UW-STOUT
VISIONING SESSION
July 21, 2020

FOCUS|2030
UNIVERSITY OF WISCONSIN-STOUT

FOCUS

2030

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ORGANIZATIONAL PROFILE

P.1. Organizational Description

The University of Wisconsin-Stout (UWS) is well known for its focus on preparing students to be successful in the workforce. Since 1891, we have focused on hands on, applied learning to prepare students for success in high-demand, industry-responsive programs.

UWS is part of the University of Wisconsin System, which includes 11 comprehensive campuses and 2 doctoral campuses. An enrollment of 8,393 places UWS 9th amongst the campuses in the UW System.

P.1a(1) Educational Program and Service offerings

We offer a distinctive array of 71 programs targeted toward preparing students for jobs. Our educational delivery model includes online, weekend, compressed and evening courses, as well as credit for prior learning, to meet the needs of both traditional students and working adults. Approximately 75% of our courses are delivered face-to-face (either on-campus or in an alternate location), and 25% are offered online.

Figure P.1-1. Main Educational Programs and Services

Educational Programs and Services	Description	Length
On campus Instruction for Credit (Non-CI)	35 bachelors and 6 graduate degrees and certificates targeted toward traditional-aged students, leading to careers in high-need areas or transfer to a 4-year institution.	Primarily 16-week courses offered primarily on-campus, and all of which require experiential learning.
Customized Instruction for Credit (CI)	12 bachelor's degrees and 15 graduate degrees and certificates targeted toward working adults leading to career advancement.	Primarily online, off-site, and weekend courses, including traditional 16-week terms and compressed and flexible terms.
Non-Credit offerings	Programs providing professional and personal development.	Programs range in length from one session to multiple sessions in a variety of delivery formats.
Outreach Credit Offerings	Programs and certificates providing professional and personal development for academic credit.	Includes on campus, online, ITV, off-site, and weekend courses, including traditional 16-week terms and compressed and flexible terms.

P.1a(2) Mission, Vision, Values and Culture

See Fig P.1-2 for the UWS culture. The Mission, vision, values and core competencies (MVVCC) are reviewed at the beginning of each strategy development cycle to ensure they align with the culture.

Figure P.1-2. UWS Culture

| Mission | UWS is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.

The University offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of applied mathematics and science, art and design, business and management, social and behavioral sciences, education, family and consumer sciences, select engineering programs, applied technologies, select health studies, and technical communication. |
|---|---|
| Vision | UWS will build on its position as a distinguished polytechnic institution and as an international leader in higher education. We prepare lifelong learners, ethical leaders and responsible citizens through collaborative programs that integrate applied learning, theory and research with business, education, industry, arts and government. |
| Values | · The advancement of academic excellence;
· The nobility of spirit, a diversity of people, respect and inclusion for all;
· The pursuit of innovation, technology and sustainability with a constant eye to the future;
· The ideals of collaboration, competence and continuous improvement;
· The commitment to education as a means to illuminate the lives of all. |
| Core Competencies (draft) | · Career-focused education
· Applied learning
· External partnerships
· Collaborative planning |

P.1a(3) Workforce Profile

Faculty and instructional academic staff are assigned workload based on a point system. Faculty are contracted for 9-months to teach 48 points per semester, and the teaching load for full-time instructional (non-tenured) academic staff is 60 points per semester. Courses are assigned points based on the number of credits and instructional time associated with the course. Instructional academic staff may teach one class or multiple classes. Non-teaching staff include limited appointments (management), professional academic staff, and university staff. Faculty positions require a Doctoral degree, other terminal degree or equivalent educational experience. Limited appointments (administrators) and instructional academic staff typically require a master's degree and most professional academic staff require a bachelor's degree. There is 1 bargaining unit for trades/craftsworkers.

Figure P.1-3. Workforce Segments

Segment	#
Tenured and Tenure-Track Faculty	263
Instructional Academic Staff	200
University Staff	342
Temporary/LTE	59
Professional Academic Staff	283
Limited Appointments	60
Graduate Assistants	73
Total Workforce	**1280**

In alignment with our value of inclusivity, we also segment our workforce by racial/ethnic minority status and gender.

The key drivers of workforce engagement, as determined through faculty/staff feedback and confirmed through the *Great Colleges to Work for Survey* are:
- My supervisor/department chair is consistent and fair.
- I am proud to be part of this institution.
- I understand how my job contributes to this institution's mission.
- There is a sense that we're all on the same team at this institution.

P.1a(4) Assets

The UWS campus includes 125 acres, with 25 major academic and administrative buildings, 250 laboratories, and 20 residence halls. Approximately 75% of classes are offered on campus, with the remainder available online or at alternative locations.

