

**MEETING OF THE COMBINED SENATES
UNIVERSITY OF WISCONSIN-STOUT
FEBRUARY 13, 2007
BALLROOM C
2:30-5:00 P.M.**

- I. Chancellor's Report**
- II. Vice Chancellor for Academic Affairs' Report**
 - A. AQIP Quality Check-up Site Visit on May 2-4, 2007 (Provost Furst-Bowe)**
 - B. Room Scheduling Software (Jeff Kirschling)**
 - C. Dunn County Visioning (Juliet Fox; Attachment 1)**
- III. Vice Chancellor for Administrative and Student Life Services' Report**
 - A. 2005-2006 Year-End Budget Review (Meridith Wentz; Attachment 2)**
 - B. General Education Senior Level Assessment Survey (Meridith Wentz; Attachment 3)**
- IV. Other Announcements & Information**

**AGENDA
FACULTY SENATE MEETING
FEBRUARY 13, 2007
BALLROOM C – (Following Meeting of the Combined Senates)**

- I. Call to Order**
- II. Announcements and Information**
- III. Minutes of January 30, 2007 (Attachment 4)**
- IV. Committee Reports**
 - A. Planning and Review Committee (Brian Finder; Attachment 5)**
- V. Old Business**
 - A. Learning Values/Culture of Affirmation at Stout (Forrest Schultz; Attachment 6)**
 - B. Other**
- VI. New Business**
 - A. Dunn County Visioning Resolution (Forrest Schultz; Attachment 7)**
 - B. University Priority Development (Forrest Schultz)**
 - C. Alignment Committee (Forrest Schultz and Len Bogner)**
 - D. Other**
- VII. Adjournment**



Dunn County Community Visioning
Deciding what we want and making the actions to get there.

A consortium of county leaders to provide the opportunity for citizens to come together to explore opportunities, drive policy and solve problems initiated the Dunn County Community Visioning Project (DCCV). The first year of the project will bring together over 350 citizens of Dunn County to create a vision for the future and recommend programs and policies to achieve that vision. We are asking policy-making groups to support the project through a resolution indicating their intent to incorporate the outcomes of the process into policy and program creation.

DCCV Goals:

- Establish a perpetual process of civic engagement.
- Include all voices of the community.
- Create vision.
- Recommend policy.
- Ensure action.

2007 Timeline:

Phase	Action
Phase 1 Fall 2006-Feb 2007 (Phase 1 completed)	<ul style="list-style-type: none"> - Formation of Steering Committee - Financial support for project startup
Phase 2 Feb – April 2007	<ul style="list-style-type: none"> - Pass resolutions in support of the project by policy-making entities. - Stakeholders Visioning process (100+ in community representing 7 capitals = Financial, Built, Natural, Cultural, Human, Social & Political) - Fundraising - Marketing - Gather data from Stakeholder Visioning Process and prepare to frame issues for small group processes
Phase 3 April – June 2007	<ul style="list-style-type: none"> - Prepare Community & Facilitators for small group visioning dialogue - Recruit Citizens for engaged process in small groups - Community stakeholder Training - Selected Presentations to key community groups - Grant writing and Fundraising to continue process.
Phase 4 June – Sept. 2007	<ul style="list-style-type: none"> - Conduct small group visioning dialogue and data collection. - Data analysis and synthesis
Phase 5 Sept.- Dec 2007	<ul style="list-style-type: none"> - Stakeholders reconvene to develop action plans and policy recommendations based on complete data collection from small groups. - Formulation of action teams and cluster groups - Future process planning and evaluation - Explore more fundraising options

Steering Committee Members:

Richard Best, Executive Director – Workforce Resource, Inc.
Bob Bossany, Executive Director - Dunn County Economic Development Corporation
Bob Colson, Smart Growth Planner - Dunn County
Steve Faulhaber, Peoples State Bank
Julie Furst-Bowe, Provost – UW-Stout
Jesse Harnes, Administrator – School District of Menomonie Area
Jane Hoyt, Former Chair - Dunn County Board
William Ihlenfeldt, President - Chippewa Valley Technical College
Dick Johnson, President - Dunn County Towns Association
Ann Kohanek, Founder – Renaissance Menomonie
Dennis Kropp, Mayor - City of Menomonie
Linda McIntyre, Executive Director – Greater Menomonie Area Chamber of Commerce
Lowell Prange, Administrator - City of Menomonie
Tom Quinn, Director - West CAP
Steve Rasmussen, Chair -Dunn County Board
Gary Schuster, Executive Director – Mabel Tainter Theater
Gene Smith, Administrator - Dunn County
Charles Sorenson, Chancellor - UW-Stout
Barb Thomas, Chair - Chippewa Valley Sierra Club
Don Williams, President - Greater Menomonie Development Corporation (Inactive member)

Contact Person:

Juliet R. Fox, Director DCCV
161 Communication Technologies Building – Menomonie, WI 54751
Office • 232-2365 Home• 235-1262 Cell • 715-523-9429

2005-06 YEAR-END BUDGET REVIEW

This document provides a summary of accomplishments, challenges, and budget information for 2005-06.

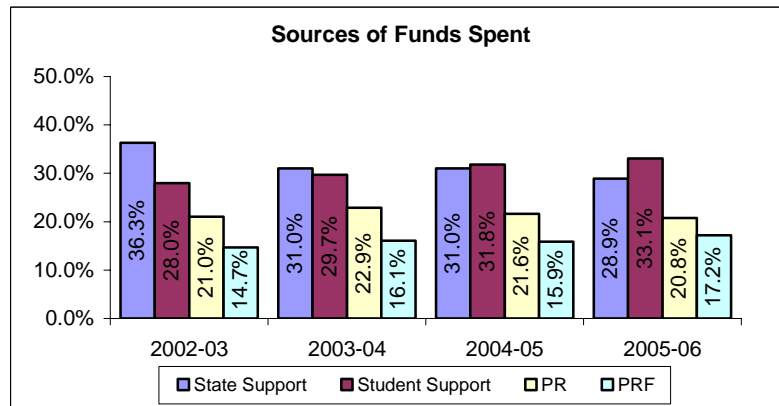
Highlights for 2005-06 include:

- ❖ State tax dollars and tuition provide 62% of funding support
- ❖ State support declines, resulting in increased reliance on student fees
- ❖ UW System mandates interface campuses to convert to Peoplesoft
- ❖ Nearly 7,000 students have laptop computers
- ❖ Many diverse FOCUS 2010 accomplishments for 2005-07
- ❖ New suite style residence hall opened Fall 2005
- ❖ Fall 2006 FTE enrollment exceeds target by 208

