

University News

Cutting edge communication

The '90s brought explosive growth in telecommunications on campus

By mid-2000, UW-Stout will boast a new \$8.6 million three-story building replacing the current Communications Center as the electronic hub of the campus. It will bring all the campus's information technology components together in a single location.

According to Annette Taylor, campus planner, an up-to-date communications building is important because of the vast telecommunications and distance education needs of the university.

The university has experienced explosive growth in telecommunications, said Joe Brown, Chief Information Officer. "In 1993 a consultant reported the campus was overworked because we had 300 devices on the network. We have upgraded to 3,600 devices now," said Brown.

Currently, the people who work to keep UW-Stout on the cutting edge, Information and Operating Systems and Telecommunications and Networking, are housed in several different buildings. They will now be able to work together in the new building for even more efficient problem solving and service delivery.

"These people really pulled together to fix all of the systems," said Brown, adding, "A few years ago our network was in a meltdown state."

The university will use most of the first floor of the building for media production and training with an imaging studio and standard to high-end computer workstations. Faculty and staff will be able to use multimedia production workstations at any time to work on advanced productions, like streaming video over the Internet or making CD-ROMs.

The first floor will also house the Nakatani Center for Learning Technologies, a resource and training center for faculty and staff. According to Joe Hagaman, director of Learning Technology Services, the new space and equipment will enable UW-Stout to meet the increased need for faculty and staff training in the latest technologies, such as building web pages.

Most of the web pages will serve students in



UW-Stout's new \$8.6 million Communications Center will bring all the campus's information technology components together in a single location.

courses on the UW-Stout campus. But some of the pages will be developed into full-functioned online delivered courses offered statewide, even worldwide, similar to UW-Stout's asynchronous online master's program in hospitality and tourism, said Hagaman. This new program offers courses via the Internet, using a platform called Lotus Learning Space. At any time of the day in any part of the world, students access courses from their home computer.

Because UW-Stout participates in both asynchronous and synchronous distance education, areas on the second floor of the new building will include two large classrooms set up for synchronous, instructor-led applications. UW-Stout currently participates in networks that deliver two-way video.

According to Hagaman, future distance learning will combine the best features of asynchronous and synchronous technologies in response to the needs of the students UW-Stout will serve. "Many of the future learners will be older, working full-time jobs and

living farther away. They will still want the special programs that only Stout can offer. We will be in a very good position to provide quality distance education opportunities, no matter what direction technology takes," he explained.

Synchronous courses may use web sites to support the classroom activities. Asynchronous courses may experiment with synchronous features such as online chat, document sharing, and back-and-forth audio/video, said Hagaman.

The university may implement several other new technologies, like digital television and wireless communication, in the new building. Hagaman noted that, in preparation for digital television, all of the rear projection screens in the building will have a wide-screen format.

"We want to be on the cutting edge, but we don't want to be on the bleeding edge," said Hagaman. "We have had to make some judgments on what will be significant and what will be just another fad."

"We will be in a very good position to provide quality distance education opportunities, no matter what direction technology takes."

Joe Hagaman

A course to savor

International wine and food pairing course explores culture as well

While others were battling January winter whiteouts and dipping temperatures in the Midwest, Stout students and instructors savored the white beaches of the Mediterranean for three weeks.

Equipped with nearly 120 all-American, top-echelon wines, Peter D'Souza and Philip McGuirk, of Stout's hospitality and tourism department, taught the first International Wine and Food Pairing Course at the University of the Balearic Islands (UIB) on the island Majorca, Spain.

Tolo Hernandez, a UIB instructor, discussed Spanish wine and food. Thirty-one students in UW-Stout's hotel, restaurant and tourism program and 10 students in the restaurant program at UIB attended the class.

According to D'Souza, the three instructors have not found a similar class that is offered for credit at any other university in the United States or Europe.

For five days, the students attended lectures and matched wine with food, and cooked with wine in labs. The students then spent two days creating lunches and dinners, pairing Spanish and American wines with Spanish and American foods.

Armed with the ability to taste wine and match it with food, the group then traveled to see how wine is made and sold. They took one field trip to three small family-owned-and-operated wineries in Palma, Majorca, and a second field trip to three large wineries in Barcelona, a large mainland city.

