

P.1 Organizational Description

a. Organizational Environment:

a(1) The University of Wisconsin-Stout (UW-Stout) is one of the 13 publicly supported universities in the University of Wisconsin System (153,000 students in 11 comprehensive campuses plus UW-Madison and UW-Milwaukee). The UW System designates UW-Stout as a special mission institution, forged from the heritage of its founder, Senator James Huff Stout, a Wisconsin industrialist. Stout believed that people needed advanced education to prepare them for America's developing industrial society. To implement this vision, Mr. Stout founded a private institution called the Stout Manual Training School in 1891. In 1911, the training school became a public institution named Stout Institute and received teacher-training accreditation in 1928 with programs centered on industrial arts and home economics. In 1932, Stout was accredited as a college and received Master's degree accreditation in 1948. The campus became Stout State College in 1955, and Stout State University in 1964. In 1971, UW-Stout became part of the UW System when a State of Wisconsin law combined its two public university systems under one Board of Regents. Now, 110 years since it was founded, UW-Stout's students attend one of three colleges:

1. College of Human Development;
2. College of Technology, Engineering and Management; or
3. College of Arts and Sciences.

UW-Stout offers a distinctive array of 27 undergraduate and 16 graduate degree programs which, taken as a whole, are unique in the country.

a(2) This uniqueness as an academic institution comes from a strong focus on programs supporting its Mission (figure O1) and strong business relationship processes to keep its programs current with fast-changing technology and market dynamics. While UW-Stout offers graduate programs, its primary objective is to develop students for careers in industry and education. Toward that end, UW-Stout emphasizes an integrated approach to learning that engages students in both theoretical and practical aspects of their disciplines. Traditional instruction is reinforced with extensive technology laboratories and industry partnerships. UW-Stout describes this as "*hands-on, minds-on*" active learning. These methods are complemented with courses offered via distance learning and by other delivery mechanisms to optimize student scheduling and flexibility. UW-Stout's 27 undergraduate programs are the fewest offered within the UW System. More than half of these programs are offered at no other campus in the UW System, and several are unique in the nation. Even degree programs appearing to be similar to programs elsewhere are unique in the extent of applied focus.



UW-Stout is also unique in its approach to program management. Program Directors (PDs), who are faculty members reporting to one of the College Deans, lead new program development across all three Colleges. These PDs

UW-Stout's Mission Statement

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice, and experimentation. Extending this special mission into the future requires that instruction, research, and public service programs be adapted and modified as the needs of society change.

- a. The university offers undergraduate and graduate programs leading to professional careers in industry, commerce, education, and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing-related engineering and technologies.
- b. The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the students to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development.
- c. The university's programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education, and human services, and the relationships of individuals to their environment and to society.
- d. The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.
- e. The university expects scholarly activity including research, scholarship, development, and creative endeavor that supports its programs at the baccalaureate level, its select graduate programs, and its select mission.
- f. The university, through outreach and public service, addresses the needs of society, contributes to the welfare of the state and to its economic and technological development, and cooperates with University of Wisconsin-Extension.
- g. The university cooperates with the other University of Wisconsin institutions; the Wisconsin Technical College System; other state and national agencies; and participates in statewide, national, and international programs.

Figure O-1. UW-Stout's mission has enabled it to concentrate in specialized areas of active learning

are supported by a Planning and Review Committee to assure newly developed program proposals are consistent with the mission, and strengthen each College's curriculum. This focused set of programs guides students in their career choices and enhances their job opportunities upon graduation. Graduate placement rates in their degree field reinforce the value of this focused approach to program offerings. UW-Stout's program development process of identifying new programs and refining existing programs was cited as a best practice in an American Productivity and Quality Center (APQC) Institutional Budgeting Consortium benchmark.

On paper, UW-Stout's organization is a set of typical, hierarchical university functions (Organization Chart figure ORG 1). Led by the Chancellor, Charles W. Sorensen, UW-Stout is responsible to meet the goals set by the Board of Regents; run the day-to-day academic, operational and planning functions; interface with the community and other stakeholders; and manage the support services and administrative staff. A dean leads each College, with department heads and faculty managing academic objectives. Chapter 36 of the *General Statutes of Wisconsin* requires the formation of additional decision-making functions called "Shared Governance" within the faculty, academic staff, and students. This means that, in addition to the Chancellor, these functions have primary responsibility for the formation, development, and review of policies concerning their functions. For faculty, "primary" means *"formal power to initiate action, carry out review, and make recommendations which result in legislation"* regarding their institution's *"academic and educational activities and faculty personnel matters."* UW-Stout has three governance bodies: (1) Faculty Senate, (2) Senate of Academic Staff, and (3) Stout Student Association. The concept of shared governance provides for equal representation in the decision-making process, but complicates the organizational structure and inhibits rapid decision-making. Recognizing these issues, UW-Stout created an innovative new leadership system in 1996.