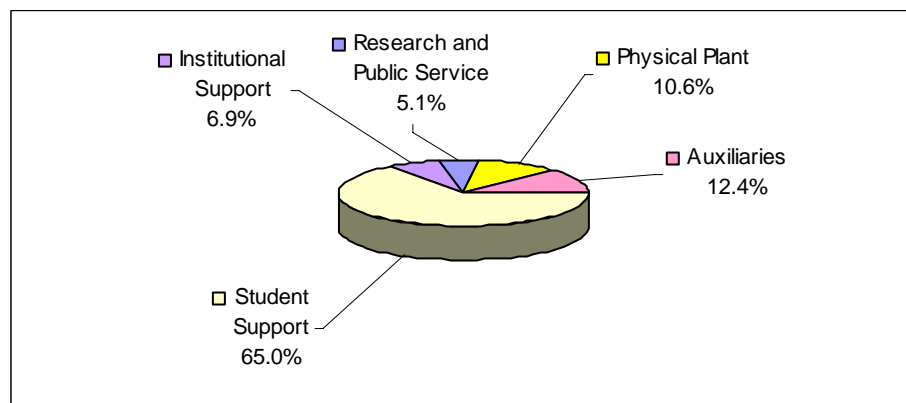
The first year of the 2005-07 biennium was a continuation of the previous biennium in that UW-Stout faced additional budget reductions. For 2005-06 there was a one time Asset Management budget lapse of \$387,000, a base Administrative Efficiency reduction of \$580,500 a procurement reduction of \$193,500, a Joint Finance reduction of 533,302 and a total FTE reduction of 13.62.

2005-06 EXPENDITURES

General Purpose Revenue (GPR); Program Revenue (PR); and Program Revenue Federal (PRF) are the three major categories of funding support for UW-Stout. State tax dollars and tuition revenue fund 62% of total university expenditures.



Direct student support accounted for 65% of UW-Stout's total expenditures (instruction, academic support, financial aid and student services).



TECHNOLOGY UPDATE

Goals and accomplishments for 2005-06 focused on the following:

- **E-Scholar support:** Supporting nearly 7,000 student laptops.
- **Release 18 Datatel upgrade:** Serving as beta site for release 18 of Datatel's Colleague software. The software changed platforms from a Unix based operating system to a Windows environment.
- **Upgrade Datatel hardware:** Replaced hardware for the campus Datatel ERP system. This coincided with upgrade to release 18 of Datatel Colleague software.
- **Datatel to Peoplesoft migration:** Mandate from UW System that all interface campuses (non-Peoplesoft) must convert to Peoplesoft financials by July 1, 2007, Peoplesoft Student Information System migration will follow financial implementation.
- **Continued network switch upgrade:** Replaced several network switches that are "end of life" and no longer supported.
- **Continued KeyServer Software License Management System:** Enables the sharing of software licenses for students and faculty.
- **Replacement of wireless network:** Replaced entire wireless network with higher bandwidth 802.11a/b/g access points to provide speeds of up to 54Mbps.
- **Replacement of backup system:** Replaced backup system to enable technical staff to backup data on a daily basis for critical systems.
- **Content Management System:** Pursuing a Content Management System (CMS) to better manage the web site and provide better access to data via an information portal.

STUDENT TECHNOLOGY FEE

The Student Technology Fee is intended to enhance student access to information and technology resources available both at UW-Stout, as well as those resources available through information networks. The 2005-06 Student Technology Fee one-time project allocations included:

- \$21,044 Wireless Access in Residence Halls
- \$21,780 Library Learning Center Hardware
- \$40,000 Replace backup System
- \$40,000 Lynda.com Online Training
- \$46,436 Desire-to-Learn (D2L)
- \$85,000 Replace wireless 801.11b to 802.11g

PARTICIPATORY BUDGET PROCESS

Focus 2010

UW-Stout engaged in a long-range planning process beginning the spring of 2003 commonly identified as FOCUS 2010. The purpose of the planning initiative was to look forward to the year 2010 and identify the important initiatives the university must undertake to better position UW-Stout for the future. Five specific long-term goals were identified:

Goal 1: Prepare alumni for success.

Goal 2: Create a learning community that supports and encourages the engagement of its members in active learning.

Goal 3: Achieve national leadership and excellence in educating students in the theory and application of a broad range of technologies.

Goal 4: Strengthen the on-campus organization by focusing on UW-Stout's unique mission within the UW System.

Goal 5: Create a school outside a school enterprise that serves learners statewide, nationally, and internationally.

2005-07 Accomplishments included the following:

- **Technology Infusion into the Curriculum** – Nearly 80% of students report that faculty integrate technology into teaching and learning
- **e-Scholar Program** – Implemented pilot program to allow students to keep their laptops at graduation
- **Polytechnic Initiative** – Decision made to seek designation as a Polytechnic Institution. This will not involve a name change.
- **Curricular Incubation Center** – Information and Communications Technology program approved to start in January 2007, 7 other programs in development or recently approved
- **Academic Plan** – Deans are actively involved in their colleges/school in academic planning. Example SOE: Science Education Concentration
- **Outreach Model** – The continuing education component of Stout Solutions has been renamed Outreach Services
- **Culture of Affirmation** – Fall showcase of best practices in teaching, learning and engagement, and a statement of affirmation developed
- **Plan 2008** – University-wide climate assessment study conducted, with 104 faculty and staff participants

CAPITAL PROJECTS

The campus completed construction of a new suite style residence hall on the **North Campus. Red Cedar Hall**, which houses approximately 300 upper class students and opened in fall 2005. Parking Services updated the Campus Parking Development Plan, which identifies future land and parking needs for the campus.

The Request for Architectural and Engineering Design Services for the **Jarvis Hall Science Wing Renovation and Addition** (\$35 million) project was finalized.

Major project documents submitted for the **2007-2009 Capital Budget** include: **Harvey Hall Renovation-Phase I Theatre, Harvey Hall Renovation-Phase II Infrastructure; Merle M. Price Commons Second Floor Renovation; Hovlid Hall Renovation and Addition; and Bowman Hall Admissions/Welcome/Information Center.**

The **2007-2013 Campus Physical Development Plan** was finalized. The highest priority for the campus is a major renovation of the **Harvey Hall Theatre. Harvey Hall Renovation – Phase II Infrastructure** is another major issue. Paramount to the continued use and functionality of Harvey Hall is the upgrading of the building infrastructure (life safety, ADA accessibility, electrical, HVAC, plumbing and telecommunications). The inability to receive funding for the renovation has been a disappointment. Other priorities include: **Changing Programs and Infrastructure Upgrade – Home Economics Building; Changing Needs in Student Support Areas; Growing and Changing Programs in Communications, Education & Training (CET)**, and several others.

Seven (7) **All Agency Project Requests**, were approved and constructed or currently in construction, totaling \$2,956,100. Projects included roof replacements; exterior door and window replacement; chiller replacement; HVAC/ceiling replacement; and Steam Pit #11 repair.

Seven (7) **Laboratory Modification Project Requests** for 2005-2006 were approved and constructed or currently in construction, totaling \$312,319. Projects include: Food and Nutrition Lab; Psychology and Biology Lab; Hospitality and Tourism Lab; Chemistry/Biochemistry; Art and Design; Preschool/ Infant Toddler; and Generally Assigned spaces, Learning Technology Services.

