

A

MORRIS

MATERIAL HANDLING

315 West Forest Hill Avenue • Oak Creek, WI 53154
P: 414-764-6200 • F: 414-764-8446 • www.morriscranes.com

March 29, 1999

Dear Members of the Wisconsin Joint Finance Committee,

I am the Director of Information Systems with Morris Material Handling located in Oak Creek, Wisconsin. We are a manufacturer of overhead cranes and hoists. Our Oak Creek facility is not only one of our larger manufacturing sites but is the corporate headquarters for our worldwide operations as well.

I am writing to you today to express our support for the Information Technology Initiative, which appears in the state budget, as proposed by Governor Thompson.

As you know, there is a huge demand for IT workers in both the public and private sectors. Many of these jobs are unfilled due to a lack of trained workers. Many employers are looking to the colleges to produce more graduates with technical skills.

The Governor proposes to hire 800 student IT workers and provide them with training and experience. Student IT workers would assist faculty and staff with integrating technology into the classroom and maintaining administrative systems, as well as providing customer support to students. This program would create a labor force of trained IT workers, and thus strengthen Wisconsin's ability to compete in a global economy.

The Student Technology Services program in place at UW-Milwaukee is a great model to follow. Expanding this program here, and across the state, has the following advantages for Wisconsin:

1. It opens technology training to a broader range of students than the traditional technically oriented training does. It is increasingly important for business to have people who are involved in Marketing, Human Resources, Economics, foreign language, etc. to have a strong technology background.
2. It integrates technology directly into the learning process. This is not just an abstract class these students take but it is practical, real-world, exposure to how technology is used.
3. This program is also a great model that business should study. There is a situation here where you are dealing with a workforce, the students, who are working part time, with very flexible schedules, and the workforce churns every semester. As businesses move towards outsourcing more operations to specialized service providers and as businesses try to cope with the labor shortage via flexible hiring programs, we can learn a lot from these type of programs. We can study which management techniques and organizational structures work and which don't work.

Having moved from Northern Wisconsin to the Milwaukee area in just the last two years, I was able to see how the distance learning initiatives brought educational opportunities to

March 29, 1999

rural Wisconsin. I also saw how rural schools profited from internet connections. As a past member of the Universal Service Fund Council I was very pleased to be able to be a part of helping the Public Service Commission draft rules on universal access to telephone service for all of Wisconsin's citizens. All of these initiatives have been very positive steps in raising the level of opportunity for all citizens.

Your support of Governor Thompson's budget for Instructional Technology will be another step in ensuring Wisconsin citizens and business prosper in a global economy.

Sincerely,

A handwritten signature in black ink that reads "Thomas J. Lucas". The signature is written in a cursive style with a large initial 'T'.

Thomas J. Lucas
Director of Information Systems



THE REVERE
GROUP

April 5, 1999

Dear Members of the Wisconsin Joint Finance Committee:

My name is Dave Galatte and I'm the District Manager of The Revere Group's Milwaukee office. The Revere Group is an information technology consulting firm with 5 offices nationally, over 400 employees, and approximately 45 employees in Milwaukee. I'm writing to inform you of The Revere Group's support for the Information Technology Initiative, which appears in the state budget, as proposed by Governor Thompson.

As part of Revere's business we hold several roundtable events where we bring together between five and ten information technology leaders from various Wisconsin businesses. During these events we discuss the problems and issues associated with utilizing information technology in today's businesses. A resounding and constant outcry, which was expressed in all four of our 1998 roundtables, was the need for people with information technology skills.

I too feel the pains of not having enough skilled resources to meet the demand for technology consulting services. Revere's revenue growth is restricted more by the lack of resources than a lack of demand. We are continually searching for skilled professionals to add to our staff.

The UW Regents propose to hire 800 student information technology (IT) workers who will receive both training and experience. These student IT workers will assist faculty, staff, and students with the maintenance and installation of information technology systems. These skill sets are exactly the kind needed by Wisconsin businesses. By increasing the number of skilled resources, Wisconsin businesses can become leaders in technology as well as improve their competitiveness in the marketplace. Both of which are healthy for the economy and residents of Wisconsin.

Throughout my daily interaction with Wisconsin businesses regarding technology issues I continually see the lack of skilled resources impeding revenue growth and productivity improvements. Please provide your financial support to the UW Regents Information Technology/Distance Education program.

Thank you for your time and should you have any questions please feel free to contact me at 414-944-3159.

Sincerely,

Dave Galatte
Vice President
District Manager, Milwaukee



Date: April 8, 1999

To: Members of the Joint Finance Committee, State of Wisconsin

From: Margaret Kennedy, Program Manager, Student Technology Services, UW-
Milwaukee

Margaret Kennedy

Re: Allocation recommended in the Governor's Budget for hiring and training of
Information Technology student employees on UW System campuses

In this section of our presentation are letters from students employed at the UW
Milwaukee campus in the Student Technology Services Division.

For the past year and a half I have served as one of the primary staff developers of the
Student Technology Services program on the Milwaukee campus, of which these students
are a part. Based on the success of this model program, brought to reality by the labors of
the students who have written to you and who testify today, I support the \$4.9 million
allocation recommended in the Governor's Budget for hiring and training of Information
Technology student employees on UW System campuses. It is a sound idea and we
know it will bear fruit for the UW System, for the students, for their future employers
and for the State of Wisconsin.

The Milwaukee Student Technology Services organization is composed of students who
provide a wide range of technology support services to the UWM campus community,
including Help Desk, Network Support, Web Design, Programming, Troubleshooting,
Television, Graphics, Photography and Printing. The campus benefits by receiving
support for these mission critical functions. The students benefit by receiving both
financial support and added value to their academic work, across all disciplines.
Wisconsin employers benefit by hiring our graduates who arrive on the job ready to use
and learn the powerful technology tools in which companies have invested.

One unique aspect of our program is the degree to which we place student supervisors in
charge of the management of their peers. These supervisors receive training and practice
in the professional skills in demand by employers today, managing a budget, directing the
day-to-day tasks of their employees, developing training plans for them and conducting
performance reviews.

Another important feature of STS is that we have brought together a group of advisors
from industry that meet with us regularly to provide feedback on our program. They are

Margaret Kennedy, mnk@uwm.edu
(414) 229-6635

interested in working with our students during summer internships, during which time they can assess skills and plan for future hiring.

The State of Wisconsin Departments of Workforce Development and Commerce issued a report last August, which supports this kind of initiative. (The report is available at <http://www.dwd.state.wi.us/dwd/Forums/report.htm>) The report indicates that a labor shortage exists in all geographical areas of the state, and that one factor contributing to the problem is the number of new jobs being created that require formal training or extensive periods of work experience.

A trend discussed in the report is that there are more students taking a longer time to solidify vocational choices. Many students go to school intermittently or part-time, a national trend, but unfortunately the percentage of Wisconsin residents who eventually earn a baccalaureate degree is 20.6% versus the national average of 23%. Our student employees see their peers who graduate jump into a much higher wage bracket than they could command without a degree. This becomes even more dramatic within the first couple of years on the job. Thus we believe this initiative will help narrow the gap between Wisconsin and other states in terms of vocational choice and degree completion.

Another issue throughout the state is the high rate of turnover, especially during the first year on the job. This first year is the most expensive one for employers, since the investment in new employee training is high. The advantage to companies in hiring our graduates is that they will have had a chance to work with them in internships during previous summers and can identify those who best fit their particular needs. Furthermore, they can work with us to keep our training in line with the expectations of their companies, and, perhaps most importantly, they can be assured in hiring our graduates that they have proven themselves with work habits, which we rigorously enforce.

As the report indicated, in order to create the productive workplace of the next century, we need to enhance existing partnerships among business, labor, education and government to address the needs of employers and employees. It appears that this budget allocation is one such innovation in our enhancing existing partnerships. Thus I heartily recommend passage of this item in the Governor's budget.

Thank you for this opportunity to share with you the success of our program and for having this opportunity to testify.