Cutting-Edge Technology: As a polytechnic and student laptop campus, information technology is integral in how we support and enhance instruction, student services and business processes. UW-Stout provides students a robust digital learning environment that provides access to a variety of instructional resources and support services. The Learning and Information Technology Department works collaboratively across campus to provide cutting edge technologies to our students. Areas include the eStout laptop program, digital learning classrooms, advanced classroom technology in instructional spaces with unique and career focused learning and lab spaces across campus.

Hands-on learning: UWS believes that students learn best through a combination of classroom and hands-on training experiences. As a result, we have three times more labs than classrooms. Additionally, all of our bachelor's degree programs require an applied experience prior to graduation, and most programs engage students in hands-on learning early in their careers at UWS.

P.1a(5) Regulatory Requirements

UWS is subject to a variety of state, regional and federal requirements. Regional oversight from UWS's accrediting body ensures that UWS maintains high standards of quality in the education it provides. Additionally, several academic programs maintain accreditation specific to their field of study. The UW System Board of Regents (BOR) provides strategic direction and sets policy for all institutions in the state system. At the federal level, UWS complies with laws that govern institutions of higher education, such as the Higher Education Opportunity Act, the Americans with Disabilities Act, the Clery Act and the Family Educational Rights and Privacy Act (FERPA). As an employer, UW-Stout complies with state and federal regulations related to Equal Opportunity and Affirmative Action, conflicts of interest, tax compliance, and Family and Medical Leave Act (FMLA). The regulatory requirements are displayed in Fig P.1-4.

Figure P.1-4. Regulatory Requirements

Type	Regulator
Regional Accreditation	Higher Learning Commission
Specialized Accreditation	17 specialized accrediting bodies across 30 programs
State Coordinating Board	University of Wisconsin System Board of Regents
Federal Regulations	Department of Education Department of Veteran's Affairs Office of Civil Rights

P1.b(1) Organizational Structure

The governing and policy-setting body of the System is the BOR. The BOR serves the entire System. The chancellor is the chief executive officer and reports to the president of the university system. The president of the system reports to the BOR. The Chancellor's Cabinet (CC) includes the provost, vice chancellor for Administration and Student Life Services, vice chancellor for Advancement, chief marketing officer, chief public information officer, chief information officer, chief human resources officer, and assistant chancellor for Planning, Assessment, Research and Quality.

The chancellor and CC are the senior leaders (SL), responsible for strategy development and organizational performance review, for assessing recommendations that come through the process improvement approaches (Fig P.2-4), and for managing operations of the university.

The leadership system includes the CC, as well as several additional groups: Chancellor's Advisory Council (CAC), Strategic Planning Group (SPG), and 4 governance groups (1 for faculty, 2 for staff and 1 for students). Our structure ensures that the entire leadership system has a voice in decision-making.

P1.b(2) Students, Other Customers and Stakeholders

UWS's key market (service area) is the 5-county region surrounding it, though students also enroll from across the country and internationally. In fall 2019, UWS had 6,640 non-CI students with a median age of 21, 89% of that group registered full-time, and 18% were from the 5-county region. UWS had 1,753 CI students with a median age of 36, 18% of that group registered full-time, and 17% were from the 5-county region. There were 773 students enrolled in non-credit programs.

Figure P.1-5. Key Market, Student and Customer Segments and Requirements

Key Market Segments	Requirements Unique to Segment
Recent High School Graduates	Amenities - Residence hall options, recreation facilities
Working adults	Flexible delivery methods
International Students	Support services to meet international student needs
Transfer Students	Articulation agreements
Graduate Students	Flexible delivery methods
Key Student and Other Customer Groups	**Requirements Unique to Segment**
Career-Seeking Credit Students	Student support services
Credit Students Planning to Continue their Education	Easy transfer
Credit Students Seeking to Advance in Existing Careers (Non-Trads)	Flexible delivery methods responsive to working adults,
Non-Credit students	Provide workforce skills Provide for adult learner needs

Requirements Common to all Previous Segments
· High quality instruction
· Applied learning
· Location
· Expense
· Accreditation
· Program offerings
· Challenging curriculum

Key Stakeholders	Requirements Unique to Segment
UWS Foundation	See Fig P.1-6
UWS Alumni	Connection to the campus and other alumni

P1.b(3) Suppliers and Partners

Key suppliers, partners, and collaborators complement the services offered by UWS and enhance student success (see P.1-1).

