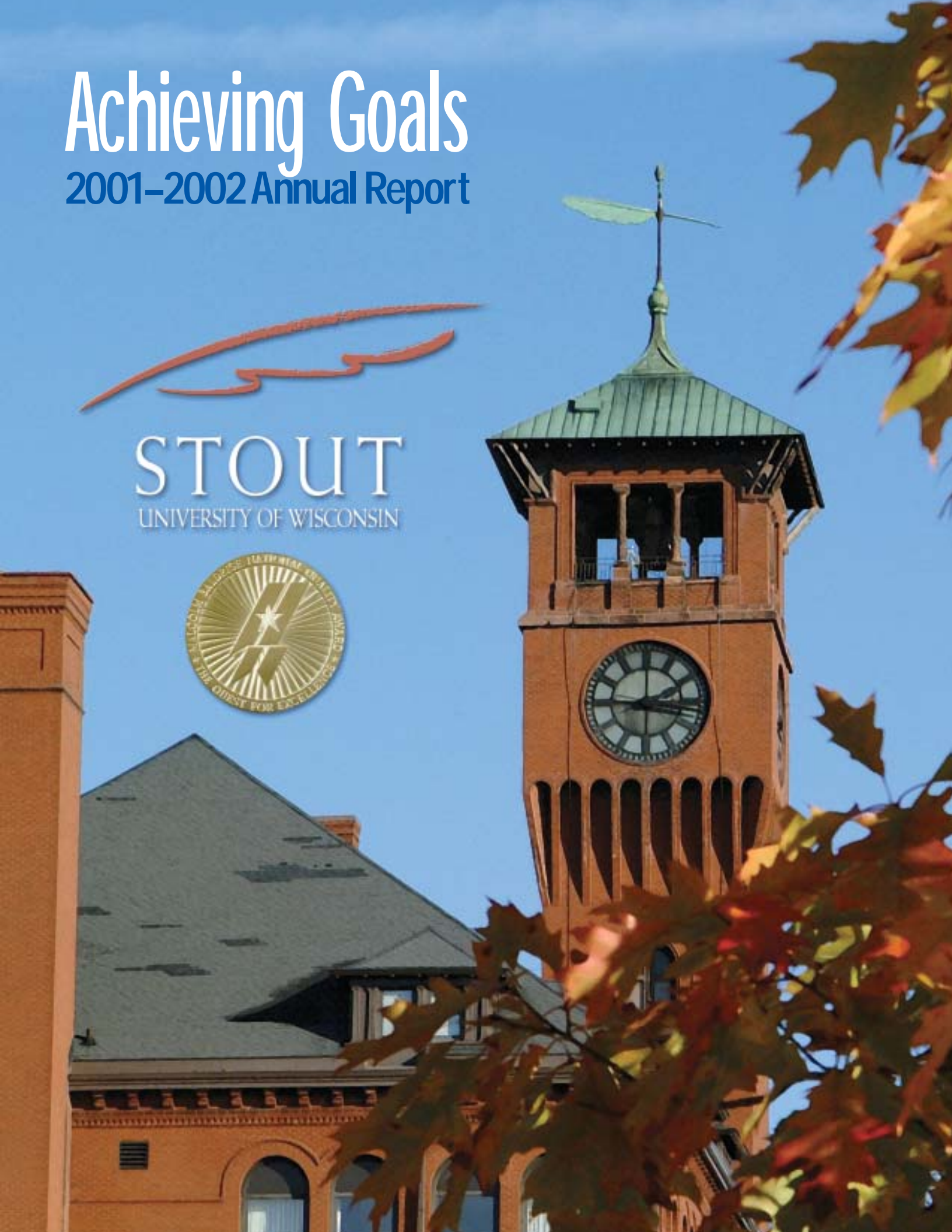


Achieving Goals

2001-2002 Annual Report



STOUT
UNIVERSITY OF WISCONSIN



Recognition 2001 Malcolm Baldrige National Quality Award Recipient



President George W. Bush presents the Malcolm Baldrige National Quality Award to UW-Stout during ceremonies at the Washington Hilton, Thursday, March 7, 2002. Left, Donald Evans, Secretary of Commerce; Julie Furst-Bowe, Associate Vice Chancellor; Charles W. Sorensen, Chancellor; President George W. Bush; Rod Paige, Education Secretary.



In December 2001, UW-Stout became the first university to receive the prestigious Malcolm Baldrige National Quality Award, one of the greatest events in UW-Stout's history.

President George W. Bush presented the award to university officials during a ceremony held March 7, 2002, in Washington, D.C. Fifty UW-Stout guests, including students, faculty, staff, administrators, political leaders, alumni representatives and friends of the university, attended the ceremony.

The award is a reflection of UW-Stout's quality, which is achieved with dedicated faculty, academic staff, and clerical and service staff. The beneficiaries are the 8,000 students the university serves annually and the university's supporters and stakeholders.

Baldrige history

Congress established the Baldrige Award in 1987 to promote quality awareness, recognize quality achievements of U.S. organizations and publicize these organizations' successful strategies. Now considered America's highest honor for performance excellence, the program, criteria and award recipients are imitated and admired worldwide.