3559 Cramer Ave.
Milwaukee, WI 53211

Wisconsin Joint Finance Committee
Madison, WI

April 8, 1999

Dear Members of the Wisconsin Joint Finance Committee:

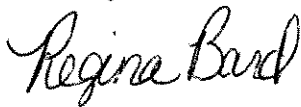
I am a junior at the University of Wisconsin - Milwaukee. I am majoring in Spanish and Latin American Studies with a minor in Spanish Business. My current position in Student Technology Services is as Peer Training Supervisor.

I am writing to you today to express my support for the Information Technology training initiative for student workers across the state, which has been supported by Governor Thompson in his proposal for the state budget. With this funding, students at other UW System campuses can receive the training and on-the-job experience that I have been fortunate to experience through Student Technology Services. The student workers will receive the opportunity to enhance both their life and professional experiences.

STS has greatly enriched my computer knowledge and experience working in a business atmosphere. I believe that having first hand experience in the hiring process, budget decisions, leading training sessions and supervisory skills will make me more marketable when searching for a career after graduation. As a foreign language major, I have had no academic training in or classes on computer technology. I have learned all of my computer knowledge from STS training sessions and on the job experience. In comparison with past campus employment, I have gained many skills and have risen above my classmates through my experiences with this organization. STS provides a solid job background in technical skills and customer service, from which the student and his/her future employer will benefit. I feel that this University, along with STS, has provided me with great job experience and technical knowledge. Similar organizations and opportunities for students throughout Wisconsin will prepare them with the confidence and experience upon graduation. With my experience in STS, I feel confident upon entering the job market.

Your support of Governor Thompson's budget for Informational Technology training across the state will be a positive step up in Wisconsin's future employees and will make this state a leader in education and technology.

Sincerely,



Regina Bard
STS Peer Training Supervisor
Student Technology Services
University of Wisconsin - Milwaukee

Manjula Dammanna
2533 North Oakland Avenue Apt. #101
Milwaukee, WI 53211

Joint Finance Committee
Madison, WI

April 7, 1999

Dear Members of the Joint Committee on Finance,

I am a graduate student here at University of Wisconsin-Milwaukee studying Urban Planning and Geographical Information Systems. I currently work for Student Technology Services as a Student Supervisor for Classroom Support.

I support the Information Technology training for student workers throughout all the UW system campuses. The state funding Governor Thompson proposed will allow more options to smaller UW campuses for student training. The students will also be better prepared for future technology demands in Wisconsin and elsewhere.

Working for STS has been a positive experience for me. STS training tremendously enhanced my technical knowledge and customer service skills. I feel that there is no department here on our campus that can provide the skills offered by STS. The positive experiences with STS have complimented my education. I have been able to apply STS technology training in my coursework. An example of this is Powerpoint. I use the Powerpoint program for all my graduate presentations. In addition, dealing with students, staff, and faculty who have multimedia and technology needs on a regular basis increased my communication skills. I believe technical knowledge is important but communication skills are vital in any setting. STS teaches these skills to anyone who has the desire to learn. The students are then equipped with skills needed to succeed in technology or related careers.

Therefore, your support of Governor Thompson's budget for Information Technology training across the state is vital. It will bring many positive effects to Wisconsin and make this state a leader in education and technology. Thank you for your time and support.

Sincerely,



Manjula Rao Dammanna
Student Supervisor

2905 North Bartlett Avenue #2
Milwaukee, WI 53211
April 6, 1999

Joint Finance Committee
Madison, WI

Dear Members of the Joint Finance Committee:

I am a sophomore at the University of Wisconsin-Milwaukee, double majoring in Art (drawing and painting), and Business. I have worked for Information and Media Technologies' department of Student Technology Services (STS) for the past 2 years as Switchboard Operator, Courier, Lab Consultant, and Assistant Human Resources Coordinator (all at different times). Currently, I am a Computer Lab Supervisor and Student Project Coordinator.

My time with STS has provided diverse and extensive training in many technical and related fields. Each position requires a certain amount of on-the-job training in customer service and technical support. I will be with this organization for another three years; imagine all the additional knowledge and training I will gain through their different programs as I move from one division of STS to another. The opportunities for students on this campus should be available for students on all UW campuses.

Thus, I support Governor Thompson's proposed state budget that would fund Information Technology training for student workers throughout the state at all UW System campuses. If every university in Wisconsin has a program like STS, UW graduates will be prepared to meet the high demand for technical skills with confidence and real-world knowledge.

Sincerely,



Nina Rosenberg
Student Technology Services
CCL Supervisor
University of Wisconsin-Milwaukee Student

3204 W. Alvina Ave
Greenfield, WI 53221

Joint Finance Committee
Madison, WI

April 5, 1999

Dear Members of the Joint Committee on Finance,

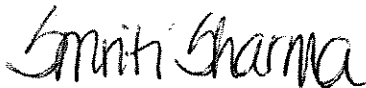
I am a junior majoring in Management Information Systems here at the University Wisconsin-Milwaukee. I currently work for Student Technology Services as a Campus Computer Lab Consultant and Peer Trainer.

I support Information Technology training for student workers throughout the state at all UW System campuses, which Governor Thompson has proposed funding UW campuses to have more options in training their students, better preparing them to meet the demands of the ever-so-fast changing world that awaits them upon graduation.

Working for STS has added to my knowledge by giving me valuable customer service as well as hands-on technical experience. These experiences have also complimented and furthered my education. Majoring in a field such as MIS, the STS organization has provided me with the knowledge as to what is expected and will be expected of a student majoring with such a degree. From the skills and lessons that I learn here, I look forward to and feel confident for the future career that awaits me.

Your support of Governor Thompson's budget for Information Technology training across the state will bring positive effects to Wisconsin and make this state a leader in education and technology.

Sincerely,



Smriti Sharma
Campus Computer Lab Consultant/Peer Trainer
University Wisconsin-Milwaukee Student

2605 N. Prospect, Apt. 1
Milwaukee, WI 53211

Joint Finance Committee
Madison, WI

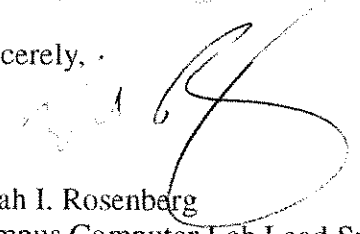
April 5, 1999

Dear Members of the Joint Committee on Finance,

The biggest unspoken benefit of the Student Technology Services initiative is the sense of responsibility and ownership that students can receive from the program. By putting students in charge of every aspect of the labs, we learn how to run a major corporation. While MS Word classes are a dime a dozen, STS teaches real world, management level skills that are priceless and rare.

I know that coming out of the STS program, I will have a significant advantage over any other applicant in the field. Through the broad range of activities and training, I feel I am better qualified for a huge range of information technology jobs; more so than students who merely major in a specific field. The benefits STS has given to me, and more importantly to any of my future employers, is only beginning to gestate and will pay off more and more as I build on the solid foundation I have recieved from STS.

Sincerely,



Noah I. Rosenberg
Campus Computer Lab Lead Supervisor
University of Wisconsin-Milwaukee Student

Joint Finance Committee
Madison, WI

April 7, 1999

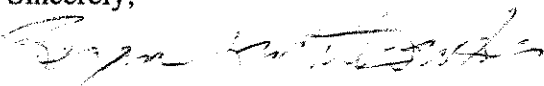
Dear Members of the Joint Finance Committee,

I am a senior graduating in May from the University Wisconsin-Milwaukee. I am majoring in Graphic Design and currently work for Student Technology Services as a CCL Supervisor as well as a Help Desk Consultant.

Working for STS of Information and Media Technologies has proved to be an irreplaceable experience for me. Seeing that I will be entering the professional job market very soon, I feel that my work done in the areas of management and consulting here with STS has trained me in areas I would never have been trained in from my academic courses alone. Adding in the extra skills I've learned here will certainly give me an advantage in the next couple months.

