



# Federal Agenda

FOR 2020



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March 2020

Dear Friends of the University of Wisconsin System:

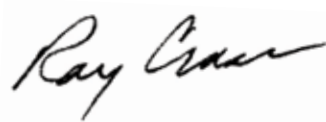
We are pleased to present you with the University of Wisconsin System's Federal Agenda for 2020. Our federal agenda aims to strengthen our important partnership with the federal government – a partnership that helps us meet our strategic goals of increasing enrollment and student success, spawning new technologies and startups, and strengthening the economies of our communities and state.

We are grateful for the federal government's support of our students, faculty, and staff through investments in student financial aid, research and development, and other federal higher education programs that support workforce preparation, and so much more.

The UW System's Federal Agenda for 2020 can be accessed online at:  
[wisconsin.edu/government-relations/federal-relations/](https://www.wisconsin.edu/government-relations/federal-relations/).

Thank you for your service to Wisconsin and the University of Wisconsin System. We look forward to working with you to advance an agenda that will be in the best interests of our students, families, and the nation.

Sincerely,

A handwritten signature in black ink, reading "Ray Cross". The signature is fluid and cursive, with the first name "Ray" being more prominent than the last name "Cross".

Ray Cross  
President  
University of Wisconsin System



# EXECUTIVE SUMMARY





# EXECUTIVE SUMMARY



In October 2018, the University of Wisconsin System (UW System) formed a Federal Relations Council to define and establish the UW System's federal relations agenda for the 116<sup>th</sup> Congress. The Council includes representatives from UW System institutions, including Chancellors, Provosts, Deans, faculty, staff, students, and the UW System Board of Regents, our governing body. They provided advice to ensure our elected leaders, agency officials, and their staff have the best information possible to advocate on UW System's behalf.

The UW System Federal Relations Council identified six broad goals from which the 2020 agenda was developed:

## 1. INCREASE HIGHER EDUCATION ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

The UW System is committed to this goal and is proud that its institutions graduated a near record number of students in the 2018-19 academic year, including a record number of students of color. The UW System supports efforts to modernize the Higher Education Act (HEA) of 1965 to reflect contemporary ideals of higher education to provide improved access and affordability to high-quality post-secondary education ("HEA Reauthorization" tab).

Financial aid funding is critical to student success as it plays an integral role in student access, retention, graduation, and ultimately employment ("Financial Aid" tab). Research consistently demonstrates need-based grants, particularly Federal Pell Grants, are especially beneficial to college access, affordability, persistence, and completion for our neediest students, and the UW System encourages Congress to make thoughtful reforms to federal student loan programs. We are grateful for Congress and the President signing into law the FUTURE Act in December 2019, which will simplify the Free Application for Federal Student Aid (FAFSA). The UW System also recommends:

- a.** Increasing grant funding including maintaining graduate and professional student support;
- b.** Securing a long-term replacement for the Perkins Loan program; and
- c.** Adopting federal student loan programs that lead to increased graduation.

Equally important is the federal government's commitment to our nation's veterans ("Veterans" tab) and the vital investments in education, health care, and science, engineering, and technology programs ("Workforce" tab). The federal government's partnership through student financial aid and workforce development programs represents vital investments to make higher education affordable and accessible for all students and provide a career pathway for Wisconsin's workforce.

## 2. INVEST IN RESEARCH AND DEVELOPMENT

Since World War II, the United States leads the world in ground-breaking research to promote economic, social, and cultural development (“Budget & Appropriations” tab). Much of the research occurs in America’s research universities and is funded by the federal government. The UW System is home to two R1 institutions, UW-Madison and UW-Milwaukee. The UW System contributes \$24 billion to Wisconsin’s economy each year with a 23-1 economic return on investment, and it is a major source of research and innovation, with more than \$1 billion of sponsored research activity annually. To remain globally competitive, the United States needs to increase investments in research and development. Therefore, the UW Systems recommends:

- a.** Supporting institutional efforts that provide more opportunities for student participation in research; and
- b.** Expanding capacity-building initiatives and undergraduate research, as well as sustaining basic and applied research.

## 3. ATTRACT TALENT AND PROMOTE DIVERSITY

The UW System has an obligation to attract talent to Wisconsin, grow the talent pipeline, and diversify institutions (“Immigration/International” tab). We value programs that increase college participation and completion by students from all walks of life. We support policies that attract the brightest international students, faculty, and researchers and make them feel welcome on our campuses and in our communities. Therefore, the UW System recommends:

- a.** Passing comprehensive immigration reform to support undocumented students brought to the United States as young children and talented international students who want to remain in the country after graduation; and
- b.** Increasing support for international exchanges and study abroad programs that connect UW System campuses and students to the world.

## 4. ENCOURAGE INNOVATION AT THE CAMPUS LEVEL

To truly provide access to a higher education, institutions must provide alternative options to a traditional education as well as embrace the vast improvements in the functionality of online learning platforms (“Innovation” tab). Yet, federal statutes and regulations that have arisen since World War II assume a traditional, classroom-based approach to learning. Statutes still revolve around traditional credit hours, semesters, and courses, making it extremely difficult to provide financial aid to students in direct assessment/competency-based education programs. The federal government can take steps to encourage innovation and remove any barriers to expand innovative practices while safeguarding students from bad actors. We appreciate the work done by the Department of Education’s negotiated rulemaking committee to address complex regulations, including those that affect competency-based education. The UW System recommends:

- a.** Modernizing existing higher education rules and regulations so students have greater access to high-quality, innovative programs.



## 5. PROMOTE CAMPUS SAFETY FOR ALL STUDENTS

The federal government plays an important role in ensuring campus safety (“Campus Safety” tab). The most notable effort under consideration currently is the U.S. Department of Education’s (ED’s) proposed rule relating to Title IX. The Student Right-to-Know and Campus Security Act, known as the Clery Act, is also at the heart of efforts by colleges and universities to make information about crime statistics and security policies available to the public. The UW System supports efforts at the federal level that tangibly address the pervasive, societal problem of sexual assault and violence. A tremendous amount of time, education, training, and other resources have been invested in our continued commitment to this important goal, and we pledge to continue our efforts to protect students and provide safe campuses for all. The UW System recommends:

- a. Establishing a cohesive framework with federal partners, in cooperation with universities and colleges, to address the challenges caused by sexual assault and violence.

## 6. ENSURE ACCOUNTABILITY AND TAXPAYER STEWARDSHIP

While regulations play an important role to ensure institutional accountability and responsible stewardship of taxpayer dollars, excessive and burdensome federal regulations negatively affect the ability of colleges and universities to maximize operational capabilities (“Regulatory Reform” tab). We urge the Administration and Congress to continue to evaluate opportunities to provide regulatory relief to college campuses. The UW System recommends:

- a. Examining the regulatory framework for universities, while ensuring that necessary and reasonable safeguards exist to protect students from bad actors.

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This document provides more detailed descriptions of UW System’s Federal Agenda for 2020. Our recommendations are guideposts. As other issues arise, the UW System will work with our congressional delegation and higher education partners to review and respond accordingly.



GOAL 1: INCREASE ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

# HEA REAUTHORIZATION



# HEA REAUTHORIZATION



*The University of Wisconsin System supports efforts to modernize the Higher Education Act (HEA) to reflect a 21st-century model of higher education and to give more students access to an affordable, quality education.*

The following comments and recommendations are offered for the reauthorization of HEA in four areas: 1) access and affordability, 2) innovation, 3) regulatory reform, and 4) campus safety.

## 1. ACCESS AND AFFORDABILITY

*(also see “Financial Aid” and “Budget & Appropriations” tabs)*

Students and families in Wisconsin need financial assistance to make obtaining a UW degree a reality. In the 2018-19 academic year, 80,000 UW System students received a student loan. The Pell Grant program provided \$132 million to over 32,000 Wisconsin resident undergraduates (29 percent of resident undergraduates), with an average grant of \$4,100. In 2018-19, Wisconsin resident undergraduates in the University of Wisconsin System faced an unmet need of \$9,623 after accounting for family contributions and state/federal need-based financial aid. Almost three-fourths, or 70 percent, of Wisconsin resident baccalaureate recipients had student loan debt averaging \$30,034.

The UW System has approximately 20,000 students seeking graduate and professional degrees. UW-Madison ranks 6th nationally and 2nd in the Big 10 in research expenditures. As UW-Milwaukee and the UW comprehensive campuses ramp up research funding, federal aid is critical to recruiting and keeping graduate students, who are the lifeblood of research. Maintaining federal support for graduate/professional students who demonstrate financial need is a priority.

## UW SYSTEM RECOMMENDS:

### Increasing grant aid

- Reinstating the annual inflation-based index increase for the Pell Grant award.
- Issuing the Pell Grant Payment Schedule (known as the Pell Chart) earlier to help families plan better for college costs.

- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs to students; consider establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.
- Continuing Federal Supplemental Educational Opportunity Grants (SEOG). In 2018-19, SEOG awarded \$10.9 million in grants to over 17,000 UW System students.
- Exploring opportunities to make Pell Grants available to incarcerated individuals in federal and state penal institutions.

## Updating student loan options

- Simplifying and consolidating the array of federal loan repayment plan programs.
- Continuing the subsidized student loan program if Congress moves to consolidate grant and loan programs.
- Solidifying support for the Public Service Loan Forgiveness program.
- Setting reasonable annual and aggregate loan limits to discourage over borrowing but opposing any limits that are too strict and would push students to riskier private loans.
- Eliminating loan origination fees.
- Restoring subsidized loan eligibility for graduate and professional students.
- Supporting student loan refinancing programs that allow student loan borrowers to refinance at more favorable interest rates.
- Stopping the harmful impact of capitalizing interest on Direct Stafford Loans and Federal Family Education Loans (FFEL).
- Continuing the Pay As You Earn (PAYE) program, as well as moving to PAYE as the default option for student loan repayment. PAYE allows graduates to make affordable payments on their student loans based on income and helps graduates who are underemployed struggling to make payments or working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle to make their payments.





## Securing a long-term solution for the Perkins Loan Program

- Continuing and expanding the Perkins Loan concept with a replacement program to reduce the financial aid “gap” created by the expiration of the program. The estimated loss of Perkins results in roughly 11,479 UW System students being short \$29.3 million in financial aid every year. These numbers almost double if we consider the impact across all colleges in Wisconsin. The loss of Perkins has put undue strain on our students and families.

## Supporting graduate education programs

- Increasing funding for Federal Work-Study (FWS) and maintaining eligibility for graduate students to participate in the FWS program while they are in school. In 2018-19, 7,619 University of Wisconsin System students received \$11,886,117 in Federal Work Study funding, for an average award of \$1,560.

## Increasing authorization levels for TRIO and GEAR UP

- Expanding access for the TRIO program to all eligible students. TRIO is an important program for maintaining access to quality educational programs for low-income and first-generation students in Wisconsin. In FY2018, UW System institutions received \$12.6 million in competitive TRIO program grants and served 6,555 students.
- Expanding access to GEAR UP, a program enacted to build on federal and private initiatives to provide assistance to precollege students. GEAR UP projects aim to provide comprehensive mentoring, counseling, and support services to entire cohorts of low-income students in a school. The Wisconsin program began in 1999 when GEAR UP was first enacted. Wisconsin GEAR UP students consistently achieve college enrollment at rates well above the state average for low-income students. In 2019, the Wisconsin Department of Public Instruction with assistance from UW-Green Bay, was awarded a \$35-million seven-year GEAR UP grant.

## Increasing the numbers of high-quality teachers

- Retaining funding for TEACH Grants and Teacher Quality Preparation Grants is essential, especially at this time when Wisconsin as well as the country face an overall shortage of teachers and an acute shortage of teachers in critical specialties.

## Reauthorizing international education programs

- Reauthorizing the six currently funded Title VI programs which aim to develop knowledge, resources, and trained personnel in the fields of language and international affairs; stimulate foreign language acquisition and fluency; enhance the international skills of the business community; and increase the number of underrepresented minorities in international service.

## 2. INNOVATION

*(also see “Innovation” tab)*

The UW System believes innovation in higher education is critical, and the UW System is leading the way with its direct assessment/competency-based education (CBE) program, called the UW Flexible Option. At a time when the nation is experiencing a worker shortage and the age of college students is expected to increase over the next decade, new methods of delivering higher education will have to be adaptable to students who may be working full-time or who just need a credential to help them take the next step in their career. Any expansion of Title IV eligibility for new, innovative programs should be coupled with the protection and strengthening of program integrity provisions to protect students and taxpayers in the reauthorization of the Higher Education Act (HEA).

### UW SYSTEM RECOMMENDS:

- Defining direct assessment/CBE programs in statute, thereby creating a pathway to traditional Title IV student financial aid funding for direct assessment/CBE programs.

## 3. REGULATORY REFORM

*(also see “Regulatory Reform” tab)*

The reauthorization of HEA is a great opportunity to comprehensively review and make structural changes to the regulatory framework of higher education. Smart and reasonable regulations play an important role in ensuring institutional accountability and quality, transparency to the public, and responsible stewardship of taxpayer dollars. But, excessive and burdensome federal regulations are difficult and expensive to administer, and they take away from delivering aid to students. The UW System is supportive of a task force report of college and university presidents and chancellors, “Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education.”

### UW SYSTEM RECOMMENDS:

- Consistently and clearly defining student aid eligibility rules and strategically aligning them with the aid programs to increase consumer understanding and greatly reduce errors in the administration of aid.
- Streamlining student loan repayment plans.
- Ensuring new accountability metrics differentiate public non-profit colleges and universities from for-profit institutions.
- Removing barriers to innovation for direct assessment/competency-based education (CBE) programs.
- Codifying Prior-Prior Year (PPY) data.



- Ensuring states can continue to collaborate and participate in reciprocity agreements, such as the State Authorization Reciprocity Agreement (SARA), and cautioning against allowing additional regulations beyond SARA by states or the federal government.

## 4. CAMPUS SAFETY

*(also see “Campus Safety” tab)*

At universities across the country, significant attention is paid to campus safety and, in particular, to addressing and preventing sexual assault and violence. The UW System supports efforts at the federal level that tangibly address the pervasive societal problem of sexual assault and violence and provide a clear, collaborative, and proper role for institutions of higher education in confronting these challenges. On Nov. 29, 2018, the U.S. Department of Education officially published its notice of proposed rulemaking regarding additional regulations implementing Title IX of the Education Amendments of 1972. The UW System submitted comments in conjunction with our national higher education partners.