In conjunction with the private sector, the National Institute of Standards and Technology designed and manages the Malcolm Baldrige National Quality Award program and honor process. Award categories include manufacturing, service, small business, and, added in 1999, education and health care.

Application process

UW-Stout applied for the award the past three years and received a site visit twice. To apply, organizations must submit a report detailing their achievements and improvements in seven key areas.

Teams were assigned to each of the seven criteria. Each team worked closely with a consultant familiar with the process. In 1999 and 2000, the university used the extensive Baldrige feedback reports to strengthen portions of the application. More importantly, UW-Stout analyzed where to improve processes, and where new processes were necessary to support data.

UW-Stout demonstrated excellence in the following seven criteria for academic organizations:

■ **Leadership** A 19-member Chancellor's Advisory Council guides the organization. This group includes representation from students, faculty, academic staff, classified staff and administration.

■ **Strategic planning** An annual planning process aligns campus priorities with resources.

■ **Student, stakeholder and market focus** Surveys determine the expectations and satisfaction levels of students and key stakeholders, including the ACT Student Opinion Survey and the National Survey of Student Engagement, as well as annual surveys of alumni, employers and the Board of Regents.

■ **Information and analysis** An integrated information system provides faculty and staff with widespread access to data. Committees, councils and taskforces base their decisions on this information.

■ **Faculty and staff focus** Faculty and staff committees, councils and taskforces cut across departments, colleges and divisions. These may be standing committees, or special taskforces such as the Equality for Women Steering Committee.

■ **Process management** Processes guide the design, implementation and review of academic programs and support services.

■ **Organizational performance results** UW-Stout tracks progress on all key student indicators, such as retention rates, placement rates and student satisfaction with programs and services. Financial results and employee information is also maintained to determine trends and patterns. Comparisons are made to peer institutions, other UW System comprehensives and external agencies whenever appropriate.

Benefits to higher education

- Higher education institutions now have a model benchmark university.
- UW-Stout demonstrated that Baldrige criteria do apply to higher education and can be used effectively to demonstrate performance excellence.
- UW-Stout has shown that winning the award is possible without making fundamental changes in the way it performs as an educational institution.
- Baldrige criteria will soon fundamentally change how colleges and universities are accredited. UW-Stout is at the vanguard of that movement.

Benefits to UW-Stout

- The university's strong partnerships with business and industry will strengthen.
- More companies will seek graduates.
- Corporate giving will increase.
- UW-Stout will receive more applications from potential students.
- UW-Stout's students, faculty and staff will receive recognition for their quality efforts.

Quality advocates

As a winning organization, UW-Stout has become a quality advocate, informing others about the benefits of using the Baldrige criteria.

- UW-Stout has received many requests for information and speakers, has hosted a number of campus visits, and has offered guidance to numerous organizations.
- In April 2002, a delegation from UW-Stout presented the university's quality practices and strategies at Quest for Excellence XIV in Washington, D.C., the official conference of the Malcolm Baldrige National Quality Award.
- Other national venues for UW-Stout presentations include Wichita State University's "Pursuing Excellence through the Baldrige Criteria" retreat in Wichita, Kansas; and Columbia Gorge Community College's "Quality Congress" in Denver.
- International venues include the "National Consortium for Continuous Quality Improvement" in Vancouver, British Columbia; "Assessing Quality in Higher Education" at the University of Vienna, Vienna, Austria; and a conference at the Kanazawa Institute of Technology in Ishikawa, Japan.



UW-Stout's Malcolm Baldrige Award Ceremony delegation included representatives from all of the university's stakeholder groups, including students, alumni, business leaders and community members.

An all-campus effort

This has been one of the most exciting, dynamic, challenging years we have experienced at UW-Stout. Our planning efforts for the e-Scholar campus were a key focus; we have been active in renovating and wiring classrooms, and installing access points for our wireless campus. All will be completed by August 2002 when we welcome the first freshmen to initiate the digital age at UW-Stout.

Of course, the highlight for 2001–02 came in November when we were notified that we were the first university in the country to win the prestigious Malcolm Baldrige National Quality Award. In the best sense, this was an all-campus effort. Without a long history of collecting data, analyzing data, using it to make decisions and always focusing on improvement, we could not have won. We have an excellent team here, a team that works well together and believes in continuous quality improvement. There is no magic in winning the Baldrige Award. It takes focus, tenacity, hard work, dedication and a willingness to examine areas of needed improvement. We have a mature, intelligent team that did exactly that. I am extremely proud of everyone at UW-Stout.

The aftermath has been interesting. Team members are being called upon to speak nationwide and, in some cases, worldwide. Institutions from 30 states and 15 countries have contacted us or asked us to visit or speak. We have entertained a number of groups on campus, telling them our story. This has brought great recognition that very few state universities of this size ever receive, and we know this will pay dividends to the campus.

Our enrollments remain very strong. In fact, with the introduction of the e-Scholar program, freshman applications actually increased by about 15 percent. We expect approximately 1,400 new freshmen for the fall of 2002. Our graduate enrollments are increasing as well after nearly six years of gradual decline.

All in all, we are a healthy campus, a campus in the forefront of public higher education and well prepared for the challenges of the 21st century.



Charles W. Sorensen
Chancellor



Goal-Oriented

To reflect UW-Stout's commitment to aligning campus initiatives with its mission and values, this annual report is organized around the university's five-year strategic goals.