By supporting Governor Thompson's budget proposal, you are ensuring that future students of the University of Wisconsin system will have the opportunity to work first hand with current technologies as well as work in an environment that puts personal excellence and advancement first.

Sincerely,



Regan Kwiatkowski
Information and Media Technologies
MIT Lab Supervisor
Help Desk Consultant

Lorie Kieffer
STS Human Resources Supervisor
UW-Milwaukee

April 6, 1999

Dear Members of the Joint Finance Committee,

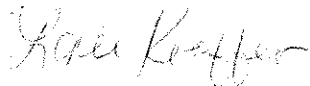
I am a first year graduate student at the University of Wisconsin-Milwaukee in the Masters in Human Resources and Labor Relations (MHRLR) program. Currently, I work for Student Technology Services (STS) as the Human Resources Supervisor while I attend classes as a full-time graduate student.

The purpose of this letter is to express to you my support for the Information Technology training for student workers throughout the state at all UW System campuses which Governor Thompson has proposed funding for in the state budget. The technical and soft skill training that can be offered as a result of this funding will serve to enhance work place performance for currently employed UW students and better prepare them as upcoming college graduates to meet the demands of the job market with skills not typically acquired through academic coursework.

Working for STS has provided me with the opportunity to participate in some of this training not typically offered as part of my academic curriculum. As a result, I can tell you first hand the technical skill building classes have already proven beneficial to me as an employee and as a future Human Resource Professional. I believe these skills and the first hand experience of performing in a Human Resources capacity for STS when combined with the strength of UW-Milwaukee MHRLR program will ensure success in current and future career endeavors.

Your support of Governor Thompson's budget for Information Technology training across the state will bring positive effects to Wisconsin and make this state a leader in education and technology. Thank you for your support!

Sincerely,



Lorie Kieffer

8133 South 36th Street
Franklin, WI 53132

Joint Finance Committee
Madison, WI

April 5, 1999

Dear Members of the Joint Finance Committee,

I am a junior at the University Wisconsin-Milwaukee.

I am majoring in Mechanical Engineering and I currently work for Student Technology Services as a computer consultant/technician.

I support Information Technology training for student workers throughout the state at all UW System campuses, which Governor Thompson has proposed funding for in the proposed state budget. This funding will allow the smaller UW campuses to have more options in training their students, better preparing them to meet the demands of Wisconsin when they graduate.

Working for STS has been very rewarding. The skills I learned from training and on the job experience have enhanced my education as a mechanical engineer. Also, I find it so much easier to complete my homework and other tasks now that I know how to use computer systems more effectively and efficiently.

Your support of Governor Thompson's budget for Information Technology training across the state will bring positive effects to Wisconsin and make this state a leader in education and technology.

Sincerely,

Justin E. Seipel
Student Technology Services
University Wisconsin-Milwaukee Student

441 West Bayfield Avenue
Glendale, WI 53217

Joint Finance Committee
Madison, WI

Wednesday, April 07, 1999

Dear Members of the Joint Committee on Finance,

I am a sophomore at the University of Wisconsin-Milwaukee. I am studying for a major in Electrical Engineering and a minor in Computer Science. While at UWM I am working for the Student Technology Services as a consultant in the computer labs.

I support Governor Thompson and his proposed funding of Information Technology in his proposed state budget. I believe that extra funding will not only help UW-Milwaukee but all Wisconsin state Universities. The extra funding will better equip the Universities to train their students to meet the demands of post graduation, which will benefit Wisconsin.

Working for the University in the Student Technology Services has given me experience that will aid me in the future. I believe that the problem solving techniques and technical customer support experience that I have received will greatly help me in my engineering career. I have received experience in a professional environment, which would otherwise have not been available to me.

In order to make Wisconsin a leader in education of technologies increased funding in technology training is a must. This is why I urge you to support Governor Thompson in his proposed budget for increased funding of Information Technologies.

Sincerely,

Brian Eggebrecht
Student Technology Services: consultant
University of Wisconsin-Milwaukee Student

3559 North Cramer Avenue
Milwaukee, WI 53211

April 5, 1999

Dear Members of the Joint Committee on Finance,

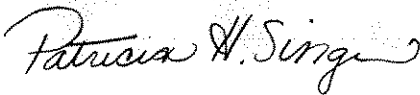
I am a senior graduating in May from the University Wisconsin-Milwaukee. I am majoring in Management Information Systems and currently work for Student Technology Services as the Student Manager.

I support Information Technology training for student workers throughout the state at all UW System campuses, which Governor Thompson has proposed funding for in the proposed state budget. This funding will allow the smaller UW campuses to have more options in training their students, better preparing them to meet the demands of Wisconsin when they graduate.

Working for STS has given me valuable experience in working for an organization that is trying to solve current technology problems and make the most reasonable decisions for future changes. Most importantly, these experiences have complimented my education. I have been able to stay on campus and have a flexible work schedule that fits in easily with my classes. As a soon-to-be graduate of UWM, I feel that this University has prepared me academically and given me enough working experience to feel confident to enter the job market that the State of Wisconsin has to offer.

Your support of Governor Thompson's budget for Information Technology training across the state will bring positive effects to Wisconsin and make this state a leader in education and technology.

Sincerely,



Patricia Singer
Student Technology Services Manager
University Wisconsin-Milwaukee Student

3229 N. Oakland Ave. #7
Milwaukee, WI 53211

Dear Members of the Joint Finance Committee,

I am a junior at the University of Wisconsin – Milwaukee. I am majoring in Elementary Education and currently work for Student Technology Services as the Technical Services Supervisor.

I support Governor Thompson's proposed funding for Information Technology training for student workers at all UW System campuses. This funding will allow all UW campuses to have more options in training their students.

Through STS training and my on-the-job experiences, STS has provided me with the experiences to combine technical and customer service skills. STS has enhanced my job skills as well as my computer knowledge. Majoring in Elementary Education I haven't learned the technical skills in my academic classes. The STS program can teach anyone technical skills and computer software. The value of STS lies in its ability to start with someone who doesn't have these skills, with a desire to learn and to finish with someone who is equipped with skills needed to succeed in any career.

Your support of Governor Thompson's budget for Information Technology training across the state will bring positive effects to Wisconsin and make this state a leader in education and technology.

Sincerely,



Tara Hoagland
Student Technology Services: Technical Services Supervisor
University of Wisconsin - Milwaukee

MADISON, WISCONSIN
APR 11 1999

Lou Ann Bohn
2572 N. Farwell Ave.
Milwaukee, WI 53211

April 8, 1999

Dear Members of the Joint Committee on Finance,

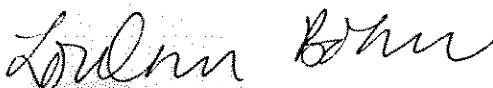
I am a student at the University of Wisconsin-Milwaukee and am employed by its Information and Media Technology Division. As such, I am part of the Student Technology Services (STS) program and receive on-going training in technology, customer service and management.

I urge you to approve the funding that is in the governor's budget for training UW System I.T. student workers. This kind of training is necessary to help bridge the gap between the abundance of available high technology jobs in Wisconsin and the dearth of qualified people to fill them. Simply graduating with a degree in Computer Science these days will not do. Most technology-related jobs demand proficiency in customer service.

I will receive a Bachelor's Degree in International Studies from UW- Milwaukee in May. Because of the computer and on-the-job customer service training I received through the STS program, I am confident that I am leaving the academic world well equipped with technical and customer service skills to become a valuable worker in delivering technology-related services.

Please provide funding for training UW System I.T. student workers so they, too, will have the opportunity to enter Wisconsin's workforce ready to be productive citizens!

Thank you,



Lou Ann Bohn



Robert H. Bohn

2336 N. 65th Street
Wauwatosa, WI 53213
April 6, 1999

Members of the Joint Finance Committee:

I am writing to ask you to support the information technology initiative which appears in Governor Thompson's proposed state budget.