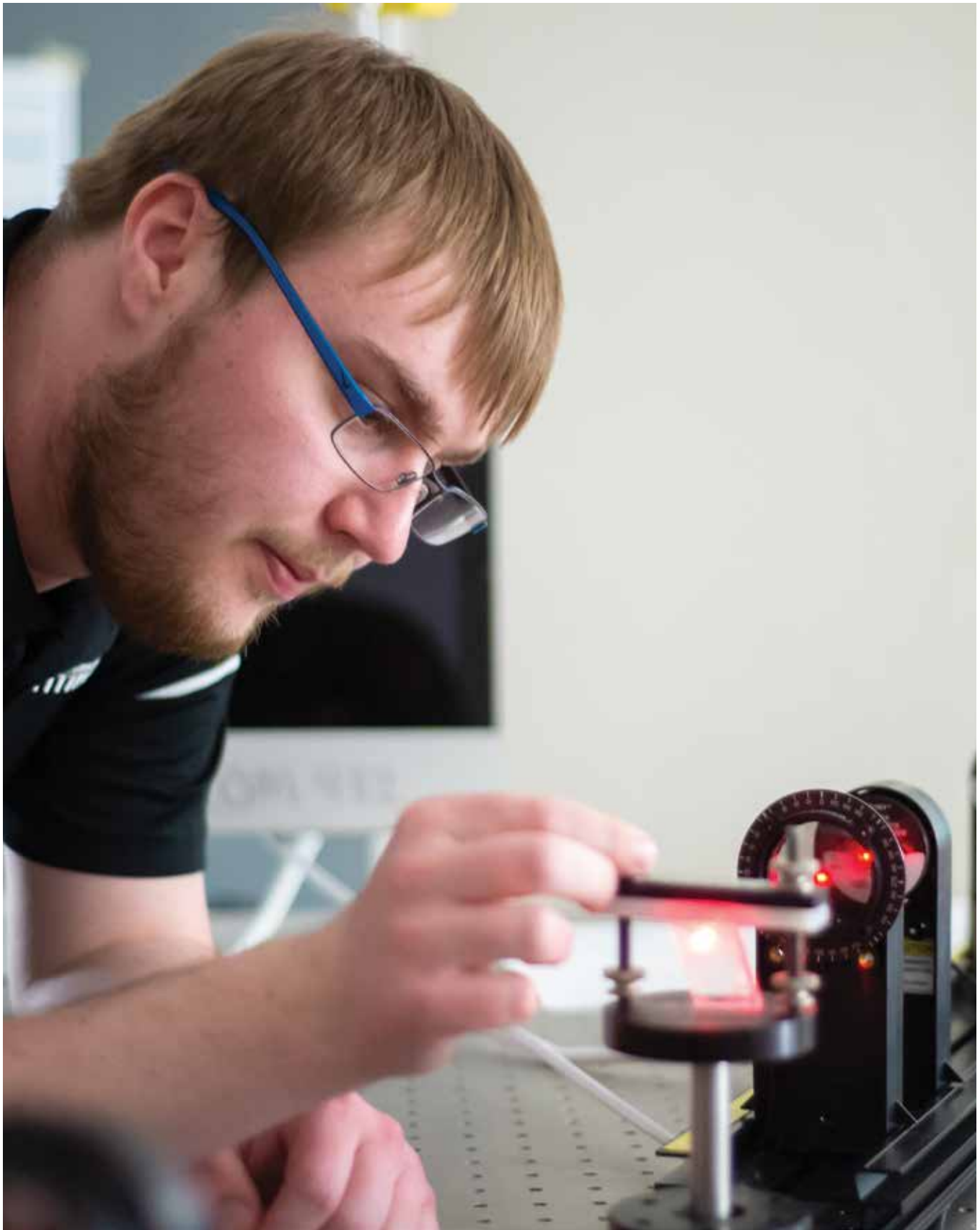
### UW SYSTEM RECOMMENDS:

- Respecting the rights of survivors and those of the accused and thoroughly investigating any reported incidents.
- Establishing a cohesive framework with federal partners, in cooperation with universities and colleges, to address the challenges caused by sexual assault and violence.



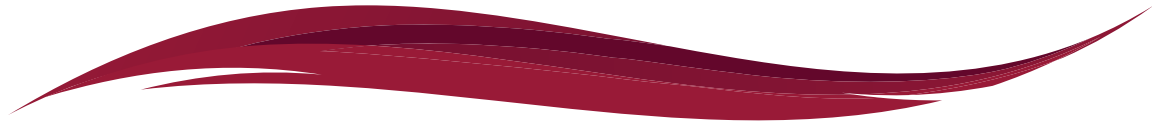
GOAL 1: INCREASE ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

# FINANCIAL AID





# FINANCIAL AID

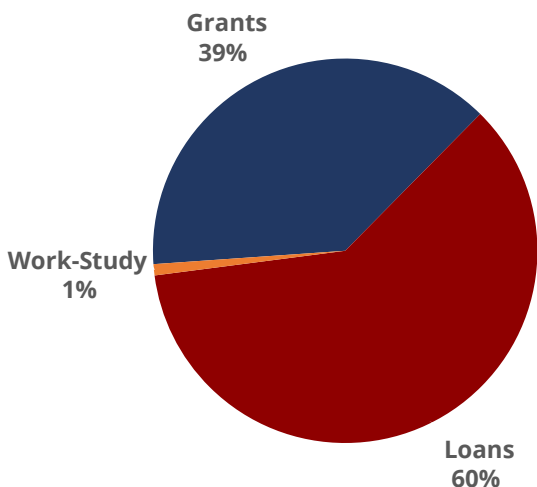


In 2018-19, over two-thirds (68 percent) of UW System undergraduates, or 99,441 students, received some form of financial aid. Undergraduate and graduate students received nearly \$1.3 billion in financial aid in 2018-19 (the most recent year for which data are available), including \$491.1 million in grants, \$768.5 million in loans, and \$11.9 million in work-study funding.

## FINANCIAL AID, ALL TYPES

Financial aid provides a critical source of funding for a student's education, and students still have tremendous unmet financial need even with the ongoing UW System tuition freeze. UW System universities serve many low-income students and families with high levels of need (see Figure 1).

### Aid for Wisconsin Undergraduates 2018-19



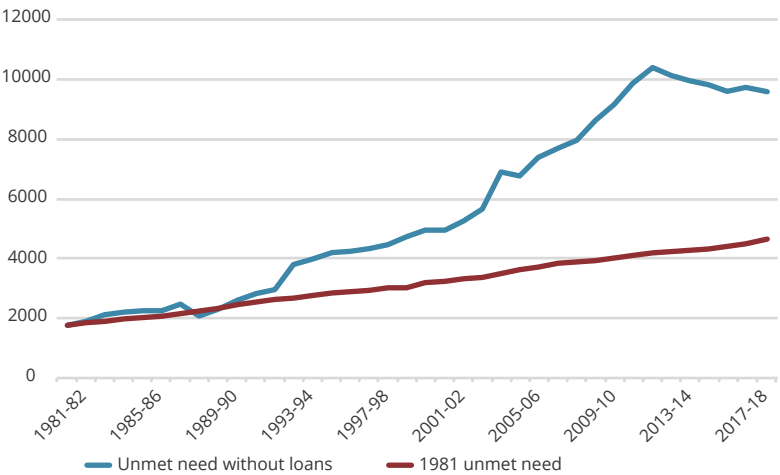
**Figure 1: Aid for Wisconsin Undergraduates, 2018-2019**

*The financial aid that Wisconsin resident undergraduates receive is primarily in the form of loans, more than half of which are unsubsidized. Aid that does not have to be paid back (grants and work study) accounts for 39 percent of all aid dollars distributed to Wisconsin resident undergraduates.*

# UNMET NEED

In 2018-19, Wisconsin resident undergraduates in the UW System faced an unmet need of \$9,623 after accounting for family contributions and state/federal need-based financial aid (see Figure 2).

Figure 2. Average Unmet Need without Loans



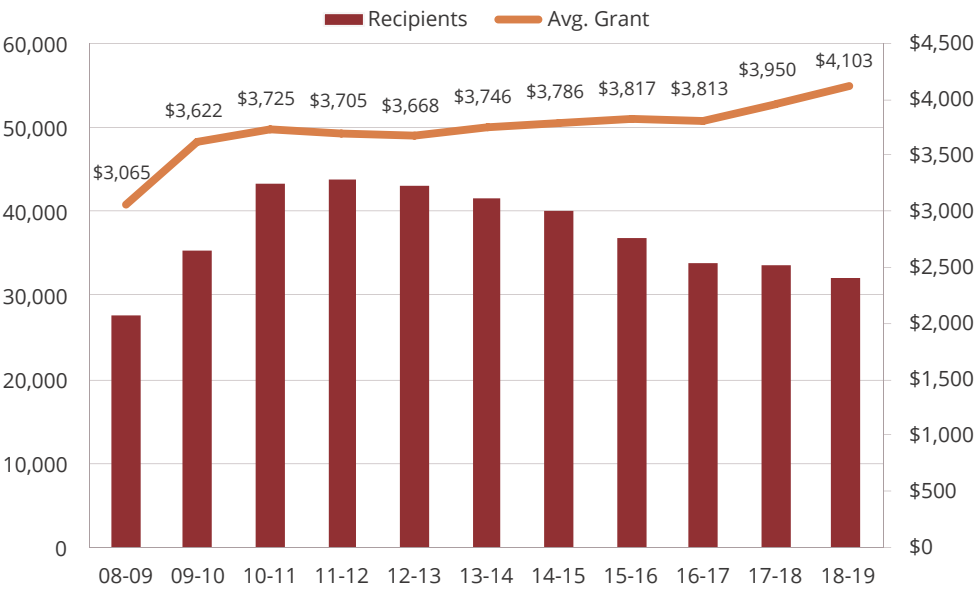
For those students who had need based on the federal formula that determines need, the current unmet need after federal, state, and institutional grants have been awarded is currently \$9,623 per student, a decrease of \$126 from the prior year.

From 1981 through 1992, the unmet need remaining after grants were awarded closely followed the Consumer Price Index, indicating that the burden to students remained unchanged relative to their purchasing power. However, from 2002 until 2013-14, the unmet need after grant aid increased much faster than the rate of inflation, leading to increased debt.

# PELL GRANT

The Federal Pell Grant program is the single largest grant program available to UW System undergraduates. The number of Pell awards to UW System resident undergraduates declined in 2018-19 to 32,197 recipients. The average Pell award for these recipients was \$4,103, a small increase (see Figure 3).

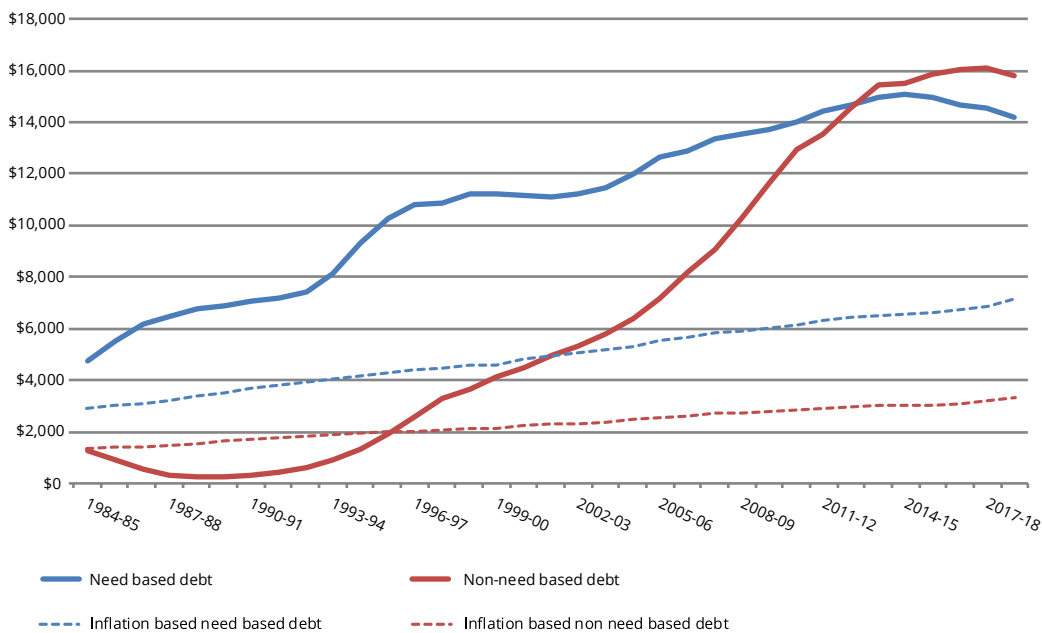
Figure 3. UW Pell Grant History



## LOAN DEBT AT GRADUATION

Loan aid comprises the largest component of financial aid to UW students. In 2018-19, 84 percent of the loans received by UW System students originated with the federal government. Of all federal loans, 70 percent were non-need-based. After graduating with a bachelor's degree, 70 percent of UW students had student loan debt averaging \$30,034, which is a slight decrease from 2017-18 when the average loan debt was \$30,724 (see Figure 4). In addition, the UW System has approximately 20,000 graduate and professional degree-seeking students, many of which rely on federal unsubsidized loans. Maintaining federal support for UW System graduate and professional students who demonstrate financial need is also a priority.

**Figure 4. Loan Debt at Graduation for Wisconsin Undergraduates**



*In the past 30 years, the loan debt that graduates have at the time they graduate has changed from being mostly subsidized loans that fall within the federal definition of “need-based” debt to being nearly evenly split between need-based and non-need-based debt. There are several reasons for this, including inadequacies in the federal formula to determine need and growing economic hardship for parents and students.*

In September 2018, the Federal Perkins program was not reauthorized despite bipartisan support in Congress. Without reauthorizing this program or replacing it with another form of aid, the loss is expected to have profound impacts on access, retention, persistence, and graduation for our students and families most in need of aid. In Wisconsin, this means that about 11,479 UW students have lost aid totaling about \$29.3 million per year.

## FINANCIAL AID TO MEET STUDENT POPULATION NEEDS

UW System enrollments remain at high levels with a headcount of 171,636 students in the fall of 2018. Wisconsin residents made up 76 percent of undergraduate enrollment in fall 2018, and we provided access for 35,414 adult, non-traditional students. The traditional audience for higher education is shifting. UW System students are more diverse, often the first in their family to attend college, and increasingly come from disadvantaged and underserved backgrounds. A larger group of military veterans is arriving at our campuses with the new GI Bill in hand. It is important to have a financial aid program that is simple to navigate and adequately meets the needs of these families.