McGuirk and D'Souza said observing the process at the large corporate wineries was enlightening, but the people at the small Palma wineries really embraced their class.

"The smaller wineries had great passion for what they are doing," McGuirk noted.

"Yes. The process is the same at both types of wineries,

but the way they make it is different," D'Souza added.

At the Palma wineries, students had the unique opportunity to talk with the owners, winemakers and marketing managers. "The owners and winemakers even gave us special tours and walked us through, if you will, the process of making wine and champagne. They were very open," said McGuirk.

"They also opened some of their better wines for us to taste," said D'Souza, smiling.

Beyond wine and food pairing, the Stout students gained a tremendous amount of knowledge about Spanish culture. They were required to take Spanish language classes before the trip and had the chance to put the language to practical use, communicating with the Spanish instructors, students and general public.

They also acquired an appreciation for Spanish customs and lifestyles. A custom popular with the group was the siesta.

"When you go to lunch, you go for at least two hours. Almost everything is closed from 2-4:30 p.m., breaking up the day nicely," McGuirk explained.

"It makes sense. Then you are more productive when you come back," noted D'Souza.

Although tourism is a large industry in the Balearic Islands, D'Souza pointed out that the local residents remain very family oriented. "We made a real effort to be sensitive to their culture. They welcome tourists, but they also want to protect their customs," he said.

The 31 Stout students made useful connections with professionals working within the tourism industry. Sol Melia, one of the largest hotel chains in Europe, sponsored a dinner, at which each student received a diploma to commemorate the event. D'Souza indicated that the hotel chain plans to

enter the American market soon, so the students may have made potential job links.

Jafar Jafari and Christine Clements, also from the hospitality and tourism department, pioneered the joint venture and will host 20 UIB students on the Stout campus for a tourism class in April.

McGuirk and D'Souza hope to expose their students to the wine, food and cultural aspects of as many major wine-producing countries as possible. The class in Spain will be an annual January event. In addition, the two instructors plan to offer the class in Sydney, Australia, in June 2001 in collaboration with Southern Cross University in Lismore, Australia, and will soon travel to Portugal, aiming to arrange the class there. Other possible destinations include South Africa, Chile, Germany, Italy and France.

"The more we do this, the more we appreciate other cultures," said D'Souza. "We have found that there really are no barriers to gaining knowledge."



Tolo Hernandez, Phil McGuirk and Peter D'Souza

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Peter D'Souza



New majors meet demand

UW-Stout will offer three new academic programs: technical communication, industrial management and an advanced degree in school psychology.

Technical communication was listed as one of the 20 hottest jobs in "US News and World Report," October 26, 1998. UW-Stout's new bachelor of science degree in technical communication will prepare students for jobs that call for high levels of communication with clients and customers about policies, products and services. Technical communicators are valuable to a variety of employers, ranging from computer documentation companies nationwide to medical device companies.

Graduates of this program will research, visualize, design, develop and oversee publication of both print and electronic documents. Technical communicators are at work creating training presentations at 3M, safety manuals at Johnson Wax and maps at the Mall of America.

The technical communication degree will provide students a communication background and coursework in a chosen technical area, such as health sciences, hospitality and tourism or manufacturing engineering.

In response to the needs of both Wisconsin employers and workers, the new bachelor of science degree in industrial management is designed for individuals who have completed an associate degree at a technical college and are interested in extending their education. The program will produce managers who are comfortable with both upper management and the production line, and who deal with issues ranging from making policy to efficient production.

Because today's students are older, working and living farther away from the university, UW-Stout offers the program on and off campus with an emphasis on delivery off campus using various distance learning technologies.

Many students will complete general education requirements at one of the 13 two-year UW Colleges located near their home.

UW-Stout's new educational specialist degree (*Ed.S.*) in school psychology meets criteria for certification as a school psychologist by the Wisconsin Department of Public Instruction, and is recommended for accreditation by the National Association of School Psychologists. The *Ed.S.* degree in school psychology is 30 credits beyond a master's degree.