Figure P.1-6. Suppliers, Partners, and Collaborators

Key Partners and Collaborators	Role
Employers	· Hire graduates · Ensure curriculum is responsive to industry needs · Provide students with hands on experiences
Program Advisory Committees	· Hire graduates · Ensure curriculum is responsive to industry needs
UWS Foundation	Provide funding for programs to support the MVV
Feeder Schools	Provide student enrollment and transition services, and collaborative programs
Transfer Schools	Provide articulation agreements
City of Menomonie	Provide students with opportunities to support societal needs and engage in applied learning experiences.
National Higher Education Benchmarking Institute	Collaboratively provide national benchmarking data at the unit level of 4-year institutions of higher education.
International Partners (ex: Global Partners European Alliance Group, Chinese partnerships)	Provide students with opportunities for an international experience and identify and learn best practices from international organizations.
Key Suppliers	**Role**
IT Providers (ex: Canvas, Salesforce)	Provide technology to support the learning environment, business processes, student services, and human resources.
Service Providers (ex: Bookstore)	Provide students with learning resources to enhance the curriculum.
UW System	Provide administrative support that enhances the efficiency and effectiveness for UW-Stout.

P.2 ORGANIZATIONAL SITUATION

P2.a(1) Competitive Position

Fully 18% of our students come from the five-county region, which has a combined population of 346,049. The number of high school graduates is expected to decline locally, regionally and nationally. Our primary competitors are the other institutions within the UW System. Other competitors include institutions with a similar mission and characteristics (reflected in our peer group in Fig. P.2-1).

P.2a(2) Competitiveness Changes

The competition to attract new students continues to increase as both national and regional estimates project declines in the number of high school graduates over the next 10 years. As a result, some of our peers and competitors that have traditionally been more selective have lowered their admissions standards to attract more students. In response, UWS has strengthened its outreach and offered more pathways to entry, including a growth in online offerings, and increased marketing to adult learners. Additionally, COVID-19 is expected to have a significant impact on higher education, and the extent of that impact is unknown at this point. It may impact student enrollment in higher education, delivery methods, student willingness to enroll at an institution far from home, and student finances.

P.2(a)3 Comparative Data

We currently have four categories of comparison data: peers, competitors, best-in-class, and national. As our vision is to be an international leader, we set our targets to be at best-in-class performance or at the level of our aspirational peers. Our challenges with obtaining comparative data are: 1) data in national databases often lags a year behind, and 2) many of the metrics of importance to UWS (PIs) are not available from central sources. As a result, we started our own data-sharing consortium called the University Benchmark Project (UBP) (see Fig. P.2-2), which provides peer and national comparative data at the unit level.

Figure P.2-1. Comparative data

Category	Defined as	Sources
Peers	Institutions with similar mission and characteristics	IPEDS NSSE CUPA-HR Noel Levitz UBP Other Baldrige award winners Delaware study NSC
Competitors	Other institutions within the Wisconsin System and Wisconsin Technical Colleges	
National Averages	Mid-point of performance for all institutions reporting data	
Best-In-Class	Top performance in the nation or performance of our aspirational peers	
International	This is something we are working on for the future	

Figure P.2-2. UBP
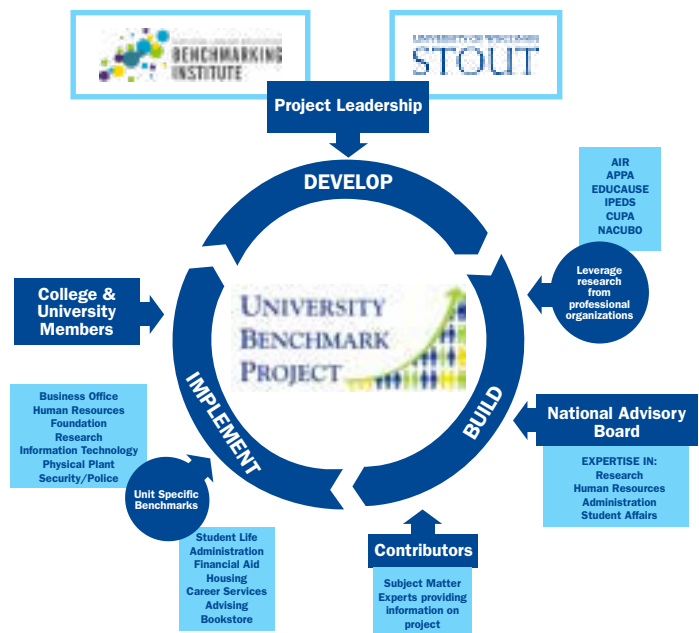
P.2b Strategic Context

Figure P.2-3. Strategic Advantages and Challenges

Strategic Advantages
SA1: Polytechnic Mission
SA2: Career-Outcomes/ Career Connections/Industry Alignment
SA3: Hands-on Focus

Strategic Challenges
SC1: Funding – due to COVID-19 and decreased state funding
SC2: Perceived public value of higher education
SC3: Increased Competition for Students

P.2c Performance Improvement System

UW-Stout's long-time history of engaging in performance improvement includes:

- 1997: Adopted the Baldrige criteria
- 1999: First national Baldrige application
- 2000: Second national Baldrige application, received site visit
- 2001: Third national Baldrige application and recipient of the Malcolm Baldrige National Quality Award
- 2001: Accredited through AQIP, a Baldrige-based track of the Higher Learning Commission
- 2011: Stout administrator serves as an examiner for the national Baldrige program.
- 2019: 3 Stout faculty/staff serve as examiners for the WI Forward Award
- 2020: 4 Stout faculty/staff serve as examiners for the WI Forward Award. One administrator serves as a judge for the national program.