Ten (10) **Laboratory Modification Matching Funds Project Requests** for 2005-2006 were approved and constructed or currently in construction, totaling \$116,664. Projects include: Graphic Communications Management Imaging Lab (2 labs); Telecommunications (2 projects); Materials Testing Lab; Packaging Lab; Packaging Lab (3 projects); Risk Control.

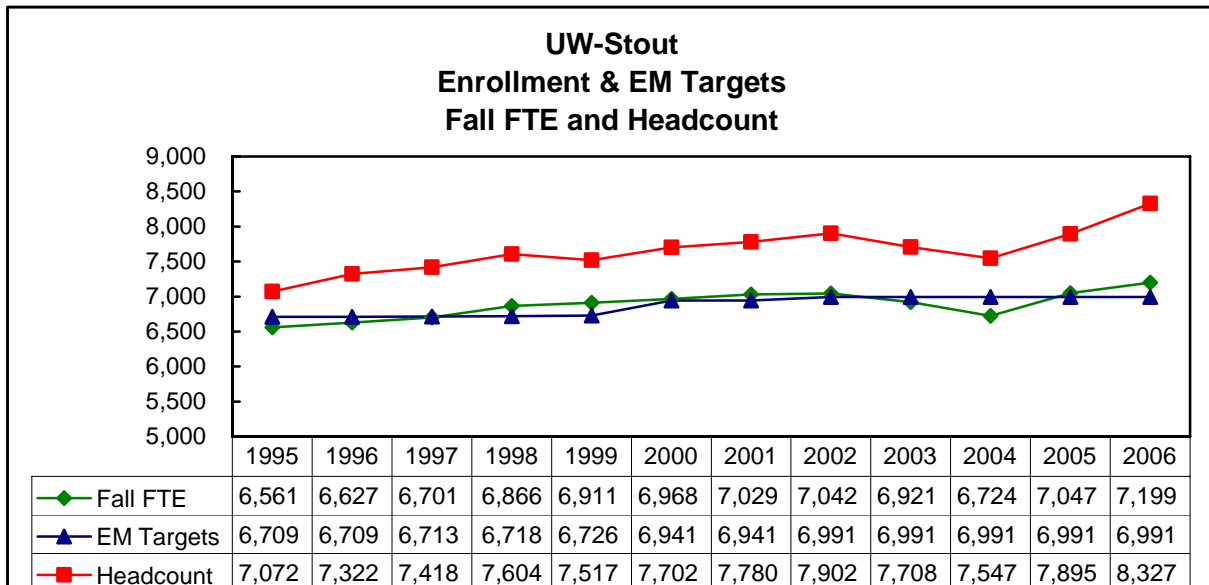
Thirteen (13) **E-Scholar Classroom Funds Project Requests** for 2005-2006 were approved and constructed or currently in construction, totaling \$165,573. Projects include: new media system dual projectors; new media system; upgrade of media system; and document camera.

Acquisition of properties around the campus also continues. One property west of Red Cedar Hall was purchased. Several other properties were in continued discussion with property owners.

The campus boundary was approved for expansion by the Board of Regents and the State Building Commission. This included two (2) half-blocks on North Campus and one (1) block on Main Campus.

ENROLLMENT AND TUITION

FTE enrollment for fall 2006 reached its highest level of 7,199 FTE (including customized instruction). After dropping to 6,724 in fall of 2004, Stout exceed the enrollment target by 208 full-time equivalent students in fall 2006. Headcount enrollment also increased from 7,547 in fall 2004 to 8,327 in fall 2006.



Note: For 2006, CDR or official headcount is 8,327; it does not include 36 Continuing Ed only students, study abroad students of 44 and 10 contract course only students. Total headcount including these additional groups equals 8,417. Numbers for 2006 are preliminary.

UW-Stout's tuition, like the tuition of the other comprehensive institutions in the UW System, is still affordable. Legislative goals to provide Wisconsin residents affordable undergraduate tuition are affirmed by the current tuition structure.

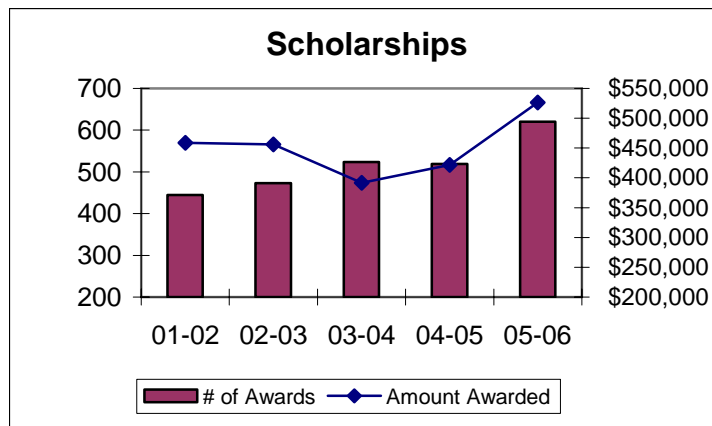
In-State Tuition and Fees						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
UW-Stout	\$3,152	\$3,502	\$3,758	\$5,679	\$6,263	\$6,592
Ferris State	\$4,284	\$4,670	\$5,300	\$6,188	\$6,332	\$6,882
CA Polytechnic, San Luis Obispo	\$2,135	\$2,169	\$2,781	\$3,460	\$3,974	\$4,245
New Jersey Institute of Technology	\$6,730	\$7,200	\$7,906	\$8,500	\$9,180	\$9,822

Source: IPEDS

In 1999-00, UW-Stout's tuition increased by 5% for an access to learning fee. This fee, initiated by student governance (voted on by students), was used to sustain UW-Stout's "hands-on, minds-on" approach to learning. The fee pays for extra lab open time, lab assistants, lab remodeling, child care, and other services. Access to learning accounted for over \$1,665,000 in revenue.

SCHOLARSHIPS

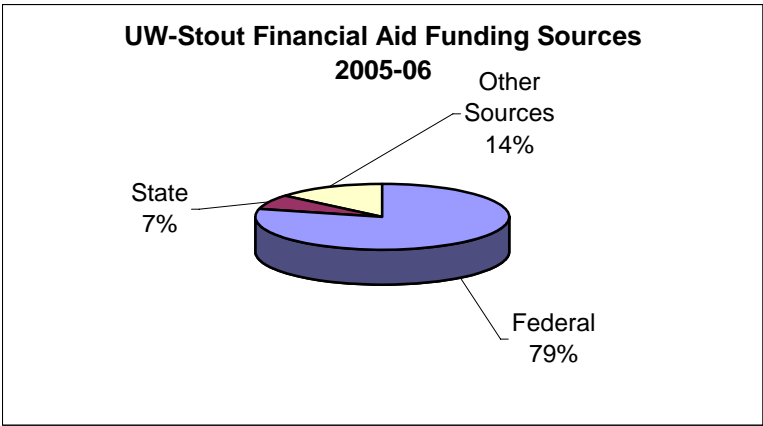
During 2005-06, 620 Foundation and Academic Scholarships were awarded for a total of \$526,624. This is an increase of 101 scholarships from 2004-05.