Most school psychologists work in public education to ensure that all children are able to learn and progress to the best of their ability, including children in the preschool screening process, and adolescents who are in transition from school to work. Jobs are also available in public and private mental health clinics and agencies working with developmentally and learning disabled persons.

information technology a major force on campus

The new Communications Center, currently under construction immediately south of the old building, will serve as the campus hub for technology, housing such functions as information technology and distance education facilities. But it will also serve as a symbol of how information technology has changed forever many aspects of how we work as a university.

Today, information technology is a major force behind nearly every program we offer on campus. Spending hours in front of computer screens is a way of life for our students, whether they are making use of our modern computer labs or studying at home. We are now experiencing the first generation of truly computer literate students, and their expectations are high for the use of technology as a major education tool.

This spring we have introduced "Access Stout" which will allow students to work directly with our central database to register for class, check on financial aid and determine what additional courses they will need before graduation.

There is another way technology has altered our way of doing business: it will no longer be necessary for everyone to spend four or more years on campus to earn a degree. Although we will always have a core resident population on campus, new delivery systems will enable us to reach audiences who are place bound or whose lifestyles do not fit the traditional resident approach.

For example, in our current biennial budget the legislature has provided substantial funding for us to expand our graphic communications management program in order to fill a need by the printing industry for qualified managers. But the additional students will not be here on campus, but rather out in the communities where they reside. We will reach them through distance education and through

cooperative programs for their nearby technical colleges.

The legislature also granted us more flexibility in how we manage our funds, allowing us to develop custom education for business, government and education on a cost-recovery basis. We call this service Stout Solutions, a one-stop approach to serving the educational needs of external audiences. You will notice elsewhere in Outlook that we have appointed our first executive director for Stout Solutions, who is serving on an interim basis.

While the use of technology has placed us in exciting times, it also presents a financial challenge. Everyone who has anything to do with computers knows that they are quickly obsolete and in need of upgrades or replacement of hardware and software. We have received some assistance from the legislature on this challenge, but the state alone cannot meet all of our needs. That is why we are increasingly relying on the generosity of our alumni, as well as business and industry, in closing the gap between our technology needs and our financial resources.

Stout has always fostered a reputation as an institution that changes with the times. I hope we can count on you to help us address the changes that lie ahead by continuing to support your university. We, in turn, will continue to deliver a quality educational product that everyone expects from us.

Chancellor's Message



Charles W. Sorensen

Technology bridges perspectives

UW-Stout and Cerritos College generate cross-cultural communication

Stout's College of Arts and Sciences, in collaboration with Cerritos College in Norwalk, Calif., has launched an innovative program to bridge racial and ethnic boundaries.

"The Wisconsin Idea at UW-Stout and Cerritos College" uses video cameras and audio equipment to link American history classes at the urban, multi-ethnic Cerritos campus with the rural, predominately Caucasian Stout campus.

"While classes are often linked across long distances, this is the first time that a learning community has been created using distance technology for the purpose of facilitating interethnic, cross-cultural communication," said Alec Kirby, of the department of social science.

At Stout, nearly 2 percent of the student body is Asian and 1 percent is African American. Latino and Native American students each make up less than 1 percent of the population. In contrast, the student population at Cerritos College is 45 percent Latino, 26 percent Caucasian, 20 percent Asian, 8 percent African American and 1 percent Native American.

"Since we are limited in our ability to bring an ethnically diverse population to campus, we will bring the campus to an ethnically diverse population," Kirby noted.

Kirby is currently teaching an American history course with John Haas, a social science instructor at Cerritos College. The two instructors take turns conducting lectures and leading discussions. According to Kirby, the lectures focus on individuals and groups who have suffered oppression in American history, from the post-Civil War years through the Reagan era. Students have the opportunity to share

their opinions and perspectives through discussion exercises.

Kirby noted that one challenge to teaching U.S. history to a homogeneous population of students is that the students tend not to consider how their race and surroundings may shape their perspectives.

"The biases and perspectives that students and instructors bring to the classroom influence what takes place there. Real learning cannot be achieved until those biases are confronted, discussed and analyzed," Kirby explained.