## UW SYSTEM RECOMMENDS:

### Increasing Pell Grants and flexibility

- Reinstating the annual inflation-based index increase for the Pell Grant award.
- Issuing the Pell Grant Payment Schedule (known as the Pell Chart) earlier to help families plan better for college costs.
- Exploring opportunities to make Pell Grants available to incarcerated individuals in federal and state penal institutions.
- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs to students; consider establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.

### More campus-based aid programs

- Continuing and expanding the Perkins Loan concept with a replacement program to reduce the financial aid “gap” created by the expiration of the program. The estimated loss of Perkins results in roughly 11,479 UW System students being short \$29.3 million in financial aid every year. These numbers almost double if we consider the impact across all colleges in Wisconsin. The loss of Perkins has put undue strain on our students and families.
- Continue conversations with the Department of Education and Congress to return each university’s portion of the Perkins Institutional Capital Contribution and loan cancellation funds in an equitable, fair, and timely manner.
- Creating a funding solution for the approximately \$1.2 million yearly loss Administrative Cost Allowance (ACA) that Perkins provided to campuses. We encourage Congress and the Department of Education to pay schools to service out the remaining Perkins Loans that campuses hold to ensure long-term customer support to our alumni.
- Continuing Federal Supplemental Education Opportunity Grants (FSEOG). In 2018-19, FSEOG awarded \$10.9 million of grants to 17,099 UW System students.
- Increasing funding for Federal Work-Study (FWS) and enabling graduate students to have the opportunity to participate in the FWS program while they are in school. In 2018-19, 7,619 University of Wisconsin System students received \$11,866,117 in Federal Work Study funding, for an average award of \$1,560.

### Updating student loan options

- Simplifying and consolidating the array of federal loan repayment plans.
- Continuing the subsidized student loan program if Congress moves to consolidate grant and loan programs.
- Solidifying support for the Public Service Loan Forgiveness program.
- Setting reasonable annual and aggregate loan limits to discourage over borrowing but opposing any limits that are too strict and would push students to riskier private loans.
- Eliminating loan origination fees.

- Restoring subsidized loan eligibility for graduate and professional students.
- Supporting student loan refinancing programs that allow student loan borrowers to refinance at more favorable interest rates.
- Stopping the harmful impact of capitalizing interest on Direct Stafford Loans and Federal Family Education Loans (FFEL).
- Continuing the Pay As You Earn (PAYE) program, as well as a move to PAYE as the default option for student loan repayment. PAYE allows graduates to make affordable payments on their student loans based on income and helps graduates who are underemployed struggling to make payments or are working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle with payments under the standard 10-year federal loan repayment plan.

## TRIO

- Expanding access for the TRIO program to all eligible students. TRIO is an important program for maintaining access to quality educational programs for low-income and first-generation students in Wisconsin. In FY2018, UW institutions received \$12.6 million in competitive TRIO program grants and served 6,555 students.



Institution	Program	# Programs	# Students	Annual Funding
<b>1st Congressional District</b>				
UW-Parkside	Student Support Services	1	165	\$391,990
<b>2st Congressional District</b>				
UW-Madison	McNair Post Baccalaureate		28	\$271,193
	Student Support Services	1	283	\$321,755
	Student Support Services-STEM	1	165	\$241,989
<b>3rd Congressional District</b>				
UW-Eau Claire	Disabled Student Services	1	100	\$242,136
	McNair Post Baccalaureate	1	27	\$254,736
	Student Support Services	1	300	\$416,597
	Upward Bound	1	73	\$401,272
UW-La Crosse	McNair Post-Baccalaureate	1	28	\$241,577
	Student Support Services	1	350	\$415,799
	Upward Bound	1	95	\$449,071
UW-Platteville	Disabled Student Services	1	103	\$242,136
	Student Support Services	1	309	\$402,942
UW-River Falls	McNair Post-Baccalaureate	1	26	\$248,381
	Student Support Services	1	200	\$321,743
	Upward Bound	1	73	\$375,925
UW-Stevens Point	Upward Bound	1	96	\$495,667
UW-Stout	Disabled Student Services	1	160	\$272,471
	McNair Post-Baccalaureate	1	28	\$242,136
	Student Support Services	1	270	\$342,729
<b>4th Congressional District</b>				
UW-Milwaukee	EOC	1	1,000	\$253,143
	McNair Post-Baccalaureate	1	30	\$279,817
	Student Support Services	1	250	\$337,041
	Talent Search	1	705	\$361,602
	Upward Bound	1	110	\$528,784
	Upward Bound Math/Science	1	60	\$275,155
	Veterans Upward Bound	1	125	\$275,155
<b>5th Congressional District</b>				
UW-Colleges	Student Support Services	1	450	\$608,870
UW-Whitewater	McNair Post-Baccalaureate	1	30	\$268,447
	Upward Bound	1	70	\$311,372
<b>6th Congressional District</b>				
UW-Oshkosh	McNair Post-Baccalaureate	1	25	\$240,676
	Student Support Services	1	300	\$424,437
	Student Support Services-STEM	1	120	\$242,136
<b>7th Congressional District</b>				
UW-Superior	McNair Post-Baccalaureate	1	25	\$242,136
	Student Support Services	1	160	\$321,755
	Upward Bound	1	56	\$297,449
<b>8th Congressional District</b>				
UW-Green Bay	Upward Bound	1	80	\$393,359
	Upward Bound Math/Science	1	80	\$379,935
UW System		37	6555	\$12,633,514



GOAL 1: INCREASE ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

**VETERANS**



# VETERANS



The University of Wisconsin System (UW System) is committed to serving Wisconsin veterans and their families who have earned and deserve our support.

*The UW System is committed to working with the U.S. Departments of Defense, Education, and Veterans Affairs to ensure optimal access and successful educational outcomes for service members, veterans, and their dependents.*

Just under 5,000 veterans currently attend UW System universities. Eligible students are covered by the Wisconsin GI Bill, the most comprehensive state higher education benefit for veterans and their families in the nation. Under the Wisconsin GI Bill, the UW System provides over \$25 million annually in tuition remissions and related payments to student veterans and the spouses and children of disabled veterans. To further aid the transition and ensure efficient use of their valuable state and federal benefits, veterans also receive priority registration and credit for military coursework at all UW System universities.

In addition to benefits, UW System universities operate student veteran centers to focus on the academic and social supports veterans and their dependents need as they transition to college life. For example, at UW-Milwaukee the Military and Veterans Resource Center (MAVRC or “Maverick”) is the first stop for student veterans and transitioning service members. The MAVRC educates the larger campus community on the contributions of student veterans, dispels corrosive stereotypes, provides a collegial lounge space, and connects students to career opportunities through a robust Corporate Partners initiative. UW-Milwaukee now enrolls more military-connected and student veterans, over 1,000, than any other campus in the Midwest.

UW System campuses are encouraged by U.S. Department of Veterans Affairs (VA) efforts to complete implementation of extensive IT changes mandated by the Harry W. Colmery Veterans Educational Assistance Act while minimizing disruption of critical housing and tuition benefits. As changes are ongoing, we urge the VA to solicit feedback from experienced School Certifying Officials (SCOs) who work daily with student veterans. The UW System also encourages the VA to recognize award-winning state training events developed for SCOs that target complex federal benefit administration. Under the Colmery Act, campus SCOs are required to complete 3.5 hours of training annually.

## UW SYSTEM RECOMMENDS:

### Supporting “Troops to Teachers”

- This program helps transition military personnel and veterans to new careers as public school teachers.

### Supporting the U.S. Department of Education’s Veterans Upward Bound program

- This is designed to increase the participation and completion rates of veterans and dependents in higher education through intensive services, including assessment and enhancement of basic skills through counseling, mentoring, tutoring, and academic instruction in core subject areas.

### Supporting the U.S. Department of Education’s Educational Opportunity Centers (EOC) program

- This provides support services to qualified adults, including veterans, who want to enter or continue a program of postsecondary education. The EOC program specifically targets low-income adults and veterans, offering a wide range of services, including counseling and assistance with financial aid, testing, and college admissions applications.

### Supporting the Centers of Excellence for Veteran Student Success (CEVSS) program

- This supports model programs that promote veteran student success in postsecondary education by coordinating counseling, tutoring, admissions, credit transfer, and other services to address the academic, financial, physical, and social needs of students who are veterans. CEVSS grantees establish on their campuses a single point of contact to coordinate comprehensive support services for veteran students through a veteran student support team.



GOAL 1: INCREASE ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

# WORKFORCE





# WORKFORCE

*The federal government's partnership through student financial aid and workforce development programs represents vital investments to make higher education affordable and accessible for all students and provides career pathways for Wisconsin's workforce.*

## TEACHER PREPARATION

Over the past decade, UW System colleges of education have experienced a decrease in student enrollment in teacher education and certification, and school leadership programs. The supply of qualified teachers in Wisconsin does not meet current demand:

- Increase in emergency certification of teachers within school districts;
- Drop-off in qualified applicants for open teaching positions across school districts;
- Increase in out-migration of graduates from UW System schools/colleges of education to states other than Wisconsin; and
- Increase in demand for teachers especially in rural and urban districts, and in fields of special education, bilingual education, math, science, and information technology.



In 2018, the UW System Board of Regents charged the Task Force for Advancing Teachers and School Leaders to develop solutions by analyzing teacher workforce data and holding listening sessions throughout the state. In April 2020, the task force will submit recommendations for financial incentives and raising public esteem for teachers. Federal programs provide important support for educating and training quality teachers.

## UW SYSTEM RECOMMENDS:

### Retaining the Teacher Quality Partnership (TQP) Grant program

- This is the only federal initiative dedicated to reforming and strengthening educator preparation at institutions of higher education. This program enabled reform and innovation across the nation, including



Wisconsin. TQP grantees commit to offering not only two or more years of induction support to their graduates placed in these schools, but also professional development for all educators in these sites. This deepens the partnership between a high-need school or district and an institution of higher education. TQP programs prepare teachers in high-need fields, and if it is a residency program, the participants commit to teaching in the school or school district where they were trained for three years.

### Retaining TEACH grants

- TEACH grants support undergraduate and graduate students preparing to be teachers in high-need fields. Recipients are required to complete a service component, which includes teaching in their high-need field in a high-need school; otherwise, the grant converts to a loan. TEACH grants are used by institutions of higher education to recruit high-quality teacher candidates – one must maintain a 3.25 GPA to continue to receive this non-need-based grant. The creation of the TEACH grant recognizes the importance of supporting the teaching profession by creating pathways into the preparation pipeline. With rising college costs and fewer students studying to become teachers, this targeted financial support helps with teacher recruitment.

### Supporting Personnel Preparation grants

- These grants, funded by the Office of Special Education Programs, provide funding to prepare master's level special educators, related service providers, and early childhood special educators. The grants typically cover the cost of attendance for students and include a payback clause so the students who receive funding commit to two years of service in the field for every year of funding received. University of Wisconsin System (UW System) campuses received several of these grants.

## NURSING SHORTAGE

The Wisconsin Center for Nursing (WCN), which has collected and analyzed nursing workforce data for over 10 years, reports that Wisconsin will experience a nursing shortage like much of the nation. This shortage is primarily due to anticipated retirements, insufficient numbers of new nurse graduates, and an aging population's growing health care needs. With respect to retirements, 42% of practicing Wisconsin registered nurses (RNs) indicate they plan to leave direct patient care within nine years (WCN, 2017). At the same time, the 2018 Wisconsin Department of Workforce Development's Long-Term Industry Employment Projections show a 14% average growth rate for the health care practitioners and technical occupations assistance industry for the 2014-2024 period, twice the overall state average of 7%.

It is projected that although the demand for RNs will steadily increase, the supply will remain relatively flat. In Wisconsin, about 9,800 new nursing graduates will be needed by 2025 to meet workforce demands. That number increases to 27,700 by 2040, representing a 35% shortfall (Wisconsin Registered Nursing Supply and Demand Forecasting Update: 2014-2040). Yet, Wisconsin nursing schools only graduate about 3,500 new RNs per year (2017 NCLEX Examination Statistics).

The obvious solution is to grow the number of graduates by admitting more students to nursing programs. But the problem in Wisconsin and across the country is a shortage of nurse educators, which is the primary reason for limiting the number of admissions. UW System baccalaureate nursing programs are currently denying admission to 50-80% of their qualified applicants annually. This rate of denial is consistent with national trends. In 2017, nursing schools across the country turned away over 64,000 qualified applicants from undergraduate and graduate nursing programs (Nursing Shortage Fact Sheet, 2017).

Two-year colleges and technical schools can only address a small portion of the nursing shortage, because health care organizations prefer to hire registered nurses with a Bachelor of Science degree in nursing (BSN). The research is clear that hospitals with more BSN-prepared nurses on staff experience lower mortality rates (Building

the Case for More Highly Educated Nurses). This finding supports the Institute of Medicine's recommendation that 80 percent of the nursing workforce should have a baccalaureate degree in nursing by 2020 (The Future of Nursing: Leading Change, Advancing Health, 2010).

Wisconsin is also experiencing a serious primary health care provider shortage, and Advanced Practice Registered Nurses (APRN) are in great demand, particularly in rural areas. Nationally, the number of APRN positions is projected to grow by 31 percent over the next 10 years (Occupational Outlook Handbook, 2018). APRNs provides many of the same services as physicians. To be titled an APRN in Wisconsin, a nurse must have a master's degree or higher in one of the following roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), or certified nurse practitioner (CNP).



## UW SYSTEM RECOMMENDS:

### Supporting full funding for the Health Resources and Services Administration (HRSA)

- HRSA funds are critical to our nursing programs at UW-Eau Claire, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Green Bay in order to strengthen the nursing workforce, prepare advanced practice registered nurses, and increase the number of nurse educators to teach the next generation of nurses. This funding focuses on efforts to increase the quality of and access to health care across all populations. HRSA addresses the national shortage of registered nurses by providing funds for student nurses through loans, loan repayments, and scholarships. HRSA programs also support advanced practice nurses who are prepared at the master's or doctoral level to provide primary, acute, chronic, and specialty care to patients in underserved communities. In addition, HRSA's Faculty Loan Repayment Program (FLRP) helps recruit and retain nurse educators by encouraging individuals to pursue faculty roles in nursing programs.