Source: UW-Stout Foundation Office

STUDENT FINANCIAL AID

UW-Stout students received \$49.9 million in student financial aid with the majority, just over \$39.4 million (79%), funded from federal loan programs.



Source: UW-Stout Financial Aid Office

General Education Senior Level

Assessment Report

February 9, 2007



STOUT
UNIVERSITY OF WISCONSIN

<p>Report prepared by:</p> <p>Budget, Planning and Analysis Institutional Research</p> <p>Contact: Christine Ness Katherine Hosley, GA</p>	<p>Survey developed by:</p> <p>Planning and Review Committee (PRC)</p>
<p>Report Prepared for:</p> <p>General Education Assessment Task Force Ken Parejko, Chair</p>	<p>Distribution of report:</p> <p>Faculty Senate Provost's Office General Education Assessment Task Force</p> <p>Steve Schlough, Chair Julie Furst-Bowe, Provost Ken Parejko, Chair</p>

General Education Senior Level Assessment Survey

Summary of Results

The following is a summary of the main findings from the General Education Senior Level Assessment survey, conducted each year for the past nine years. This report focuses on the results from the past two years, and makes comparisons to the first year that the survey was conducted. The senior students who completed this survey are the second cohort group who received laptop computers (during freshmen orientation) as part of the e-scholar program.

Main findings:

- Mean ratings increased from 2005 to 2006 for more than three-fourths of survey questions. This increase was statistically significant for three questions:
 - *use logical and mathematical reasoning*
 - *appreciate value of history for current problems*
 - *understand the effects of political ideas/systems*

- Mean ratings on 76% (19 of 25) of the questions on the survey increased from 2005 to 2006, mean ratings on 8% (2 of 25) of the questions remained static, and mean ratings on 16% (4 of 25) of the questions decreased.

- In comparison to the first year the survey was conducted, mean ratings on each question have increased by 0.19 or less, with the exception of “*make decisions and act responsibly on them*” (which has increased .20 since 1998), “*value lifelong aesthetic experiences*” (which has increased .23 since 1998), “*appreciate the value of history for current problems*” (which has increased .24 since 1998), and “*understand the effect of political ideas and systems*” (which has increased .28 since 1998).

- Overall, the question “*value learning as a lifelong process*” has remained the most highly rated item.

- Analyses between the 1999 (second year) and 2006 surveys determined that 12 of the 25 items were statistically significant. The mean ratings increased by an average of 0.21 on the following items:

- *use communication technologies when available****
- *use logical and mathematical reasoning**
- *critically analyze information**
- *appreciate the fine and performing arts**
- *value life-long aesthetic experiences***
- *understand how natural and physical sciences affect life**
- *understand how technology affects human experience**
- *understand how technology affects the environment**
- *understand social, economic and political forces**
- *appreciate value of history for current problems**
- *understand the effects of political ideas/systems***

statistical increase: * (p < .05) / ** (p < .01) / *** (p < .001)

(A statistical comparison could not be completed with the 1998 data because the raw data (frequencies) was not available.)

- The four items listed below approached statistical significance (indicating a trend) and had an average increase in mean ratings of 0.14:
 - *think creatively*
 - *synthesize information*
 - *maintain a sense of mental well-being*
 - *value learning as a life long process*

- Overall, from 1999 to 2006 most mean ratings increased, with the exception of the following four items that had an average decrease of 0.06 (not statistically significant):
 - *write effectively*
 - *listen effectively*
 - *appreciate diversity*
 - *understand the values/ideas/heritage of multicultural world*

Figure 1. How much did your general education course-work contribute to your personal development of the following skills and abilities?