Both instructors encourage students to speak their minds and challenge each other's views. "We do not intend to obliterate the differences between the two classrooms," said Kirby. "If each campus preserves its individuality, we have something to discuss."

The Wisconsin Idea at UW-Stout and Cerritos College was named after the progressive reform program of Robert M. La Follette, who became governor of Wisconsin in 1901. La Follette's Wisconsin Idea centered on the need to modernize government for the 20th century and featured attempts to use education and technology to solve practical problems faced by common people.

"Our goal is the same," said Kirby. "We will modernize education for the 21st century, using technology to achieve a better cross-cultural understanding. In an increasingly diverse nation, this mutual understanding is critically important."

The long-range plan for the Wisconsin Idea at UW-Stout and Cerritos College is to create a three-way link between Stout, Cerritos College and Xavier University in New Orleans. Xavier University's student population is 88 percent African American, said Kirby.

According to Kirby, the links will create a learning community between Stout and Cerritos College history students and, secondly, between the Stout English composition students and philosophy students at Xavier University.

"At points in the semester, we plan to unify the triangle and hold discussions that include all three campuses on topics that cut across course material lines," he explained.

Students involved in the three-way link will become familiar with a wide range of technologies. Besides using teleconferencing, students will gather information from the Web, communicate with each other via e-mail and take part of their course online.

The idea to link classes with Cerritos College sprouted when Kirby and Brian Fitch, of the English and philosophy department, met Ana Torres Bower, Cerritos College dean of social science, at a national conference on learning communities last March. "The learning community movement is sweeping the United States, and Cerritos College is a leader in the movement," Kirby explained.

Fitch and Kirby have published writings and given presentations on methods of using case studies to structure learning communities. In addition, they have been active in the Bridge program in the College of Arts and Sciences that places at-risk students in learning communities in order to improve their academic performance.

"The Wisconsin Idea will introduce students to new perspectives, bridging a thousand miles and generations of racial and ethnic experiences," said Kirby.

"The biases and perspectives that students and instructors bring to the classroom influence what takes place there. Real learning cannot be achieved until those biases are confronted, discussed and analyzed."

Alec Kirby





Global response

Professor uses Web to share information worldwide

Amazing things can happen on the Web. Alan Scott, an assistant professor in UW-Stout's physics department, helped a student in another country win a trip to the Antarctic.

Erick Nilson Souto, a law student at Pontific Catholic University (PUC) in Minas Gerias, Brazil, first e-mailed Scott in August. He said the Brazilian government would award the trip to the PUC student who wrote the best paper about the Antarctic region.

Souto asked Scott for "fresh" and "updated" information on the region. Scott said he sent back a list of suggested resources on the area.

Recently, Souto e-mailed Scott to announce he won the contest and traveled to "Estação Antártica Comandante Ferraz," a research base in the Antarctic.

"I didn't really supply him with that much information, but I was glad I was able to help him out," Scott said.

The physics department has been using the Internet as a teaching tool for many years. Scott's class, Introduction to Geology and Soil Mechanics, is one

of their Web-based courses. He has lecture notes and related links on the course's homepage. People from around the world have e-mailed him through his website.

Scott said some people have questions that he could spend three or four weeks researching in order to answer them well. "You really have to find a balance between doing your best to help them out, but not doing their work for them," he explained. "So, I send them in a direction that I think could be fruitful, but don't spend time writing detailed answers."

A student studying A-level physics in the United Kingdom e-mailed him for information on how buildings respond to earthquakes. A civil engineering student at the University of Western Australia in Perth, Australia, wrote to ask if he could quote Scott's Consolidation/Settlement of Soils paper in his thesis.

Scott doesn't only get questions. He receives compliments, and even some criticism. A student at the University of Alberta, working toward his master's in geotechnical analysis and mining, e-mailed to thank

Scott for his efforts and said he would tell his class about the site. And a civil engineer in Turkey said he appreciated that the pages were "easy to understand," and wondered if he could follow Scott's lectures from Turkey.

A geology student in Spain noticed an inconsistency between data on a table and a formula Scott presented. "It prompted me to go back and look at it carefully," Scott said. "He was right. I checked my references and the equation was also wrong in a textbook."