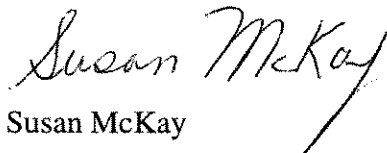
I am currently a staff member in the Division of Information and Media Technologies at UW-Milwaukee and have been employed in technical positions at institutes of higher education for most of my career. It has been my observation that classroom work alone does not fully prepare students for employment in today's highly-technical job market. In addition to technical knowledge, students need to develop such skills as responsibility, customer service, and the ability to work with others. Actual, on-the-job work experiences are needed to provide students with a complete education.

Programs such as UW-Milwaukee's Student Technology Services provide students with this valuable on-the-job training and experience. It fills out their education and makes them productive employees straight out of school.

The proposed information technology initiative would fund such programs throughout the UW System. It would provide UW graduates with an extra edge in the job market, while at the same time providing Wisconsin businesses with the highly-skilled, technical employees they will be needing.

Again, I urge you to support this initiative.

Sincerely,


Susan McKay



UNIVERSITY OF WISCONSIN MILWAUKEE

I&MT Classroom Support
P.O. Box 413
Milwaukee, WI 53201

April 7, 1999

Joint Finance Committee
Madison, Wisconsin

Dear Members of the Joint Finance Committee:

It has been my great pleasure to have worked with students over the last thirty years. Many of these I personally trained, assigned and scheduled in various media-related tasks. Now there is University of Wisconsin-Milwaukee's own Student Technology Services, a system developed for the purpose of not only employment but empowerment as well. Joe Douglas, now Director of Information and Media Technologies at UWM, brought this concept, already tried and true, from Washington State at Pullman, Washington. Joe presented the idea to the I&MT staff with the goal of establishing a similar system here. I was one of two staff members who traveled to Pullman to witness that campus' student system in action. Duly impressed are words that best describe what I saw: information technology students who, through a cohesive peer organization, recruit, hire, fire, schedule, supervise, and manage themselves. Student staff are given encouragement and opportunities to progress through levels of line employment that can lead to eventual supervisory or management positions. A big advantage is that through their jobs as computer consultants, help desk analysts, classroom media technology assistants, desktop technicians, and others, they not only receive invaluable computer and customer relations skills, but also become more employable at graduation. Therefore, I wholeheartedly support Governor Thompson's proposed budget for UW System-wide information technology training. Your support is vital in making all this happen. The results will bring many positive effects to Wisconsin and ensure our state's leadership in education and technology. Thank you in advance for your support.

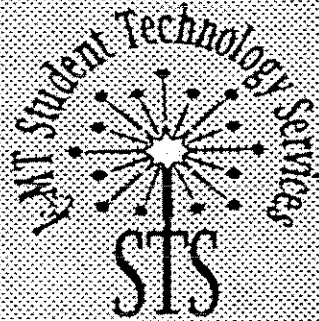
Sincerely,

Daniel G. Chew

A handwritten signature in cursive script, appearing to read "Daniel G. Chew", is written over the typed name.

Supervisor

I&MT Classroom Support



Information & Media Technologies

Student Technology Services

February 1999

TABLE OF CONTENTS

STS EMPLOYEE HANDBOOK 2

RESPONSIBILITIES 3

PERSONAL ATTITUDES AND HABITS 5

STS WORK RULES..... 6

GENERAL STS PROCEDURES 7

STS DISCIPLINARY POLICY..... 11

SEXUAL HARASSMENT 13

TRAINING POLICY..... 15

PAYROLL 16

UWM CAMPUS RESOURCES 18

APPENDIX A: DIRECTORY 19

APPENDIX B: ORGANIZATION CHART 20

APPENDIX C: I&MT CAMPUS COMPUTER USER POLICY 21

STS STUDENT EMPLOYEE AGREEMENT..... 23

Student Technology Services (STS) Employee Handbook

About STS

Student Technology Services (STS) is the student employment sector of the Information and Media Technologies (I&MT) Division. Every student worker employed by I&MT is automatically part of STS. STS is a unique organization in that it is student managed, though it exists to support the overall goals and objectives of I&MT.

STS is an innovative initiative that benefits students while also meeting the technology support needs of the UWM community. According to I&MT Director Joe Douglas, STS' goal is "to add real value to the students' academic experience and help prepare them for life after graduation."

Student empowerment is a top priority. Its purpose is to give student employees the instruction they need to become competent in various areas of technology and to give them the responsibility and authority to make decisions and provide customer services. I&MT Director Joe Douglas states that this enables students to gain "real professional experience including supervisory experience, training, time management skills, interaction with diverse populations in a variety of situations, budgeting, team-building and creative problem-solving."

STS is an Equal Opportunity Employer and seeks to reflect the diversity of the university community. STS welcomes students of every academic discipline.

STS Communications

In order to facilitate communication, there is a designated STS e-mail reflector. Every STS employee is on this reflector and receives departmental information, job postings, policy changes, training updates, and any other pertinent communications. Employees are expected to read STS mail regularly.

In addition, all STS employees are responsible for knowing about any updates or revisions to this handbook. Updates and revisions will be distributed periodically by STS Human Resources.

A contact list of I&MT managers and STS personnel is included in Appendix A.

STS Organization Chart

To understand how STS is organized, an organization chart is included in this handbook for your reference. (See Appendix B.)

Responsibilities

STS agrees with the four basic principles for Job Success spelled out by the Wisconsin Job Service.

1. Dependability/Reliability

We rely on STS employees to be on the job and require a reason, in advance, if they cannot be. Frequent absences, even excused ones, cause problems for employers and co-workers and are cause for dismissal. Likewise, reliability is important. An employee must be able to follow through on a task without continual supervision.

2. Punctuality

We depend upon STS employees to report for work at the time specified. As with absenteeism, employees who are late at the start of work create problems for co-workers, supervisors, and clients.

3. Quality of Work

We depend on STS employees to take care to execute the job functions they are assigned, whether that is with customer service, data accuracy, system security, or any other function.

4. Quantity of Work

We depend on STS employees to be productive on the job. While we gladly provide opportunities for learning, we expect employees to attend to the job to which they are assigned. Personal work while on the job is frowned on and must be cleared with an individual's supervisor.

Leaving STS or Department

In addition to these four basic principles, we realize that STS employees who begin working in one capacity may decide, over the course of their study at UWM, to move to another department or position within STS. We encourage employees to seek assignments of increasing responsibility, though we ask that they commit to one department for a semester or a year.

It is preferred that any student employee give a semester notice when he or she plans to leave STS or move to another department. If this is not feasible, the employee should notify the supervisor in writing (e-mail) at least two weeks before the last workday with the reason for leaving. At that time, the employee should schedule an **exit interview** with the supervisor or I&MT manager. At the exit interview, the employee and supervisor should confirm that all records are in order for employer references.

On the last scheduled workday, all keys and I&MT/STS property must be returned to the supervisor. All personal materials should be removed from workstations and all personal data should be removed from I&MT staff computers. Turn in the STS Employee Handbook to the STS Human Resources Department, Bolton Hall Room 210.

When student employees leave a department, STS requests that they help train their successors. This will offer individual students opportunities to broaden their experiences, while respecting the needs I&MT/STS have for consistency in the service they provide the university community.

Personal Attitudes and Habits

STS encourages student employees to develop attitudes that will go a long way toward enhancing success.

- Interpersonal skills -- listen, reflect, then respond.
- Be open, share experiences and ideas.
- Be discrete, share criticism constructively.
- Be open to correction.
- When you make a mistake (we all do), notify your supervisor and apologize.
- Use and develop your own judgment, but ask for support when you need it.
- Accept responsibility and take on extra work when needed, but don't over-commit.
- Take time to communicate, plan ahead.
- Build the team -- sometimes leading, sometimes following.
- Work hard and have fun!