## STEM

A well-educated science, technology, engineering, and mathematics (STEM) workforce is a significant contributor to maintaining the competitiveness of Wisconsin and the United States in a global economy. In 2018-19, there were 10,164 STEM graduates in Wisconsin. However, business leaders in Wisconsin, as in the rest of the country, need access to more STEM talent to stay competitive. It is estimated that between 2017 and 2027, STEM jobs will grow by 8 percent in Wisconsin – double the 4 percent rate of all other jobs.

The Government Accountability Office (GAO) reported that in Fiscal Year 2016, 13 federal agencies spent almost \$3 billion on 163 STEM programs designed to increase the number of historically underrepresented students studying STEM and to improve the quality of education in STEM.

The National Science Foundation (NSF) is one of the largest institutions that funds research and educational programs in STEM for underrepresented minorities. Of the more than 40,000 funding proposals received each year, NSF provides funding for more than 2,000 colleges and universities. Wisconsin institutions of higher education have active NSF S-STEM awards and active Robert Noyce Teacher scholarship program awards seeking to "encourage talented science, technology, engineering, and mathematics majors and professionals to become K-12 mathematics and science (including engineering and computer science) teachers."

The data indicate that UW System graduates with bachelor's degrees are filling key shortages in high-need STEM fields such as health care, science, and engineering. In 2018-19, the UW System produced more than 10,100 STEM graduates and about 3,700 health care graduates.

Additionally, in December 2018, the White House Office of Science and Technology Policy, along with the National Science and Technology Council Committee on STEM Education, released a five-year strategic plan to ensure all Americans have access to quality STEM education and safeguard America's place as a global leader in innovation and employment. The Administration's goals include building a strong foundation of STEM literacy, increasing diversity in STEM careers, and preparing the STEM workforce of the future. To achieve the goals, the plan lays out the following key pathways: developing and enriching strategic STEM partnerships, engaging students where disciplines converge, and advancing computational thinking as a critical skill for America's workforce.

## UW SYSTEM RECOMMENDS:

### Continuing support for federal STEM education and research

- Sustaining priority investments in STEM teacher training, programs that enhance STEM experiences for undergraduate students through research, programs that increase the number of underrepresented minorities graduating with STEM degrees, and improving women's participation in areas of STEM where they are significantly underrepresented.
- Investing in basic research expertise in areas such as robotics, clean energy, water technology, the internet of things (IoT), artificial intelligence, data science, and cybersecurity, as well as professional development and specialized skills development to graduate highly trained STEM professionals.
- Supporting NSF S-STEM and Robert Noyce Scholarship Programs, which strengthen education in science and engineering at UW System institutions.
- Continuing to support the America COMPETES Act (ACA) and the specific provisions related to federal investments in STEM education. In particular, the ACA directed NSF to award grants to increase the participation of underrepresented populations in STEM fields. It also created an interagency advisory panel and working group on STEM education to advise the National Science and Technology Council and the Office of Science and Technology Policy on STEM education. It directed NSF to expand grant programs for research into computer science education, encouraged the creation of a grant program supporting STEM apprenticeship opportunities, and promoted efforts to expand undergraduate research opportunities and recognize outstanding mentors in STEM fields. In addition, the UW System recommends incentive grants designed to facilitate partnerships with industry to increase the number of experiential learning programs and internships made available to university students.
- Increasing support for TRIO, the McNair Scholars Program (a federal TRIO program), and GEAR UP, which help increase the number of students from groups that have been underrepresented in STEM fields. These programs are critical to encouraging and supporting low-income and first-generation students in their efforts to pursue and succeed in postsecondary education. These programs provide support services, such as college awareness counseling, academic tutoring, and mentoring. TRIO programs also provide support services for first-generation and low-income students once they are enrolled in college to help them persist and succeed in reaching their goals. The McNair Scholars Program supports low-income students and increases the availability of undergraduate research opportunities at UW System's two- and four-year campuses.

GOAL 2: INVEST IN RESEARCH & DEVELOPMENT

# BUDGET & APPROPRIATIONS



# BUDGET & APPROPRIATIONS



*The University of Wisconsin System greatly appreciates the support Congress has provided for research and development and student financial aid for students. This funding allows students to afford a quality education, and it funds the world-class research that enables a strong workforce and economic growth for Wisconsin.*

The UW System received more than \$985 million from federal sources, including nearly \$685 million for research and more than \$175 million for student financial aid in Fiscal Year 2019, investments that are critical to carrying out our education, research, and public service missions (see “UW System Economic Impact” tab).

We strongly urge Congress to maintain critical federal investments for federal student aid and for basic and applied research in a broad spectrum of research fields across all federal research-driven agencies and directorates.

More needs to be done to address the achievement gap that exists between white and minority students. In the last 10 years, the systemwide graduation rate gap between black and white students has increased. Of black freshman enrollees in 2001, 30.6 percent graduated in six years compared to 60.2 percent of whites, a gap of 29.6 points. Of enrollees in 2011, 31.9 percent of black freshmen graduated in six years compared to 64.5 percent of whites, a gap of 32.6 points.

Gaps also exist between all underrepresented minority groups and white students and students who qualify for Pell grants because of their low-income status and other students. The retention rate of first-year Pell recipients in 2016 was 75.4 percent, but 83.3 percent for non-Pell recipients, for example. The retention rate for underrepresented minority students that year was 75.3 percent, but 82.1 percent among non-underrepresented minority groups.

The UW System has taken steps to address these gaps, including recently entering into a contract with the Education Advisory Board to use the Navigate Student Success Collaborative software. This is designed to improve retention and guide students to graduation by using predictive analytics to help connect students, faculty, and advisers to build an effective support system and personalized guidance at key moments in a student’s college career.

The best way for the federal government to continue to partner with the UW System to address the achievement gap is by investing in the financial aid programs below:



## FEDERAL INVESTMENT IN STUDENT FINANCIAL AID

### UW SYSTEM RECOMMENDS:

#### Increasing Pell Grants and flexibility

- Reinstating the annual inflation-based increase for the Pell Grant award.
- Establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.
- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs.
- Exploring opportunities to make Pell Grants available to incarcerated individuals in federal and state penal institutions.

#### Supporting campus-based aid programs

- Continuing Federal Supplemental Education Opportunity Grants (FSEOG). In 2018-19, FSEOG awarded \$10.9 million of grants to 17,099 UW System students.
- Increasing funding for Federal Work-Study (FWS). In 2018-19, 7,619 UW System students received \$11,866,117 in Federal Work Study funding, for an average award of \$1,560.
- Maintaining eligibility for graduate students in the FWS program.

#### Securing a long-term solution for the Federal Perkins Loan Program

- Continuing the Perkins Loan Program either by its renewal or replacement to reduce the financial aid “gap” created by the expiration of the program. It has been estimated the loss of Perkins results in roughly 11,479 UW System students being short \$29.3 million every year. The loss of Perkins has put undue strain on our students and families.
- Working with the Department of Education and Congress to return each university’s portion of the Perkins Loan cancellation funds in an equitable, fair, and timely manner.
- Creating a funding solution for the approximately \$1.2 million yearly loss Administrative Cost Allowance (ACA) that Perkins provided to campuses. We encourage Congress and the Department of Education to pay schools to service out the remaining Perkins Loans that campuses hold. The Fiscal Year 2020 appropriations bill stipulates the availability of payments for student loan servicing through the Student Aid Administration.

#### TRIO

- Expanding access for the TRIO program to all eligible students. TRIO is an important program for maintaining access to quality educational programs for low-income and first-generation students in Wisconsin. (See the table of UW System TRIO programs by Congressional District under the Financial Aid tab.)

## FEDERAL INVESTMENT IN RESEARCH AND DEVELOPMENT

### UW SYSTEM RECOMMENDS:

#### Supporting the National Institutes of Health

- The National Institutes of Health (NIH) is UW System’s top federal research funding priority. Slightly more



than half of UW System's federal research funding support comes from NIH. We greatly appreciate that Congress has been a strong champion of increasing NIH funding in the last several fiscal years.

### Supporting the National Science Foundation

- Most universities in the UW System have a grant funded by either NIH or NSF, and some have grants funded by both. NSF supports basic research and strengthens education in the sciences and engineering through programs of grants to the UW System's universities and colleges. NSF is one of our nation's greatest tools for the promotion and advancement of scientific, mathematical, and engineering research and education, which are critical to growing a highly skilled, competitive workforce in science and engineering for Wisconsin.
- Supporting funding for new centers and institutes through the NSF, which could be applicable to UW-Milwaukee's and others' efforts in the Northwestern Mutual Data Sciences Institute, Connected Systems Institute, Freshwater Collaborative of Wisconsin, and Advanced Materials Manufacturing, among other efforts. The UW System continues to support the NSF Water Equipment and Policy Center (WEP) and the Industry-University Cooperative Research Centers (IUCRC) programs. UW-Milwaukee contributes engineering and technological expertise—a critical aspect of the water industry.

### Expanding capacity-building for Primary Undergraduate Institutions

- Expanding federal efforts across all agencies to support capacity-building for Primary Undergraduate Institutions (PUI) to engage undergraduate students and faculty in basic and applied research is essential. The National Science Foundation and National Institutes of Health are critical sources of funding for PUI-based research by faculty and students. Many universities are promoting undergraduate research experiences, a high-impact learning practice. In 1978, the Experimental Program to Stimulate Competitive Research (EPSCoR) was authorized as a special set-aside of federal research funding only eligible to states who consistently receive very few NSF grants, of which Wisconsin is not eligible. Either the formula that determines eligibility should be changed or some mechanism, such as a variation of the EPSCoR model, could be explored to competitively fund research at small, emerging research institutions, such as the UW System's comprehensives.





### Investing in the U.S. Department of Energy

- The U.S. Department of Energy is one of the largest research funding sources at UW-Madison, where the Great Lakes Bioenergy Research Center is headquartered. UW-Milwaukee strengths include energy storage, distributed energy systems, and effective integration of renewable energy sources. The UW System supports continued investment in the Energy Department's basic science programs and facilities.

### Prioritizing the U.S. Department of Agriculture

- The U.S. Department of Agriculture's Research, Education and Extension programs provide critical funding that enables UW Cooperative Extension's educational programming and research in all 72 counties of Wisconsin. The UW System is called upon to help the Wisconsin's agriculture industry, both to maintain a skilled workforce and to discover new innovations to advance the industry.

*In testimony before the U.S. Department of Agriculture's (USDA's) National Institute of Food and Agriculture, Dale Gallenberg, UW-River Falls' Dean of the College of Agriculture, Food and Environmental Sciences, said, "Wisconsin has earned broad recognition as the 'Dairy State.' From evidence-based research to the development of new products, we aim to be the best in the world."*

### Investing in Non-Land-Grant Colleges of Agriculture

- The UW System strongly encourages investing in the National Institute of Food and Agriculture's (NIFA's) Non-Land-Grant Colleges of Agriculture (NLGCA) Capacity-Building Grants Program, which allows our universities at UW-Green Bay, UW-Platteville, UW-Stout, UW-Stevens Point, and UW-River Falls to provide opportunities for students to have hands-on learning experiences and the ability to conduct research.

### Funding research on water-related issues

- Wisconsin's economy is driven by water. Currently, 2% of Wisconsin's workforce is engaged in water-related jobs, and the number of those employed in water-related jobs in the state and across the country is expected to grow in the next decade. Water research and training is embedded in all 13 four-year

campuses of the UW System. UW-Milwaukee's School of Freshwater Sciences is the only such school in North America. The UW System is developing the Freshwater Collaborative to leverage these strengths and increase collaboration between the university and businesses. Through the Freshwater Collaborative, our institutions will educate the next generation of workers in the water industry and expand capacity at all UW System universities to conduct research on water issues facing Wisconsin, the nation, and the world. Thus, the National Oceanic and Atmospheric Administration (NOAA) as well as water-related programming from multiple federal agencies for research, outreach, and education on water quality and water quantity issues affecting Wisconsin's citizens is critically important. Directed funding from programs through the National Oceanic and Atmospheric Administration, the Department of Agriculture Institute for Food and Agriculture, the Department of the Interior, the U.S. Geological Survey's National Institutes for Water Resources, the Cooperative Fish and Wildlife Research Units, the U.S. Environmental Protection Agency's Great Lakes Restoration Initiative, and other Water Research Grants allow university faculty, staff, and students to participate in cutting-edge research aimed at sustainable use of Wisconsin's Great Lakes, inland lakes and rivers, drinking water, water technology, water infrastructure, and groundwater. In addition, support for critical research of bridges as well as outreach between environmental and human health are made possible from the National Science Foundation and National Institutes of Health.

- The UW System asks the federal government to invest in a pilot program for large-scale collection of data from the Great Lakes. Scientists in the UW-Milwaukee School of Freshwater Sciences report such data is essential if we are to create new models for studying the impact of invasive species and emerging contaminants in the world's largest supply of fresh water.

### **Protecting funding for the Economic Development Administration**

- Funding provided by the Economic Development Administration (EDA) has made resources available to help Wisconsin's historically underserved small, rural, and medium-sized communities as well as inner city neighborhoods by building sustainable economic development efforts in those areas that continue to lag in the economic recovery. In addition, language in the Senate Report under the EDA for the Regional Innovation Program offers opportunities for our comprehensive universities to leverage funding to help develop industries in forest-based economies.

### **Supporting the National Institutes of Standards and Technology**

- The National Institutes of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) is a particularly important program that allows our institutions to provide Wisconsin companies with services and access to both public and private resources that enhance growth, improve productivity, and expand capacity. As a public-private partnership, the program delivers a high return on investment to taxpayers.

### **Continuing to fund the Small Business Development Center network**

- The Small Business Development Center network in Wisconsin provides an array of business counseling and targeted training services specifically designed for small businesses and entrepreneurs. Wisconsin's small businesses have historically been the engine of the state's economic growth and job creation. The network in Wisconsin has a proven record of creating jobs and generating growth for Wisconsin small businesses with client counseling locations on all 13 four-year campuses.

### **Continuing to support the federal Small Business Innovation Research (SBIR) program and Small Business Technology Transfer (STTR) program**

- Both the SBIR and STTR programs provide grants from 11 federal agencies designed to help small

businesses create and commercialize new innovations and technologies. Wisconsin stands out in that Wisconsin businesses that are Phase I or Phase II recipients of federal SBIR/STTR funding may apply for a matching grant from the Wisconsin Economic Development Corporation, leveraging important funding to grow early-stage companies and Wisconsin's technology sector.