He sent the student a thank-you note. "I want to minimize the number of errors in my Web pages. I was fascinated that he was able to spot it," Scott noted.

Scott plans to cut back his Introduction to Geology and Soil Mechanics class to Introduction to Geology. The construction program staff, with the assistance of the physics department, plans to develop a soil mechanics laboratory. The lab will give students in the construction program valuable hands-on experience. "I haven't yet developed a good way to do that via the Web," he said.

"You really have to find a balance between doing your best to help them out, but not doing their work for them."

Alan Scott

High-charged research

NASA project analyzes lightning

John Rompala, a professor in the physics department, began his lightning research at the Kennedy Space Center (KSC) during the summers of 1991 and 1992. This past summer, Rompala had yet another opportunity to tackle his research when he received a NASA/American Society for Engineering Education Summer Faculty Fellowship through the University of Alabama-Huntsville.

For 11 weeks, Rompala worked with the Global Hydrology Climate Center (GHCC) at the Marshall Space Flight Center.

According to Rompala, GHCC's primary interest is meteorology. They gather information mainly from ground stations and satellites that monitor things like rainfall and lightning strikes.

"At KSC I tried to determine where the electrical

charge is in a cloud, and how that ties into an electrical strike and a lightning burst," he explained.

Rompala said his work dealt primarily with data from four ground lightning detectors spread about 300 miles apart in the rainforests of Brazil. By tying together the information he gathered from the ground stations with the lightning data collected from the satellites, GHCC hopes to gain a good understanding of lightning and what tropical storms are all about.

Brazil, with the help of NASA, is in the process of developing a ground detector system similar to the one in the United States. NASA has acquired valuable global climate data in return, Rompala explained.

Rompala called his summer fellowship a "break-in experience. They brought me in and showed me the ropes." He had the chance to communicate with people

who were working on projects a little different from his main interest. "I am not an 'in the field' sort of scientist. I'm a scientist that deals more with modeling and analyzing data. I got the chance to learn some new techniques in math modeling and writing software," he explained.

He praised the program and the people involved, and encourages others to apply for the fellowships. "These are such dedicated and talented people, it is bound to rub off on you," he said. "You develop that enthusiasm and sense of commitment. I hope to bring some of that back here to Stout."

Rompala expects to return this summer to continue his research. "Everyone seemed to think that what we began last summer should be continued," he said.

"At KSC I tried to determine where the electrical charge is in a cloud, and how that ties into an electrical strike and a lightning burst."

John Rompala

Practical Hmong

Stout the first UW System institution to offer Hmong language course

The first formal Hmong language class to be taught in the University of Wisconsin System is being offered during this semester at UW-Stout.

Titled Practical Hmong I, the two-credit pilot course is for faculty and staff who work with Hmong students, for native U.S. students interested in the Hmong culture and for Hmong students themselves, who will use it to improve their writing skills.

The course is created and taught by Ken Her, who saw a need for such an offering during his involvement with the Hmong Student Association.

Her is an applied psychology graduate student and has worked as an adviser in the Multicultural Student Services Office for the past six months. His course is part of a federally funded program, titled Project Teach for Hmong Students. According to Her, the program supports Hmong students on the UW-Stout, UW-Eau Claire and UW-La Crosse campuses who wish to get into the teaching field.

Herr said the 24-member class might prove to be a challenge. "With such a big class, I probably will need assistance. Language is so difficult to learn," he said. "I have Hmong students who speak the language, but need to learn to read and write it. On the other hand, I have students who cannot already speak Hmong, so I will need to translate."

Her said his class meets many needs. It can help faculty and staff who work daily with Hmong students. Also, any student interested in the Hmong culture, especially those who plan to work with the culture, can learn more about it, he noted.

Her currently collaborates with the early childhood and human development and family studies programs, because the students in those programs will likely work with Hmong children in Wisconsin and Minnesota schools. "I hope to create a better environment, so English-speaking and Hmong communities communicate more about culture and history," Her said.

He also recognized a need to get the Hmong language to Hmong students. He conducted surveys that indicate the longer a Hmong student has been in the United States, the less they retain the Hmong language.

