

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### I. Items for consideration in Regent Committees

1. Education Committee - Thursday, September 10, 1998  
19<sup>th</sup> Floor, Van Hise Hall  
Madison, Wisconsin  
1:30 p.m.

#### Administrative items:

- a. Approval of the minutes of the June 4, 1998, meeting of the Education Committee.
- b. Education Committee 1998-99 Agenda.
- c. Report of the Senior Vice President for Academic Affairs:
  1. ACT Assessment Scores;
  2. Intentions to Recruit;
  3. Other.
- d. Annual Report on Fall 1997-98 drop rates.  
[Resolution I.1.d.]
- e. Report to the Governor and Joint Committee on Finance on the purpose, duration, cost and anticipated completion date of all research and public service projects for which the board is expending GPR.  
[Resolution I.1.e.]
- f. Authorizations to recruit:
  - (1) Professor, Department of Medicine, Cardiology Section Chief, Medical School, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(1)]

(Over)

- (2) Professor, Department of Economics, College of Letters and Science, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(2)]
- (3) Associate Professor or Professor, Department of Accounting, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(3)]
- (4) Associate Professor or Professor, Information Systems, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(4)]
- (5) Assistant Professor, Finance, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(5)]
- (6) Associate Professor or Professor, Finance, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(6)]
- (7) Associate Professor or Professor, Management and Human Resources, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum);  
[Resolution I.1.f.(7)]
- (8) Associate Professor or Professor, Operations and Information Management, School of Business, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum).  
[Resolution I.1.f.(8)]
- (9) Assistant Professor, Associate Professor or Professor, Interdisciplinary—Cluster and Bioscience, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum).  
[Resolution I.1.f.(9)]

Policy discussion items:

- g. New program authorization:
  - (1) B.S., B.A., General Studies, UW-Stevens Point (initial review).
- h. NCA Accreditation report: UW-Oshkosh.
- i. Updates:
  - (1) 21<sup>st</sup> Century: Four Year Graduation Contract;
  - (2) Diversity: Plan 2008 Guidelines;
  - (3) Technology: Faculty and Student Technology Use Survey.

Additional items:

- j. Additional items that may be presented to the Education Committee with its approval.
- k. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda items: base salary adjustments resulting in a salary above the Executive Salary Group Six maximum, UW-Madison; temporary base salary adjustment resulting in a salary above the Executive Salary Group Six maximum, UW-Madison.]

Annual Report on Fall 1997-98  
Undergraduate Drop Rates

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the Annual Report on 1997-98 Undergraduate Drop Rates for submission to the Joint Committee on Finance.



## REPORT ON FALL 1997-98 UNDERGRADUATE DROP RATES EXECUTIVE SUMMARY

### BACKGROUND

In September 1988, the University of Wisconsin Board of Regents passed Resolution 5045 in response to 1987-88 Wisconsin Act 27. Resolution 5045 "directs the UW System Administration to:

1. Monitor course drop rates at all UW System institutions.
2. Require all UW System institutions to reduce or maintain course drop rates during any academic year at no more than five percent of the credit hours registered at the close of the tenth day of classes at the beginning of the fall and spring terms.
3. Direct all UW System institutions whose drop rates exceed five percent, effective in the fall of 1989, to develop and implement plans to reduce the drop rate to five percent. Such plans will be subject to the review and approval of System Administration.
4. Report to the Board of Regents whenever the combined rate of dropped credits across the UW System exceeds five percent in any academic year, beginning in the fall of 1990, and make recommendations for further action by the Board of Regents on UW System add/drop policies."

The Legislature's Joint Committee on Finance passed a motion at its September 1988 Hearing, S13.10, that directed the UW System to report to the committee annually, beginning in 1990, on:

1. Campuses where the undergraduate drop rate exceeded five percent in any semester during that year.
2. The steps being taken to achieve a maximum five percent drop rate at these campuses.

The reporting requirements to the UW Board of Regents and to the Legislature's Joint Committee on Finance differ. UW System Administration is required to report to the Board of Regents whenever the *System-wide* rate of dropped credits exceeds five percent; however, the Legislature's Joint Committee on Finance requires UW System Administration to report annually on *campuses* where undergraduate drop rates exceed five percent.