### Continuing to invest in efforts to fight the opioid epidemic

- The federal government is working closely with states and localities to fight the opioid epidemic. Funding is directed toward continued opioid prevention, treatment, and law enforcement initiatives. Thanks to this investment, various campuses within the UW System have responded with a number of initiatives to help combat this health crisis and are working with statewide partners to address the problem.

### Furthering collaboration through investments in research and development

- We believe an opportunity exists, propelled by the federal government, to encourage even greater collaboration through its investments in research and development. The UW System encourages each federal agency to adopt policies that support new cross-collaborative, cross-cultural, multiyear, and multi-institutional programs that promote and encourage a mix of partnerships.

### Funding cybersecurity

- Cybersecurity continues to grow as a priority for the public and private sector to not only protect their own networks, information, and assets, but also to find and train talent to fill the need for cybersecurity professionals. The average cyber-attack will cost a business about \$134,000 on average. UW-Whitewater's Cybersecurity Center for Small Business provides consultation and training to small businesses, state and local governments, and school districts, among other clients, to build a safer digital ecosystem. The UW System encourages the federal government to provide additional funding to advance cybersecurity efforts and to train a skilled workforce.

### Funding the Great Lakes Restoration Initiative

- The federal government, through the Great Lakes Restoration Initiative, supports the Great Waters Research Collaborative (GWRC) at UW-Superior, which is a partnership between the Lake Superior Research Institute (LSRI) and the Department of Transportation's Maritime Administration (MARAD). Since 2010, UW-Superior's LSRI has annually received an average of \$1.4 million in private, state, and federal funds to support the Great Waters Research Collaborative (GWRC). The LSRI conducts research on ballast water treatment to find innovative solutions to prevent the spread of invasive species through a ship's ballast water, and the GWRC conducts high-quality environmental research and provides independent testing services to support "green" shipping. In May 2019, UW-Superior purchased the only land-based ballast water technology testing facility on the Great Lakes, located on Montreal Pier in Superior, to conduct large-scale testing of ballast water treatment systems. The research from the GWRC and LSRI is critical to the continuous improvement of policies and technologies that help the regional, national, and international stakeholders of healthy water resources have confidence in green shipping innovations as environmental protection tools, prevent the spread of invasive species, and sustainably manage the natural resources of the Great Lakes and fresh water around the world.



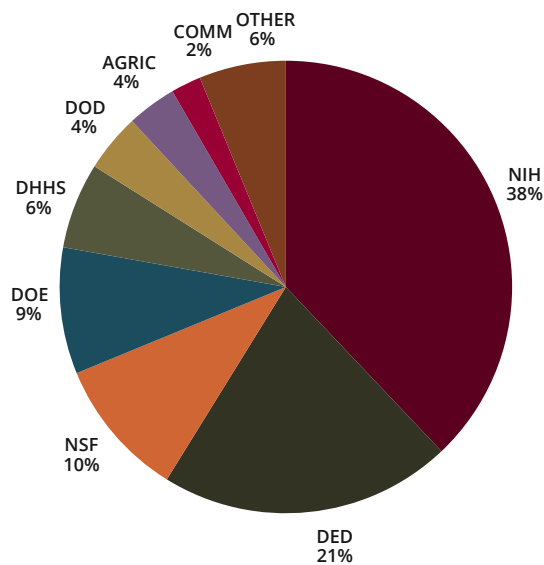
GOAL 2: INVEST IN RESEARCH & DEVELOPMENT

# UW SYSTEM FEDERAL AWARDS

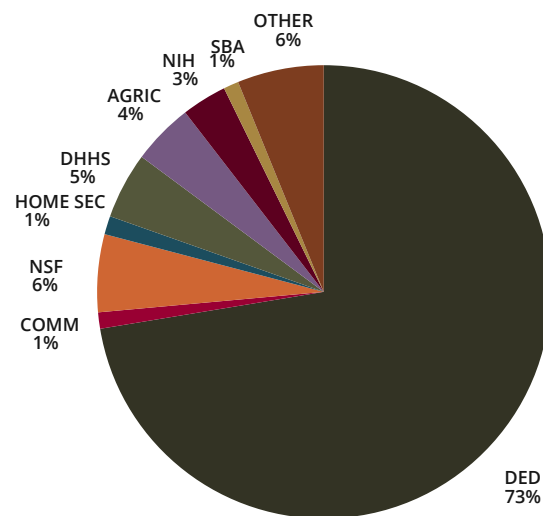


# UW SYSTEM FEDERAL AWARDS

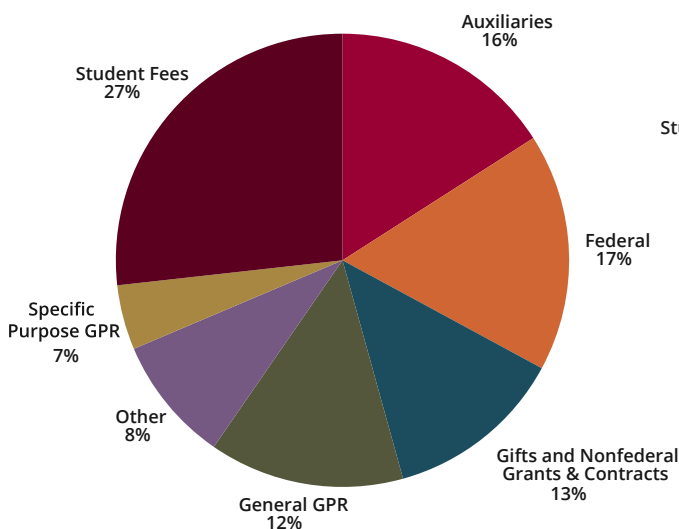
**FEDERAL AWARDS : \$985,659,747**



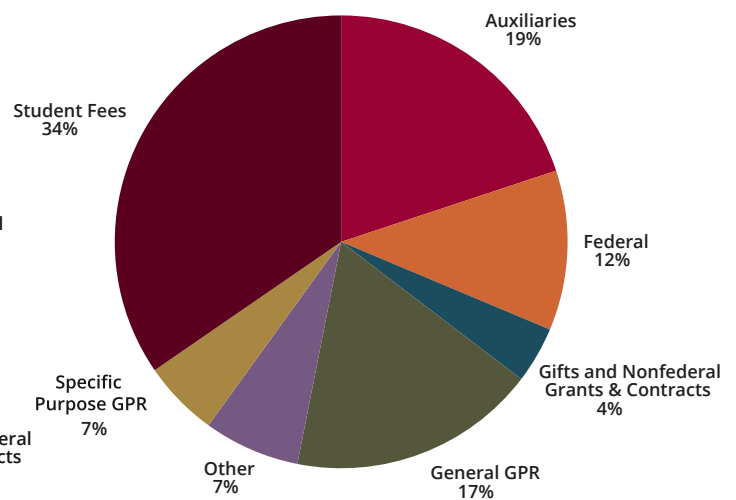
**FEDERAL AWARDS (without Madison): \$227,296,550**



**TOTAL REVENUES: \$5,803,195,895  
FEDERAL SOURCES: \$982,079,479**



**TOTAL REVENUES (without Madison): \$2,587,587,539  
FEDERAL SOURCES: \$297,283,362**



*Note: These four charts are from FY 2018-19 and exclude funding from the Direct Student Loan program.*



## UW SYSTEM FEDERAL AWARDS BY CAMPUS

2018

	Dept of Ag	Dept of Energy	EDA	NIH	NIST	NOAA	NSF
UW-Madison	16,641,915	62,348,356		322,570,986	150,000	14,762,699	95,126,873
UW-Milwaukee	234,136	4,368,620		7,211,341		358,463	13,023,655
UW-Eau Claire		150,000					337,588
UW-Green Bay	46,144						27,698
UW-La Crosse		42,000		337,840			184,999
UW-Oshkosh				759,072			50,000
UW-Parkside							
UW-Platteville	100,000						192,716
UW-River Falls	448,444						420,500
UW-Stevens Point	1,041,946						16,342
UW-Stout	6,720		80,000		919,985		4,666
UW-Superior				335,740		74,094	
UW-Whitewater							
UW Extension	12,923,655		150,000			637,998	
UW Colleges							37,760
Grand Total	31,442,960	66,908,976	230,000	331,214,979	1,069,985	15,833,254	109,422,798

2019

	Dept of Ag	Dept of Energy	EDA	NIH	NIST	NOAA	NSF
UW-Madison	24,877,309	87,805,488		366,515,697	176,570	18,393,506	85,613,385
UW-Milwaukee	145,349	1,188,765		6,143,066		480,877	11,285,763
UW-Eau Claire							347,584
UW-Green Bay	34,365			365,508		60,687	
UW-La Crosse							652,012
UW-Oshkosh				804,369			35,259
UW-Parkside							
UW-Platteville	371,110						105,309
UW-River Falls	418,962						
UW-Stevens Point	214,858						15,434
UW-Stout			80,000		1,069,838		1,000
UW-Superior						73,032	
UW-Whitewater	9,527						74,210
UW Extension	8,758,731		150,000			707,168	26,932
UW Colleges							
Grand Total	34,830,211	88,994,253	230,000	373,828,640	1,246,408	19,715,271	98,156,888

Pell	SBDC	SBIR/STTR	SEOG	TRIO McNair	TRIO Student Support Services	TRIO Upward Bound	Work Study	Total
18,929,026		372,050	3,067,924	260,137	540,762		2,220,475	536,991,203
32,175,930			1,856,309	268,410	323,301	527,876	1,045,339	61,393,380
9,975,853			754,258	244,351		338,092	1,136,232	12,936,374
7,769,387			460,261				370,260	8,673,750
8,135,485				231,728	398,848	430,764		9,761,664
11,647,545			418,046	230,864	799,646		653,094	14,558,267
7,991,709			443,849				165,960	8,601,518
10,545,137			465,000					11,302,853
6,713,550			327,547				451,812	8,361,853
11,368,453			688,429				1,068,728	14,183,898
8,910,772			505,179	232,265	590,120		727,877	11,977,584
3,732,678			330,170	232,265			508,600	5,213,547
13,245,390	7,500		566,584				522,180	14,341,654
	3,828,300							17,539,953
11,901,502			569,972				340,058	12,849,292
163,042,417	3,835,800	372,050	10,453,528	1,700,020	2,652,677	1,296,732	9,210,614	748,686,791

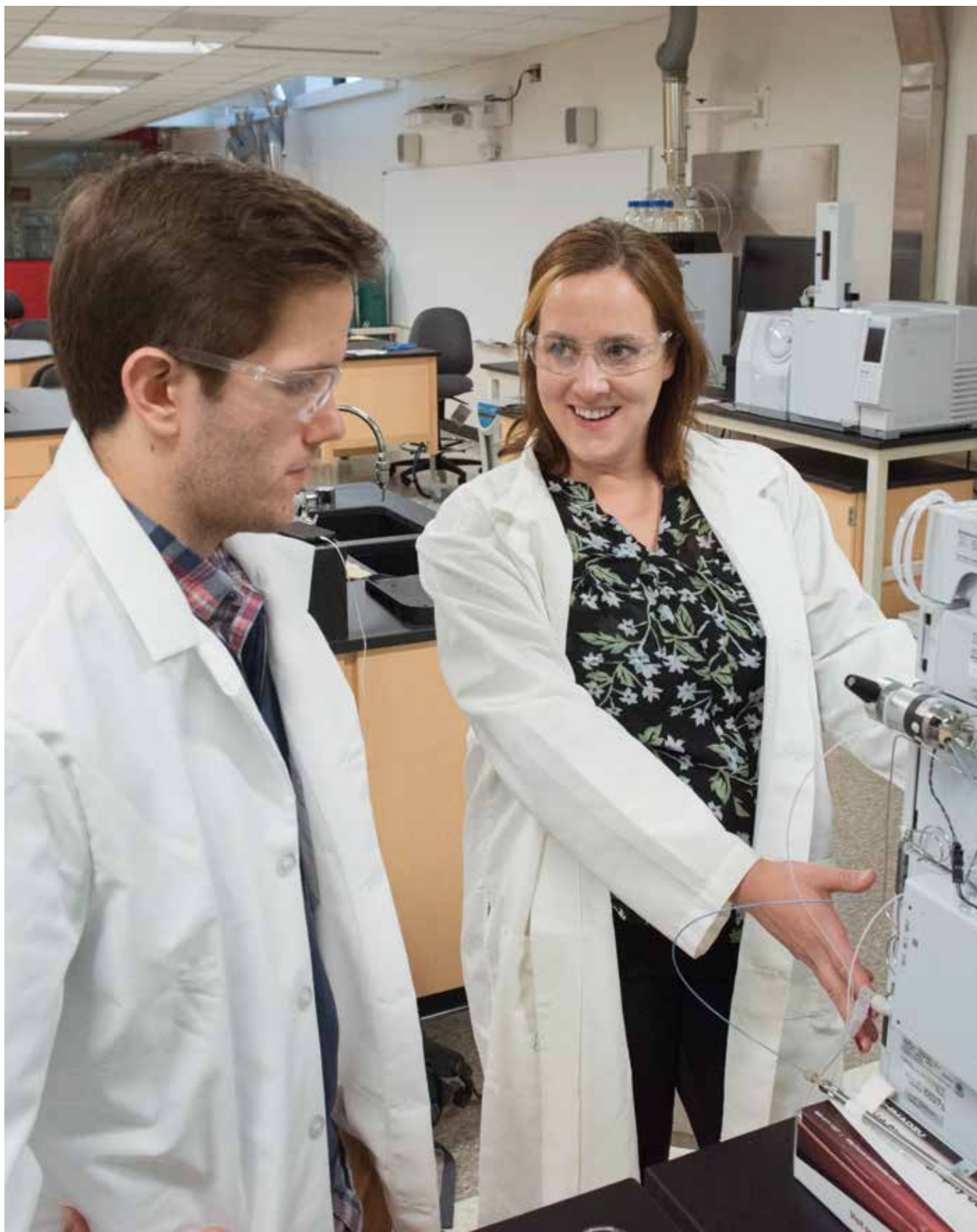
Pell	SBDC	SBIR/STTR	SEOG	TRIO McNair	TRIO Student Support Services	TRIO Upward Bound	Work Study	Total
20,638,203		392,169	2,567,205	271,193	563,744		3,420,628	611,235,098
29,724,253		57,338	1,764,820	279,817	337,041	1,326,663	1,000,000	53,733,753
9,980,252			754,258				954,679	12,036,773
8,105,900			460,261				370,260	9,396,981
8,485,369				241,577	415,799	449,071	898,799	11,142,627
6,060,350			418,046	230,864	605,635		653,094	8,576,753
7,759,968							165,960	7,925,928
7,389,123			486,620					8,352,162
6,675,382			327,547				451,812	7,873,703
10,845,281			688,429				1,068,728	12,832,730
8,922,514			505,179	242,136			727,877	11,548,543
3,589,470			180,085				254,300	4,096,887
12,487,256			566,584				522,180	13,659,756
	2,234,170							11,877,001
10,486,152			625,836				316,878	11,428,866
151,149,473	2,234,170	449,507	9,344,870	1,034,723	1,922,219	1,775,734	10,805,195	795,717,562



GOAL 3: ATTRACT TALENT & PROMOTE DIVERSITY

# IMMIGRATION/ INTERNATIONAL





# IMMIGRATION/INTERNATIONAL



*International students and faculty contribute to our rich campus cultures, and they are an important source of talent in an increasingly globally competitive world.*

The UW System has unfortunately seen significant decreases in international student enrollment at most of our universities. Excluding UW-Madison where international enrollments grew 7.3% since 2017 to 2018, international student enrollments dropped by 5.6% from 2017 to 2018 for the rest of the UW System.