This leadership system removes the organizational complications and inhibitors, encourages responsive two-way communication, and flattens the organization structure through broad involvement of all governance bodies. The Chancellor's Advisory Council (CAC) is the core of the leadership system. It meets bi-weekly, and involves 19 university leaders from administration, faculty, support services, Stout Student Association, and from the Stout Foundation. These members of the Senior Leadership Team provide the communication conduit to and from their organizations, resulting in strong communication linkages, participatory decision-making to achieve consensus, and enhanced opportunity for meaningful faculty and staff roles in shared governance matters. Supporting the CAC are a number of established committees such as the Strategic Planning Committee, the Learning and Information Technology Council, the Planning and Review Committee, and the Curriculum and Instruction Committee. These established committees contain cross-functional and/or cross-college participation, and will typically report to one of the CAC members. These committees also provide additional

avenues for the CAC to deploy university-wide actions, analyze issues and provide results and feedback to the CAC. Many of UW-Stout's core processes emulate the CAC in extent of involvement and participation, with the goal of gaining broad consensus and buy-in to policies, priorities, and actions. The development of UW-Stout's vision and values (figure O-2) typifies this collaborative process.

a(3) UW-Stout has 1208 employees, including 44 administrative appointments, 277 faculty, 298 instructional and non-instructional academic staff, 388 classified employees, 134 limited term and project employees (LTE's), and 67 graduate assistants. Classified employees are represented by 1 of 5 unions; 54% of all employees are female and 4.4% are minorities. There are 33% female faculty. UW-Stout has a positive relationship of involvement and interacts with these unions through monthly union/management meetings facilitated by the Human Resources Office.

a(4) To prepare students for successful careers, UW-Stout takes pride in its extensive laboratories where students develop their *"hands-on, minds-on"* capabilities. UW-Stout provides its students 12% more laboratory time in their curriculum than the UW System average in high-technology engineering, construction, communications, textiles, and science laboratories. Maintaining a safe and environmental-friendly learning atmosphere is a university priority. UW-Stout has four key student services: (1) Enrollment Services, (2) Placement, (3) Library, and (4) Student Life Services. Support services for all students, faculty and staff include Budget Planning and Analysis, Physical Plant, University Services, and Information Technology.

Vision Statement:

UW-Stout, a respected innovator in higher education, educates students to be lifelong learners and responsible citizens in a diverse and changing world through experiences inside and outside the classroom that join the general and the specialized, the theoretical and the practical, in applied programs leading to successful careers in industry, commerce, education, and human services.

We Value:

- Excellence in teaching within high quality, student-centered undergraduate and graduate education involving active learning and appropriate technology.
- Scholarship and research within applied knowledge and general education.
- Collaborative relationships with business, industry, education, community and government.
- Growth and development of students, faculty and staff through active participation in a university community.
- Diversity of people, ideas and experiences.
- Active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.

Figure O-2. UW-Stout's value system

a(5) UW-Stout is governed by Wisconsin State Statutes and Administrative Rules. Chapter 36 of the Statutes creates the UW System and sets powers for the Board, President and Chancellor. It mandates special programs and requirements for the UW System and provides the legal framework for tenure and governance for faculty, academic staff and students. Chapters UWS 1 through UWS 22 of the Wisconsin Administrative Code (law) cover tenure, student discipline, complaints and grievances, prohibited conduct on university lands and other provisions. Local rules are established to implement some administrative code requirements. Federal regulations affecting the university include, but are not limited to, Title VI and VII of the Civil Rights Act, ADA, Age Discrimination in Employment Act, Family Rights and Privacy Act, Drug-Free Schools and Communities Act, Family and Medical Leave Act, Equity in Athletics Disclosure Act, OSHA, and Copyright Act of 1973.