- page 4 **Goal 1**
Offer high-quality, challenging academic programs that influence and respond to a changing society
- page 7 **Goal 2**
Preserve and enhance our educational processes through the application of active learning principles
- page 9 **Goal 3**
Promote excellence in teaching, research, scholarship and service
- page 11 **Goal 4**
Recruit and retain a diverse university population
- page 13 **Goal 5**
Foster a collegial, trusting and tolerant campus climate
- page 14 **Goal 6**
Provide safe, accessible, effective, efficient and inviting physical facilities
- page 15 **Goal 7**
Provide responsive, efficient, and cost-effective educational support programs and services

Goal 1 Offer high-quality, challenging academic programs that influence and respond to a changing society

Laptop initiative

Wisconsin Governor Scott McCallum joined UW-Stout as the university entered a \$25 million, seven-year mobility agreement with Compaq Computer Corporation in September 2001.

The initiative provides the latest Compaq enterprise-class notebook to every UW-Stout freshman, beginning fall 2002. As part of the initiative, students will have wireless access to the Internet and the UW-Stout computer network environment throughout the campus including classrooms, hallways, and, to a certain extent, outdoors.

Some specialized programs will use Apple laptops. Apple has agreed to provide UW-Stout with its iBook. Students in programs requiring Apple laptops will work in classrooms that deploy the use of PCs.

New per credit tuition system To accommodate the digital environment, UW-Stout has changed its tuition and fees plateau system to a per credit tuition system beginning with new freshmen in fall 2002. This system will be phased in with new freshmen during the next four years, while current students will be "grandfathered" for a period of six years.

The Stout Student Association, Faculty Senate and Senate of Academic Staff endorsed the new per credit tuition model, recognizing that it complements the laptop per credit user fee and allows the university to respond to students' increased demands for flexibility and simplicity. Other benefits to students include:

- Increased adult and part-time student access.
- Less administrative overhead to maintain.
- Positive impact on the number of credits students take to earn a degree.
- More equitable and predictable instructor workloads.

Benefits of laptop initiative to students UW-Stout's new laptop environment will provide students with endless resources and accessible, dynamic and relevant learning experiences. Students will use the laptop to take notes, conduct research, write papers and calculate answers anywhere on campus. They will communicate with instructors, classmates, friends and families by e-mail; build their own Web pages; participate in classroom group activities; submit papers electronically; participate in online discussion groups; and access class materials on the Web.



Toting laptop computers to class will soon be as common as carrying books at UW-Stout. The university recently became Wisconsin's first public laptop university.

The wireless laptop environment also:

- Multiplies opportunities for active learning.
- Promotes interaction and collaboration.
- Enhances flexibility.
- Increases access to university services.
- Improves graduates' critical technology skills.
- Extends credit-earning possibilities. As returning students, they may take their laptops with them during winter or summer break if they wish to take online courses.

Student training During freshman registration, students' computer competency skills are tested. Based on the findings, UW-Stout will offer training sessions throughout the freshman year to meet the identified needs. The university is developing the Desktop Wizard help files that will allow students to find out more about key help concepts. When students receive their laptops in September, they will immediately attend four hours of laptop training sessions. These sessions will cover a variety of issues, including computer care, connectivity, ethical use, security, networking and e-mail.

New or enhanced programs and courses

Professional development certificates UW-Stout began offering professional development certificate programs for professionals who want to enhance their personal growth and professional advancement. While not a substitute for a degree, the certificate is an alternative credential that allows individuals to obtain new skills or to update their knowledge in a specific area. Program objectives focus on new or emerging processes, knowledge or principles that apply to practical problems in business and industry. Two examples of these programs at UW-Stout are:

- A **quality management** certificate consisting of four courses, three of which are offered over the Internet.
- Four **CISCO exam preparation** certifications that prepare students to pass CISCO examinations through classroom lectures, online courses and laboratory exercises.

Technology program gets new name To more precisely describe the skills of the program's graduates, the long-standing industrial technology program changed its name to engineering technology. This new designation will allow the degree program to pursue national accreditation and help program graduates pursue jobs with higher salaries.

Figure 1 Technical College Transfers

	98-99	99-00	00-01
UW-Stout	268	217	247
Next Highest Comprehensive	189	170	159
Comprehensive Average	114	104	112

Source: UW System Report

For the past three years, UW-Stout has led the UW System comprehensive campuses in the number of transfers from technical colleges.

2+2 transfer agreements UW-Stout has 2+2 agreements with Wisconsin and Minnesota technical colleges to accept students with associate degrees in the following bachelor degree programs:

- industrial management
- vocational, technical and adult education
- applied science
- graphic communications management
- service management

UW-Stout also maintains articulation transfer agreements with every in-state and several out-of-state technical colleges. The university's more than 120 articulation agreements help technical college graduates more easily transfer into many of UW-Stout's bachelor degree programs.