STS Work Rules

The STS Employee Handbook serves to elaborate on the policies set forth in the UWM Student Employment Administrative Manual. The UWM manual is on-line at:

http://www.uwm.edu/Dept/FINAID/fws/stud_employ_manual.html

Work rules for all UW System classified and student employees are spelled out in Appendix B. They are not intended to restrict the rights of employees, but rather to advise employees of prohibited conduct.

Engaging in one or more of the following forms of prohibited conduct may result in disciplinary action ranging from a reprimand to immediate discharge, depending upon the specific form of conduct and/or the number of infractions.

- Insubordination, including disobedience, or failure or refusal to carry out assignments or instructions.
- Negligence in performance of assigned duties.
- Unexcused or excessive absenteeism. Failure to notify the supervisor promptly of unanticipated absence or tardiness.
- Failure to observe the time limits and scheduling of lunch breaks.
- Using abusive language toward others. Threatening, attempting, or doing bodily harm to another person.
- Making false or malicious statements concerning other employees, supervisors, students or the university.
- Use of alcoholic beverages or illegal drugs during working hours, or reporting for work under the influence of alcoholic beverages or illegal drugs.
- Inappropriate dress or lack of personal hygiene, which adversely affects proper performance of duties, work of peers, or constitutes a health or safety hazard.
- Failure to exercise good judgment or being discourteous in dealing with fellow employees, students or the general public.

STS expects that even if you are not on duty, you represent UWM and its facilities. You should uphold and adhere to the rules regarding university computing resources at all times. You are expected to avoid derogatory comments about I&MT and STS policies or personnel.

These work rules do not constitute the entire list of violations for which employees may be disciplined. Other rules are provided by statute, by administrative Code, and by administrative procedures established by management.

Additional work rules may be established by I&MT management to meet special requirements of departments or as circumstances require.

General STS Procedures

Primary Department Assignment

All STS employees are given a Primary Department Assignment, which is where STS would like them to primarily work for at least one semester at a time. STS employees may receive department-specific work guidelines for their Primary Department.

Having a Primary Department Assignment is important because it:

- Assigns you a supervisor with whom you are encouraged to discuss all problems, questions, and concerns.
- Gives you precedence when schedules are made and hours are allotted in that department.
- Provides you with the opportunity to become expertly familiar with one particular department.
- Designates a spot for your timecard.
- Clarifies the process of performance reviews. Performance reviews are conducted each semester and include a discussion of work performance and wage rate. The review is made a permanent part of your personnel file.

Expectations Regarding Interactions with Clients

- Wear your nametag at all times while on duty.
- When answering the phone, clearly identify the department and yourself.
- Take an interest in clients' problems. Listen carefully to the problem and reply in terms they can understand.
- Be tactful when interacting with a client; never argue. Direct a client who questions I&MT's policy or procedures to your supervisor. If a supervisor is not immediately available, offer to relay the concern via e-mail or voice mail before the client leaves. Take the client's phone number so someone can call him or her back.
- Properly qualify your opinions when you are unsure of something; say "I don't know, but let me find out."
- Never touch or work on anyone's personal computer such as a laptop. You may be held liable for any loss of data or damage that may occur.

How to Solve Conflicts with Clients

STS employees and supervisors address client concerns by first attempting to understand the problem from the client's perspective, realizing that the client may not know about computers or STS work practices.

Next, employees and supervisors offer a preliminary solution. If a solution is unknown by anyone present, the client is referred to someone who would know the answer.

If clients become disruptive, employees first ask them kindly and quietly to take a corrective course of action, e.g. to lower their voices. If the clients are unwilling to compromise, STS employees will ask them to leave, refer them to campus security, call the STS supervisor, or call the I&MT manager.

How to Solve Conflicts with Employees

STS supervisors address employee concerns by first attempting to understand all sides and components of any problem. They will investigate why the employee is upset and whether the employee is aware of the rule that he or she has violated.

There are many different types of workplace conflicts that can arise, such as miscommunication, interpersonal conflicts, rudeness to clients, insubordination, etc.

An employee involved in a workplace conflict should be confronted privately. The supervisor should state the rule or resolution that is expected so that the employee understands the conflict.

If the supervisor cannot solve the conflict, he or she will defer the situation to STS Human Resources and/or I&MT Management.

Fire Evacuation Procedure

Know the general layout of the building and the locations of the nearest exit and fire alarm box. In the event of a drill or an emergency, maintain control, evacuate clients from the site, lock the site and leave. If you find a fire:

- **Sound the interior building alarm.**
Alarm boxes are located on each floor of all buildings and serve only to alert occupants to evacuate the building. The building alarms **do not** summon the Fire Department!
- **Notify the university police.**
Dial 9911 and report the fire. They will call the Fire Department. Give your name, fire location by building, floor and room.
- **Evacuate the building.**
Secure your site. Use stairways only! **Do not use elevators.** You could be trapped in them. Walk quickly to the nearest exit and leave the building.

Bad Weather Closings

In the event UWM cancels classes due to bad weather, STS sites will remain open. The library will be open for normal operating hours and other sites will be open from 8 am to 5 pm, as long as the university is open for business. If the university offices are closed, the sites will be closed as well.

To find out if classes are canceled or if the university offices are open, call the Snow Emergency Hotline: 229-4444. Closings are announced on the hotline no later than 6:45 am that day.

Medical Emergencies

In the event of an at work medical emergency of any kind, immediately call 9911. Do not attempt to move the person or administer medical assistance unless you are certified in emergency medical practices.

Breaks and Lunches

- For each continuous four-hour shift you work, you get a 15-minute paid break.
- When working a continuous six-hour shift, you may take a 30-minute **non-paid** lunch. (If anyone is interested in this option, you must contact your supervisor first.)
- Breaks cannot be combined to give you a half hour and they cannot be carried over to the next day.
- Breaks cannot be taken before the first completed hour of your shift or during the final hour of your shift.
- There are designated break areas for STS employees:
 - Library: Library lounge
 - EMS: student lounge right outside the lab
 - SBA, Union, Bolton: quick access to break facilities in the Union
 - Data Center: EMS EB78
 - All other STS work areas: Ask Supervisor about designated break areas.

STS Disciplinary Policy

The STS Disciplinary Policy provides standardized procedures for common problems. It is enforced upon violation of STS Work Rules (p. 6) or of any defined attendance issues listed below.

STS employees and supervisors should feel comfortable in the decision-making process with regard to sensitive issues. This work practice policy should alleviate STS employee fear of illegitimate termination and will lead to a more open and communicative work environment.

Tardiness

- An official tardy occurs when an STS employee is more than five minutes late to a shift.
- An STS employee may be tardy twice in a semester before facing any repercussion. An automatic written warning is issued after three tardies. STS Human Resources will schedule a meeting with the employee and his or her supervisor.
- STS supervisors record how many minutes an employee was late by sending an e-mail message to *stshr* or by typing *hrreport* at the alpha prompt.

Excused Absences

- An excused absence is granted if one of the following occurs:
 1. An STS supervisor has been notified 24 hours in advance that an STS employee cannot make a shift for an excused reason, such as an appointment with a doctor, a funeral, sickness, or a similarly grave situation.
 2. In the event of an emergency in which an STS employee will be late or cannot make his or her shift, the STS supervisor or I&MT manager must be notified as soon as possible.
 3. During an emergency, if an STS employee is unable to directly speak to his or her supervisor or I&MT manager, he or she may leave a voice mail message or an e-mail marked "**IMPORTANT.**"
- STS employees are allowed two excused absences per semester. If a pattern of excessive absences occur per semester, at the discretion of the supervisor, a written warning can be issued and/or a meeting can be scheduled with the STS employee, his or her supervisor and the STS Human Resources Coordinator.

Unexcused Absences

- All absences after the second excused absence are considered unexcused, except in cases of extreme emergency.
- Absences that do not meet the criteria of an excused absence are designated as unexcused, even though some advance notice may have been given to the STS supervisor.
- Unexcused absences are not tolerated and will be dealt with accordingly.