This history has led us to adopt the Stout Way to guide our strategic planning, leadership and performance improvement systems, performance measurement and accountability processes, and accreditation processes. The Stout Way is grounded in the Plan, Do, Check, Act model and central to everything we do. The Stout Way is a non-static, wholistic model that focuses on the values that drive the institution in action initiatives and performance indicators. This eliminates the need for separate processes to respond to current needs, from System-level assessment to accreditation to strategic planning.

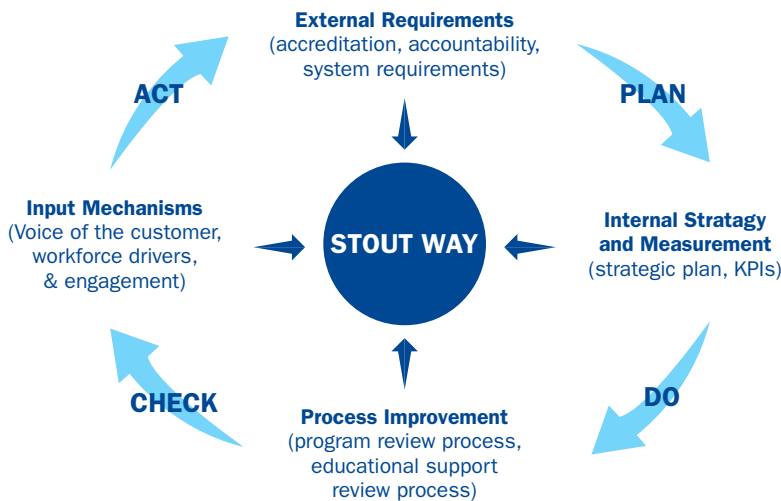Figure P.2-4. Performance Improvement Model

Figure P.2-5 provides some examples of how the Stout Way is applied to various process improvement projects.

Figure P.2-5. Application of the Stout Way

Type of process improvement	Reviewed using PDCA by
Academic Programs	Program Review process, Assessment in the Major process, General education assessment process
Educational Support Units	Educational Support Unit Review Process, Unit action plans
MVV, performance indicators, FOCUS2030	Strategic Planning Group, University action plans
External requirements	Strategic Planning Group, Chancellor's Cabinet
Input mechanisms	Strategic Planning Group, University action plans, Unit action plans

GLOSSARY FOR ORGANIZATIONAL PROFILE:

BOR: Board of Regents

CC: Chancellor's Cabinet

Competitors: Other institutions with the University of Wisconsin System

CUPA-HR: College and University Professional Association for Human Resources

CI: Customized Instruction. These are programs offered at UW-Stout offered at a custom tuition rate. They are targeted toward working adults leading to career advancement

FERPA: Family Educational Rights and Privacy ACT (20.U.S.C. §1232g; 34 CFR part 99)

HIPAA: Health Insurance Portability & Accountability Act. (Public Law 104-191; 110 Stat. 1936)

IPEDS: integrated post-secondary education data system

Non-CI: Non-customized instruction. These are courses offered primarily through on campus instruction for credit

NSC: National Student Clearinghouse

MVVCC: Mission, Vision, Values and Core Competencies

OSHA: Occupational Safety and Health Act (29 CFR 1910)

PI: Performance Indicators

SA: Strategic advantages

SC: Strategic Challenges

SL: Senior Leaders

SPG: Strategic Planning Group

UWS: University of Wisconsin-Stout

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UW-Stout's core competencies reflect our polytechnic tenets and commitment to the Malcolm Baldrige Performance Excellence Framework. The Baldrige core values of management by fact, valuing people, and focus on the future, provide the foundation for each of our competencies. Our institutional structure ensures that these competencies are embedded in our practices and align and integrate across the institution.

1. CAREER-FOCUSED EDUCATION

UW-Stout's career-focused program array features undergraduate and graduate majors, minors, and certifications that align with professional career paths.

- Every new program is analyzed to ensure it meets a labor demand and aligns with our Academic Program Array before it is launched. To meet specific employer demands, UW Stout offers several programs that are unique or offered at few other U.S. universities.