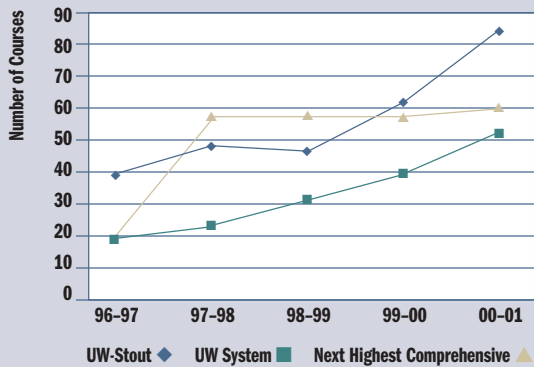


The only major of its kind in the UW System, UW-Stout's former industrial technology program has existed since the 1950s. The long-standing program was recently renamed engineering technology to better reflect its graduates' technical abilities.



Web enhancement of courses is increasing. UW-Stout leads the UW System comprehensive universities in distance learning course offerings.

Figure 2 Distance Learning Courses Offered



Source: UW System Accountability Report, 2000-01 and 2001-02

Courses enhanced by online materials Many UW-Stout instructors are using Blackboard course development software to enhance their classroom activities with an online course Web site with some or all of the following: syllabus, calendar, assigned readings, resources, glossary, links to professional organizations, current news, lecture notes, listservs and discussion boards.

- In 2001–02, the number of courses enhanced by Blackboard increased from 160 to 407.
- Student enrollment in these courses rose from 2,368 to 6,432.
- The number of instructors who use Blackboard software also increased from 144 to 186.

M.S. in Mental Health Counseling The new master’s degree program in mental health counseling is the only 60-credit program in Wisconsin that leads to clinical mental health certification. The new program provides students with the assessment, diagnosis, prevention and treatment skills necessary to help clients from diverse backgrounds with their behavioral and emotional difficulties.

Students may select one of two tracks: community mental health/agency counseling or clinical mental health counseling.

To aid adult working students, the new master’s program offers distance education courses at four sites in Wisconsin, and off-campus courses in Wausau and Stevens Point. In addition, several courses are Web-enhanced, allowing students to access course content, discussion boards and other Web-related resources at their home computer.

Goal 2 Preserve and enhance our educational processes through the application of active learning principles

Employment rate remains strong

Despite the dampening economy, graduates continue to successfully locate employment:

- Within six months of graduating, 98.5 percent of 2000–01 graduates are working or continuing their education.
- Of those employed, 89.3 percent secured jobs in or related to their major.
- Graduates from 21 of 29 degree programs or concentrations reported 100 percent employment.
- Graduates of teacher preparation programs reported 100 percent employment.
- The median yearly salary reported by all working graduates was \$31,000.
- More than 97 percent of graduates from master's and education specialist degree programs are working or continuing their education.

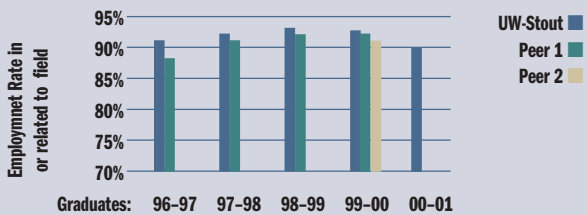
While the university's 2001 three-day career conference drew fewer employers and more students, Placement and Co-op Services developed new services and enhanced previous offerings to offset this trend:

- More employers have been posting open positions on the office's job vacancy list.
- The office recently developed online resume databases for students seeking co-op/internships or fulltime employment. Select employers are given anytime access to these resume databases.
- The length of time employment services are available to students after they graduate was extended from three to six months.

In addition, more employers are hiring UW-Stout students as co-op/interns than ever before:

- During 2000–01, 557 students — up from 465 the previous academic year — received valuable work experience through the co-op program.
- Co-op students reported average earnings of \$11.39 per hour while on assignments.
- Wages paid to the 2000–01 co-op class totaled more than \$4.3 million.
- More than 300 employers provide co-op/intern job sites.
- Employers are hiring students to fill positions of retired employees, and rolling their co-ops so that one student can train the next one.

Figure 3 Undergraduates Employed in the Field

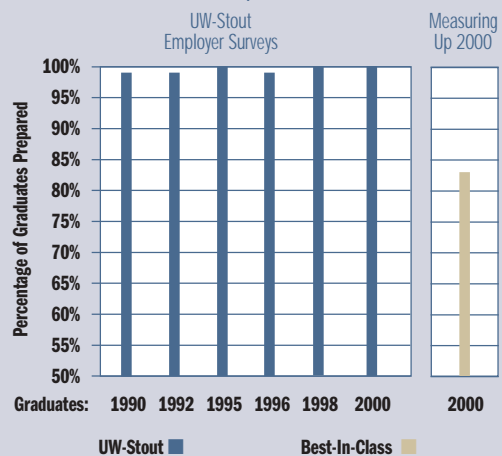


Source: Annual Employment Report, 1997–02; Peer 1; Peer 2.

An impressive aspect of UW-Stout's employment rate is the above average number of graduates who work in or in an area related to their field of study. (above). More than 220 employers registered and 2,000 students participated in the university's 2001 Career Conference (below). According to follow up employer surveys, companies report that the UW-Stout graduates hit the ground running because of their previous co-op or internship work experience (right).



Figure 4 Graduates are Prepared



Source: BPA Alumni Follow-Up Studies (to employers); Measuring Up (online)



Celebrate Teaching Day featured talks about innovative teaching strategies and a roundtable discussion between the chancellor, provost and students.