## REQUESTED ACTION

Approval of resolution I.1.d., accepting the Report on 1997-98 Undergraduate Drop Rates for submission to the Joint Committee on Finance.

## DISCUSSION

For the purposes of Resolution 5045, the UW System 1997 drop rate was below the five percent threshold. The UW System continues to meet the intent of Resolution 5045 by reducing the number of System-wide dropped credits. The Fall term System-wide drop rate has fallen from 5.5 percent in the Fall of 1988 to 3.7 percent in the Fall 1997. The Spring term System-wide drop rate has fallen from 5.1 percent in the Spring of 1989 to 3.6 percent in the Spring of 1997. On an annual basis, the drop rate has fallen from 5.3 percent in 1989 to 3.7 percent in 1997.

A report containing the following information will be sent to the Joint Committee on Finance.

Drop rates among UW institutions ranged from 1.3 percent to 8.3 percent in the Spring 1996-97 and from 1.0 percent to 8.4 percent in the Fall 1997-98. One institution exceeded the five percent threshold in Spring 1996-97. UW-Colleges' drop rate was 8.3 percent during this term. During the Fall 1997-98 two institutions exceeded the five percent threshold. UW-Milwaukee and UW Colleges had drop rates of 5.3 percent and 8.4 percent respectively.

In an effort to address students' drop rate, UW Colleges is putting more emphasis on:

1. advising under-prepared students into more developmental math and English courses;
2. scheduling more freshmen orientation sessions dealing with adjusting to college courses and developing more study skills;
3. providing more linked courses and learning community formats to enhance retention through peer support and a more integrated learning experience;
4. engaging in discussion and pilots to address the retention needs of non-traditional students.

Since UW-Milwaukee's annual drop rate has been, and continues to be, below five percent since 1992, its increase in Fall 1997, to 5.3 percent, was unanticipated. UW-Milwaukee will monitor and review this situation to ensure it does not indicate a trend towards increasing dropped credits.

## RELATED REGENTS POLICIES

Resolution 5045 (October 1988); Resolution 6153 (July 1992).

University of Wisconsin System  
Research and Public Service Report

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the Research and Public Service Report for transmittal to the Governor and the Joint Committee on Finance, pursuant to s. 36.45(3), Wis. Stats.

September 11, 1998

I.l.e.

## **UNIVERSITY OF WISCONSIN SYSTEM 1998 RESEARCH AND PUBLIC SERVICE REPORTS**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

Section 36.45 (3) of the Wisconsin Statutes requires the University of Wisconsin to report to the Governor and the Joint Committee on Finance the purpose, duration, cost, and anticipated completion date of all research and public service projects for which it is expending general purpose revenues. The fourth of these biennial reports is due in September 1998.

The Board of Regents approved the initial research and public service report during its July 10, 1992 meeting. The report was sent to the Governor and to the Joint Committee on Finance for their review. Based on their comments, a revised report was submitted in March 1993. The revised report was accepted by the Governor and the Joint Committee on Finance. The second of these biennial reports was submitted in September 1994, the third in September 1996. Both were accepted by the Governor and the Joint Committee on Finance.

#### **REQUESTED ACTION**

Approval of resolution I.l.e. If approved by the Board, the report will be forwarded to the Governor and the Joint Committee on Finance.

#### **DISCUSSION AND RECOMMENDATIONS**

The 1998 report follows the same format as the 1996, 1994, and revised 1992 reports. Financial and program information have been updated to reflect the 1997-98 fiscal year.

#### **RELATED REGENT POLICIES**

Regent Resolution 6032. There are no other System policies relating directly to this subject.

***UNIVERSITY OF WISCONSIN SYSTEM***

***1998 RESEARCH AND  
PUBLIC SERVICE REPORTS***

***TO MEET THE REQUIREMENTS OF  
SECTION 36.45 (3) OF THE  
WISCONSIN STATUTES***

*UNIVERSITY OF WISCONSIN SYSTEM*

*1998 RESEARCH REPORT*

## UNIVERSITY OF WISCONSIN SYSTEM 1998 RESEARCH REPORT

### I. OVERVIEW

As shown in Table 1, the University of Wisconsin System's 1997-98 GPR research budget was \$57 million. The majority of the research funding (83.8%) was in the UW-Madison budget.