The federal government can take steps to help the UW System recruit and retain international students and faculty and provide access to other students to engage in international programs. This will help attract international students to the United States and could help alleviate the drop in international admissions that we have experienced over the past three years.

## UW SYSTEM RECOMMENDS:

### Passing comprehensive immigration reform

- Supporting a long-term, permanent fix for Deferred Action for Childhood Arrivals (DACA) recipients. The UW System stands ready to work with the Administration, Congress, and its national higher education associations to enact comprehensive, permanent immigration reform.

### Balancing needs of foreign gift reporting

- The UW System understands the desire of the federal government to protect sensitive research and academic freedom from undue foreign influence. Institutions are already required to submit reports for contracts at \$250,000 and above. We encourage Congress, the Department of Education, and the Office of Management and Budget to balance the need of reporting with the significant administrative burden associated with expanded reporting.

## Acting on the following policies and closely monitoring visa policies to minimize delays to allow the UW System to compete successfully in the global marketplace for talent

- **Minimize administrative processing delays for entry visas:** Administrative processing is the time period outside of “normal” processing times where cases that appear to meet the basic eligibility requirements are referred for additional background checks by multiple agencies. The time this takes is unpredictable and in a number of recent cases, students, researchers, and faculty members have been forced to miss or defer entire semesters due to visa applications stuck in “administrative processing.” There has been a recent increase in the amount of time cases remain in this category, and applicants are usually not provided with adequate explanations, nor are they told how long the additional processing may last.
- **Limit increased requests for evidence:** Universities seeking to hire foreign-born employees have seen a dramatic increase in the number of “Requests for Evidence” (RFEs) from United States Citizenship and Immigration Services (USCIS), particularly for H-1B visas, which allow U.S. employers to hire highly skilled foreign workers in specialty occupations. We understand USCIS has a responsibility to ensure it has necessary eligibility information, and we do not doubt that some of these requests are warranted. However, the increase has been extreme, with RFEs for H-1B visa petitions more than doubling between the third and fourth quarters of FY 2017, with no change in the legal basis of the program. These requests delay the issuance of visas for our campuses by many months and boost legal costs. With no indication of how long the delay may last, universities cannot plan staffing for teaching and research, and top applicants may choose other options that offer more certainty.
- **Minimize processing delays for Optional Practical Training:** Optional Practical Training (OPT) permits foreign students studying in the U.S. to apply for “practical training” with a U.S. employer in a job directly related to their course of study. The program allows students to supplement their education with valuable experiential learning and on-the-job-training as they start their careers. Students are not permitted to apply for OPT until 90 days in advance of their start date, but processing times for OPT applications have increased from a previous maximum of 90 days in 2016 to 3½ - 5½ months today. Processing times in this range create an enormous burden for students who must delay their start date, and in many instances lose out on the position altogether. This harms not only the students, but also the employers seeking to hire qualified, U.S.-trained workers for a practical training opportunity.
- **Reconsider limiting Duration of Status:** The administration has indicated that it intends to propose a new rule this fall to limit the “duration of status” (DOS) for international students. Historically, students have been admitted for as long as they follow regulations and are pursuing their studies and research full time. The proposed regulations would have a fixed time period, with a possibility for renewal in each visa category. Time to degree is dictated by academic programs and can vary considerably for individual students depending on variables such as majors, course loads and research choices. The need to apply for extensions would add even more processing issues and uncertainties for students who are already contending with a backlogged visa system. As we compete globally for talent, this additional burden could make our system even more unwelcoming without discernable benefits.

## Reauthorizing international education programs under Title VI of the Higher Education Act

- International education programs under Title VI of the Higher Education Act are vital to connecting UW System campuses and students to the world and helping ensure the U.S. is prepared to meet expanding diplomatic and national security needs.
- The six currently funded programs are as follows: National Resource Centers; Foreign Language and Area Studies (FLAS) Fellowships; Language Resource Centers; Centers for International Business Education and



Research; Undergraduate International Studies and Foreign Language Programs; and American Overseas Research Center.

### Supporting Fulbright and other educational and cultural exchange programs

- Fulbright-Hays funding is one of the only sources of support for students, faculty, and high school teachers to participate in international exchange programs pursuing in-depth study of other countries and regions to gain overseas experience. According to recent data compiled by the Institute of International Education, UW-Madison and UW-Eau Claire are among the institutions nationwide with the most U.S. Fulbright Scholars.
- The UW System supports the Senator Paul Simon Study Abroad Foundation Act, which provides a cost-effective, sustainable way to ensure that diverse U.S. undergraduates who are traditionally underrepresented in study abroad have the opportunity to study internationally.





GOAL 4: ENCOURAGE INNOVATION AT THE CAMPUS LEVEL

# INNOVATION



# INNOVATION



The University of Wisconsin System supports efforts to modernize existing higher education rules and regulations so students have greater access to high-quality, innovative programs. One such innovation is direct assessment/competency-based education (CBE). The UW System supports Congressional and U.S. Department of Education efforts to promote CBE in any Higher Education Act reauthorization or other legislation in conjunction with the Department of Education's negotiated rulemaking process that took place early in 2019.

The UW System began enrolling students into the nation's first public system of higher education's direct assessment/CBE program in 2014. We call the program the UW Flexible Option.

*Since inception, UW Flexible Option has offered nine degrees and certificates, served more than 3000 students, and graduated over 600 students. The federal government can take many steps to improve the flexibility of Title IV student financial aid disbursements and advance innovative learning models, like CBE, for students.*

## UW SYSTEM RECOMMENDS:

### Modifying "HEA Section 103: Distance Education"

- HEA Section 103 needs a modern definition of distance education that recognizes that most educational models blend technologies and methods used for distance education and in-classroom settings. A modern definition should include interactive technology and a better blending of technology and access to faculty.

### Updating the current definition of "regular and substantive interaction"

- An outdated definition of "regular and substantive interaction" between teacher and student is the single most significant restriction limiting innovation in direct assessment/CBE programs. Regular and substantive interaction, as it pertains to Title IV eligibility for CBE programs, should be updated to focus on regulating the educational environment leading directly to student learning outcomes as opposed to regulating inputs of traditional teaching, such as time spent in class.



### **Amending Title IV requirements to provide students flexibility**

- Students should be able to take assessments in direct assessment/CBE programs while also being enrolled in traditional or online classes. This allows students greater flexibility in how they learn, increases access to higher education, and improves student success outcomes.

### **Amending Title IV requirements to allow non-traditional students access to the entire spectrum of federal student aid funds**

- This allows non-traditional students greater ease when enrolling in and completing employment-directed alternative credentials that are shorter than one year in length.

### **Separating the direct assessment model from credit-hour/seat-time requirements**

- Currently, direct assessment/CBE programs regularly demonstrate to their regulators that students can learn on an assessment, non-seat-time basis. Yet, institutions are still required to demonstrate credit-hour equivalency for federal aid purposes. It is possible for a program to measure progress and attainment through direct assessment of progress rather than through time equivalences, as UW System's UW Flexible Option has demonstrated.

### **Allowing "paycheck model of disbursement"**

- In a direct assessment/CBE program, student work is not confined to administrative time periods or terms. However, for student billing and other administrative tasks, such a period exists. Programs should be allowed to disburse federal financial aid under term-based rules or via a "paycheck model of disbursement" to better align with how and when a student conducts their work rather than confining it to administrative time periods.

### **Modifying Satisfactory Academic Progress (SAP)**

- SAP provisions should be modified to remove the qualitative component of the requirements. Instead, institutions should be required to monitor whether students are on pace to complete their program within reasonable and responsible maximum time requirements.

### **Continuing and expanding direct assessment provisions under the Higher Education Act**

- We understand there may be a need for a demonstration program or other provisions to consider additional competency-based learning models. Many universities in the United States participated in the Distance Education Demonstration Program created under the 1998 HEA Reauthorization legislation and fully understand the value of testing models in the protected space of a demonstration. If innovative approaches to competency-based education are to move forward, it is essential to distinguish between effective direct assessment competency-based programs and other competency-based degree programs for which demonstration grants might prove fruitful. For programs like the UW System's pioneering UW Flexible Option, the goal should be to remove rules and regulations that are barriers to further innovation.



GOAL 5: PROMOTE CAMPUS SAFETY FOR ALL STUDENTS

# CAMPUS SAFETY



# CAMPUS SAFETY



*The UW System is continuously working to improve our policies and procedures to create a respectful and safe campus climate.*

At universities across the country, significant attention is paid to campus safety and, in particular, to addressing and preventing sexual assault and violence. The UW System takes seriously its legal and moral obligations to provide support to victims of sexual assault and harassment as well as robust due process protections to students and employees accused of misconduct. The UW System supports efforts at the federal level that tangibly address the pervasive societal problem of sexual assault and violence and provide a clear, collaborative, and proper role for institutions of higher education to confront these challenges.

Over the past several years, the UW System has engaged in substantial work to harmonize policies and procedures with the expectations set by the U.S. Department of Education (ED). UW System's student and employee disciplinary procedures are part of the Wisconsin Administrative Code, and the UW System is in compliance with the Right-to-Know and Campus Security Act, known as the Clery Act, which requires colleges and universities to disclose and make available to the public crime statistics and security policies.

On November 29, 2018, the ED officially published its notice of proposed rulemaking (NPRM) regarding additional regulations implementing Title IX of the Education Amendments of 1972. The public focus of these proposed Title IX regulations has been on sexual harassment and assault occurring in the postsecondary education context. However, the proposed regulations also are applicable to K-12 educational environments supported by federal funding.

The UW System submitted comments in conjunction with our national higher education partners. The new rule is expected to be finalized shortly. One of the issues for universities will be its effective date, giving campuses the time they need to put new policies and procedures in place.

## UW SYSTEM RECOMMENDS:

- Establishing a cohesive framework with federal partners, in cooperation with universities and colleges, to address the challenges caused by sexual assault and violence.
- Providing new and existing sources of grant funding to help advance prevention, training, support services, and other institutional efforts in this area.
- Amending the Clery Act, as follows:
  - a. Narrowing the definition of “non-campus property” to include only off-campus properties that are under an institution’s long-term control, regularly used by students, and significantly support the core part of the institution’s educational mission.
  - b. Allowing for more discretion when sending timely warnings, including allowing institutions to withhold a warning when release may compromise a law enforcement investigation, and prohibit the ED from penalizing institutions for declining to send a warning when the institution demonstrates good faith and professional judgment in evaluating whether there is an ongoing threat to the community.
  - c. Removing the requirement that campus crime logs include reports of crimes from non-campus property outside a 1-mile radius of the actual campus.
  - d. Eliminating the ED’s sub-regulatory guidance that instructs institutions to designate victim advocates and ombuds as Campus Security Authorities (CSAs).
- Urging the ED to give campuses the time they need to put new Title IX policies and procedures in place.

GOAL 6: ENSURE ACCOUNTABILITY AND TAXPAYER STEWARDSHIP

# REGULATORY REFORM







# REGULATORY REFORM



While regulations play an important role in ensuring institutional accountability and responsible stewardship of taxpayer dollars, excessive and burdensome federal regulations also affect the ability of colleges and universities to maximize operational capabilities. In general, the UW System especially encourages a risk-based approach to regulation to alleviate compliance burden and costs for lower-risk institutions.