Faculty and staff teaching initiatives

UW-Stout faculty and staff have created many programs to foster excellence in teaching. The following initiatives are devoted to making the educational experience of UW-Stout students as challenging and satisfactory as possible.

- **AskABLE**, a groundbreaking question and answer Web site, provides important information to people who work with disabled students. The initiative is funded by grants from the U.S. Department of Education's Office of Post-Secondary Education.

- **Celebrate Teaching Day** was sponsored by the Stout Teaching and Learning Network, and funded by UW System's Office of Professional and Instructional Development.

- **College Teaching Seminars** engage new teaching faculty and staff as well as experienced faculty interested in enhancing their teaching skills by addressing topics such as understanding campus culture and climate; assessing student learning; developing hands-on, minds-on teaching strategies; and encouraging cooperative learning.

- **General education and undergraduate programs were evaluated** by the Office of Assessment to focus on student outcomes and to recommend improvements that are needed to increase student learning.

- **The Teaching Scholar Project** measured student comprehension in a Web-enhanced course. The study was sponsored by UW System's Office of Professional and Instructional Development Scholars Program.



The innovative AskABLE website supports the recruitment, retention and placement of students with disabilities to improve their educational outcomes, by providing users with live expert advice.

Goal 3 Promote excellence in teaching, research, scholarship and service

Faculty and Staff Training

Laptop Guidance As a result of feedback from a survey of instructors, several laptop training programs were identified and have been implemented on campus:

- **Lessons Learned**, a new outreach program sponsored by the Stout Teaching and Learning Network, allows instructors to share their teaching practices and ideas during informal discussions.
- Three **Laptop College Associates** were selected by their deans and given release time to develop laptop training that suits the needs of their respective colleges.
- The **Nakatani Associates** program supports instructors who have expertise in areas of learning technologies to share that knowledge with their colleagues.
- The **Laptop Training Team's** coordinator provides personalized service by helping instructors identify what type of training they need and linking them to the right resources.

Stout EDGE To equip staff with the best possible tools to carry out their wide variety of responsibilities, the university recently began an administrative training program, Stout EDGE (*Employee Development, Growth and Enrichment*). The program, which is sponsored by Human Resources, is designed to provide employees with up-to-date training, improve performance accuracy and to enhance employees' awareness of their contribution to UW- Stout and its mission.

The goals of the Stout EDGE program are to help staff gain an understanding of the working environment, be aware of changes that affect higher education, and learn how and why the university performs certain processes. This professional development opportunity is available to any employee and is free of charge.

Four series of courses were offered (*see table above right*), totaling 18 sessions. Sixty-seven staff members attended one or more of the sessions. Employees who completed a series received an award. Those who completed the entire program were awarded a professional development certificate.

To allow more employees the opportunity to complete the entire program, the same topical series will be offered again during the 2002–03 academic year. An entirely new program will be offered during 2003–04.

Stout EDGE

Fiscal Services

described accounting concepts; general ledger; accounts receivable and cash handling; accounts payable and travel; internal audit and control; and budget.

University Services

provided an overview of purchasing; contracts; safety and risk management; and materials management.

Administrative Services

areas covered were information and telecommunications; human resources; printing and publishing; understanding grants and contracts; and physical plant.

Enrollment Services

presented information on financial aid; undergraduate admissions; and registration and records.

Leadership and professional development Twenty-eight support staff, supervisors, managers and directors sharpened their leadership skills through the Leadership and Professional Development Certificate Program. The purpose of the program is to develop leadership competencies among all staff at all levels of the university. To do this, the program presented eight one-day sessions (*see table below*).

Upon completing the coursework, the participants used what they learned by forming teams to tackle specific university issues and presented analysis and recommendations to the chancellor and university administrators.

Leadership and Professional Development

Self-management

explored personal growth in life and career, and the characteristics of a healthy work life

The Only Constant is Change

used a change model, examined the emotional costs of change and creating healthy responses

Working Together Effectively

developed a plan of action to strengthen teamwork in departments

Communication and Personal Effectiveness

discussed building skill competency and the ability to create understanding with others

Why People Don't Get Along

illuminated the benefits of conflict and presented a model for managing conflict to strengthen working relationships

Creating a Customer Centered Program

identified customer service missions and developed a method to make customer service the key to department success

Decision Making and Problem Solving

provided a model for problem solving and decision making that identifies the best course of action

Frontline Leadership

explored the characteristics of effective leadership and assessed personal leadership qualities



Students in the applied psychology master's degree program surveyed health care issues in Dunn County as the second phase of a one-year assessment to help county health care providers meet residents' wellness needs.

Research and scholarly activity

In alignment with its select mission, UW-Stout strongly encourages faculty and staff to conduct research and scholarly activities that support the university's academic programs. As a result, innovative research trends at the university include increased student involvement in research projects and collaborative research across disciplines between both on- and off-campus entities.