- Internal and external stakeholders review program learning objectives, outcomes, performance metrics and future trends through both formal (Academic Program Review) and informal (Professional Advisory Committee meetings; Capstone projects) structures to ensure that program curricula and outcomes continue to align and remain current with societal, industry and business workforce needs.

- Each program's curriculum pairs the development of career-focused skills with a rich liberal arts core to educate critical thinkers prepared to lead and advance in their careers.

- Faculty recruitment includes an emphasis on bringing professional experience and career relevance to the classroom.

- Over 98% of our undergraduates are employed or enter graduate school within 6 months of graduation.

2. APPLIED LEARNING

We prepare students to apply theory to practice through our lab-based minds-on hands-on approach to education.

- Our pedagogical approach is practice-based, reflected by a learning environment that features three times more labs and studios than traditional classrooms.

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- Current, industry-based experiences, including tours, presentations by working professionals, capstones, and co-ops are spread across a student's entire educational experience. Industry experiences are integrated into academic programs and extracurricular activities through partnership with Career Services and the activities of professional student organizations.

- Students from all classes are encouraged to participate in the Career Fair, held every semester, and to develop resumes, participate in mock interviews, interact with industry representatives to prepare for successful careers.

- All students are required to graduate with at least one experiential learning opportunity. These include student teaching, internships, field experiences, practicums, capstone courses, study-abroad, or participation in our co-op program. We have one of the largest co-op programs in the country, reflecting our commitment to career-preparation and industry partnerships.

- We champion and promote undergraduate student research, highlighted by student participation in the National Conference on Undergraduate Research, Posters in the Rotunda (held in the state capital in Madison), and other professional conferences, as well as at campus events, including STEMM Expo, Research Day, and Senior Art and Design Show.

- Our laptop program provides students with the hardware, software, and technological support needed to stay current in their fields. This technological infrastructure also ensures students more equitable access to education, while laptops and software foster interactive learning environments.

3. EXTERNAL PARTNERSHIPS

UW-Stout's recognized leadership and distinctive competency in partnering with external experts, businesses, and organizations is key to fulfill our mission of preparing students for careers through applied learning experiences.

- UW-Stout purposefully engages with alumni and other external stakeholders in activities that result in mutually beneficial outcomes for the University and our partners. These activities include service on program advisory committees, applied research collaboration with student and faculty applied research, investment in our performance-focused graduates, and engagement in metrics-driven community and industry advancement initiatives.

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- Program Directors provide academic and partnership leadership for all graduate and undergraduate academic programs. Each program has a Professional Advisory Committee, comprised of professionals from business, industry, and non-profit organizations, who help guide program curricula, review student outcomes, and provide experiential learning opportunities. Program Directors also engage and integrate external partners into their programs through the offices of Career Services, International Education, and the Discovery Center.

- The Discovery Center, through its array of technical assistance and applied research centers, engages the physical and intellectual resources of UW-Stout in extensive outreach and engagement activities with diverse external partners to solve societal problems, bolster business performance, develop innovative products, and enhance professional skills.

- UW-Stout has a rich history as a leader in university-based economic development at the regional, state and national level through select federal and state agency partnerships. UW-Stout engages its polytechnic expertise regionally through the Stout Technology and Business Park, throughout Wisconsin through key strategic state education system and agency partnerships, and nationally through long-standing industrial extension programs.

- UW-Stout also actively engages with numerous external educational partners, including PreK-12 schools, community and technical colleges, and other UW-campuses, as well as outreach to career and technical programs.

4. COLLABORATIVE PLANNING

UW-Stout's commitment to performance excellence and continuous improvement are at the core of our strategic planning and decision-making processes, grounded in the core values of future focus, management by fact and valuing people.

- Strategic planning is led by the Strategic Planning Group, a cross-functional committee responsible for developing, implementing and assessing the strategic plan. Every fall, Engagement Sessions enable all members of the campus community, faculty, staff and students, to provide input into major initiatives to be implemented in the upcoming year. Results are communicated and celebrated at the You Said We Did event at the beginning of every spring.

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- Action Plans that tie to various key units are updated annually, reviewed and approved by the Strategic Planning Group. These plans detail how we implement and assess progress toward the goals of the strategic plan.

- Performance indicator data is reviewed annually and available online to all constituents.

- All employees and students are represented by one of four elected shared governance groups: Faculty Senate, Senate of Academic Staff, University Staff Senate, and the Stout Student Association. These groups have representation on the Strategic Planning Group.

- External partners and stakeholders have a voice in our planning through participation in Strategic Planning Visioning sessions, Program Advisory Committees, the Alumni Association Board, Stout University Foundation, and other external advisory groups.

