growing area of health and fitness.



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TO: Steve Deckelman, Chair, Faculty Senate
Dennis Shaw, Chair, Senate of Academic Staff
c: Provost Julie Furst-Bowe
Vice Chancellor Diane Moen
Jan Jordan
Meridith Wentz
Janell Reitz

FROM: Charles W. Sorensen
Chancellor

A handwritten signature in black ink that reads "Charles W. Sorensen".

DATE: March 23, 2009

RE: Requested Revisions to UW-Stout Policy 85-42 (Administrative Cost Assessment)

The attached requested revisions to UW-Stout Policy 85-42 (Administrative Cost Assessment for Program Revenue Activities) have been reviewed with and endorsed by the senior leadership group, and I am now asking the senates to review and provide any comments to me by May 4, 2009.

Thank you.

attachment



Policy No. 85-42

Date: 11/20/85

Rev Date: 8/1/06

NAME: ADMINISTRATIVE COST ASSESSMENT FOR PROGRAM REVENUE
ACTIVITIES

1.0 INTRODUCTION

University departments generate program revenue from many different sources, including internal and external customers. One program revenue funding source is grant or contract funding agreements which include the development of a proposal in which the applicant pledges to investigate and to deliver something for which the funding agency is willing to pay.

A second method of generating outside income is through fee for services/materials/products. This encompasses a wide variety of activities such as special course fees, customized instruction, auxiliary operations, library services, counseling services, workshops, camps, rehabilitation services and product sales.

The University incurs administrative support costs in administering funds generated from external sources. Funds from grants, gifts, and research projects are accounted for in the 133 and 144 appropriations and recovery of institutional support costs is covered by UW System Financial and Administrative Policy Paper G2, Extramural Support Administration.

This policy deals with the recovery of administrative support costs from program revenue activities other than gifts, grants, and contracts.

2.0 DEFINITION OF TERMS

Program Revenue: Term used to identify those accounts which are self-sustaining. These activities generate their own revenue through fees, user charges and sales.

Activity Code – Expenditures are classified into activity codes as defined by the National Association of College and University Business Officers in the College and University Business Administration publication. Activity codes used at UW-Stout include Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, Physical Plant, Financial Aid, and Auxiliary Enterprises.

Facilities and Administrative (F&A) Costs Off-Campus Rate: The Facilities and Administrative Costs Rate is developed according to federal rules contained in OMB Circular A-21. It calculates the overall indirect support rate for direct

activity functions such as instruction, research and public service. The off-campus rate includes general administrative support, dean's office support and departmental administration. It excludes library and physical plant costs; building and equipment depreciation; and interest costs which are part of the on-campus indirect rate.

3.0 STATEMENT OF POLICY

It is the policy of the University of Wisconsin-Stout to recover administrative support costs from program revenue activities through an administrative cost assessment. The funds collected will be administered by the Chancellor and be generally allocated to administrative support activities thus reducing their need for GPR support.

4.0 GUIDELINES FOR IMPLEMENTATION

This policy will be applied to four main groups of activities usually accounted for in the 128, 129, 131, 132, 136, or 189 appropriations.

4.1 Auxiliary Operations

The University of Wisconsin System subscribes to the definition of auxiliaries formulated by the National Association of College and University Business Officers (NACUBO) in the College and University Business Administration publication. NACUBO defines auxiliary enterprises as programs that "...furnish services directly or indirectly to students, faculty or staff and charge fees related to, but not necessarily equal to, the cost of services. Traditionally, these services have encompassed food services, student housing, and college stores." For UW-Stout, there are a designated group of auxiliary activities, all classified as Activity Code (AC) 8.

Auxiliary Operations are charged for institution support costs in compliance with UW System Financial and Administrative Policy F42, Auxiliary Enterprises Support Services Chargebacks and thus are exempt from this administrative cost assessment.