**TABLE 1**  
**RESEARCH FUNDING BY INSTITUTION**  
**1997-98 FISCAL YEAR**

<u>INSTITUTION</u>	<u>FUNDING</u>	<u>PERCENT</u>
Madison	\$ 47,471,940	83.8%
Milwaukee	7,433,387	13.1%
Comprehensives and Colleges	968,002	1.7%
Systemwide	758,872	1.3%
Extension	-	-
Totals	\$ 56,632,201	100.0%

### II. UW-MADISON RESEARCH

#### A. Background

UW-Madison's 1997-98 GPR research budget was \$47.5 million. Some of the key facts about the research budget include:

- \$35.1 million was allocated to salaries and wages, and \$12.0 million was allocated to fringe benefits.
- The salary and wage budget provided funding for 463.17 unclassified and 343.11 classified FTE research positions.
- The budget was divided among three funds: general program operations, industrial and economic development, and distinguished professorships.
- The general program operations fund accounted for 98% of the total GPR research budget.
- Five schools and colleges accounted for 87% of the general program operations GPR research budget: the Colleges of Agricultural and Life Sciences, Engineering, and Letters and Science, and the Graduate and Medical Schools. The budget for the College of Agricultural and Life Sciences alone was 50% of the general program operations research budget.

## B. Use of Funds

The GPR research funding functions as an investment in UW-Madison's research enterprise. *It provides the core support and basic infrastructure that are required for the continued operation of sponsored research programs.* In a typical department, GPR research funds support the salaries of classified clerical and fiscal staff responsible for payroll processing and purchasing related to external grants, typing grant applications and correspondence related to grant activities, etc. Typical biological and physical science departments and campus-wide research support centers also budget GPR research funds for classified and unclassified technical support personnel, such as laboratory technicians, lab animal care staff, and instrumentation technicians. These positions form a human resource infrastructure that provided general support to sponsored research programs. Responsibilities of the positions are not limited to, or associated with, particular research grants or projects. Instead, they provide broad support to the total sponsored research program. Continuity of funding for these positions is a fundamental requirement. A department cannot, for example, hire and terminate a payroll benefits specialist whenever it begins and concludes a sponsored research project. The GPR research budget ensures continuity of funding.

The budget was also invested in partial salary support for faculty members. GPR research funds are budgeted for faculty salaries for a variety of purposes, including:

- match money for federal grants that require institutional contributions,
- supplements to existing sponsored research activities,
- support for a faculty member to compete for extramural funds, or
- "bridge" funds which support a faculty member's research efforts for an interim period when extramural funding has expired.

In 1997-98, the return on this investment in support staff and faculty salaries was \$362.1 million in extramural grants and contract awards.

## C. Relationship of Research Funding and Research Projects

With the exception of legislated research projects and projects funded through the Faculty Research Committee, the GPR research budget is not allocated on a project basis or for narrowly defined research purposes. The support staff discussed above are rarely associated with specific research efforts or projects. Therefore, they are not budgeted in that manner. At any time, the research components of a particular faculty member's salary might be associated with multiple research projects (some federally and some privately funded) with different time frames and purposes. In these multiple projects, the salary serves different functions (e.g. as a required match in some, as a supplement in others, etc.). Alternatively, the research component of a faculty member's salary might not be associated with any specific research projects; the faculty member might be writing one or multiple grant proposals. Given these complexities, GPR research funds for faculty salaries, like support staff salaries, are not budgeted for specific projects or narrowly defined research purposes.



#### D. Reductions and Reallocations

UW-Madison has absorbed significant reductions and made significant reallocations of its GPR research budget over the past 24 years. Since 1972-73, \$10.8 million of GPR funds has been cut by the state or reallocated to other programs (e.g. instruction, academic support). The reallocation resulted from three categories of funding shifts:

- institutional reallocations to meet institutional priorities,
- internal school and college reallocations to meet school and college priorities, and
- program and activity reclassifications.