- Planning conducted at the State and UW-System levels, which includes participation from all UW institutions, also informs our campus planning.

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UW-STOUT
STUDENT RESEARCH

In the 2019-2020 academic year, 79 students participated in sponsored student research, meaning that their project or dissemination earned University funds to create, formulate, research, and disseminate something they are passionate about. Of those 79 students, 31 earned a student research grant and 27 participated in an off-campus research conference or workshop.

Students have a variety of ways to participate in research at UW-Stout. Many students work in the classroom and connect with professors in their field of interest, but many students

choose to expand their research beyond the classroom and pursue a student research grant. This grant program, available to all UW-Stout students, gives students the opportunity to receive up to $2000 for research, professional development, or dissemination purposes; funding can cover items like supplies, materials, travel costs, conference registration, and more.

UW-Stout also gives students the opportunity to present their research at said conferences, specifically Research in the Rotunda, the National Conference of Undergraduate Research, and UW-Stout Research Day.

Research in the Rotunda is a UW System sponsored event in which each campus takes six to eight of their best student researchers to present their findings to local and state government officials. The day

is filled with meaningful conversation and connections for both students and officials.

The National Conference of Undergraduate Research is one of the best opportunities for students to connect with others from across North America and disseminate their findings. As the location changes from year-to-year, Stout sponsors several students' lodging, transportation, and registration. The students are then accompanied by faculty mentors and academic staff to the event.

Research Day is a full-day research symposium in which students across all disciplines and fields from UW-Stout participate in the dissemination of posters, oral presentations, and demonstrations about the research they have completed during the academic year.

OUTBOUND
STUDENT MOBILITY
2018-19 AY

Total Study Away Students:
256

Destination Countries:
22

Top 3 Majors:

1 Business Administration

2 Hotel, Restaurant & Tourism

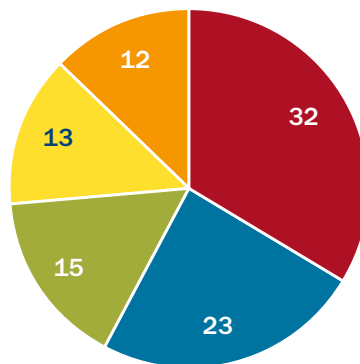**3** Graphic Design & Interactive Media

Study Abroad: 78
- Semester/Academic Year --------- 62
- Summer/Winter --------- 16

Faculty-led Programs: 174
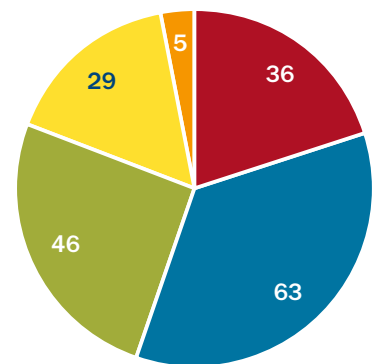- International Faculty-led --------- 117
- Domestic Faculty-led --------- 57

National Student Exchange: 4

Top 5 Destinations:

32 / 23 / 15 / 13 / 12

Current Year in College:

36 / 63 / 46 / 29 / 5

1. United Kingdom
2. Italy
3. Spain
4. Belize
5. Sweden

Freshman
Sophomore
Junior
Senior
Grad/Other

INBOUND STUDENT MOBILITY
2018-19 AY

Total International Students:
182

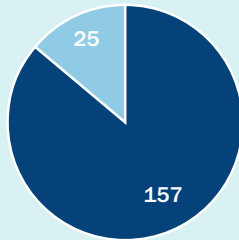**Countries Represented:**
32

Post-Completion Employment:
90

Top 3 Majors:

1 Food Science

2 Engineering Technology

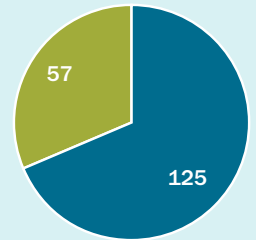**3** Hotel, Restaurant & Tourism

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Pie chart 1:
- 157 Degree Seeking
- 25 Exchange

Pie chart 2:
- 140 Undergraduate
- 33 Graduate
- 8 ESL

Pie chart 3:
- 125 Male
- 57 Female

Legend:
- Degree Seeking
- Exchange
- Undergraduate
- Graduate
- ESL
- Male
- Female
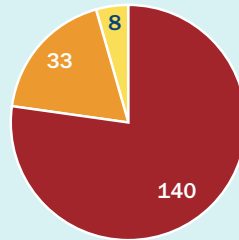
Top 5 Sending Countries:

- 73
- 19
- 11
- 11
- 9
- 5
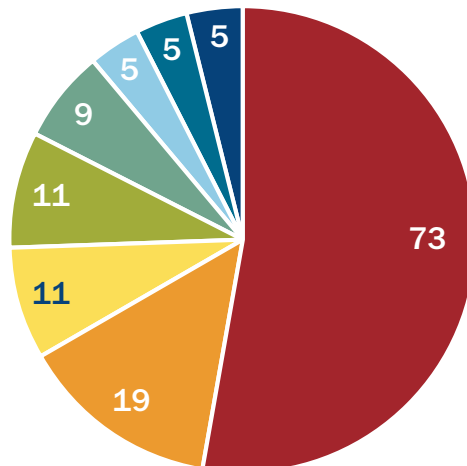- 5
- 5
- 5

1. Saudi Arabia
2. China
3. India
3. Germany
4. South Korea
5. Canada
5. Nepal
5. Pakistan

MULTICULTURAL STUDENT SERVICES

Multicultural Student Services (MSS) Strengthens university enrollment and graduation of African American, American Indian, Asian and Latino students with a commitment to inclusive excellence with enhanced equity, diversity and inclusivity.

STRENGTHENING OUR COMMUNITY

Collaborate with others to enhance academic, career, financial and personal support of underrepresented minority students.

Utilize a prominent intercultural development framework to strengthen intercultural competence.

Coordinate a multicultural living and learning community to enhance student success to MSS first year students with 85% retention rate.

Provide financial assistance to minority students by coordination Undergraduate Lawton Multicultural Retention Grant program with 93% retention rate.

Provide outreach to new minority admitted students through texting, mailings, phone calls, and use of daily videos on social media (6 months) prior to university enrollment.

Weekly email and social media communications enhance student engagement in MSS activities.

31%
ENROLLMENT
increase since
2010

46%
GRADUATION
increase since
2010

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MULTICULTURAL STUDENT SERVICES
Inspiring Innovation.

DIVERSITY AT UW-STOUT

11.8%
Growing undergraduate American minority student population (Fall 2019)

More African American, American Indian, Asian and Latino students graduate every year!

INCREASING STUDENT ENGAGEMENT (2018-2019)
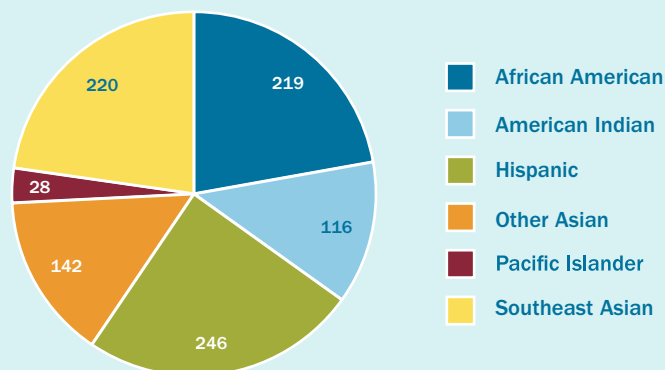
3,133
Individual student contacts

10,925
Student contracts within groups and workshops

Increased minority student participation in programs across campus (Study Abroad, Counseling Center, Career Services, etc.)

- ■ African American — 219
- ■ American Indian — 116
- ■ Hispanic — 246
- ■ Other Asian — 142
- ■ Pacific Islander — 28
- ■ Southeast Asian — 220

(446 students identify with 2 or more races)

Learn more at **www.uwstout.edu/services/multicultural**

VISION:

Connecting research, knowledge, and talent for growth and success.

MISSION:

To optimize UW-Stout's polytechnic successes by designing, developing, and directing dynamic collaborations that produce innovation-based and knowledge-driven solutions in:

- Student Learning
- Business and Industry Growth
- Faculty Professional Development
- Economic Development

VALUES:

- **Learning –** open to ideas that help us provide the best solutions to our students, campus, clients, and our communities.
- **Respect –** treat all people as individuals and bring out the value of their skills and talents.
- **Growth –** strive to support all growth, whether incremental or transformational.
- **Integrity –** act with the highest ethical behavior and maintain integrity with each other, our campus, our clients, and our communities.

STRATEGIC PLAN:

- **Applied Research:** our focus in this strategic area is to provide faculty, staff and students – and external clients – with the opportunity to research and knowledge-share new and exciting solutions. Through focused projects we advance university priorities AND provide a much needed service to our communities.
  - Develop and increase program-focused projects that tap our student and faculty talents.
  - Provide and streamline pathways for faculty, staff and students to apply their research with business and industry as well as within our communities.
- **Discovery Focused Research:** our focus in this strategic area is to provide faculty, staff and students with resources to advance leading-edge research along a pathway to real-world application.
  - Streamline infrastructure that attracts innovative faculty, staff and students to conduct research.
  - Foster and support researchers to help build ongoing and sustainable applied offerings.
- **Engagement and Knowledge Sharing:** our focus in this strategic area is to work closely with organizations in the region to share the knowledge between our programs and the "latest and greatest" approaches in the field. We believe sharing knowledge and expertise benefits us all.
  - Develop structured offerings in collaboration with UW-Stout programs to create pathways for non-traditional learners and their continuing/professional education needs.
  - Develop technical project areas that deliver focused technology transfer impacts.