"First generation Hmong college students have problems with English because they have not mastered the Hmong language first," Her explained. "They know how to speak Hmong, but not how to read and write it." Because English is the first written language they learn, Hmong students have trouble translating what they hear into a written form, he added.

According to Her, missionaries created the written

form of the Hmong language in 1952. Because of the Vietnam War, many Hmong did not learn to read and write it until they escaped to other countries after the war, he said.

"People in the 30 to 40 age group had the chance to learn the written language while they were in refugee camps," Her explained. "Then when they arrived in other countries, the learning process stopped again, because the younger generation focused on learning a new language."

Originally from Laos, Her traveled to a refugee camp in Thailand when he was 17. He said he did not qualify for legal refugee status because he came "late." He was jailed for one year. Her said he then went through a four-year process to attain legal status, complete paperwork and learn basic English skills. He said he also waited a year for the rest of his immediate family, but they did not come.

When he arrived in the United States at age 22, he stayed in Syracuse, N.Y., for one month. He then moved to Madison to be closer to Hmong communities. Also, a friend told him Wisconsin has a good education system, and he was interested in an education, an interest that eventually brought him to UW-Stout and led to the start of this new offering.

"I hope to create a better environment, so English-speaking and Hmong communities communicate more about culture and history."

Ken Her



Making News

People You Know

Diane Christie, mathematics, statistics and computer science, and **James Maxwell**, business, have been appointed 2000–2001 Wisconsin Teaching Fellows. Wisconsin Teaching Fellows are selected from UW System faculty and academic staff in their first 10 years of college teaching who display strong potential to become outstanding teachers at the undergraduate level.

Sheri Klein, art and design, was named the Outstanding Art Educator in the Higher Education Division for 1999 by the Wisconsin Art Education Association. This honor is awarded to a WAEA member who has made significant contributions to the division on the local, state and national level. Klein was nominated by art teachers in the New Richmond School District. Klein has been a member of UW-Stout's art and design department since 1993. She supervises student teachers and teaches methods courses. She has been the recipient of numerous grants, and has published her research in national and international journals.

Mary Riordan has been named director of Diversity at UW-Stout. As director she will monitor progress on Plan 2008, UW-Stout's Strategic Plan for Achieving Diversity. Riordan has worked in Student Services at UW-Stout for 20 years, as director of the Academic Skills Center and as an adviser in the Advisement Assistance Center. She was the adviser to the Hmong Stout Students Organization for two years and has been the adviser to the Black Student Union for five years. She has received numerous awards from the multicultural students and, in 1998, was the recipient of the University Service Award. In February 1998, Riordan was named multicultural/disadvantaged coordinator, and in July 1999 she assumed the position of director of Multicultural Student Services.

Engineering program receives accreditation

UW-Stout's undergraduate manufacturing engineering program has received national accreditation, a milestone recognition by the Accreditation Board for Engineering Technology. ABET is the singular accrediting agency responsible for engineering programs in the United States.

UW-Stout's program is the only one in Wisconsin. Fewer than 20 undergraduate manufacturing engineering programs in the United States are currently accredited by ABET. "This accreditation is a mark of excellence, allowing the graduates from UW-Stout's manufacturing engineering program the opportunity to pursue employment alongside graduates from other prestigious engineering schools," said Pete Heimdahl, associate dean of the College of Technology, Engineering and Management.

Manufacturing engineers, who are involved with the production process from product design through post-sale service, are in great demand, Heimdahl said. UW-Stout began its program in 1994 in response to the needs of the marketplace. A 25-member Industrial Advisory Board made up of influential industrial figures helped direct the curriculum. "One goal is that these graduates will be able to step onto the [plant] floor and be productive immediately,"

said Bob Cervenka, CEO of Phillips Plastics. "But in the long run, we expect these people will help our entire company become more productive, through their knowledge of every step of the manufacturing process."

UW-Stout instructors who teach classes for the program come from a variety of backgrounds including mechanical, electrical, industrial and materials engineering. By taking such a variety of classes, the students "are pragmatic, because they are able to step into any role" said Dan Bee, director of the program.