In addition, there have been significant reallocations that did not affect the total GPR research budget. Existing GPR research funds have been shifted between school and colleges, and departments. Although there have been large individual reallocations, most reallocations are relatively small, take the form of vacant position transfers or redefinitions, and are conducted at the school or college level. *The position approval process is the primary tool available to school and college administrators for reallocating the GPR research budget.*

Appendix 1 provides historical analysis of the UW-Madison research budget. Appendix 2 describes the research budget review process of the largest UW-Madison schools and colleges. Appendix 4 describes legislated UW-Madison research projects.

### III. UW-MILWAUKEE RESEARCH

UW-Milwaukee's total 1997-98 GPR funded research budget was nearly \$7.8 million. The specific use of more than 75% of this funding is reviewed on an annual basis. These funds are prioritized and assigned in several different ways.

- The Graduate School Research Committee awards modest amounts of funding, primarily earmarked for new faculty, to develop new research programs.
- The Graduate School Office of Research Services and Administration provides matching funds on research grants to satisfy funding agency expectations, primarily in the form of research assistantships, and on major equipment grants.
- The Graduate School research centers, laboratories institutes, and offices fund continuing research projects and review the research of faculty and staff scientists.
- The College of Engineering and Applied Science awards matching funding on grants to senior faculty as well as seed money and release time from teaching to junior faculty to initiate research programs and projects.
- The College of Letters and Science assigns research funding based upon the research activity and extramural funding generated by faculty; this often serves as a match on grants.

The remaining 25% of the GPR research funding is committed on a permanent basis. These commitments are primarily used to support the research infrastructure. This total amount includes \$17,047 assigned to the Graduate School Office of Research Services and Administration and \$57,224 assigned to the School of Architecture and Urban Planning Center for Urban Planning Research.

Table 3 in Appendix 1 provides a breakdown by school/college of GPR funded research expenditures for 1977-78, 1987-88, and 1997-98.

#### IV. UW COMPREHENSIVE INSTITUTIONS AND UW CENTERS RESEARCH

Although nearly 97% of the UW System's GPR research funding is budgeted at UW-Madison and UW-Milwaukee, faculty at the comprehensive institutions also need to engage in research in order to remain current in their fields. The comprehensive institutions have established internally-funded programs designed to encourage and support faculty and academic staff members to engage in research and other scholarly and creative activities. Funds are available for researchers, writers, artists, and performers who need project support for gathering data, accessing primary materials, equipment, services, supplies, student research collaboration, and clerical assistance. Funding awards are relatively small (\$100 to \$5,000)

#### V. SYSTEMWIDE RESEARCH

Funding for three UW System research programs is held in systemwide accounts. These programs include:

- APPLIED RESEARCH, which provides funding for UW System institutions for research addressing specific problems faced by Wisconsin industries. Details regarding this program are provided in a separate annual report to the State.
- DISTINGUISHED PROFESSORS, which provides partial support for 20 Distinguished Professor positions in the University of Wisconsin System. The GPR funding is matched by an equal or greater match from businesses and/or other non-GPR sources. At the end of the 1997-98 fiscal year, this funding supported ten professors at UW-Madison, three each at UW-Milwaukee and UW-Stevens Point, and one at UW-Whitewater. An annual fiscal report is provided for this program.
- SOLID WASTE EXPERIMENT CENTERS, NONCOMPOSTIBLE LANDFILL AND SLUDGE, which provides funding to UW system institutions for research into the alternative methods for the disposal of solid waste. Details regarding these programs are provided in a separate annual report to the State.

**APPENDIX 1**  
**HISTORICAL ANALYSIS OF RESEARCH BUDGETS AT**  
**UW-MADISON AND UW-MILWAUKEE**

**I. UW-MADISON**

**A. Background**

UW-Madison's GPR research budget, excluding fringe benefits, increased by \$23.6 million between 1972-73 and 1997-98. The 1972-73 GPR budget reflects the State's "general purpose" base investment in UW-Madison's research enterprise at the time of merger. This base served the same purposes as the GPR research base does today: it provided a stable human resource infrastructure, opportunities for faculty to compete for extramural funds, and matching funds for gifts, grants and contracts. The \$23.6 million increase is a function of changes in the following four general categories of funding. (All amounts exclude fringe benefits.)