Accreditation agencies (figure O-3) mandate periodic assessments to assure UW-Stout's ability to achieve its mission. Thirteen state and national agencies accredit undergraduate and graduate degree programs.

| UW-Stout Accreditation Agencies |
|--|
| North Central Association of Colleges & Schools (NCA) |
| National Association of Industrial Technology |
| Council on Rehabilitation Education, Inc |
| Commission on Accreditation of Rehabilitation Facilities |
| American Assn of Marriage and Family Therapy |
| American Dietetic Association |
| Foundation for Interior Design Education Resource |
| National Association for Schools of Art & Design |
| National Association for School Psychology |
| Accreditation Board for Engineering Technology |
| American Council for Construction Education |
| American Assoc. of Manufacturing Education Committee |
| Department of Public Instruction |

Figure O-3. UW-Stout academic accreditation agencies

b. Organizational Relationships:

b(1)(2) UW-Stout's 7,975 students (7,271 undergraduates and 704 graduate students) come from diverse backgrounds, nationalities, and ethnic origins. For over a decade, enrollment has been managed to this approximate level to keep budgets in balance with its infrastructure support, laboratories, and faculty-student workload ratio. Seventy-two percent of students are Wisconsin residents, 26% come from 24 other states, and 2% are international students from 34 different nations. UW-Stout has a strong student gender balance with 50% male and 50% female students. Student segments include new students, academically "at-risk" students, transfer students, graduate students, adult students, minority students, disabled students, and international students. Special services and programs are designed and offered to each of these student groups. Through surveys, UW-Stout identifies the importance of individual requirements on a student's overall learning experience. Surveys are initiated with students at selected times during their academic career and with graduates who provide UW-

Stout with data to prioritize and target improvements to student groups, academic processes, and student services. From survey, student feedback, and other analysis, UW-Stout identifies four essential requirements for student and potential student success (figure O-4).

UW-Stout has five key stakeholder relationships - two academic relationships (UW System/Board of Regents and feeder schools) and three stakeholder relationships (employers, alumni, and the community). Surveys, committees, forums, and line-of-site organizational contacts (see ORG 2) build and strengthen these relationships and identify important requirements as shown in figure O-5.

UW System and the Board of Regents: The UW System, through the Board of Regents, provides UW-Stout (and the other UW System campuses) with uniform policy guidelines and centralized support for mission, capital planning and budget, finance and trust funds, government liaison services, legal services, purchasing contracts, transfer student information services, and UW System-wide information technology coordination. The UW-Stout Chancellor meets twice each month with the UW System President and other Chancellors exchanging information and engaging in System-wide planning. Other UW-Stout administrators and governance leaders meet regularly with UW System peers to discuss issues and opportunities and to share best practices. UW-Stout participates in UW System-wide institutional research studies and comparative surveys for benchmarking opportunities and to determine goal setting.

Feeder schools: UW-Stout has systematic enrollment processes supporting its mission and James Huff Stout's vision. The university has built relationships with high schools, technical colleges, and community colleges with articulation agreements governing transfer courses, sequencing and career-tracking. As indicators of success of these relationships, UW-Stout prides itself in its ability to attract, retain, and graduate transfer-in students and provide student services and academic guidance to enable all students to have an equal chance in obtaining a degree.

Employers: Five-hundred companies recruit UW-Stout graduates, and four-hundred companies recruit co-op/intern students. UW-Stout has formal processes and innovative initiatives to maintain constant contact and strengthen employer relationships. Program Directors use Industry Advisory Committees to advise on new program development and implementation. The UW-Stout Technology Transfer Institute (STTI), through its "Incubator Program," enables companies with innovative ideas or problems to collaborate with UW-Stout faculty and students to take ideas from concept phase to the production of products and/or services.

Alumni: In 1962, UW-Stout created the Stout Foundation for the purpose of raising alternative sources of revenue to expand academic programs, fund new initiatives, and to increase scholarships and endowments. The Stout Foundation received the Council for Advancement and Support of Education (CASE) Circle of Excellence in Educational Fundraising Award for two consecutive years by: (1) building effective relationships with alumni and Friends of Stout, (2) strengthening and building new relationships with industry

and other potential donors, and (3) global outreach to increase awareness of UW-Stout and its capabilities.

Community: UW-Stout is the largest employer and a major attraction for industry, students, and visitors to the Menomonie community and Chippewa Valley area. Two

important community relationships exist: (1) through the Chancellor and other senior leaders attending and participating in Chamber of Commerce meetings and activities; (2) through Chamber and other community leader representation on the Stout Foundation Board.

| Key student requirement and indicators: | Description |
|---|---|
| a. Cutting-edge, career-oriented programs (number of new programs, placement success) | Programs that provide leading edge undergraduate and graduate learning capabilities in specific career fields |
| b. High quality, active learning education and instruction (percent lab instruction, faculty contact) | State-of-the-art facilities and course delivery methods, high quality faculty with relevant professional experience |
| c. Effective student support services (retention, academic success, student satisfaction) | Advising, counseling, career services, housing, dining, student activities, health and safety, access to technology |
| d. Related employment and academic or career growth opportunity (placement in major, graduate success, employer satisfaction) | Ability to gain employment in chosen field or to expand their educational experience in post-graduate programs |

