Cutting edge communication

The '90s brought explosive growth in telecommunications on campus

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

According to Annette Taylor, campus planner, the project is the first phase of a larger plan for the university. “We have upgraded to 3,600 devices now,” said Brown. “Currently, the people who work to keep UW-Stout on line and operational are overwhelmed because we had 300 devices on the network. We’ve increased the capacity to handle 2,000 devices.”

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

According to D’Souza, the three instructors have not found a similar class that is offered for creating Systems and Telecommunications and Networking, are housed in several different buildings. They will now be able to work together in the new building for more efficient problem solving and service delivery.

“We need the new building to accommodate all the people,” said McGuirk, referring to the increase in the student body. “We need to have a space that allows us to provide both academic and technical training.”

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

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

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

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

According to Hagaman, future distance learning will combine the best features of asynchronous and synchronous technologies in response to the needs of the students. “Many of the future learners will be older, working full-time jobs and living farther away. They will still want the special programs that only Stout can offer. We will be in a very good position to provide quality distance education opportunities, no matter what direction technology takes,” he explained.

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

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

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

A course to savor

International wine and food pairing course explores culture as well as business

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

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

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

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New majors meet demand

UW-Stout will offer three new academic programs: technical communication, industrial management and an advanced degree in school psychology. Technical communication was listed as one of the 20 hottest jobs in “US News and World Report,” October 26, 1998. UW-Stout’s new bachelor of science degree in technical communication will prepare students for jobs that call for high levels of communication with clients and customers about policies, products and plans. Technical communicators are valuable to a variety of employers, ranging from computer documentation companies nationwide to medical device companies.

Graduates of this program will research, visualize, design, develop and oversee publication of both print and electronic documents. Technical communicators are at work creating training presentations at 3M, safety manuals at Johnson Wax and maps at the Mall of America. The technical communication degree will provide students a communication background and coursework in a chosen technical area, such as health sciences, hospitality or tourism or manufacturing engineering. In response to the needs of both Wisconsin employers and workers, the new bachelor of science degree in industrial management is designed for individuals who have completed an associate degree at a technical college and are interested in extending their education. The program will produce managers who are comfortable with both upper management and the production line, and who deal with issues ranging from making policy to efficient production.

Because today’s students are older, working and living farther away from the university, UW-Stout offers the program on and off campus with an emphasis on delivery off campus using various distance learning technologies. Many students will complete their general education requirements at one of the 13 two-year UW Colleges located near their home.

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

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

Information technology a major force on campus

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

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

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

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

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

The legislature also granted us more flexibility in how we manage our funds, allowing us to develop custom education for business, government and education on a cost-recovery basis.

We call this service Stout Solutions, a one-stop approach to serving the educational needs of external audiences. You will notice elsewhere in Outlook that we have appointed our first executive director for Stout Solutions, who is serving on an interim basis.

While the use of technology has placed us in exciting times, it also presents a financial challenge. Everyone who has anything to do with computers knows that they are quickly obsolete and in need of upgrades or replacement of hardware and software.

We have received some assistance from the legislature on this challenge, but the state alone cannot meet all of our needs. That is why we are increasingly relying on the generosity of our alumni, as well as business and industry, in closing the gap between our technology needs and our financial resources.

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

Technology bridges perspectives

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

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

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

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

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

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

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

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

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

The Wisconsin Idea at UW-Stout and Cerritos College was named after the progressive reform program of Robert M. La Follette, who became governor of Wisconsin in 1901. La Follette’s Wisconsin Idea centered on the need to modernize government for the 20th century and featured attempts to structure learning communities. In addition, they would encourage students to structure learning communities. In addition, they would encourage students to think for themselves and to work as a team.

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

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

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

The idea to link classes with Cerritos College sprouted when Kirby and Brian Fitch, of the English and philosophy department, met Ana Torres Bower, Cerritos College dean of social science, at a national conference on learning communities last March.

“The learning community movement is sweeping the United States, and Cerritos College is a leader in the movement,” Kirby explained.

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

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

Professor uses Web to share information worldwide

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

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

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

Less than a month later, Scott e-mailed Souto to announce he won the contest and traveled to “Estação Antártica Comandante Ferraz,” a research base in the Antarctic.

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

The physics department has been using the Internet as a teaching tool for many years. Scott’s class, Introduction to Geology and Soil Mechanics, is one of their Web-based courses. He has lecture notes and related links on the course’s homepage. People from around the world have e-mailed him through his website.