Students in the program also get extensive hands-on experience. At UW-Stout, undergraduate students get the chance to use high-end manufacturing equipment, Bee said. During their senior year, manufacturing engineering students take two "capstone" classes in which they design products, and design and build a system that can manufacture a family of parts from raw material to a packaged product.

The average starting salary for program graduates in 1997–1998 was near \$40,000. Graduates report work with a variety of companies including Hutchinson Technology Inc., Kohler Company, Phillips Plastics and IBM.

UW-Stout enters \$1.5 million contract

UW-Stout and Pepsi Cola have entered into an exclusive contract valued at \$1.5 million.

"The partnership will provide an additional source of money for UW-Stout's planned recreation complex, reducing the burden on students and others who have made a financial commitment to the new complex," said Bob Johnson, executive director of Student Life Services.

In addition, the contract will continue to generate money for student scholarships and programs offered by the Inter Residence Hall Council, a student government group.

UW-Stout is the first institution in the UW System to enter into such an agreement on a campuswide basis. "This type of contract is not unusual," Johnson noted. "Many universities throughout the country

have entered exclusive 'pouring right' contracts."

Under the seven-year "pouring right" pact, only Pepsi products will be sold or distributed on university property and at university events. The changeover has already begun.

According to Johnson, Pepsi will also increase the number of vending machines on campus to provide better service for students, faculty and staff. Mountain Dew, a Pepsi product, has typically been the campus's biggest seller, he said.

Money will be generated through "up front" money from Pepsi, annual payments from the company and sales commissions. A campus committee recommended awarding Pepsi the contract following a competitive bidding process open to all vendors.

NWMOC project receives national recognition

A manufacturing outreach center located at UW-Stout has been given national recognition for a project designed to increase the efficiency of a La Crosse sheltered workshop.

The project by the Northwest Wisconsin Manufacturing Outreach Center (NWMOC) was selected as "outstanding" in the technology transfer category by the National Association of Management and Technical Assistance Centers during the organization's Project of the Year Awards competition.

The La Crosse shelter, Riverfront Incorporated, employs 115 and uses public funds for packaging,

collating and mailing services. NWMOC developed "flow manufacturing" procedures for the shelter's button packaging line. Through this process, the shelter realized dramatically reduced work in process, yields five to six times greater, cycle time reduced from four days to 43 seconds, and floor space reduced from 2,400 to 168 square feet. Because of these gains, 32 percent of the clients were assigned to other projects.

NWMOC is a partnership between UW-Stout and Chippewa Valley, Wisconsin Indianhead, Western Wisconsin, Northcentral and Nicolet Area technical colleges.

UW-Stout delivers expertise through new outreach unit

Business, industry and people who need to learn in nontraditional settings will reap the benefits of a new outreach unit at UW-Stout.

Called Stout Solutions: Delivering Customized Learning and Research, the unit will open the doors to new audiences who are not currently served by the university.

"Through Stout Solutions, the university's program development specialists, technical delivery specialists, marketing specialists and research and funding specialists will work hand-in-hand with faculty to build programs that meet the delivery needs of potential learners," said Christopher Smith, interim executive director of Stout Solutions.

According to Smith, a desired, but not exclusive, function of the new unit is to develop specially designed education. "Stout Solutions will work closely with business, industry and government agencies to identify the needs of their employees and other nontraditional learners," Smith explained. The unit will then build on the experience of faculty, such as those who work through the Stout Technology Transfer Institute, the Northwest Wisconsin Manufacturing Outreach Center and the Stout Vocational Rehabilitation Institute, to create educational offerings that break learner access barriers of place and time.

"Within the next five years, this unit will help position the Stout campus as a leader in the delivery of outreach education, and will also put us in a strong position to offer education via a variety of

learning technologies," Smith noted.

Smith pointed out that many adult and commuting students, as well as companies interested in employee training, are beginning to shop around for distance education courses. They can make choices based on their educational needs rather than where they will need to travel for courses.

"Computer-based course deliveries are hot," Smith said. "Without taking this step, the campus is at risk of losing new markets that are reached electronically."