Figure O-4. Key student requirements are well understood at UW-Stout

| Stakeholder | Relationship | Requirements |
|-----------------------------------|--|--|
| 1. Business and industry partners | <ul style="list-style-type: none"> Source of jobs for graduates Source of technology transfer Identify changing needs / trends | <ul style="list-style-type: none"> Qualified interns who can quickly contribute High quality, steady pool of graduates Highly qualified faculty consultants |
| 2. Alumni and Friends of Stout | <ul style="list-style-type: none"> Source of student referrals and outreach Source of donations, endowments | <ul style="list-style-type: none"> Positive image and reputation of UW-Stout Communications and networking Support for life-long learning |
| 3. Feeder schools and community | <ul style="list-style-type: none"> Have mutually beneficial objectives Sharing and access to both community and UW-Stout facilities and services | <ul style="list-style-type: none"> Cooperative two-way relationship Accept, develop, and graduate students Safety |
| 4. Board of Regents | <ul style="list-style-type: none"> Represent Wisconsin citizens and taxpayers Strengthen mission and performance | <ul style="list-style-type: none"> Sound fiscal management Enrollments and accreditation maintained |

Figure O-5. UW-Stout has strong relationships with all of its key stakeholders to understand and satisfy their needs

P.2 Organizational Challenges:

a(1)(2) Competitive Environment:

There are two competitive considerations essential to achieving UW-Stout's goals: (1) competition for faculty, and (2) competition for students. Mission-similar universities and business/industry compete for skilled and qualified faculty. Competitive differentiators for faculty include: participation in the university decision-making process, quality of laboratory and other facilities, technology infrastructure, peer recognition, campus atmosphere and image, and opportunities for research and professional and career development.

Competition for students comes from other UW System universities, public universities and colleges in the State of Minnesota (because of reciprocity agreements), and other national and international private and public universities. Business and industry are also competitors for high school and technical college students. Since our primary market is Wisconsin (72 percent of students), the other UW System campuses are the major competition. Twenty-eight percent of students are non-residents and come to UW-Stout because of its unique mission and curriculum. UW-Stout's outreach initiatives with high schools, businesses, alumni, and Friends of Stout are effective methods to compete for students. Competitive differentiators for students include: UW-Stout's image and focused mission, career focus and placement success, student services, and active learning facilities.

In order to achieve leadership in these key competitive factors, UW-Stout compares its performance with the other UW System campuses and with a selected set of nationally recognized universities with similar mission and /or curriculum, including California Polytechnic State University-San Luis Obispo, Ferris State University, and the New Jersey Institute of Technology. These comparisons provide data to assess leadership performance levels within the market of opportunity and for mission differentiation. To build and sustain its reputation and image nationally and internationally, UW-Stout also uses major national university benchmarks to compare its performance in key areas of student satisfaction, diversity, and financial management. This year, the universities selected for comparison are from states attaining A-B scores in the 2000 "Measuring Up" National Education Survey. Wisconsin was one of only three states attaining "A" or "B" scores in all five categories.

b. Strategic Challenges:

Guided by its vision, values, and mission, UW-Stout's objective is to be the school of choice for the 21st century. To achieve this objective, campus direction is guided by seven strategic goals with specific action plans deployed through its annual budget planning process involving the entire campus. This process enables UW-Stout to respond to its strategic challenges with constancy of purpose and consistency of actions, avoiding year-to-year major shifts in direction. UW-Stout's strategic challenges and goals are:

1. Offer high quality, challenging academic programs that influence and respond to a changing society. UW-Stout's challenge is to keep its programs continually renewed and refreshed. Strong stakeholder contact processes are employed to keep current on changing requirements. These relationship processes are complemented by Program Directors who use an effective Program Development Process to refine existing programs and to design new programs that cut across the three Colleges and strengthen UW-Stout's mission. Key indicators of success include: (1) curriculum renewal, (2) employer assessment of graduate readiness and job performance, and (3) increased level of academic challenge.

2. Preserve and enhance our educational processes through the application of active learning principles. Hands-on, minds-on student learning capabilities have differentiated UW-Stout in the marketplace as demonstrated by its superior job placement success. The challenge in maintaining this reputation is to continue to lead in the percent of instruction provided in laboratories and to increase the number of experiential learning opportunities through cooperative relationships with industry. Key success indicators include: (1) increased level of student engagement (collaborative learning, student interactions with faculty, and enriching experiences), (2) targeted computer competencies for students, and (3) job placement success.