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

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

Scott doesn’t only get questions. He receives compliments, and even some criticism. A student at the University of Alberta, working toward his master’s in geotechnical analysis and mining, e-mailed to thank Scott for his efforts and said he would tell his class about the site. And a civil engineer in Turkey said he appreciated that the pages were “easy to understand,” and wondered if he could follow Scott’s lectures from Turkey.

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

He sent the student a thank-you note. “I want to minimize the number of errors in my Web pages. I was embarrassed,” Scott said. Scott plans to cut back his Introduction to Geology and Soil Mechanics class to Introduction to Geology. The construction program staff, with the assistance of the physics department, plans to develop a soil mechanics laboratory. The lab will give students in the construction program valuable hands-on experience. “I haven’t yet developed a good way to do that via the Web,” he said.

High-charged research

NASA project analyzes lightning

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

For 11 weeks, Rompala worked with the Global Hydrology Climate Center (GHCC) at the Marshall Space Flight Center. According to Rompala, GHCC’s primary interest is meteorology. They gather information mainly from ground stations and satellites that monitor things like rainfall and lightning strikes.

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

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

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

Rompala called his summer fellowship “a break-in experience. They brought me in and showed me the ropes.” He had the chance to communicate with people around the world, the less they retain the Hmong language first,” Her explained. “They stay in Syracuse, N.Y., for one month. He then moved to Madison to be closer to Hmong communities. Also, a friend told him Wisconsin has a good education system, and he was interested in an education, an interest that eventually brought him to UW-Stout and led to the start of this new offering.

Practical Hmong

Stout the first UW System institution to offer Hmong language course

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

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

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

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

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

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

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

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

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

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

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

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

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

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Ken Her

“Professor uses Web to share information worldwide

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

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“Global response

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“Practical Hmong
**People You Know**

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

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

**Engineering program receives accreditation**

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

UW-Stout’s program is the only one in Wisconsin. Fewer than 20 undergraduate manufacturing engineering programs in the United States are currently accredited by ABET. “This accreditation is a mark of excellence, and it recognizes from UW-Stout’s manufacturing engineering program the opportunity to pursue employment simultaneously graduate and undergraduate students,” said Pete Heimdal, associate dean of the College of Technology, Engineering and Management.

Manufacturing engineers, who are involved with the production process from product design through post-sale service, are in high demand, Heimdal said. UW-Stout began its program in 1994 in response to the needs of the marketplace. A 25-member advisory board, representing companies including manufacturing engineers, said UW-Stout undergraduate students get the chance to use high-end manufacturing equipment. Bree said. During their senior year, manufacturing engineering students take two “capstone” classes in which they design products, design and build a system that can manufacture a family of products from raw material to a packaged product. The average starting salary for program graduates in 1997-1998 was near $40,000. Graduates report work with a variety of companies including Hutchison Technology Inc., Kohler Company, Phillips Plastics and IBM.

**UW-Stout enters $1.5 million contract**

UW-Stout and Pepsi Cola have entered into an exclusive contract valued at $1.5 million. The partnership will provide an additional source of revenue for UW-Stout’s planned recreation complex, “said Bob Cervenka, CEO of Phillips Plastics. “But in the long run, we expect these people will help our entire company become more productive, through their knowledge of every step of the manufacturing process.”

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

Students in the program also get extensive hands-on experience. At UW-Stout, undergraduate students get the chance to use high-end manufacturing equipment. Bree said. During their senior year, manufacturing engineering students take two “capstone” classes in which they design products, design and build a system that can manufacture a family of products from raw material to a packaged product. The average starting salary for program graduates in 1997-1998 was near $40,000. Graduates report work with a variety of companies including Hutchison Technology Inc., Kohler Company, Phillips Plastics and IBM.

**Outstanding research recognized**

Charles Bomar has been named UW-Stout’s Outstanding Researcher, and Jo Jalowz and Colleen Bomar have been named UW-Stout’s Outstanding Support Recognition Award.

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

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

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

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

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

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

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

Jalowz has been instrumental in developing and organizing data and fiscal policies to meet the accreditation standards of the Commission on Accreditation and Rehabilitation Facilities. She has also played a key role in developing a computer-based management information system enabling improved management of the service operations of the center.

Jalowz has had a major responsibility for development and design of fiscal outcome measures, including the establishment of service rate structure.

Jalowz has primary responsibility for billing and reconciling accounts with state vocational rehabilitation agencies, and她 hass had more than $1 million in contracts. She works with principal investigators in the development, implementation, and closeout of these grants. In addition, Jalowz’ duties have expanded to include serving as budget coordinator for the College of Human Development.

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

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

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