1. Compensation Increases.

This category includes all salary and wage related allocations, such as faculty, academic, and classified pay plans; catch-up; student wage increases; length of service pay; performance awards; quality reinvestment; pay equity, etc. Cumulative compensation increases over the period were approximately \$28.2 million.

2. Specific Research Allocations.

This category includes all legislated appropriations for specific research purposes, such as the Sea Grant Institute, Biotechnology Center, and Family Farm Institute. A list of these allocations is shown in Appendix 3. Total UW-Madison specific research allocations were approximately \$6.1 million. This amount reflects the sum of the initial allocations for these projects; subsequent pay plan increases related to the projects are included in the category above.

3. General Reductions and Allocations.

This category includes all general allocations that were not restricted to the research program, excluding compensation increases, such as productivity and base budget reductions, inflation offsets, and turnover savings. General reductions and allocations reduced the research budget by \$3.9 million over the period. The negative impact of this category is due primarily to mandated base budget reductions in 1980-81, 1981-82, 1985-86, 1995-96, and 1996-97.

#### 4. Institutional Reallocations.

This category includes all GPR reallocations made by UW-Madison that resulted in a shift of funds to or from the research program. Net reallocations over the period reduced the GPR research budget by \$6.8 million.

Thus, since 1972-73, UW-Madison's "general purpose" GPR research budget has changed as a result of standard pay plan increases, specific research allocations, required budget cuts, and funds reallocated to other activities. The total GPR research budget increased by \$6.1 million due to legislated appropriations for specific research purposes. Assuming standard pay plans represent the cost-to-continue for the 1972-73 base budget, UW-Madison's current "general purpose" GPR research budget is approximately \$10.7 million lower than the budget that would have developed from the 1972-73 base. This is a minimum estimate because the impact of the reductions and reallocations on subsequent compensation increases has not been taken into consideration.

The extent of UW-Madison's internal reallocations is confirmed by two facts. First, as a percentage of total GPR, GPR budgeted for research has declined by approximately 1 percentage point over the past twenty-four years, from 18.7% in 1972-73 to 17.8% in 1997-98. (Figures represent research GPR taken as a percent of total GPR excluding special purpose appropriations, such as debt service, utilities, etc.) Moreover, approximately \$9 million of the current budget consists of those legislated, specific research projects that did not exist in 1972-73. If the \$9 million is excluded from current budget amounts, the current research portion becomes 14.7%, or a 4.0 percentage point decline.

Second, the change in research FTE positions funded by GPR also reflects substantial reallocation. In 1973-74 (1972-73 FTE data are not available), 738.01 FTE GPR funded positions were budgeted on research. In 1997-98, 806.28 FTE GPR funded positions are budgeted on research. Thus, there has been a 68.27 FTE growth in GPR funded research positions since 1973-74. However, over that period UW-Madison received an additional 146.63 FTE positions for legislated, specific research projects. If these positions are removed from the current budget, there has been a net reduction of 78.36 FTE. This reduction represents a minimum because it does not include reallocations of positions required for some legislated projects for which FTE's were not provided.

#### B. Reallocations

The net reduction of \$6.8 million of GPR funded research represents the effects of several types of funding shifts: institutional level reallocations to meet new institutional priorities, internal school and college reallocations to meet new institutional priorities, internal school and college reallocations to meet new school college priorities, and reclassification of existing activities. In the first two cases, funds are removed from an existing function, which is usually terminated, and applied to an alternate function. In the latter case, a particular function continues to be funded, but it is redefined as another activity such as instruction, academic support, etc. These reclassifications occur because program definitions evolve through time.

In aggregate, internal school and college reallocations account for most of the institution's total reallocations. School and college deans and faculty members have the greatest knowledge concerning their respective disciplinary areas and are in the best position to recognize and act upon changing needs and priorities in their various programs. Typically, such reallocations are relatively small in magnitude (i.e. less than \$100,000), so that the \$6.8 million total is the result of many individual decisions to reallocate funds over the past twenty-four years. Some examples of UW-Madison's GPR research reallocations are listed below.