3. Promote excellence in teaching, research, scholarship, and service. The campus promotes and facilitates research and developmental opportunities to attract, retain, and develop UW-Stout's faculty and staff. Even though UW-Stout is primarily a teaching university, its objective is to be a leader among the UW System comprehensives in federal grants and in budget allocated for professional development. Key indicators of success include (1) faculty engaged in research grants, (2) professional development expenditures, (3) number of sabbaticals and professorships, and (4) distance education offering growth.

4. Recruit and retain a diverse university population. To support the increasing requirement for students to operate effectively in a globally diverse environment, UW-Stout deploys initiatives to retain and graduate all student groups, has strengthened multicultural student services, and implements specialized academic support programs and new cultural-specific courses. New study abroad programs and additional foreign language requirements for graduation are also being implemented. Key success indicators include (1) recruitment of minority faculty and staff, (2) freshman retention rate, (3) graduation success, and (4) scholarship growth for diversity recruiting and academic quality.

5. Foster a collegial, trusting, and tolerant environment. The challenge in achieving this goal is to make shared governance effective by integrating the Faculty Senate, the Senate of Academic Staff and the Stout Student Association (SSA) in planning and decision-making processes. Success indicators include (1) faculty/staff morale, (2) employee turnover, and (3) student retention and satisfaction.

6. Provide safe, accessible, effective, efficient, and inviting physical facilities. UW-Stout implements effective capital and budget planning processes and innovative methods of funding new technology plans to continually improve its physical facilities in an environment of constant budgetary

challenges. This commitment to up-to-date, safe facilities and services has enabled UW-Stout to achieve leadership in student morale in national surveys. The Stout Foundation leads universities its size in fund raising, and strong industry partnerships provide additional sources for state-of the art laboratory technology. Key success indicators are (1) student satisfaction with the college environment, (2) safety and security, and (3) Stout Foundation financial growth.

7. Provide responsive, efficient, and cost-effective (educational support) programs and services. UW-Stout must continuously improve and refine internal capabilities to: (a) strengthen its attraction as a leading academic institution, (b) optimize its support programs and services to best meet the needs of its students and stakeholders; and (c) ensure that budget priorities are allocated to instruction. In order to achieve this goal, UW-Stout systematically evaluates its support process effectiveness, efficiency, and satisfaction as described in P2 c. Key success indicators include (1) percent of budget allocated to instruction; (2) student evaluation of support programs and services; and (3) energy use.

c. Performance Improvement System

UW-Stout introduced quality management practices in 1992 with extensive awareness training in facilitation, performance measurement, and benchmarking, creating a continuous improvement environment. Since that initial training, UW-Stout faculty and staff have utilized quality tools such as teaming, process management, fact-based analysis, etc. in the curriculum and in the day-to-day activity. In 1997, UW-Stout received an endowment to create a "People Process Culture" Chair to study the culture of high performance organizations and apply the learning to the university and its curriculum.

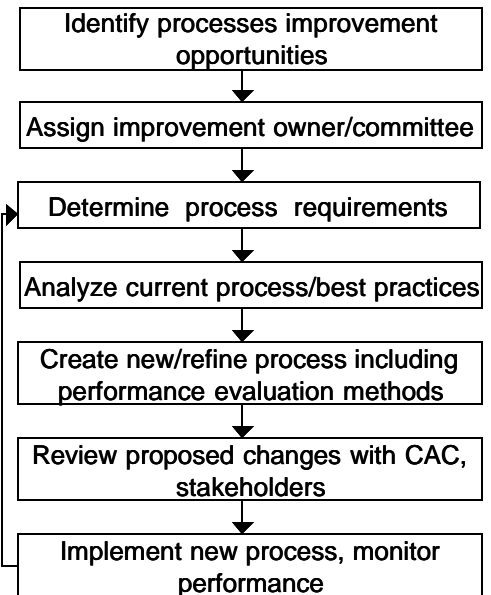


Figure O-6. UW-Stout improvement process

In 1998, UW-Stout took performance improvement to the next level by applying the Malcolm Baldrige criteria. Figure O-6 illustrates UW-Stout's continuous improvement process. Improvement opportunities are identified through three methods; (1) through strategic and annual planning, (2) through Baldrige assessment and feedback, and (3) through regularly scheduled improvement reviews such as those done by the Educational Support Unit Review Committee (ESURC). Committees or teams within or across colleges implement improvement actions using benchmarks and best practices to identify and implement improvement actions.