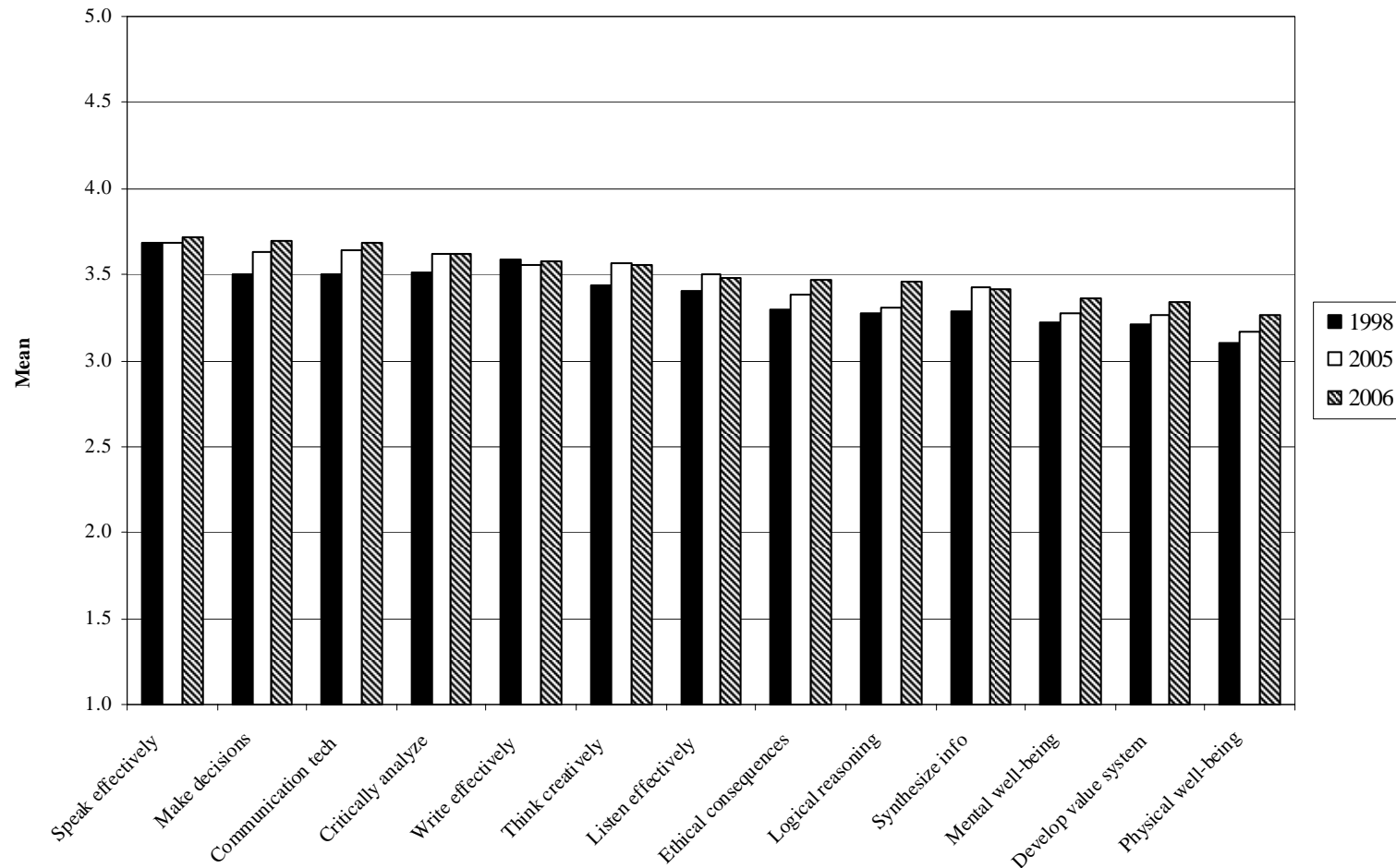
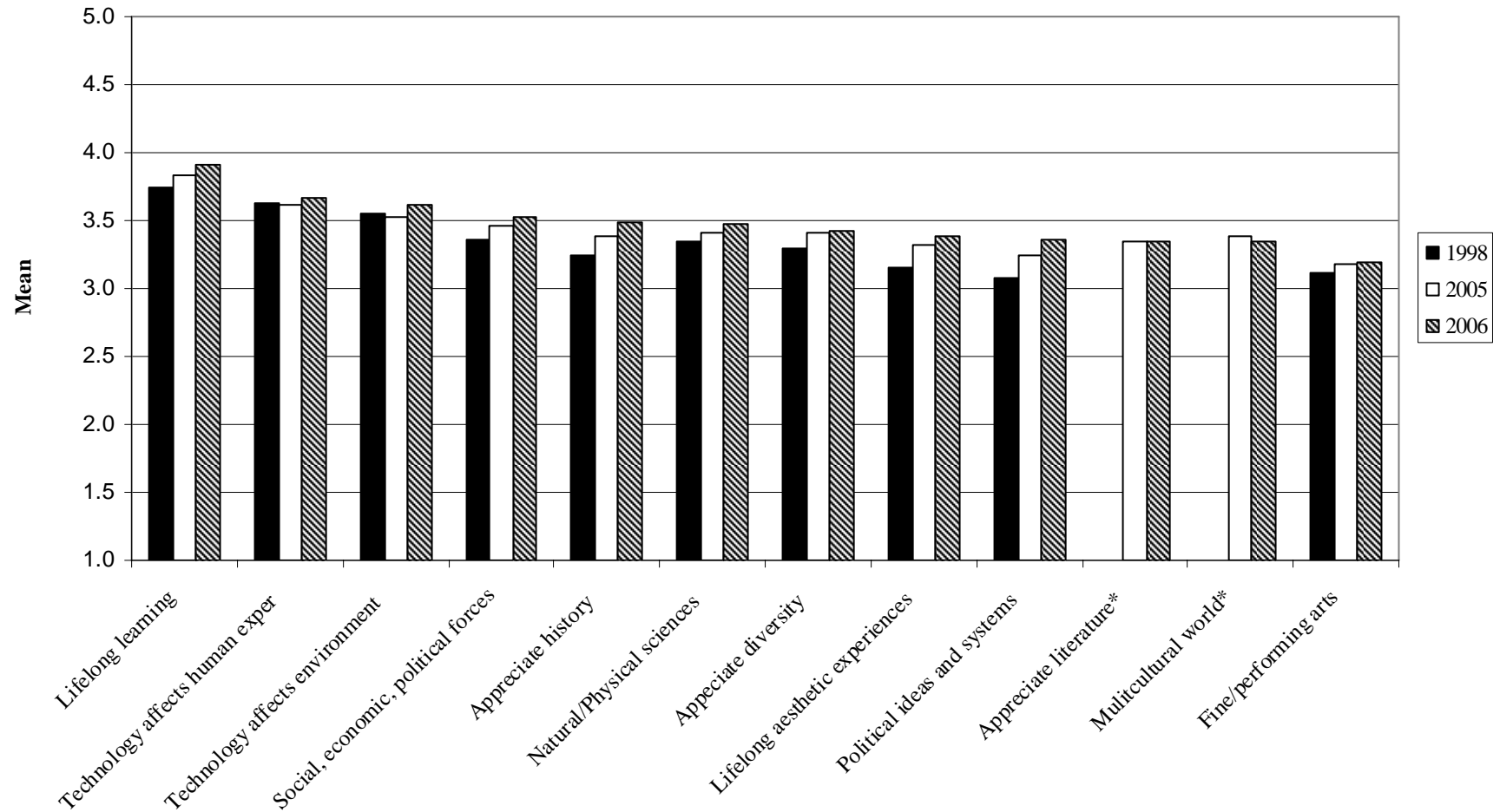


Figure 2. How much did your general education course-work contribute to your knowledge, appreciation and values in the following areas?



* Items were not included on the 1998 survey.

UNIVERSITY OF WISCONSIN-STOUT
General Education Senior Level Assessment

Please read the following background before answering question on this survey.

General Education is defined as:

- Part of every student's course of study regardless of his or her degree
- Imparting common knowledge, intellectual concepts and attitudes that every educated person should possess
- Not directly related to a student's professional preparation

Approximately 1/3 of the credits required for a degree at UW-Stout must be in General Education. You took approximately 40 to 46 general education credits. The following shows typical general education categories and some examples of courses in those categories.

General Education Categories

Examples of Courses

Communication Skills	<i>Freshman English Composition; Fundamentals of Speech</i>
Analytic Reasoning	<i>Elementary Statistics; Calculus I; College Math I and II</i>
Health and Physical Education	<i>Physical Activity Courses; Nutrition for Healthy Living; Lifespan Sexuality</i>
Humanities and the Arts	<i>American Literature; Western Civilization; Drawing; Modern World</i>
Social & Behavioral Sciences	<i>Economics I; General Psychology; Lifespan Human Development; Sociology</i>
Natural Sciences with Lab	<i>Biology; General Chemistry; Physics</i>
Technology	<i>Exploring Technology; Communication and Information Technology</i>

Thinking about your general education, please answer the following questions by circling your response.