#### 1. Institutional Reallocations.

- In 1995-96, UW-Madison reallocated \$118,000 to support and enhance the research program in the School of Pharmacy.
- From 1992-93 and 1994-95, UW-Madison reallocated over \$1.6 million of GPR research funds as part of the institution's Quality Reinvestment Plan. The plan involved examination of all of the institution's programs and a redirection of funds to meet unfunded priority needs.
- In 1988-89, \$113,000 was reallocated from research to support development and implementation of automated registration.
- In an effort to strengthen UW-Madison's public service mission, the institution established the Division of University Outreach in 1984-85. The new division was partially funded through a \$100,000 reallocation from the research budget.

#### 2. Internal School and College Reallocations.

- In 1996-97, the School of Veterinary Medicine reduced its research budget by \$90,000 to support greater faculty effort in the area of public service.
- In 1994-95, the College of Engineering reallocated approximately \$176,000 from research to instruction to support graduate education programs.
- In 1976-77, the School of Family Resources and Consumer Sciences shifted \$11,000 in faculty salaries from research to instruction after a faculty member retired.
- To meet instructional program requirements, \$78,000 for a vacant position in the Medical School was reallocated from research to instruction in 1980-81.
- To encourage retention of a faculty member in 1984-85, the College of Engineering provided a research opportunity at the Engineering Experiment Station. This effort required the college to reallocate \$10,000 to the research budget.
- In 1987-88, the College of Letters and Science conducted a \$567,000 reallocation from research to instruction to meet the expenses of operating a quality instructional program. At that time, competitive starting salaries for faculty in such areas as Computer Science had increased significantly beyond the growth rate in the college's instructional budget. The

college also faced a high priority need for micro computers and other technical equipment to adequately meet the needs of students.

### 3. Reclassification

- In 1995-96, approximately \$227,000 was reclassified from research to academic support as the UW Press budget was realigned to reflect appropriate activity code definitions.
- In 1993-94, approximately \$144,000 was reclassified from research to physical plant as the Biological Safety Office was transferred from the Graduate School to the Division of Facilities Planning and Management.
- In 1985-86, Earthwatch and Public Information Programs in the Institute for Environmental Studies were reclassified from research to public service, causing a \$20,000 decrease in the research budget.
- The Guidance Institute for Talented Students in the School of Education was reclassified as a public service activity in 1978-79; \$61,000 was shifted from research to public service.
- In 1982-83, \$405,000 was reclassified from research to experimental farms to appropriately reflect the magnitude of farm operations in the College of Agricultural and Life Sciences.
- In 1989-90, administration of the extramural support program in the Medical School was reclassified from academic support to research in accordance with appropriate activity definitions. The reclassification produced an \$84,000 increase in the research budget.
- In 1991-92, \$160,000 for undergraduate research fellowships was reclassified from instruction to research.

These examples illustrate the types of reallocations and funding shifts that affect the aggregate GPR research budget at the UW-Madison. There are, however, other reallocations that do not necessarily impact UW-Madison's aggregate GPR research budget. These reallocations take the form of GPR research funding shifts within and among schools and colleges.

Table 2 shows the portion of the total GPR budget accounted for by each school, college, and administrative unit in 1977-78, 1987-88, and 1997-98. To isolate the effects of budget shifts between colleges, all legislated specific GPR research allocations have been excluded. The table indicates, for example, that in 1977-78, the Graduate School, the Medical School, and the College of Engineering accounted for approximately 21%, 5% and 4% of the GPR research budget respectively. By 1997-98, these units accounted for approximately 18%, 2%, and 10% of the GPR research budget respectively. Each percentage point increase or decrease was equivalent to approximately \$275,000 in base GPR funding. Part of these shifts is attributable to formal reallocations between divisions, and part is attributable to greater incremental funding being directed to, for example, the Medical School. Other units also show significant change.