No Shows

- A no show occurs when an STS employee misses a shift and makes no attempt to notify his or her STS supervisor.
- No shows are treated more severely than unexcused absences. Termination is to be expected after two no shows, even if they occur in different semesters.

Discipline

A written warning is issued by STS Human Resources when a supervisor advises it. Notice is sent to the STS employee to schedule a meeting with the Human Resources Coordinator, the STS supervisor, and/or the I&MT manager. An STS employee's entire record is discussed. Potential consequences as a result of this type of meeting can include suspension or termination. Written warnings are recorded in the STS employee's permanent personnel file.

Sexual Harassment

Sexual harassment is prohibited by UWM. Behavior between or among members of the university community which creates a hostile, intimidating, or otherwise unacceptable working environment will not be tolerated. Sexual harassment is defined as:

- Unwelcome sexual advances,
- Requests for sexual favors, and/or
- Other verbal or physical conduct of a sexual nature when:
 1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course or program, or activity;
 2. Submission to or rejection of such conduct is used as a basis for an employment or education decision affecting an individual;
 3. Such conduct has the purpose or effect of substantially interfering with an individual's work or education performance or of creating an intimidating, hostile, or offensive environment for working or learning.

Prohibited behavior includes physical contact, verbal abuse, gestures and/or written messages.

Verbal Behavior

- Continuous idle chatter of a sexual nature;
- Sexual slurs, innuendoes and other comments about a person's clothing, body and/or sexual activities;
- Lewd remarks or suggestive sounds, such as whistling, wolf calls or kissing sounds;
- Implied or overt threats if sexual attention is not given;
- Repeated unsolicited propositions for dates and/or sexual intercourse.

Physical Behavior

- Unwanted physical contact, such as patting, pinching, stroking or brushing up against the body;
- Attempted or actual kissing or fondling;
- Physical assaults;
- Coerced sexual intercourse;
- Rape.

Gestures

- Sexual looks, such as leering or ogling with suggestive overtones;
- Continuous and unwelcome flirting.

Grievances of sexual harassment should be reported immediately to your STS supervisor or I&MT manager. If this is not possible, report the incident to STS Human Resources. All infractions of this nature are given serious consideration and could lead to immediate dismissal.

Grievances and appeals will be processed according to legislative guidelines.

Training Policy

All STS employees are given an orientation to I&MT and to the particular department to which they have been assigned.

In addition to taking advantage of career building opportunities while employed with STS, every student is expected to expand upon his or her technical skills and interpersonal development. A strong emphasis in STS is placed upon skills training and preparing STS employees for a professional career upon graduation from UWM.

To accomplish this, STS has implemented a training policy as a condition of employment. This policy mandates that every STS employee complete at least **three** training classes per semester of employment.

A training curriculum, which consists of workshops and classes, will be made available at various times throughout the calendar year. This is an accelerated, self-paced, seamless curriculum that offers technology skills and interpersonal skills that will benefit you as you begin to move through the STS job levels.

Each STS job level will offer some required and some elective skill building. Additional job-specific training may be needed to effectively meet the requirements of the particular position you are assigned within the STS organization. These needs will be assessed with you during the employee performance evaluation conducted mid-semester.

It is the responsibility of each STS employee to meet semesterly training requirements. If you are unsure about your relevant training needs, please consult with your STS supervisor or I&MT manager.

STS employees are paid for training participation. Training hours must be written on a separate timecard and submitted to the Peer Training office in Bolton Hall Room 229F. Training hours are paid according to the same bi-weekly payroll schedule as regular work hours.

Payroll

Responsibilities of the Payroll Office

The UWM Payroll Office produces paychecks from reported work time for each STS employee on a bi-weekly basis.

Refer to the Student Bi-weekly Payroll Schedule for 1999 on p. 17.

Responsibilities of the STS Employee

STS employees must complete and submit a blue timecard every other Thursday. In the event of a holiday, changes in timecard due dates will be posted over the STS reflector. The timecard should be submitted to your designated STS supervisor or I&MT manager.

Accuracy in reporting time is essential for proper and timely payment. All timecards are verified by supervisory personnel. Remember to use a separate timecard for all training hours. (See Training Policy on p. 15.)

Complete the timecard as indicated below.

UWM STUDENT EMPLOYEE TIME CARD				DIV	DEPT	FUND	ACCOUNT	ACT
NAME: LAST		FIRST		MI				
DOE		JOHN		H.				
SOCIAL SECURITY		PAYROLL PERIOD						
23-45-6789		NOV - A						
Make sure all blanks are properly filled out.								
WEEK 1 HOURS				WEEK 2 HOURS				
SUN	4.4	SUN	4.2					
MON	1.4	MON						
TUE		TUE	4.8					
WED	2.6	WED	3.0					
THUR	2.1	THUR	0.9					
FRI	4.0	FRI	2.5					
SAT	4.1	SAT	4.3					
TOTAL	17.6	TOTAL	19.7					
				STUDENT SIGNATURE		DATE		
				John Doe		11-8-00		
				SUPERVISOR APPROVAL		DATE		

CHECK THE MATH!

Card must be signed and dated

Leave this blank for processing

STUDENT BI-WEEKLY PAYROLL 1999

<u>MONTH</u>	<u>PAYROLL PERIOD</u>	<u>PAY DATE</u>
JAN. A	12/27/98 - 01/09/99	01/22/99
JAN. B	01/10/99 - 01/23/99	02/05/99
FEB. A	01/24/99 - 02/06/99	02/19/99
FEB. B	02/07/99 - 02/20/99	03/05/99
MAR. A	02/21/99 - 03/06/99	03/19/99
MAR. B	03/07/99 - 03/20/99	04/02/99
APR. A	03/21/99 - 04/03/99	04/16/99
APR. B	04/04/99 - 04/17/99	04/30/99
MAY A	04/18/99 - 05/01/99	05/14/99
MAY B	05/02/99 - 05/15/99	05/28/99
MAY C	05/16/99 - 05/29/99	06/11/99
JUNE A	05/30/99 - 06/12/99	06/25/99
JUNE B	06/13/99 - 06/26/99	07/09/99
99 FISCAL YEAR ENDS		
JULY A	06/27/99 - 07/10/99	07/23/99
JULY B	07/11/99 - 07/24/99	08/06/99
AUG. A	07/25/99 - 08/07/99	08/20/99
AUG. B	08/08/99 - 08/21/99	09/03/99
SEPT. A	08/22/99 - 09/04/99	09/17/99
SEPT. B	09/05/99 - 09/18/99	10/01/99
OCT. A	09/19/99 - 10/02/99	10/15/99
OCT. B	10/03/99 - 10/16/99	10/29/99
OCT. C	10/17/99 - 10/30/99	11/12/99
NOV. A	10/31/99 - 11/13/99	11/26/99
NOV. B	11/14/99 - 11/27/99	12/10/99
DEC. A	11/28/99 - 12/11/99	12/23/99
DEC. B	12/12/99 - 12/25/99	01/07/2000

- Direct deposit is available upon request.
- Payroll check pick-up is at the Cashier's Office in Mitchell Hall, Room 285.

UWM Campus Resources

Included in the STS Employee Handbook is a sampling of UWM campus resources available to all students and staff at UWM. This is only a sampling and does not completely reflect all the resources available at UWM. STS supports these programs and recommends employees utilize them.

From time to time, informational material on recommended campus resources will be made available in the STS Human Resources office, Bolton Hall Room 210. These can be included in the STS Employee Handbook.

English as a Second Language Programs

MEMORANDUM

October 27, 1998



To: Any UWM Student Whose Native Language is Not English

From: Jean Mileham, ESL Writing Coordinator
Phone: (414) 229-6180 FAX: (414) 229-6258
Office: 678 Curtin Hall E-mail: jeanmile@uwm.edu
Credit ESL Home Page: <http://www.uwm.edu:80/Dept/ESL/credit/>

Re: Developmental English as a Second Language Courses

- Are you a UWM student?
- Did you learn to use English **AFTER** you already knew how to use your native or first language?
- Do you wish your ability to use English were as strong as your ability to use your native language?