- A. How much did your general education course-work contribute to your personal development of the following skills and abilities. My general education course-work improved my ability to:

	Means			Degree of Influence				
				none		strong		
	1998 N=305	2005 N=734	2006 N=602	2006 Frequencies				
			1	2	3	4	5	
1. Write effectively	3.59	3.56	3.58	10	46	188	297	60
2. Speak or present ideas effectively	3.69	3.68	3.72	6	32	168	315	81
3. Listen effectively	3.40	3.50	3.48	15	61	210	249	66
4. Use communication technologies as they become available to me	3.50	3.64	3.69	10	61	153	260	117
5. Use logical and mathematical reasoning	3.27	3.31	3.46 *	17	80	194	233	78
6. Think creatively	3.44	3.57	3.56	17	71	174	238	102
7. Critically analyze information	3.51	3.62	3.62	13	53	172	276	88
8. Synthesize information	3.29	3.43	3.41	15	60	237	231	53
9. Make decisions and act responsibly on them	3.50	3.63	3.70	21	53	146	249	132
10. Develop a critically examined value system	3.21	3.26	3.34	31	58	244	211	57
11. Appraise the ethical consequences of decisions	3.30	3.38	3.47	24	68	195	231	83
12. Maintain a sense of physical well-being	3.10	3.17	3.26	47	96	193	181	82
13. Maintain a sense of mental well-being	3.22	3.27	3.36	37	75	200	211	77

- B. How much did your general education course-work contribute to your knowledge, appreciation and values in the following areas. My general education course-work improved my ability to:

	Means			Degree of Influence				
				none		strong		
	1998	2005	2006	2006 Frequencies				
			1	2	3	4	5	
14. Appreciate diversity	3.30	3.41	3.42	38	94	157	197	113
15. Appreciate the value of literature in expressing ideas	N/A	3.35	3.35	22	98	206	199	75
16. Understand the values, ideas and heritages of a multicultural world	N/A	3.38	3.34	32	97	186	203	81
17. Appreciate the fine and performing arts	3.12	3.18	3.19	50	96	208	172	70
18. Value lifelong aesthetic experiences	3.15	3.32	3.38	27	66	231	201	73
19. Understand how the natural and physical sciences affect daily life	3.34	3.41	3.47	17	71	206	226	81
20. Understand how technology affects human experience	3.63	3.62	3.67	14	51	174	243	118
21. Understand how technology affects the environment	3.55	3.53	3.61	20	45	182	254	97
22. Understand the effects of social, economic and political forces	3.36	3.46	3.53	16	62	192	243	83
23. Appreciate the value of history for current problems	3.25	3.39	3.49 #	13	74	197	230	82
24. Understand the effect of political ideas and systems	3.08	3.25	3.36 #	19	88	210	224	58
25. Value learning as a lifelong process	3.75	3.83	3.91	15	32	134	233	187

* statistical increase ($p < .01$) from 2005 to 2006 / # statistical increase ($p < .05$) from 2005 to 2006

N/A = question not asked on 1998 survey.

**NOTES FROM MEETING OF THE COMBINED SENATES
UNIVERSITY OF WISCONSIN-STOUT
JANUARY 30, 2007
BALLROOM C
2:30-5:00 P.M.**

Forrest Schultz, Chair of the Faculty Senate, opened the meeting at 2:35 p.m.

- I. Chancellor's Report – Chancellor Sorensen announced that Governor Doyle will fund two-thirds of the Growth Agenda for Wisconsin. Stout also has a DIN request for several engineering programs, which should get funded. The Pay Plan will be coming, as well as better Veterans' benefits. The Chancellor announced that he, Provost Furst-Bowe, Forrest Schultz, and Dennis Shaw (and others) attended the AQIP Conference in Lisle, Chicago, January 23-26. Stout will have its AQIP site visit on May 2-4, 2007. One Senator asked the Chancellor about the reciprocity dilemma with Minnesota. The Chancellor replied that if there were any changes to the policy, they would be made for this coming fall. However, it appears that the University of Minnesota seems to have the most concern. The Board of Regents will approve the name change of the state-wide admission policy in February/March. Stout's Polytechnic designation was presented to the other Chancellors on January 26; all were very supportive. The next step will be lobbying with the Regents to further explain and discuss the issue. Additionally, there is great support from UW-System President Kevin Reilly. In March, Stout will present the Polytechnic designation to the Board of Regents. This designation will serve as an umbrella for any program plans and alignment adjustments done on campus. A full-time fund raiser/lobbyist position has been allocated for the campus that would work with people in Madison and Washington D.C.**
- A. Laptop Contract (Doug Wahl; Attachments 1 & 2) – Doug Wahl, CIO, announced that the laptop portion of Stout's contract will expire with the first purchase of new hardware this fall. He and Jane Henderson plan on visiting all academic departments in February to discuss what needs to be included in the new laptops to accommodate students so they can be successful in the classroom. Planning also includes forming a team to examine the campus' service needs that will help to make the e-Scholar program successful. Wahl encouraged Senators to share his attachments with their colleagues and to contact him if there were any questions or feedback. Walk-ins were also welcome, he concluded**
- B. Peoplesoft ERP System Migration (Doug Wahl) – Wahl explained that there was a UW-System mandate requiring UW-Stout, UW-Eau Claire, UW-La Crosse, and UW-Stevens Point to migrate to Peoplesoft by July 1, and Stout was on schedule with its planning. The student information system will affect the entire campus and is a huge project. Wahl noted that he felt that Stout will make a smooth implementation in the shortest amount of time. Certain offices on campus began using Peoplesoft last semester, and training will continue this semester. There are two UW-System alarm initiatives that include procurement in conjunction with DOA and the new Human Resources' system.**
- C. Campus Information Technology Advisory Committee Report (Doug Wahl; See Link Below)
CIO Advisory: <http://tis.uwstout.edu/citac/default.asp>
Wahl explained that the group was formed approximately one year ago to listen to issues and help with campus information planning on campus. Membership includes representation from the entire campus, and anyone is welcome to attend meetings. Some topics from recent meetings include IT action plans, infrastructure, general accessibility to computer labs, Desire to Learn, portal, Peoplesoft assessment, etc. This semester, the committee will work on creating a strategic IT plan for the next budget biennium, including how to support the digital environment and beyond 2010. Wahl concluded by encouraging people to contact him if they had any questions.**
- II. Vice Chancellor for Academic Affairs' Report**
- A. Holistic Admissions (Freshmen Admission Expectations and Freshmen Admissions Policy) (Cindy Gilberts; Attachment 3) – Cynthia Gilberts, Director of Admissions, explained that the policy was approved by the Faculty Senate in September. It was sent down to UW-**

System and reviewed by representatives in System Legal, who had questions about part of the process and language (they felt it needed to be open-ended). Furst-Bowe and Gilberts spoke with them a second time, as they had concerns about the removed defined criteria from Stout's policy (no ACT scores/ top half of class, etc). After further discussion, Stout was allowed to put this defined criteria back into the policy. Gilberts noted that the revised policy only had two changes: two sentences were removed in the first paragraph that were redundant; the other change was on the second page under "Academic GPA" and ACT/SAT Test Scores," where the language was changed to define clearer academic criteria. UW-System has approved the added language, but the entire policy still needs to be approved by the Faculty Senate and Chancellor again.