TABLE 2  
UNIVERSITY OF WISCONSIN-MADISON  
COMPARISON OF GPR RESEARCH BUDGETS  
1977-78, 1987-88, AND 1997-98

DIVISION	1977-78		1987-88		1997-98	
	<u>Funding</u>	<u>Percent</u>	<u>Funding</u>	<u>Percent</u>	<u>Funding</u>	<u>Percent</u>
Business Services	\$211,668	1.7	\$435,588	1.9	\$0	0.0
Division of Information Technology	\$0	0.0	\$0	0.0	\$153,000	0.6
School of Business	\$8,112	0.1	\$0	0.0	\$0	0.0
College of Agricultural and Life Sciences	\$7,384,348	58.6	\$12,710,981	56.2	\$15,998,203	58.3
School of Education	\$205,840	1.6	\$259,119	1.1	\$158,799	0.6
College of Engineering	\$651,504	5.2	\$887,211	3.9	\$819,947	3.0
School of Human Ecology	\$35,005	0.3	\$36,393	0.2	\$78,803	0.3
Graduate School	\$2,607,957	20.7	\$4,363,976	19.3	\$4,977,660	18.1
Institute for Environmental Studies	\$107,611	0.9	\$148,692	0.7	\$60,480	0.2
Law School	\$108,876	0.9	\$189,385	0.8	\$256,820	0.9
College of Letters and Science	\$629,926	5.0	\$1,076,217	4.8	\$1,395,557	5.1
Medical School	\$505,620	4.0	\$2,256,776	10.0	\$2,721,515	9.9
School of Nursing	\$0	0.0	\$12,005	0.1	\$71,026	0.3
Psychiatric Institute	\$136,760	1.1	\$217,035	1.0	\$281,433	1.0
School of Pharmacy	\$14,464	0.1	\$41,070	0.2	\$255,098	0.9
Campus-wide (Undergrad Res. Fellowships)	\$0	0.0	\$0	0.0	\$200,000	0.7
Total	\$12,607,691	100.0	\$22,634,448	100.0	\$27,428,341	100.0

Note: Excludes Fringe Benefits and Legislated Research Projects.

## II. UW-MILWAUKEE

Table 3 shows the portion of the total GPR budget accounted for by each UW-Milwaukee school, college, and administrative unit in 1977-78, 1987-88, and 1997-98. The largest research budgets are found in the Graduate School, the College of Letters and Science, the College of Engineering and Applied Science, and the School of Business Administration.

TABLE 3  
UNIVERSITY OF WISCONSIN-MILWAUKEE  
COMPARISON OF GPR RESEARCH BUDGETS  
1977-78, 1987-88, AND 1997-98

DIVISION	1977-78		1987-88		1997-98	
	<u>Funding</u>	<u>Percent</u>	<u>Funding</u>	<u>Percent</u>	<u>Funding</u>	<u>Percent</u>
Administrative Affairs	\$7,754	0.3	\$63,347	1.3	\$31,930	0.4
Academic Affairs	\$100,000	3.6	\$4,700	0.1	\$0	0.0
Allied Health Professions	\$0	0.0	\$0	0.0	\$0	0.0
Architecture and Urban Planning	\$2,103	0.1	\$29,040	0.6	\$77,366	1.0
Business Administration	\$60,572	2.2	\$259,200	5.4	\$254,477	3.3
Information and Media Technology	\$125,140	4.5	\$262,429	5.4	\$230,283	3.0
Education	\$24,767	0.9	\$33,290	0.7	\$157,957	2.0
Engineering & Applied Science	\$175,997	6.3	\$370,933	7.7	\$676,318	8.7
The Arts	\$4,154	0.1	\$0	0.0	\$0	0.0
Graduate School	\$1,547,028	55.4	\$2,875,305	59.4	\$3,293,597	42.4
Letters and Science	\$367,971	13.2	\$876,174	18.1	\$1,302,971	16.8
Nursing	\$0	0.0	\$47,899	1.0	\$156,659	2.0
Social Welfare	\$7,600	0.3	\$35,317	0.7	\$55,000	0.7
Academic Support	\$0	0.0	\$0	0.0	\$0	0.0
Unit Wide	\$368,917	13.2	(\$18,015)	-0.4	\$1,535,629	19.8
Total	\$2,792,003	100.0	\$4,839,619	100.0	\$7,772,187	100.0



## **APPENDIX 2**

### **UW-MADISON RESEARCH BUDGET REVIEW PROCESS**

#### **I. BACKGROUND**

Five UW-Madison schools and colleges accounted for 87% of the 1997-98 general program operations GPR research budget: Colleges of Agricultural and Life Sciences, Engineering, and Letters and Science, and the Graduate and Medical Schools. Historically, these units have effectively accounted for UW-Madison's total GPR research budget, excluding any legislated specific research allocations. Table 2, which excludes such allocations, shows that these units accounted for 94% of the research budget in 1997-98.