If you answered YES to ALL these questions, you will want to learn more about the developmental English as a Second Language courses offered at UWM. So, read on.

What? These courses help you improve your English reading, writing, discussion and presentation skills. They will

- * **INCREASE** your ability to understand and use vocabulary and sentence structures found in university level academic English,
- * **DEVELOP** your analytical reading and critical thinking skills,
- * **PRACTICE** your discussion and oral presentation skills, and
- * **STRENGTHEN** your awareness of writing styles expected at this university and of their difference from writing styles that may be more familiar to you.

Why? With stronger English skills, you will find it easier to succeed in all the courses you take at UWM. In addition, these courses allow you to qualify for English 102. Furthermore, the courses prepare you to compete successfully in 102 and satisfy the UWM undergraduate English requirement.

Who? These courses are available to any UWM student whose native language is not English. If you have already taken the EPT (English Placement Test) and placed into English 090 or 095, it would be wise for you to take the PIC Test. A PIC Test score at Level 2 or above qualifies you to register in a for-credit ESL course in place of the non-credit English 090 or 095.

How? To take the PIC Test, you need to register **IN ADVANCE** with the Testing Office in the basement of Mellencamp Hall, Room B-28 or at 229-4689. (Upcoming PIC Test dates and times appear on the reverse of this sheet.) On the day of the test, you must arrive at least 15 MINUTES BEFORE the scheduled start of the test, and you will be required to present TWO PICTURE IDs to be admitted for testing. Please refer to the back of this sheet for information about using your PIC score to register for the appropriate ESL course.

Developmental English as a Second Language Courses and the PIC Test

Questions and Answers

Q: *When can I take the PIC Test?*

A: **Upcoming PIC Test dates/times for continuing UWM students are listed below.** Remember to comply with all Testing Office rules:

- 1) BEFORE the day of the test, MAKE A RESERVATION by calling Testing at 229-4689.
- 2) On the test day, ARRIVE in B-28 Mellencamp Hall AT LEAST 15 MINUTES EARLY.
- 3) On the test day, BRING WITH YOU TWO PICTURE IDs for admission to the test.

<u>Day</u>	<u>Month</u>	<u>Date</u>	<u>Start Time</u> (Arrive 15 minutes <u>before</u> this time.)
Friday	November	6th	1:30 p.m.
Monday	November	9th	1:00 p.m.
Tuesday	November	10th	10:30 a.m.
Friday	November	13th	12:30 p.m.
Wednesday	November	18th	2:30 p.m.
Thursday	November	19th	2:00 p.m.
Friday	November	20th	10:30 a.m.
Wednesday	December	2nd	2:30 p.m.
Wednesday	December	9th	2:30 p.m.
Wednesday	December	16th	2:30 p.m.
Monday	January	4th	10:30 p.m.
Friday	January	8th	12:30 p.m.
Monday	January	11th	11:00 a.m.
Tuesday	January	12th	2:00 p.m.
Wednesday	January	13th	2:30 p.m.
Thursday	January	14th	10:30 a.m.
Saturday	January	16th	10:00 a.m.
Tuesday	January	19th	10:30 a.m.
Wednesday	January	20th	1:00 p.m.
Thursday	January	21st	2:00 p.m.
Friday	January	22nd	10:30 a.m.
Wednesday	January	27th	10:30 a.m.
Thursday	January	28th	2:30 p.m.
Monday	February	1st	5:00 p.m.
Tuesday	February	2nd	11:00 a.m.
Wednesday	February	3rd	2:30 p.m.
Wednesday	March	10th	2:30 p.m.

Q: *How many courses should I plan to take, and which course should I take first?*

A: **How many courses you take depends on *your current English skills, *your language learning ability, and *the effort you put into improving. The PIC Test score determines which course you should register for first.** You can estimate how many semesters of ESL coursework you may need.

Generally, if your PIC Test score is

- at Level 4 you can expect one semester of ESL preparation for English 102:
1st semester Register in 352-118 (any section).
- at Level 3 you can expect two semesters of ESL preparation for English 102:
1st semester Register in 352-117 (section 002 or 003)
2nd semester Register in 352-118 (any section).

(continued on next page)

- at Level 2B you can expect two semesters of ESL preparation for English 102:
 1st semester Register in **both 352-116-001 and 352-117-001**
 2nd semester Register in **352-118** (any section).
- at Level 2A you can expect three semesters ESL preparation for English 102:
 1st semester Register in **352-116** (section 002 or 003)
 2nd semester Register in **352-117** (section 002 or 003)
 3rd semester Register in **352-118** (any section).
- at Level 1 you can expect three semesters ESL preparation for English 102:
 1st semester Register in **both 352-096-001 and 352-115-001**
 2nd semester Register in **both 352-116-001 and 352-117-001**
 3rd semester Register in **352-118** (any section).

Q: *What can you tell me about each of these courses?*

A: Below are brief course descriptions.

Course Descriptions for the Developmental English as a Second Language Sequence

- 352-096 Fundamentals of Reading and Writing in English as a Second Language.**
 Sustained reading of narrative, descriptive, reflective, and analytical materials and regular writing practice for acquisition of English sentence structures and vocabulary. For non-native speakers of English. **Hours and Credits: 6 hours per week. Fee assessed for 6 non-credits.**
- 352-115 Basic Writing in English as a Second Language.**
 Extended analytical reading and introduction to the conventions of expository writing; reinforces the structural elements of the English language. For non-native speakers of English. **Hours and Credits: 3 hours per week. 3 credits.**
- 352-116 Introduction to College Writing in English as a Second Language.**
 Analytical reading and extensive practice of the processes and basic rhetorical concepts of undergraduate expository writing. Review of English sentence structure, usage, and punctuation. For non-native speakers of English. **Hours and Credits: 3 hours per week. 3 credits.**
- 352-117 College Writing in English as a Second Language.**
 Emphasis on skills needed for longer essays. The writing process, principles of organization, and development of rhetorical styles. For non-native speakers of English. **Hours and Credits: 3 hours per week. 3 credits.**
- 352-118 Writing Argumentation in English as a Second Language.**
 Writing effective argumentative essays using academic reading, personal experience, and library research. Includes extensive reading. For non-native speakers of English. **Hours and Credits: 3 hours per week. 3 credits.**

Q: *Who can give me more information and answer additional questions?*

A: For more information, feel free to call Jean Mileham at (414) 229-6180, visit her office in 678 Curtin Hall, send e-mail to <jeanmile@uwm.edu>, or address your FAX to Jean Mileham, ESL Writing Coordinator, at (414) 229-6258.

Appendix A: Directory

I&MT Managers

Name	Functional Area	Location	Extension	Log-in
Norb Bybee	Help Desk	Bolton 218	4270	bybee
Frank Campenni	Video & Multi-Media Prod.	Cun B189	5148	campenni
Dan Chew	Classroom Support	Bolton 218	5480	chew
Gabriel Chido	Printing Services	Kenilworth 2	4055	gabe
David Crass	Network Services	Cun B187	6383	davidc
Lana Dyer	Creative Services	Bolton 574A	4702	lana
Dean Holschbach	Data Center	EMS EB74	6425	dean
Jeff Lange	Network Services	Cun B114	6938	lange
Margaret Kennedy	CCL Manager	Bolton 210	6635	mnk
Alan Magayne-Roshak	Photo Services	Mitchell B70	4282	amr3
Chris Marshall	Learning Technologies	Bolton 552	5476	cm
Sue McKay	Visual Design	Bolton 510	2408	smckay
Jon Polek	Media Equipment	Bolton 238	5527	jjp
Joey Russell	Printing Admin. Support	Kenilworth 2	5870	jr
Vickie Schuh	Technical Solutions	North 190	4043	vlc
Tony Shulist	Desktop Support	Bolton 214	4001	tony
Tricia Smith	Client Skills Development	Bolton 229E	5140	tricia
Tom Tomter	TV Engineering	Cun B175	5471	tomter
Marge Waala	Applications Development	North 163	3707	mwaala