To enhance the solid infrastructure that supports applied research and scholarly activity at UW-Stout, Stout Solutions • Research Services initiated the following ongoing programs:

- A **Faculty Research Associate** worked on special projects, such as aligning the Institutional Review Board for the Protection of Human Subjects with new federal mandates and assisting with the development of the Research Advisory Committee.
- The **"10 Days Prior" Initiative**, a campuswide marketing program, alerted faculty and staff to the university's proposal submission process.
- The **Research Advisory Committee**, a group of UW-Stout faculty and staff, provided Research Services with the researcher's point of view.
- A **Student Research Journal** was published both electronically and in print, featuring graduate and undergraduate student research.
- **Institutional Review Board** for the Protection of Human Subjects training, designed for all students, faculty and staff whose research involves human subjects, described the responsibilities of the institution, the researcher, the human protections administrator and the IRB.
- A **Web-based database** of funding opportunities publicized grant and contract funding opportunities to the UW-Stout campus.



WebCamp is an opportunity for teaching faculty and staff to create a Web site for one or more of their courses. The goal of the camp is for each participant to have a course site online by the end of the week.



Research Day, co-sponsored by the Graduate School and Stout Solutions • Research Services, highlights the research and scholarly or special activities of the university's undergraduate and graduate students, faculty and staff.

Goal 4 Recruit and retain a diverse university population



Native American dancers and drummers representing nations from Wisconsin and Minnesota performed at "Celebrating Unity," a powwow hosted by UW-Stout.

Plan 2008

UW-Stout has made a commitment to encourage a healthy, respectful community by adopting Plan 2008, a strategic plan for diversity. Progress on this initiative included:

- A **multicultural student recruiter** concentrates on recruiting students from underrepresented groups as well as following up with applicants and coordinating campus visits. Minority applications and active/accepted applications have increased for fall 2002.

- The **Retention Committee** has researched the causes of attrition. Because of increased outreach efforts, half the number of students of color left in fall 2001 compared to the previous semester.

- The **Pre-college Program** added skill building to its enrichment program in 2001. It also expanded the number of places it drew participants from.

- The **Summer Technology and Engineering Preview for Girls** increased the number of participating students of color to 26 percent in 2001.

- A **community lunch** with business, police, government and church leaders to discuss diversity in Menomonie was hosted by UW-Stout.

- A **Hmong history course** is being developed.

- **Safe Space workshops** educated students and staff about gay, lesbian, bisexual and transgender individuals.

- **Multicultural programming** increased this year. Events included a Hmong Tapestry Show, an Asian poet and a Native American dance group.

- **Distance technologies linked classes** at Xavier University and Cerritos College to UW-Stout courses. The students, who have diverse backgrounds, discuss issues and share perspectives.

- **Purchasing activity** with minority vendors increased to surpass the State of Wisconsin's Department of Administration's recommended 5 percent of total expenditures.

New global perspective requirement

UW-Stout has implemented a new global perspective academic degree requirement to help students appreciate cultural, economic, political, environmental and social diversity. The understanding students will attain from fulfilling this requirement will provide them with the skills to work with people from different cultures in international situations.

To earn a bachelor's degree, students must complete one of the following options:

- **Global experience option** Students must either intern or study abroad in a university-approved program or complete six credits of global perspective courses.

- **Second language option** Students must complete two years of foreign language courses in high school, or complete four college foreign language credits, or demonstrate second language competency through a standardized examination.

Figure 5 Retention

Freshman Cohort	95-96	96-97	97-98	98-99	99-00	00-01
UW-Stout	69%	74%	74%	74%	77%	75%
Best in Class					84%	
CSRDE Peer Group Average				73%	72%	
Master's/First Professional Public					69%	
National Average (Four-Year Public Universities)					72%	
UW System	78%	78%	79%	79%	79%	
Best UW Comprehensive	79%	80%	82%	82%	82%	
Peer 1			61%	60%	59%	62%
Peer 2	86%	86%	87%	89%	87%	89%

Source: Accountability Report, 2000-01; CSRDE Summary Report, May 2000; Measuring Up 2000; Peer 1; Peer 2; ACT

UW-Stout's freshman to sophomore student retention rate remains healthy at 75 percent.

Enhanced enrollment

With enhanced efforts, the official enrollment at UW-Stout continues to rise as the average freshman profile improves:

- Applications from new freshmen increased more than 10 percent.
- Applications submitted by students who wished to transfer to UW-Stout rose more than 7 percent.
- Average ACT scores, class rankings and cumulative grade point averages of incoming freshmen remain steady. In 2001, 82 percent of new freshmen graduated in the top half of their high school senior class.
- The freshman to sophomore student retention rate remains healthy at 75 percent.



The Summer Technology and Engineering Preview for Girls program serves goals for both Plan 2008 and the Equality for Women Initiative.

Equality for women initiative

Spurred by UW System's one-year evaluation of university life for women, UW-Stout launched an Equality for Women Initiative to examine and improve the campus climate for women. The initiative addresses a variety of women's issues including hiring, promotion and retention of women employees, educational opportunities for women students, learning and work environment, and balancing work and personal life.

Achievements in 2001-02 included:

- Hiring the university's first coordinator for women's issues — a half-time appointment.
- Developing a campus resource area within the Office of Equal Opportunity and Affirmative Action.
- Expanding the women's mentoring program.
- Promoting a variety of open discussion forums offered on campus.
- Increasing leadership opportunities.
- Enhancing harassment prevention and hiring procedures.
- Holding a one-day Science and Technology Orientation for middle-school girls to explore UW-Stout's degree programs in applied mathematics and computer science, applied science, construction, engineering technology, manufacturing engineering, packaging, technology education, and telecommunication systems.
- Introducing 160 sixth grade girls to engineering, technology and science through the Summer Technology and Engineering Preview for Girls.