UNIVERSITY OF WISCONSIN
STOUT

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PATHWAYS FORWARD

A message from William Johnson, Vice Chancellor for University Advancement and Alumni Relations

Six years ago, UW-Stout unveiled the most ambitious comprehensive fundraising plan in the University's history. Under the umbrella of the Pathways Forward campaign, the Stout University Foundation and the University plotted a carefully crafted journey that would include many challenges and new opportunities. On June 30, 2020, the Pathways Forward campaign concluded. While we are still finalizing our campaign numbers, I am happy to report that we have surpassed both our initial $35 million goal and our $40 million aspirational goal.

As a comprehensive campaign, Pathways Forward has truly shown the passion, commitment and dedication of our faculty, staff, alumni, industry partners, and friends. Through their philanthropic support UW-Stout will be able to expand our hands-on curriculum, innovative programs, and laboratory-focused learning environments. These are the experiences that set our students apart when they enter the workforce.

Alumni and donors have shared stories of their experiences as students, how Stout impacted their lives and why they are investing in Stout's future. On the reverse side are just a few of the many generous donors who support UW-Stout.

At this time, I want to take a moment to thank everyone who contributed to the success of the Pathways Forward comprehensive campaign. While the campaign may be over, this is just the beginning of our continued journey together. We will continue to provide the best educational experiences possible for the students at UW-Stout.

STUDENT EXPERIENCE	LEARNING ENVIRONMENTS	PROGRAM INNOVATION
$18,892,426	**$12,087,102**	**$11,914,006**
OF $15M GOAL	OF $12M GOAL	OF $8M GOAL

PROGRESS AS OF MARCH 31, 2020

STOUT
UNIVERSITY FOUNDATION

Louis Smith Tainter House
320 South Broadway; PO Box 790
Menomonie, WI 54751
715-232-1151

Following are just a few of the many stories that highlight the generosity of our alumni and friends

Giving back to the future

Like many UW-Stout graduates, Tracy '81 and Kerry '82 Hafner look back fondly at their years on campus — the friendships they made, professors who made a difference in their lives, the education that laid the foundation for their careers.

The Hafners, of Lee's Summit, Mo., are paying it forward to other students. They have created two endowments in applied mathematics and computer science, a scholarship named after one of Kerry's professors, Nasser Hadidi, and a professional development fund for faculty. In addition, they have provided ongoing support for Blue Devil football and have made an estate commitment to the Stout University Foundation.

Kerry graduated in applied mathematics then went to the University of North Carolina, earning master's and Ph.D. degrees in biostatistics. Kerry is a senior vice president, biostatistics at Syneos Health. Tracy graduated in home economics with a business concentration. Her career has been in mortgage banking.

Grateful alumna's commitment to support faculty

Becky Cranston's connections with the university, go far beyond receiving a diploma in 1964. She grew up in north Menomonie, and nine of her relatives have attended UW-Stout.

Becky, a resident of Kent, Ohio, has been away from Menomonie for more than 50 years, but she has not forgotten about her alma mater. That's why the retired dietetics professor established two significant new funds, the Rebecca Gralow Cranston Dietetics Professional Development Fund, an endowed fund to support dietetics faculty and a fund to support the development of a UW-Stout online master's program in Clinical Nutrition. Becky also supports the Chancellor's Fund for Teaching Excellence and Student Success fund, and most recently committed $1 million through an estate gift.

"Without faculty you don't have much of a program," Becky said, citing the many outstanding professors she had when she was at UW-Stout. "I want to honor the program, the teachers and the success I've had."

Making an impact from within

It was an idea sparked during a casual conversation among Stout colleagues: the desire to collectively give back to campus and directly impact students. That idea established the Freshman Legacy Scholarship, dedicated to reducing the financial burden for freshmen students.

The Freshman Legacy Annual Scholarship was created through recurring monthly gifts via payroll deduction by Amy Luethmers, chief marketing officer, and her husband, Michael; and Gary Schuster '12, digital content manager for University Marketing and his wife, Elizabeth. The scholarship supports first-year students who have had a family member or members graduate from UW-Stout.

Through the Pathways Forward Campaign, 130 new scholarships have been established, totaling more than $3.8 million dollars, supporting 314 students.