*In testimony before the United States Senate, UW-Madison Chancellor Rebecca Blank said: “By providing both the skilled workforce and the innovative new scientific and technological ideas that will assure a strong and growing American economy, America’s universities hold the key to our nation’s prosperity. The American people invest billions of dollars a year in scientific research at universities, like UW, and we take very seriously our responsibility to be good stewards of that investment. That means not only complying with federal regulations, but also flagging unnecessary, ineffective, and duplicative administration requirements that diminish our productivity.”*

The following three reports speak in greater depth to these issues:

- “Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education”  
A report of a task force of college and university presidents and chancellors appointed to study federal regulation and identify potential improvements: [nccpsafety.org/assets/files/library/Task\\_Force\\_Regulation\\_Report.pdf](https://nccpsafety.org/assets/files/library/Task_Force_Regulation_Report.pdf)
- “The Cost of Federal Regulatory Compliance in Higher Education: A Multi-Institutional Study”  
A study in which 13 institutions nationwide participated to measure how the cost to comply with federal regulations varies across different segments of postsecondary education: [news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf](https://news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf)
- “Optimizing the Nation’s Investment in Academic Research: A New Regulatory Framework for the 21st Century”  
A congressionally mandated report issued by the National Academies of Sciences, Engineering and Medicine in September 2015 highlighting expansion of federal research regulations and requirements: [www.nap.edu/read/21824/chapter/1](https://www.nap.edu/read/21824/chapter/1)

The following is a compilation of UW System priorities for federal research regulatory reform (also see “Financial Aid,” “Immigration/International,” “Innovation,” and “Campus Safety” tabs for regulatory reform recommendations in those areas):

## UW SYSTEM RECOMMENDS:

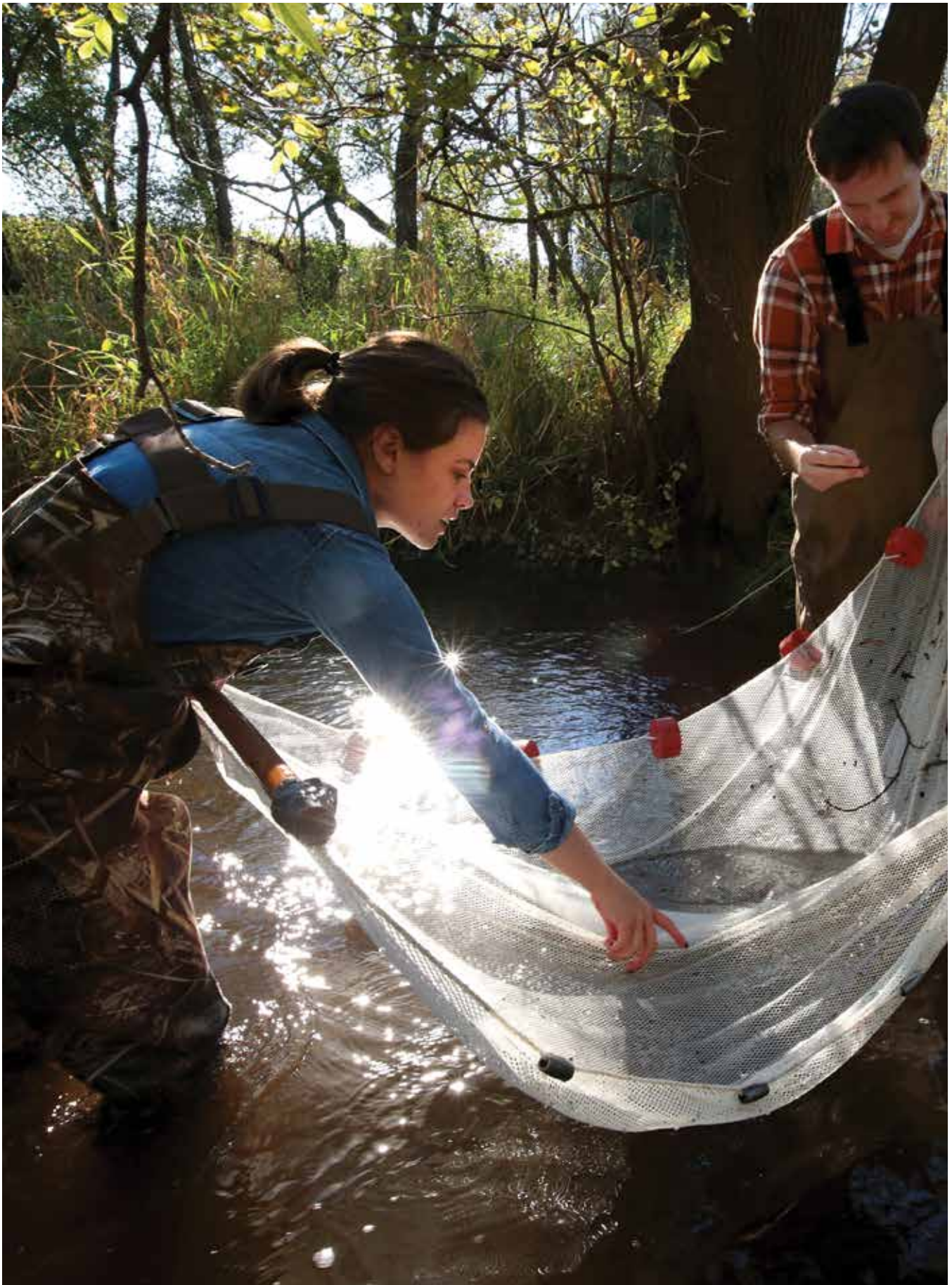
### Research regulatory reform

- Eliminating duplication from new monitoring and reporting requirements.  
The Uniform Guidance provides monitoring and reporting requirements for universities that act as the prime recipients of research awards and then pass through part of the programmatic activities to sub-recipients, including other universities. The policy is far more prescriptive and burdensome than previous regulations. It is duplicative to require prime recipients to monitor and report on other research universities that regularly receive federal awards.
- Developing risk-based regulations and removing unnecessary rules in this area.  
The burdens associated with protocols, training, and compliance with regulations for human and animal subjects are significant and have increased dramatically over the last 10 years.
- Strengthening coordination and better aligning federal requirements.  
Many agencies respond individually to federal requirements. Therefore, expectations may differ depending on funding source. This is burdensome to those who provide the training and to those who are funded by two or more federal agencies.

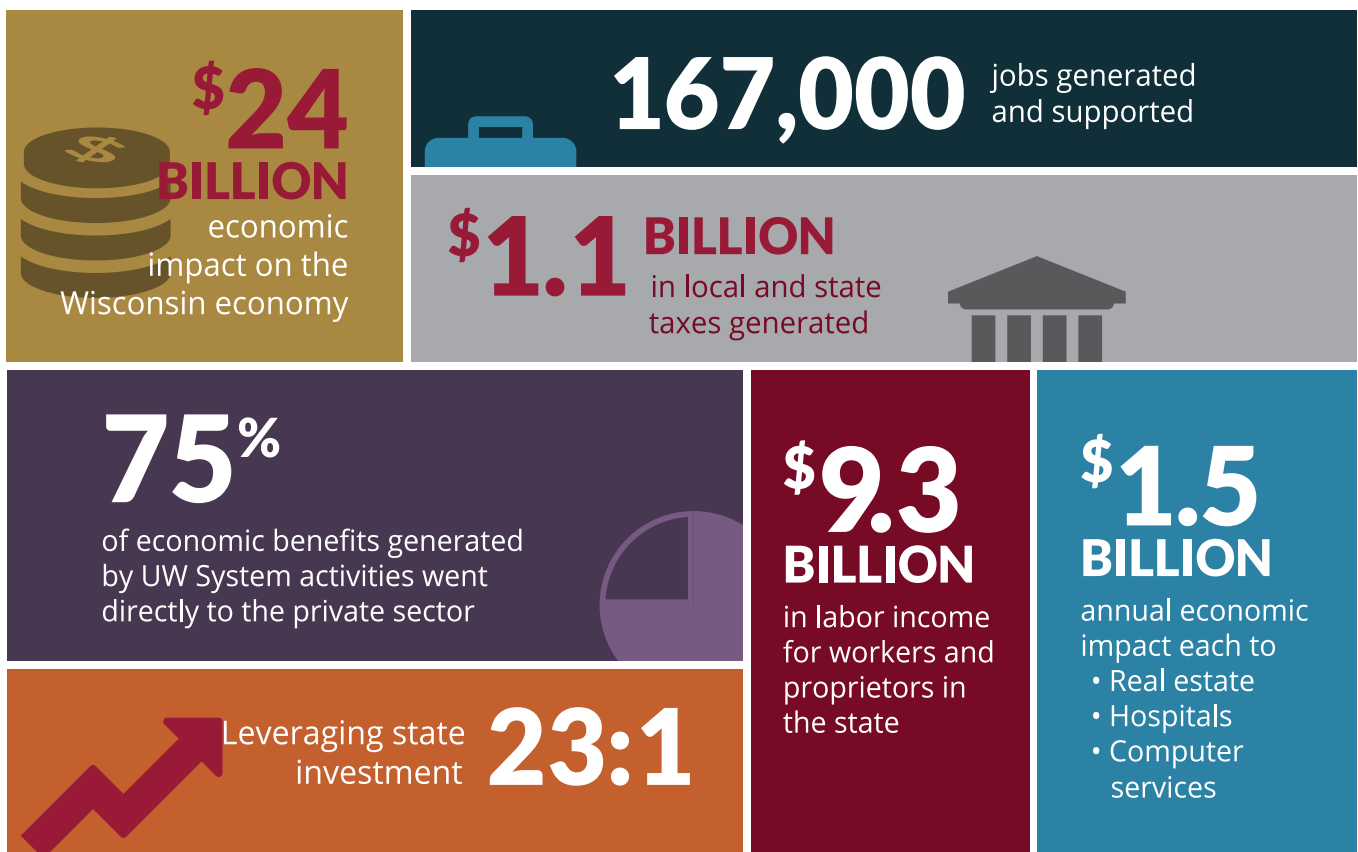


# UW SYSTEM ECONOMIC IMPACT





# UW SYSTEM ECONOMIC IMPACT



For the full UW System 2018 Economic Impact Study prepared by NorthStar Analytics, visit:  
[wisconsin.edu/economic-development/economic-impact-study/](https://wisconsin.edu/economic-development/economic-impact-study/)

# OVERALL ECONOMIC IMPACT OF UW SYSTEM ON THE WISCONSIN ECONOMY

The UW System had an economic impact of over \$24 billion for the 2016-17 fiscal year, according to the most recent economic impact report done for the UW System.

The largest source of this economic impact comes from the direct spending (and subsequent indirect and induced spending cycles) of UW System campuses. Spending on operations, as well as employee salaries and benefits (subsequently spent in local and regional economies - see Figure 1), accounted for nearly \$12 billion of UW System’s overall economic impact.

The second largest contributor to UW System’s economic impact is UW Hospitals and Clinics, an organization long affiliated with the University of Wisconsin–Madison. UW Hospitals was established as a public authority in 1996 but has deep and continuing ties to the UW School of Medicine and Public Health. UW Hospitals accounted for \$3.5 billion of UW System’s overall economic impact in the 2016-17 fiscal year.

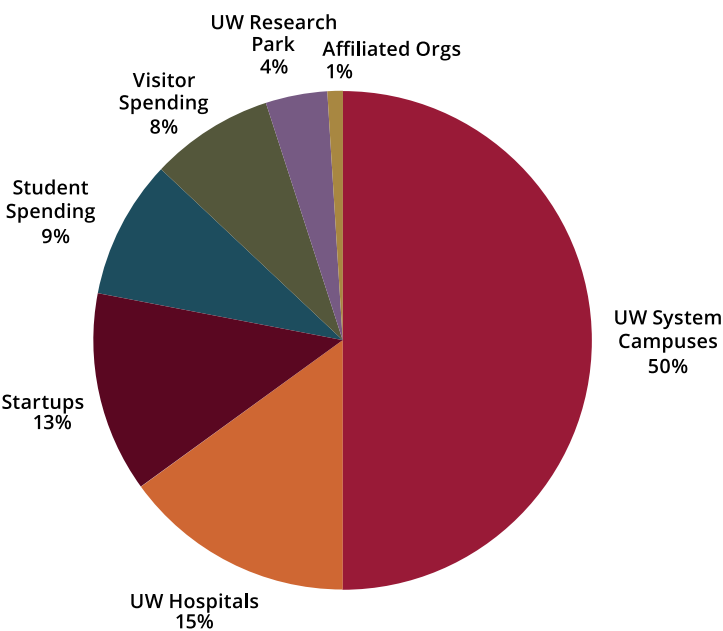
The third largest contributor to UW System’s economic impact is startup companies, many of which are founded by professors and staff conducting research at the UW System. The data in this calculation comes from startups out of UW-Madison. Approximately 350 startups came from UW-Madison (not including those in UW Research Park) in the 2016-17 fiscal year and accounted for \$3 billion of the UW System’s overall economic impact.

Additional startup and established companies located in UW Research Park in Madison, Wis., accounted for \$1.1 billion of the UW System’s impact on Wisconsin’s economy in 2016-17.

The next largest contributor to UW System’s economic impact is the spending of UW students who are located on campuses across the state. With 2016-17 fall enrollment slightly above 175,000, student spending accounted for \$2.2 billion of the UW System’s overall economic impact.

Another large contributor to UW System’s economic impact is visitor spending. Visitors include sports fans, conference attendees, service workers and vendors, film and music event attendees, parents and relatives visiting

Figure 1. Major Contributors to UW System Economic Impact





students, visitors to UW employees, visitors to UW hospital patients, prospective students and parent visitors, and sports camp attendees. The overall economic impact of these visitors in 2016-17 was nearly \$2 billion.

The last contributing sector is affiliated UW System organizations. These affiliated organizations include foundations, intellectual property organizations, sports related entities, and other affiliates. This sector, which is largely composed of non-profit organizations, contributed \$316 million to the UW System’s 2016-17 economic impact.

## BEYOND THE TRADITIONAL NUMBERS

### Wisconsin Workforce and Talent Base

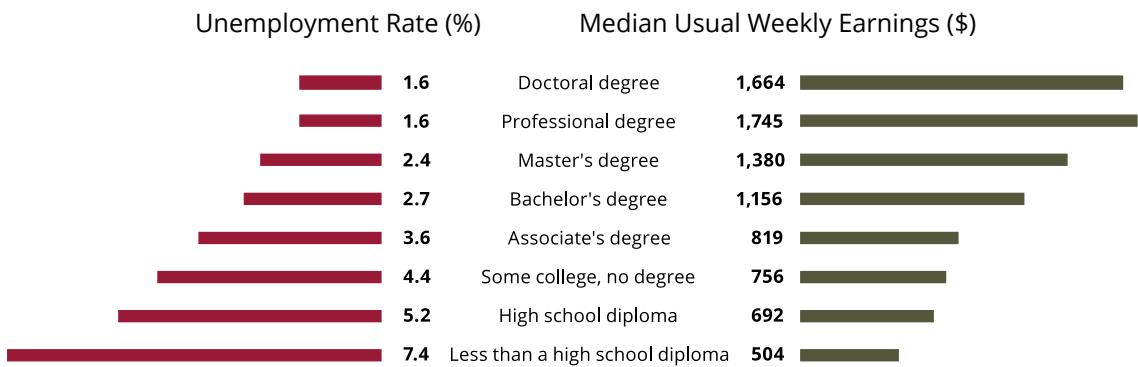
In 2016-17, UW System campuses conferred a total of 27,459 bachelor’s degrees. Surveys from prior-year graduating classes indicate that a very high percentage of recent graduates stay and work in Wisconsin. For example, 91% of 2013-14 bachelor’s degree recipients lived in Wisconsin one year after graduation. This stream of college graduates adds to the talent base of Wisconsin’s workforce and provides skilled employees for Wisconsin businesses.

Additional data also show that UW System graduates with bachelor’s degrees are filling key shortages in health care, science, and engineering fields. In 2016-17, there were 9,716 science, technology, engineering, and math (STEM) graduates and 3,460 health care graduates.