Goal 5 Foster a collegial, trusting and tolerant campus climate

Campus responds to national tragedy

As the nation mourned the loss of American citizens in September 2001, the UW-Stout community came together to offer support to one another. Throughout the week, the University Counseling Center held special counseling services, so that individuals or small groups could discuss the tragedy.

In a letter to the campus community, Chancellor Charles W. Sorensen asked the campus to remember that the attacks were the “acts of individual terrorists, not a country,” and urged the campus to “not show anger or intolerance toward any student or staff from a different nation.”

National Day of Prayer and Remembrance When President Bush proclaimed September 14, 2001, the “National Day of Prayer and Remembrance for the victims of terrorist attacks on September 11,” UW-Stout cancelled afternoon classes and planned an observance ceremony to honor the victims.

Following the toll of the Bowman Hall bells, the university hosted a campus community meeting. After brief remarks by a few speakers, members of the audience had an opportunity to express their thoughts during an open microphone session.

“The Poetry of Crisis” To help people cope with their feelings following the September terrorist attacks, select poetry posters were displayed at various locations around campus. The project encouraged everyone to reflect on the artistic response to crisis and stress. The posters were created by a group of students who were challenged by the Literature Committee to illuminate the emotions in chosen poems using brilliant typography designs.



Outstretched hands extend toward the tree of knowledge in this detail from the “We the Community” mural.

Community mural created

During the fall of 2001, several students worked with a River Falls artist to create an inviting image, titled “We the Community,” in the Memorial Student Center. This highly visible work of art demonstrates the mission of the student center — “to be a welcoming gathering place” and to encourage “involvement and interaction between people.”

An unplanned element in the mural was the result of the September terrorist attacks. The artists added an eagle carrying the United States flag to symbolize patriotism and support for the victims.

Ethics emphasized

To help the university community understand the ethics involved in university work, a brochure describing the UW-Stout code of ethics was developed and distributed to all employees.

At an all-university professional development activity in January 2002, a professional team performed an hour-long presentation on issues of ethics, followed by break out discussions.

The UW-Stout Center for Ethics encourages activities that foster moral decision-making and stronger moral leadership both on campus and in the surrounding communities. Events sponsored during 2001–02 included:

- **Community forums** that investigated the stem cell debate and Native American gaming.
- **Ethics discussions** on such topics as racial profiling, homosexuality in the media, the effects of music lyrics and radical religious fundamentalism.
- **Featured speakers** on American government ethics, ethical issues in job searching and business ethics.
- An **ethics survey** that indicated students are most concerned about professional ethics and that ethics are discussed in classes from every department on campus.



Students spoke at an open mic during a campus community meeting on the “National Day of Prayer and Remembrance for the Victims of the Terrorist Attacks.” Following the service, campus counselors were available to meet with students.

Goal 6 Provide safe, accessible, effective, efficient and inviting physical facilities

Facility improvements

Innovative recreation opportunities In October 2001, UW-Stout dedicated its new \$8.9 million Recreation/Athletic Complex. In addition to student fees, the City of Menomonie, Dunn County, and the Menomonie Area School District contributed to financing the complex, along with donor gifts that were raised by the Stout University Foundation. An exclusive pouring rights contract between the university and Pepsi Cola also provides funding.

The new three-story, 4,500-seat stadium features an artificial turf field, a press box area, a hospitality room, several coaches' boxes, an area for media use, a concessions area, and elevator access on each floor.

As a place for lifetime fitness, the new Recreation/Athletic Complex offers the following facilities to the community:

- Indoor climbing walls and adventure trip planning area
- An outdoor adventure challenge course
- An indoor health and fitness center
- An indoor group fitness facility
- Outdoor natural grass fields that accommodate softball, soccer, rugby, flag football, ultimate Frisbee and other events
- Six outdoor lighted NCAA tennis courts, two outdoor official-sized sand volleyball courts, an outdoor lighted NCAA soccer field, and an outdoor lighted NCAA women's softball field

Better directions During the capital budget issues identification process, exterior campus signs and way finding became an issue of concern. UW-Stout undertook the development of a plan to install exterior signs that have a uniform appearance that can be quickly identified on all campus buildings. Several of the new signs were positioned in 2001.



Home to Blue Devil football, the Don and Nona Williams Stadium features an artificial turf field. Below, the outdoor adventure course provides opportunities for both students and community members.