- III. **Vice Chancellor for Administrative and Student Life Services' Report** – Vice Chancellor Moen announced that UW-System Administration was raising the bar in their expectations for capital planning, and a formal master plan process and space audit would be conducted for the entire campus.
- A. **Administrative Building HVAC/Ceiling Replacement Project (George Acker; Attachment 4)** George Acker, Facilities Architect, explained that there would be a total replacement of the HVAC System and a new energy-efficient lighting system installed in the Administration Building. The Chancellor's and Provost's offices have relocated to the Radio Station; University Communications to the LST House; Human Resources will relocate to LLC 1st floor between Feb. 5-16; the Vice Chancellor for ASLS and BPA would relocate to 110 and 111 Price Commons between Feb. 26-March 2; the Business & Financial Services would relocate to Huffs in the MSC between March 5-9; and Career Services would relocate to LLC 4th floor between March 26-30. It is anticipated that all departments would be back in the Administration Building before the beginning of the fall 2007 semester.
- B. **Campus Space Audit (George Acker; Attachment 4)** – Acker explained that a campus space audit, inventory and utilization study proposal would be conducted during the next six months. He was currently meeting with the seven building supervisors reviewing every space on campus, which should be completed by the end of February. The second phase includes analyzing the information and comparing it to the State of Wisconsin and UW-System standards. The final phase is developing the report that would assist in the development of a Campus Master Plan.
- C. **Campus Master Plan (George Acker; Attachment 4)** – Acker explained that the Campus Master Plan will be a 20-year strategy that will help give Stout direction and guidance for the future. The Plan's process will involve everything on campus, including the planning of facilities, academic programs, utility infrastructure, land acquisition, landscaping, parking, housing, security, and other campus services. It will be used to provide long-term guidance, direction, and tied into the polytechnic academic planning. Periodic evaluation will be required to ensure its continuity and to accommodate change.
- IV. **Other Announcements & Information** - Dennis Shaw, Chair of the Senate of Academic Staff, announced that SSA has requested faculty/staff to announce and encourage their students to become involved in their Senate. Many of the Senators graduated in December and left vacancies that should be filled. Shaw asked Senators to please announce this request in their classes.
- V.

MINUTES
FACULTY SENATE MEETING
JANUARY 30, 2007
BALLROOM C – (Following Meeting of the Combined Senates)

ATTENDANCE:

CHAIR: Forrest Schultz

SECRETARY: Anne Hoel

VICE CHAIR: Len Bogner

PAST CHAIR: Steve Schlough

PRESENT: B. Anderson, P. Calenberg, S. Cole, K. Doll, J. Dzissah, B. Flom, P. Ghenciu, R. Howarton, R. Kemp, M. Miller-Rodeberg, S. Nold, C. Rohrer, A. Scott, L. Stradins, J. Taylor, R. Teleb, S. Terry, J. Watts, and L. Jerlach for G. Wheeler

EXCUSED: T. Allen, B. Bergquist, T. Brantmeier, K. Carlson, J. Champe, A. Hoel, T. Karis, A. Kirby, K. McDonald, G. Neidermyer, and G. Wheeler

GUESTS: Chancellor Sorensen, K. Martinson, R. Nyland

I. Call to Order – 3:25 p.m.

II. Announcements and Information –Chair Schultz announced that he attended an AQIP Forum in Lisle, Illinois, with Dennis Shaw and Stout’s leadership team. It was clear that Stout has a strong planning process and was far ahead of other campuses as a leader in campus planning and strategic response. Furthermore, other institutions don’t have the university priority planning process that Stout has and the opportunity for faculty/staff to engage in the procedure. Schultz stated that he would attend the Faculty Representatives Meeting in Madison on February 1-2; issues to be discussed include the LAB Audit, collegial coverage and sick leave. The Wisconsin Technical College Transfer Policy will go to the Board of Regents on February 8-9. Dennis Shaw has been asked to serve as an academic staff representative on the Board of Regents Committee on the LAB Audit on Personnel Practices and would be the contact person for Stout. For more information regarding the technical college issue, Chancellor Sorensen encouraged Senators to go to the UW-System website and read the UW Colleges Commission Report.

Chair Schultz explained that all of Stout’s Polytechnic information was currently on Stout’s Home Page on the Web and growing daily. A Polytechnic Steering Committee (that includes representatives from the Faculty Senate, Senate of Academic Staff, and other representatives from other divisions on campus) has been formed that will focus on Stout’s presentation to the Board of Regents, as well as communicate with the campus on what other information is available. Mell asked Senators to encourage their colleagues to read the papers and provide feedback, as the next two-three months will be a crucial time. He added that he also has a very nice Polytechnic power point presentation that could be given to help explain Polytechnic to groups, if needed.

A. Polytechnic White Paper (can be found at the following links:
[UW-Stout as a 21st Century Polytechnic University](#) [PDF]
Chancellor Charles W. Sorensen; December 2006

[Position Paper](#) [PDF] *December 2006*

III. Minutes of December 12, 2006 (Attachment 5)

Motion: Terry/Teleb moved to approve the Minutes of December 12, 2006.

Vote: Passed unanimously.

IV. Committee Reports

V. Old Business

A. Other

VI. New Business

A. Revisions to Application for Promotion (Karen Martinson; Attachment 6) – Martinson explained that the revision simply updates the application form to match the wording in the Faculty Handbook. The number of copies was changed from six to eight because the

memberships in the promotion committees have increased with the addition of the School of Education representation.

Friendly Amendment: Terry/Jerlach moved to remove the word, “scholarship,” from the application form, as that word is not included in the Handbook’s policy.

Discussion focused on the Handbook’s wording. Martinson reminded the group that the Faculty Senate and Chancellor approved what was written in the Handbook and the changes brought forward only brings the application form in agreement with the policy.

Terry called the question.

Motion: Terry/Jerlach moved to approve the Revisions to the Application for Promotion as amended.

Vote: Passed with 1 opposed.

- B. Faculty Salary Guidelines for 2007-08 (Karen Martinson; Attachment 7) – Martinson explained that Petre Ghenciu chaired the PPC subcommittee, and the recommended policy was basically the same one that PPC had submitted for the past three years. If the Governor approves the pay plan for less than 2%, faculty would be locked in. However, if the pay plan is approved for above 2%, there would be more flexibility in areas of meritorious performance, salary floor adjustments, rank adjustments, etc. Martinson said that the PPC also changed the wording in the document from three years to two years to reflect the biennium. The other revision was in “D.Salary/Rank Distribution” changing “50% and 50%” to “40% and 60%” to help address salary compression. She concluded by saying that the package was very fair, gave something to all faculty, and was an attempt to address many issues.

Motion: Ghenciu/Miller-Rodeberg moved to approve the Faculty Salary Guidelines for 2007-08.

Discussion focused on PPC trying to arrive at a formula that could be used in the future to address salary compensation, compression, and how this relates to performance evaluations.

Terry called the question.

Vote: Passed unanimously.

- C. Holistic Admissions (Freshmen Admission Expectations and Freshmen Admissions Policy; For Endorsement by Faculty Senate; Attachment is under Provost’s Report above)

Motion: Bogner/Teleb moved to endorse the Holistic Admissions as presented.

Terry called the question.

Vote: Passed unanimously.