STS Personnel

Name	Functional Area	Location	Extension	Log-in
Regina Bard	Peer Training	Bolton 229F	2423	regina
Lou Ann Bohn	Public Relations	Bolton 229F	2423	lbohn
Jakob Eisen	Web Maintenance	Bolton 5		myonu
Petra Esterle	Shortcourse	Bolton 229F	5395	petra
Tara Hoagland	Data Center	EMS EB65	1122	tara7285
Manjula Dammanna	Classroom Support	Bolton 238	2382	dammanna
Lorie Kieffer	Human Resources	Bolton 210	4681	lkieffer
Dan Poulsen	Desktop	Bolton 241	6487	bpoulsen
Aamir Qazi	Help Desk	Bolton 225	2842	qazi
Noah Rosenberg	CCL Supervisor	Bolton 227	3782	integral
Patricia Singer	STS Manager	Bolton 229F	2423	patricia

Campus Computer Lab Supervisors

Name	Functional Area	Location	Extension	Log-in
Petra Esterle	Bolton Lab	Bolton 227	3782	petra
Zach Karpinski	EMS Lab		2239	zackkarp
Wade Janecek	Library 1 Lab		2266	wadej
Matt Carroll	Library 2 Lab		6418	mmc2
Regan Kwiatkowski	Mitchell Lab		4957	cheshire
Harp Dulai	SBA Lab		2510	harp
Jason Vandyke	Sandburg LLC		5343	
Nina Rosenberg	Union Lab		6025	ndr

Appendix B

Organization Chart

Appendix C

I&MT Campus Computer User Policy and Guidelines

Information and Media Technologies (I&MT) maintains the academic computing labs at UWM for the purpose of supporting the educational, research, and service missions of the university. Users are invited to use the resources for incidental personal use, while bearing in mind that we endeavor to maximize the available resources for their primary purpose within financial constraints and legal commitments of our governing bodies.

The following statements are intended to contribute to an amicable and ethical working environment for staff and users alike. People who exhibit poor judgment may have their access to resources suspended or curtailed.

- Use of the university campus computer network and resources is a privilege. Only UWM students, faculty and staff members are authorized to use UWM computers and campus computer labs.
- Each individual is responsible for keeping the confidentiality of his or her own password and may not share accounts with others, within or outside of the campus community.
- Individuals are responsible for:
 - refraining from harassing other users with threatening e-mail,
 - attempting to steal passwords, and
 - attempting to corrupt files.
- Communications that violate Wisconsin, federal or international laws are unacceptable.
- Individuals are prohibited from exhibiting any behavior that may interfere with the work of other users or with their ability to make effective use of the network.
- Campus Computer Lab Consultants, as employees of I&MT/STS and the campus, are delegated with the responsibility and authority to maintain a constructive educational atmosphere in the labs.
- When patrons are waiting in a campus computer lab, I&MT/STS will impose a one hour time limit on the use of a workstation. A consultant may ask a patron to vacate the workstation for someone who is waiting, or to move to another location. If the patron does not comply, the consultant will immediately refer the case to a higher authority.

The following guidelines enable the UWM community to get the most out of limited resources.

- Do not keep unnecessary files, carelessly execute intensive programs, or generate excessive printer output or electronic mail.

- Selected game playing is permitted as an instructional exercise. However, game playing is considered wasteful if it is dominating resources needed by other users. The system is tuned to restrict game playing as workload increases.
- The only software programs allowed are those installed and regulated by I&MT.
- As a courtesy to other people using the network, do not transfer large amounts of data between computing systems during daytime hours. Transfers of large files during the day severely degrade the performance of the network.
- Do not mail chain letters to other people. If you receive one from off campus, delete it. If it was sent to you from someone at UWM, forward the message to "help" for administrative action.
- Do not post messages to large numbers of news groups. Do not post chain letters or money-making schemes to any news groups.
- Do not run robot programs for use with chat programs or muds.
- Do not write, talk or send e-mail to people you do not know or have a legitimate reason to contact. Asking them if they want to chat is not a legitimate reason to contact someone you do not already know.
- Do not attempt to forge mail messages, news postings or otherwise represent yourself as someone else.

The above statements are not meant to be exhaustive. Until an issue is resolved, questionable use should be considered unacceptable.

Remember: All university records, including electronic files and e-mail, may be subject to disclosure under the Wisconsin Public Records Law. The network should not be considered a secure network and should not be relied on for the transmission of confidential or sensitive data.

STS Student Employee Agreement

I have read the STS Student Handbook and I agree to abide by the guidelines and policies set forth therein.

Additionally, I realize that I have a right to build a meaningful record of achievement for recommendations to future employers and can expect merit raises and regular work performance evaluations over my time as a student employee with STS.

I understand that failure to abide by these policies may, depending on the infraction, result in a poor evaluation and/or immediate termination.

Name (Please Print)

Signature

Date

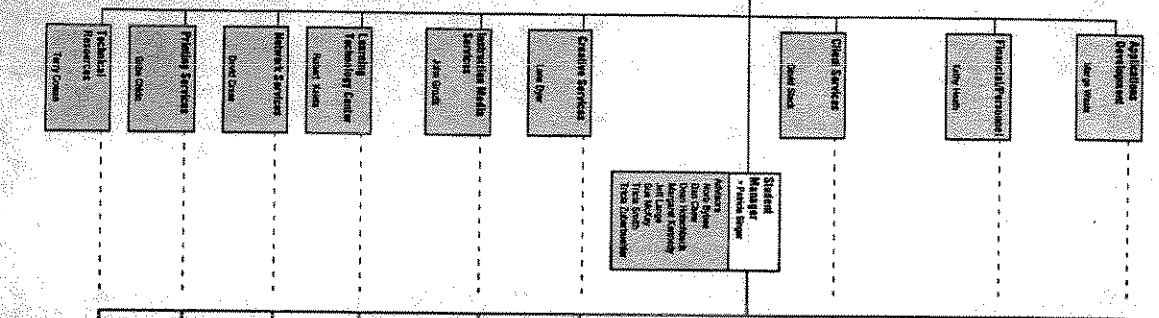
Supervisor (Please Print)

Signature

Date

Return this form to STS Human Resources Coordinator, Bolton Hall Room #210.

--- indicates I&MT department within the SIS department functions



Department	Manager	Staff
Application Development - Develop, test, and maintain software for the I&MT department - Maintain I&MT website - Develop and maintain I&MT database	Principal/President Arlene Walsh	Application Development Support - Support I&MT database - Support I&MT website - Support I&MT software
	Product Services Sue Chan	Product Development Support - Support I&MT database - Support I&MT website - Support I&MT software
	Technical Resources Arlene Walsh	Technical Support - Support I&MT database - Support I&MT website - Support I&MT software
	Network Services David Chan	Network Support - Support I&MT database - Support I&MT website - Support I&MT software
	Learning Technology Center Robert Mann	Learning Technology Support - Support I&MT database - Support I&MT website - Support I&MT software
	Creative Services Arlene Walsh	Creative Support - Support I&MT database - Support I&MT website - Support I&MT software
	Instructional Media Services Arlene Walsh	Instructional Media Support - Support I&MT database - Support I&MT website - Support I&MT software
	Application Development Arlene Walsh	Application Development Support - Support I&MT database - Support I&MT website - Support I&MT software
	Product Services Sue Chan	Product Development Support - Support I&MT database - Support I&MT website - Support I&MT software
	Technical Resources Arlene Walsh	Technical Support - Support I&MT database - Support I&MT website - Support I&MT software
	Network Services David Chan	Network Support - Support I&MT database - Support I&MT website - Support I&MT software
	Learning Technology Center Robert Mann	Learning Technology Support - Support I&MT database - Support I&MT website - Support I&MT software

I&MT Staff mentor/supervisor

Information & Media Technologies
 Student Technology Services
 March 1999

Student Employee Organization