### Wisconsin Tax Base

UW System graduates add to the earning power and tax base of the State of Wisconsin. Data shows college graduates earn approximately \$1 million more than high school graduates over their careers and have significantly lower unemployment. These higher earnings produce tax revenue for the state, counties, and other units of Wisconsin government through a variety of taxes, including income tax, sales tax, property tax, and more (see Figure 2).

Figure 2. Earnings and Unemployment by Educational Attainment



Source: Department of Labor and Statistics

## Wisconsin Research and Innovation

The UW System is a major source of research and innovation. More than \$1 billion of sponsored research activity occurs on UW System campuses each year. The output of much of that research benefits citizens and businesses in Wisconsin, as well as across the nation.

Three affiliated UW System organizations are particularly important to innovation in the Wisconsin economy. The oldest and largest of these organizations is the Wisconsin Alumni Research Foundation (WARF). Established in 1925, WARF facilitates the technology transfer needs of UW-Madison. From the discovery of Vitamin D to groundbreaking work with stem cells, WARF continues to convert UW-Madison research into commercial products or applications.

Of growing importance in the innovation space are the UW-Milwaukee Research Foundation (UWMRF) and the WiSys Technology Foundation (WiSys). They serve the technology transfer needs of UW-Milwaukee and the UW System comprehensive universities. Both foundations are ranked in the top 130 technology transfer organizations in the United States.

Ideas that lead to new or better products and services come from UW System campuses around the state thanks in part to the support of these foundations and federal funding.

### Targeted Federal Investment to Develop “Growth Centers”

The Metropolitan Policy Program at the Brookings Institution and the Information Technology & Innovation Foundation (ITIF) made a strong case in their December 2019 report for a substantial, yet targeted, federal investment to develop “growth centers” across the country. The report specifically highlighted Madison and Milwaukee as two of America’s metros that are prime for potential growth centers because they have existing assets off which to build.

Read the full report: [www.brookings.edu/wp-content/uploads/2019/12/Full-Report-Growth-Centers\\_PDF\\_BrookingsMetro-BassCenter-ITIF.pdf](https://www.brookings.edu/wp-content/uploads/2019/12/Full-Report-Growth-Centers_PDF_BrookingsMetro-BassCenter-ITIF.pdf)

Specifically, the report calls for a \$100-billion investment over 10 years awarded to eight to 10 metropolitan areas that meet certain criteria as an innovative “growth center.” The University of Wisconsin System with its 26 campuses added its voice to those of Wisconsin Governor Tony Evers, the Wisconsin Research Alumni Foundation, and others in strong support of this proposal. We encourage our members of Congress to strongly consider making this kind of investment that would ensure all regions of America participate in high-tech economic growth.

The UW System’s research infrastructure is robust, with more than \$1 billion of sponsored research activity annually, thanks in large part to federal investment. The charts on pages 45-47 demonstrate the investment the federal government makes in UW System campuses. Wisconsin’s assets include the UW System’s 11 comprehensive universities and its two R1 universities—UW-Madison and UW-Milwaukee. It is no coincidence that this report highlights Madison as #1 and Milwaukee as #17 out of 35 metro areas as potential growth centers that have existing assets to build upon.

Further, such funding would support our researchers, both faculty and students, who regularly produce groundbreaking innovations. The UW System’s three nationally renowned research foundations—the Wisconsin Alumni Research Foundation, the UW-Milwaukee Research Foundation, and the WiSys Technology Foundation—have a mission of supporting the research process so ideas can be commercialized and turned into new patents and spin-off companies. No system of higher education in the country has the ecosystem of research and technology commercialization like the UW System’s infrastructure.

# UW SYSTEM FACTS



# UW SYSTEM FACTS



The University of Wisconsin System is made up of two Research I universities (UW-Madison and UW-Milwaukee), 11 comprehensive universities, and a statewide extension network with offices in every county. The UW System is one of the largest systems of public higher education in the country, serving approximately 170,000 students each year and employing 39,000 faculty and staff statewide.

## ENROLLMENT

Around 170,000 students enroll each year.

12% of UW System undergraduate students were non-traditional aged in fall 2018.

## ACCESS

29.3% of students graduating from high school in Wisconsin in 2018 enrolled at a UW System campus for fall 2018.

In 2018-19, UW System universities offered about 8,000 distance education courses.

## DEGREE TRENDS

In 2018-19, the UW System conferred 36,690 associate, bachelor's, master's, doctoral, and professional degrees – an increase of 11.0% over 10 years earlier.

Women earned 54.4% of degrees in 2018-19.

68.9% of fall 2012 full-time new freshmen graduated in six years or less.

## FINANCIAL AID

A total of 112,000 students received some form of financial aid in 2018-19. This is 65% of all students enrolled in the UW System.

Federal sources provided 67% of financial aid to UW System students in 2018-19.

The Pell Grant program provided \$132 million to over 32,000 Wisconsin resident undergraduates in 2018-19.

Pell Grants were awarded to 29% of resident undergraduates in 2018-19. The average grant was \$4,100.

The average loan debt for a Wisconsin resident who had loan debt at graduation and received a bachelor's degree in 2018-19 was \$30,034.

The three-year average student loan default rate for the UW System was 6.5%, well below the national average of 10.1%.

## FEDERAL FUNDS

Federal support touches each and every institution and program in the UW System. It helps all our campuses attract and keep promising students and helps those students realize their potential in contributing to Wisconsin's economy. The federal funds that support research on our campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in our state.

# Board of Regents

Regent Robert Atwell	Regent Mike Jones	Regent Cris Peterson
Regent Scott Beightol	Regent Tracey L. Klein	Regent Jason R. Plante
Regent José Delgado	Regent Becky Levzow	Regent Carolyn Stanford Taylor
Regent Michael M. Grebe, <i>Vice President</i>	Regent Edmund Manydeeds III	Regent Torrey Tiedeman
Regent Eve Hall	Regent Janice Mueller	Regent Karen Walsh
	Regent Andrew S. Petersen, <i>President</i>	Regent Olivia Woodmansee

# UW System Federal Relations Council

Kris Andrews	Associate Vice President for Federal Relations	UW System Administration
Robert Bode	Director of Financial Aid	UW-River Falls
Aaron Brower	Senior Associate Vice President	UW System Administration
Mathew Dornbush	Asso. Vice Chancellor/Dir. of Graduate Studies/Interim Dean of Business	UW-Green Bay
Rob Ducoffe	Provost	UW-Parkside
Scott Cooper	Professor	UW-La Crosse
Carl Fox	Director	UW-Whitewater
Dale Gallenberg	Dean of CAFES, UW-River Falls	UW-River Falls
Joe Gow	Chancellor	UW-La Crosse
Molly Gribb	Dean	UW-Platteville
Mark Harris	Interim Vice Provost for Research	UW-Milwaukee
Joseph Heim	Emeritus Professor	UW-La Crosse
Randy Hulke	Exec Dir Applied Research and Tech Transfer	UW-Stout
Alex Hummel	Special Assistant to the Chancellor for Strategic Partnerships	UW-Oshkosh
James P. Hurley	Director, UW Aquatic Sciences Center	UW-Madison
Derek Kindle	Director of Student Financial Aid	UW-Madison
Beverly Kopper	Former Chancellor	UW-Whitewater
Mark Lange	Director Institute for Business & Entrepreneurship	UW System Administration
Tom Luljak	Vice Chancellor	UW-Milwaukee
Karl Martin	Dean	UW-Madison
Benjamin Miller	Senior Special Assistant	UW-Madison
Gary Miller	Former Chancellor	UW-Green Bay
Joel Nilsestuen	Former Government and Community Outreach Coordinator	UW-Whitewater
Janice Nordin	Veterans Benefits Coordinator	UW-Whitewater
Andrew S. Petersen	Regent	UW System Board of Regents
Joan Prince	Vice Chancellor	UW-Milwaukee
Ryan Ring	Former Regent	UW-Eau Claire
Robert Roberts	Senior Special Assistant to the Chancellor	UW-Oshkosh
Dennis Shields	Chancellor	UW-Platteville
Molly Smith	Vice Chancellor	UW-Superior
Karen Smolarek	Director, TRIO Student Support Services	UW-River Falls
Rose Smyrski	Vice Chancellor	UW-Platteville
David Specht-Boardman	Government Relations Specialist	UW System Administration
Dean Van Galen	Chancellor	UW-River Falls
Jennifer Wickman	Former Program Assistant	UW System Administration
Marcie Wycoff-Horn	Dean, School of Education, Professional and Continuing Education	UW-La Crosse
Linda Young	Dean	UW-Eau Claire

Acknowledgments: In addition to the Federal Relations Council, the Federal Agenda for 2020 is made possible with support from the UW System Administration offices of Academic and Student Affairs, Economic Development, Finance, and Public and Community Affairs.



# CONTACT INFORMATION FOR UW SYSTEM OFFICES AND INSTITUTIONS

## System Offices

	Officer	Website	Phone
President's Office	Ray Cross	<a href="http://wisconsin.edu/president">wisconsin.edu/president</a>	608-262-2321
Academic and Student Affairs	Anny Morrobel-Sosa	<a href="http://wisconsin.edu/offices/asa">wisconsin.edu/offices/asa</a>	608-262-3826
Administration	Robert G. Cramer	<a href="http://wisconsin.edu/offices/admin">wisconsin.edu/offices/admin</a>	608-262-4048
Budget and Planning	Renee Stephenson	<a href="http://wisconsin.edu/offices/bp">wisconsin.edu/offices/bp</a>	608-262-6423
Capital Planning and Budget	Alexandria Roe	<a href="http://wisconsin.edu/offices/cpb">wisconsin.edu/offices/cpb</a>	608-265-0551
Corp. Relations & Econ. Engagement	David Brukardt	<a href="http://wisconsin.edu/offices/">wisconsin.edu/offices/</a>	608-262-3905
Federal Relations	Kris Andrews	<a href="http://wisconsin.edu/government-relations">wisconsin.edu/government-relations</a>	608-263-3362
Finance	Sean P. Nelson	<a href="http://wisconsin.edu/offices/finance">wisconsin.edu/offices/finance</a>	608-262-1311
General Counsel	Quinn Williams	<a href="http://wisconsin.edu/offices/gc">wisconsin.edu/offices/gc</a>	608-262-2995
UW System Human Resources	Shenita Brokenburr	<a href="http://wisconsin.edu/ohrwd">wisconsin.edu/ohrwd</a>	608-263-4384
UW HELP	Sir Williams ( <i>interim</i> )	<a href="http://uwhelp.wisconsin.edu">uwhelp.wisconsin.edu</a>	800-442-6459
Board of Regents Office	Jess Lathrop	<a href="http://wisconsin.edu/regents">wisconsin.edu/regents</a>	608-262-2324

## UW Campuses

	Chancellor or Campus CEO	Website	Phone
UW-Eau Claire	James Schmidt	<a href="http://www.uwec.edu">www.uwec.edu</a>	715-836-2327
UW-Eau Claire – Barron County	Brittany Nielsen	<a href="http://barron.uwec.edu">barron.uwec.edu</a>	715-234-8176
UW-Green Bay	Sheryl Van Gruensven ( <i>interim</i> )	<a href="http://www.uwgb.edu">www.uwgb.edu</a>	920-465-2207
UW-Green Bay, Manitowoc Campus	Rachele Bakic	<a href="http://uwgb.edu/manitowoc">uwgb.edu/manitowoc</a>	920-683-4700
UW-Green Bay, Marinette Campus	Cynthia Bailey	<a href="http://uwgb.edu/marinette">uwgb.edu/marinette</a>	715-735-4300
UW-Green Bay, Sheboygan Campus	Jamie Schramm	<a href="http://uwgb.edu/sheboygan">uwgb.edu/sheboygan</a>	920-459-6633
UW-La Crosse	Joe Gow	<a href="http://www.uwlax.edu">www.uwlax.edu</a>	608-785-8004
UW-Madison	Rebecca Blank	<a href="http://www.wisc.edu">www.wisc.edu</a>	608-262-9946
UW-Milwaukee	Mark Mone	<a href="http://www.uwm.edu">www.uwm.edu</a>	414-229-4331
UW-Milwaukee at Washington County	Simon Bronner	<a href="http://washington.uwc.edu">washington.uwc.edu</a>	262-335-5200
UW-Milwaukee at Waukesha	Simon Bronner	<a href="http://waukesha.uwc.edu">waukesha.uwc.edu</a>	262-521-5200
UW-Oshkosh	Andrew J. Leavitt	<a href="http://www.uwosh.edu">www.uwosh.edu</a>	920-424-0200
Fond du Lac Campus	Bethany Rusch	<a href="http://fdl.uwc.edu">fdl.uwc.edu</a>	920-929-1100
Fox Cities Campus	Pamela Massey ( <i>interim</i> )	<a href="http://uwfox.uwc.edu">uwfox.uwc.edu</a>	902-832-2600
UW-Parkside	Deborah Ford	<a href="http://www.uwp.edu">www.uwp.edu</a>	262-595-2211
UW-Platteville	Dennis J. Shields	<a href="http://www.uwplatt.edu">www.uwplatt.edu</a>	608-342-1234
UW-Platteville Baraboo Sauk County	Ed Janairo	<a href="http://baraboo.uwc.edu">baraboo.uwc.edu</a>	608-355-5200
UW-Platteville Richland	Brandon Fetterly	<a href="http://richland.uwc.edu">richland.uwc.edu</a>	608-647-6186
UW-River Falls	Dean Van Galen	<a href="http://www.uwrf.edu">www.uwrf.edu</a>	715-425-3201
UW-Stevens Point	Bernie L. Patterson	<a href="http://www.uwsp.edu">www.uwsp.edu</a>	715-346-2123
UW-Stevens Point at Wausau	Ann Herda-Rapp	<a href="http://uwmc.uwc.edu">uwmc.uwc.edu</a>	715-261-6100
UW-Stevens Point at Marshfield	Michelle Boernke	<a href="http://marshfield.uwc.edu">marshfield.uwc.edu</a>	715-389-6500
UW-Stout	Katherine P. Frank	<a href="http://www.uwstout.edu">www.uwstout.edu</a>	715-232-2441
UW-Superior	Renée Wachter	<a href="http://www.uwsuper.edu">www.uwsuper.edu</a>	715-394-8223
UW-Whitewater	Dwight C. Watson	<a href="http://www.uww.edu">www.uww.edu</a>	262-472-1918
UW-Whitewater at Rock County	Patricia Clasen	<a href="http://uww.edu/rock">uww.edu/rock</a>	608-758-6565

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