- D. University Priority Development (Forrest Schultz) – Chair Schultz reminded the group that the Senate was working on new priority development issues through the subcommittee composed of Len Bogner, Marcia Miller-Rodeberg, and Kitrina Carlson. Bogner explained that he enrolled all Senators as students in D2L to provide a discussion board for their feedback on what issues should be regarding new priorities on campus. He added that ideas would continue to be gathered until March 9 and encouraged Senators to email their faculty and other people to get the process going. Terry suggested sending the link to all faculty to informing them of the opportunity. Miller-Rodeberg asked Senators to bring it to their department meetings and get feedback there as well. Discussion focused on other alternatives to use, including hosting faculty forums. Schlough said that he felt the best way to get additional ideas would be through departmental meetings, as most people were more comfortable speaking up with their colleagues.

- E. **Alignment (Self-Review Committee) (Forrest Schultz and Len Bogner) – Chair Schultz explained that campus alignment has been discussed for the past several years and recommended that a committee be formed to examine this possibility. He added that it would be a great opportunity to have input and capitalize on realigning. There has been much discussion regarding barriers on campus lately and this would be a good opportunity to think about possible programmatic and structural realignments. As the campus moves forward toward the future, the Faculty Senate could be used to help think of various ways for funding guidelines. Chancellor Sorensen added that this would be the right time to look at program realignment, and great ideas came forward from last summer’s examining of incubation brands. Times are much different than they were fifteen years ago; this is a new century. The campus is more productive, more efficient, and needs to think creatively to cover the campus budget cuts that have been temporarily covered by carry-over money. Chair Schultz said that he would place this item on the Faculty Senate Executive Committee Agenda for further discussion and input.**
- F. **Faculty Workload Letter from PPC (Karen Martinson; Attachment 8) – Karen Martinson, Chair of the Personnel Policies Committee (PPC) explained that her letter wasn’t meant to be a discussion item, but only to perhaps make people aware of various workload issues on campus. Since the subject of workload came up last fall, she noted that she has seen more action taken toward accountability, meeting class and office times, etc. However, workload is still an issue on campus. Many faculty say that they are overwhelmed and can’t keep up the pace working nights and weekends and trying to teach the same way as when their classes were smaller. They still want to do a quality job and feel the pressure. New faculty are feeling vulnerable and don’t speak up. We need to keep people involved, so they don’t become isolated and fall out. We need to support each other and think of positive ways to make it better. Chair Schultz added that there was a Faculty Senate subcommittee that was working on morale and other issues.**

Discussion focused on various possibilities and ways to keep people involved and help morale, including developing a mentoring system in departments and across campus, keeping people involved with committee work, and developing supportive relationships with each other. Martinson said that we can’t attack each other, but instead need to support and listen to each other and think of ways to help. A fund could be set up that might be used for faculty research, relief time, and traveling. Schultz reminded everyone that there was a Workload Policy in the Faculty Handbook that hasn’t been approved and this issue needs to be addressed by the Faculty Senate. Back in 1994, the Faculty Senate approved the policy, but the Provost’s Council had concerns. He said that this would be an action item for the next Faculty Senate Executive Committee Meeting. Schultz concluded by saying that Stout was the only UW-campus that administers a Morale Study.

G. Other

VII. Adjournment – 4:50 p.m.

**Respectfully submitted,
Anne Hoel, Secretary**

**Recorded and prepared by,
Joy Evenson**

DATE: February 6, 2007
TO: Faculty Senate Executive Committee
FROM: Brian Finder
SUBJECT: PRC Status Report

1. The M.S. in Vocational Rehabilitation Program (program directors are Michelle Hamilton and Robert Peters) presented to the committee on 1/26/06.
2. The M.S. in Training and Development (presented to the committee on 12/1/06) report has been approved by the committee and was recently forwarded to the Dean of CTEM for their response.
3. The B.S. in Family & Consumer Sciences Program (P.D. is Diane Klemme) will be reviewed by the committee on 2/16/07.
4. The PRC will be postponing the review of the BS Packaging program for approximately two years.
5. The remaining programs to be reviewed this academic year include the B.S. in Art Education, the Art BFA and the M.S. in Mental Health Counseling.
6. A SSA representative (Chad Johnson) has been recently added to the committee, although the committee is still in need of two members from Faculty Senate, one from CHD, and one from the Graduate Education Committee.
7. The committee is continuing its efforts to incorporate D2L as a means of administering future undergraduate as well as graduate student-oriented surveys for this committee.
8. The development of a survey instrument which is specifically designed for graduate students is continuing and it is anticipated that such will be ready for deployment for next year's review process.
9. The spring '07 meeting schedule has been set for the following dates:
 - Friday, February 16, 2007
 - Friday, March 2, 2007
 - Friday, March 23, 2007
 - Friday, April 13, 2007
 - Friday, April 27, 2007

Learning Values/Culture of Affirmation at Stout

May 12, 2006

Revised October 27, 2006 per the Faculty Senate vote of October 17, 2006

Dan Riordan

Director, Teaching and Learning Center

Members of the TLC Board

We at UW-Stout—faculty, staff, administrators, students—are proud of the culture of affirmation that pervades our learning community. This culture is built on this norm: We create an environment that supports learning and growth.

Like all universities, UW-Stout is a site where people wrestle with the new and the different, and where people evaluate one another's work. The sense of helping each other learn and grow guides all of us in the important work of the university. All of us, in our relations with everyone on campus, are learners in a learning environment. As we help each other, we affirm these values:

1. Our environment
 - a. Is a safe site for inquiry and expression
 - b. Is animated by responsibility to learn
 - c. Promotes active engagement
 - d. Has high, fair and clear expectations
 - e. Encourages questioning and curiosity
 - f. Provides praise often and genuinely
 - g. Promotes honesty without fear
 - h. Is respectful of differences

2. As learners we
 - a. Are Curious
 - b. Are willing and able to apply critical thinking
 - c. Respect opposing viewpoints
 - d. Appreciate a diverse learning environment
 - e. Analyze and synthesize diverse ideas
 - f. Clearly formulate problems
 - g. Apply problem solving skills
 - h. Understand their own practice of learning
 - i. Integrate theory and practice and to recognize the value in this
 - j. Apply content and skills to new situations



Dunn County Community Visioning
Resolution for support by University of Wisconsin-Stout, Faculty Senate

WHEREAS, The Dunn County Community Visioning Project objectives are to create the ability and willingness of our community to come together to drive policy, solve problems and explore opportunities to build a sustainable Dunn County using ongoing dynamic processes: and

WHEREAS, The Dunn County Community Visioning Project goals are to establish a perpetual process that includes all voices of the community, creates vision, recommends policy and ensures action; and

WHEREAS, The Dunn County Community Visioning Project process will engage diverse representatives of the community and bring recommendations to the Steering Committee to implement in policy and action;

NOW THEREFORE, BE IT RESOLVED that the University of Wisconsin-Stout Faculty Senate agrees to consider the output of the Dunn County Community Visioning Project process in the formation of policy and program direction.

Dated the __ day of _____, 2007, at Menomonie, Wisconsin