UW-Stout is currently building a new \$8.3 million communication center that will house all the campus's information technology components, including cutting-edge distance education technologies. The campus also recently hired a coordinator of Web-based instruction to help faculty enhance their traditional courses with Web material, or redesign courses for full-online delivery.

"The new Communications Center is an example of the commitment UW System has made to build the infrastructure of the future," Smith said. "Hiring a Web coordinator and support staff illustrates UW-Stout's commitment to build the faculty of the future. Stout Solutions is the next level of commitment, putting an entity in place that includes all the development, delivery, support, contracting and research personnel and resources needed to build the university of the future."

Additional information is available at solutions@uwstout.edu or 715/232-1987.

Outstanding research recognized

Charles Bomar has been named UW-Stout's Outstanding Researcher, and Jo Jalowitz and Colleen Rogers received the Nelva G. Runnalls Research Support Recognition Award.

Bomar was chosen by a vote of the graduate faculty and principal investigators of extramurally funded projects during the past year. The Outstanding Researcher Award recognizes individuals for their leadership and significant contributions to research and scholarly activities.

Jalowitz and Rogers were recognized for providing support and resources to faculty and staff to pursue their research and scholarly activities.

Bomar is an associate professor in UW-Stout's biology department. His primary research interest has been on grasshoppers associated with restored and remnant prairies in western Wisconsin. His research has been funded, in part, because of his extensive collaboration with the Wisconsin Department of Natural Resources, the United States Fish and Wildlife Service, and the UW-Madison Arboretum.

These collaborations have resulted in a variety of outcomes including the identification of numerous remnant prairies in western Wisconsin and the ongoing determination of insect biodiversity on these remnant sites. Bomar has surveyed more than 100 sites in western Wisconsin and has processed approximately 50,000 insects for identification including more than 50 species of grasshoppers in Dunn County alone.

Bomar has served as a partner with the Midwest Prairie Invertebrate Survey to identify grasshoppers collected from the Midwest. Research has been published in national and international journals such as "Ecological Restoration North America," and the "Siberian Journal of Ecology."

Through his work with the UW-Madison Arboretum, Bomar has developed partnerships with six area school districts to establish prairie restoration concepts in the classrooms. He is a founding officer and current president of the West Central Prairie Enthusiasts, an organization of more than 150 members who are active in prairie restoration in western Wisconsin.

Jalowitz is the budget officer for the College of Human Development and the Stout Vocational Rehabilitation Institute. She began at UW-Stout in 1975 as a receptionist in the Vocational Development Center. Due to the rapid increase in client service accounts, she assumed responsibility for grants accounting. By the mid-1980s, her responsibilities had grown into a key role in the fiscal management of all client service center grants, con-



Bomar

Jalowitz

Rogers

tracts and their related accounts.

Jalowitz has been instrumental in developing and organizing data and fiscal policies to meet the accreditation standards of the Commission on Accreditation and Rehabilitation Facilities. She has also had a lead role in developing a computer-based management information system enabling improved management of the service operations of SVRI. She has had a major responsibility for development and design of fiscal outcome measures, including the establishment of fee-for-service rate structures.

Jalowitz has primary responsibility for billing and reconciling accounts with state vocational rehabilitation agencies which total more than \$1.2 million. She works with principal investigators in the development, implementation and closeout of these grants. In addition, Jalowitz' duties have expanded to include serving as budget coordinator for the College of Human Development.

Rogers is the business manager for the College of Technology, Engineering and Management. She started her career at UW-Stout in 1978 as a typist in the library. She then worked in Rental Resources, where she began working with budgets, bookkeeping and related accounting activities. In 1987, she moved to the Business Office, where her duties included serving as secretary to the controller, managing the Business Office's fiscal records and assisting with budget development.

In 1990, Rogers moved to her current position, where her duties included developing a computerized database for school accounts and personnel tracking. She assists faculty and staff in structuring and carrying out budget requirements for grants and contracts at the college level. She also provides direct account management for nearly 100 accounts and provides oversight to the college's centers, such as the Center for Training and Technical Education and the Stout Technical Transfer Institute.

Rogers has been actively involved in budget and planning support for many new initiatives in the college, including the STEPS program, the St. Paul Companies and several technology education grants.