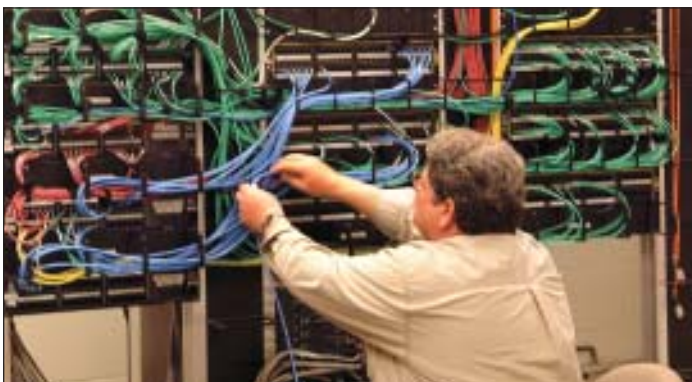


Goal 7 Provide responsive, efficient, and cost-effective educational support programs and services

Technology: preparing for the laptop campus

In the fall of 2002, the number of people connecting to the computer network will substantially increase with all freshmen, as well as university instructors, using laptops in the classroom. To prepare for this, the campus has been setting up classrooms and public areas to accommodate laptop use and upgrading the network capacity to address the increase in classroom connectivity needs:

- The backbone of the campus wired network has been expanded fourfold.
- Bandwidth availability for less desirable traffic has been limited.
- A caching engine improves response times.
- Many classrooms are multimedia capable, and 14 rooms are hardwired for high-speed access.
- Several hardwired public ports are available in the Library Learning Center and the Memorial Student Center.
- Fifty-five wireless access points will provide connectivity to all classrooms, lounges and gathering places.
- Of 93 generally assigned classrooms, 57 will have built-in data projectors where laptops can hook up to present course-related material.
- Fourteen classrooms are completely renovated for audio/visual capabilities.
- Eight more classrooms will also include new audio/visual equipment, and nine multimedia carts will be available for classroom use.
- The campus will continue to maintain computer laboratories that meet the needs of specialized programs.



UW-Stout's computer network has been expanded in preparation for the fall 2002 arrival of the first freshman class in the laptop program.



e-Scholar will be a Web-based doorway into the university's next-generation environment, providing students and faculty with resources and accessible, dynamic and relevant learning experiences.

In addition, UW-Stout is developing "e-Scholar" — a portal, or customizable Web site, that provides all the services its users might need in one convenient place. e-Scholar is individualized with a student's schedule, course and program information, and e-mail, and is integrated with Access Stout, which provides access to student records stored on UW-Stout's administrative computer.

The university has also made the following service improvements to provide the campus community with consistent, reliable technical support:

- Two full-time technicians have been added to help support and facilitate the laptop program, with two others assisting through October.
- Several "first responders" address high-priority technical issues.
- Technicians from Student Technological Assistance and Resources have been trained as first responders. STAR employs approximately 100 students.
- Students, faculty and staff can search answers to common computing problems on a new online Self Service Help Desk.
- A set of procedures for laptop repairs has been created. The pop out hard drive of the laptops will be put into a loaner laptop so students and instructors can easily get back to work. If the laptop has a hard drive problem, the university will provide a loaner.

Alcohol and other drug abuse prevention

Student alcohol and drug abuse negatively impacts the campus climate and is associated with the majority of injuries, assaults and property damage. The Chancellor's Coalition Addressing Problem Drinking studied, recommended and initiated AOD abuse prevention strategies, policies and programming.

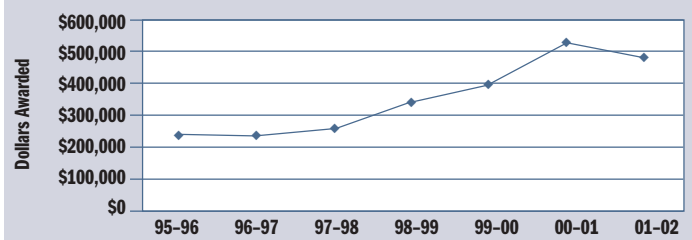
Members of the coalition and departments have initiated or maintained the following activities to support an alcohol and drug abuse free learning environment:

- Significantly increased the number of non-alcohol activities on campus
- Supported and encouraged Greek non-alcohol group activities
- Developed a new policy and contract for alcohol-free residence hall floors
- Initiated a "Three Strikes and You're Out" policy for students in residence halls
- Placed a series of thought-provoking ads in the student newspaper
- Began a discussion with Menomonie community leaders to explore abuse prevention initiatives



Among a number of efforts to address problem drinking on campus was a series of thought-provoking ads.

Figure 6 Total Scholarships Awarded



Source: Stout University Foundation

Scholarships are awarded based on overall student profile, including participation in academic organizations and other groups, students' interest areas or financial need.

Stout University Foundation

The Stout University Foundation plays a key role in positioning UW-Stout as a leader in higher education. The foundation's rapid growth is directly related to the loyal friends and alumni who recognize the importance of supporting the university and its talented students.

The foundation has the largest endowment of the UW System comprehensive campuses. This allows the foundation to support the UW-Stout campus with laboratory equipment, student scholarships, library resources, faculty grants and an expanded student emergency loan fund. It also leads the UW comprehensive universities with seven endowed professorships, two endowed chairs and grants awarded to the university for diversity initiatives.

Scholarships In 2001–02, the Stout University Foundation awarded \$477,303 in scholarships to 382 students. Fourteen new scholarships were established by the foundation in 2001–02 including:

- Several scholarships established in memory of students, parents and faculty
- Four scholarships established to support students in the new applied science program
- Need-based scholarships launched to help incoming freshmen cover the added cost for the laptop initiative
- Wilson's Leather scholarships established for students majoring in the apparel/design manufacturing program