4.2 Segregated Fee Operations

According to UW System Financial and Administrative Policy F50, Segregated University Fees, segregated fees are defined as "...charges, in addition to instructional fees, assessed to all students for student services, activities, programs and facilities that support the mission of University of Wisconsin System institutions." At UW-Stout, segregated fees are charged to support activities such as Student Health, Intercollegiate Athletics, Recreation Complex, Student Union, Student Activities, and

Municipal Services. Segregated Fee operations are accounted for in the 128 appropriation, Student Services activity code 0.

Segregated Fee operations are exempt from paying institution support costs by system policy (F50; F42).

4.3 Other program revenue activities exempted from the administrative cost assessment.

An activity which meets a criterion below is exempt from the administrative cost assessment.

(a) The activity is a subsidized educational experience, limited to activities where the primary purpose is provision of laboratory or practicum opportunity for students participating in a credit-bearing course of study. The learning experience provided to the student is the primary purpose, with the work provided by the students being a concomitant outcome of the method of instruction. A member of the faculty or academic staff is assigned as part of his or her regular academic responsibilities to serve as organizer, instructor and evaluator of the students' work.

(or)

(b) The majority of the revenue generated by the activity is derived from charging other university departments for institutional services (i.e. fleet, postage, telephone), the activity is a clearing account for pass-through expenses, the activity is funded by an administrative cost assessment, or the activity is an institutional support function.

(or)

(c) The non-credit service is provided directly to UW-Stout students whereby revenue is collected directly from the students.

4.4 Program revenue activities subject to an administrative cost assessment.

Program revenue activities not covered above will be assessed for administrative support costs. The administrative cost assessment rate for these activities will be the university's approved Federal Indirect Cost Rate for off-campus activities. It will be applied against revenue generated.

Appendix A provides a listing of account activities and administrative cost assessment categorization.

5.0 RESPONSIBILITY FOR IMPLEMENTATION

The Vice Chancellor for Administrative & Student Life Services or designee is responsible to determine if an activity will be assessed the administrative cost assessment.

6.0 APPEAL PROCESS

Appeals to the Vice Chancellor's decision can be directed to the Chancellor. An appeal should be in memo form and clearly describe how the policy was applied improperly.

APPENDIX A

Listing of Account Activities and Administrative Cost Assessment Categorization

EXEMPT FROM ACA		
Reference	Category	Description
4.1	Auxiliaries	Auxiliary activities classified as activity code (AC) 8 include Residence Life, University Dining, Parking, and the Campus Card Office
4.2	Segregated Fees	Segregated fee revenue classified in the 128 appropriation, activity code (AC) 0
4.3 (a)	Credit Bearing Educational Experiences	Educational experiences for students participating in a credit bearing course of study <i>Examples:</i> <i>Regular Tuition</i> <i>Access to Learning Fees</i> <i>Special Course Fees</i> <i>E-Scholar Fees</i> <i>Labs</i> <i>Scholarships</i> <i>Field Trips - Optional</i>
4.3 (b)	Intracampus	Activity derived from charging other university departments for institutional services <i>Examples:</i> <i>Institutional Support (HR and Payroll, Purchasing and Materials Management, Institutional Research, etc.)</i> <i>Internal Service (Fleet Operations, Duplicating Center, Mail Services, etc.)</i> <i>Clearing Accounts (PY Refund Clearing, WHEG Clearing, MN Self Loan Clearing, etc.)</i> <i>Overhead Accounts (Centralized Services Fee Account, ACA Account, F&A Cost Account, etc.)</i>
4.3 (c)	Revenue Direct from Students (Non-credit)	Non-credit service provided directly to students whereby revenue is collected directly from the students This category includes a wide range of fees collected directly from students e.g.: <i>Examples:</i> <i>Orientation Fees</i> <i>Application Fees</i> <i>Testing Fees</i> <i>Graduation Fees</i>
APPLY ACA		
Reference	Category	Description
4.4	All Other Program Revenue	Program revenue generated from all other activities will be charged an administrative cost assessment <i>Examples:</i> <i>Full Cost Recovery Program Revenue (Customized Instruction, Inter-Institutional Agreements, Study Abroad, etc.)</i> <i>External Revenue (Camps, Conferences, Ticket Sales, Facilities Use, Client Services, etc.)</i>