#### **II. COLLEGE OF AGRICULTURAL AND LIFE SCIENCES**

##### **A. Background**

The College of Agricultural and Life Sciences (CALS) has the single largest school or college GPR research budget at the UW-Madison. Its 1997-98 budget was \$17.5 million, which was approximately 50% of the UW-Madison general program operations GPR research budget and over twice as large as the next largest school or college GPR research budget. CALS accounted for 380 of the 806 FTE total research positions funded by GPR.

The relative size of CALS GPR research budget illustrates its status as a "special case" among UW-Madison schools and colleges. To a great extent, the anomalous size of the research budget is the result of certain federal and state policies dating back to the 1800s. Briefly, in the nineteenth century, the Hatch-Adams Act created the federal land grant system, which established land grant educational institutions and agricultural experiment stations in each state. In Wisconsin, UW-Madison was established as the land grant institution, and the state agricultural experiment stations were administered by the institution's agricultural college. Until the 1940s, the federal government sponsored research at experiment stations through fixed allocations of funds under the Hatch program. The State of Wisconsin also funded agricultural research at the experiment stations through the agricultural college. When, in the 1940s, the modern era of accelerated research and development spending began, the Hatch program was modified to promote greater agricultural research activity. The federal government modified the program to distribute funds on a formula basis, which required and gave weight to state contributions to agricultural research. To qualify for these formula funds, states budgeted greater amounts of research funds through their land grant agricultural colleges and experiment stations. Hatch funds are still distributed on this formula basis.

As a consequence of this infusion of state research funds, state funded research budgets at most land grant agricultural colleges are relatively large when compared with other state funded research programs. Some land grant agricultural colleges separately budget their state contribution to agricultural research, as does UW-Madison. Others separately

budget a portion and fund the remainder through a fixed allocation of instructional funds to departmental research. In any case, the relative size of the CALS research budget when compared with other UW-Madison schools and colleges is similar to relative budget levels at other land-grant institutions.

## **B. Use of Funds**

The CALS GPR research budget is divided among 27 academic and research support departments. It is well distributed across these departments. Twenty-five have budgets in excess of \$200,000. Of these, 13 departments have budgets in excess of \$500,000. The budget provides funding for 271.71 unclassified and 107.61 classified FTE positions. CALS conducts several legislated research projects, including the Family Farm and Cheese Research Institutes, Nonpoint Source Pollution Control, and Sustainable Agriculture. The intent and budget of the legislation authorizing these projects are appropriately observed by the college. The budget for these projects is approximately \$1.5 million, excluding fringe benefits.

The primary purpose of the CALS GPR research budget is to provide core support and basic infrastructure for the extramurally funded research program. The budget, which is almost exclusively allocated for salaries, is essentially divided between faculty and support staff. Support staff positions, both classified and unclassified, include titles such as laboratory managers, laboratory technicians, and fiscal and clerical support staff. Most of these positions provide general research support to a department and are allocated based on program need (e.g. animal science departments require animal caretakers). Continuity of funding for such general support positions is a fundamental requirement of departmental research programs; GPR research funds guarantee this continuity. In contrast, support positions directly involved in discrete research projects are funded by gifts, grants, or contracts.

## **C. Allocation/Reallocation of Funds**

The allocation of the GPR budget across departments and disciplinary areas is designed to shape and conform to the long range research agenda established by CALS administrators and faculty. Their ability to direct research programs in the short term is, however, limited to discretionary funding authority in certain non-GPR funding categories, such as Hatch formula funding. For example, if CALS determines that agricultural systems research is of high priority, it can designate a certain portion of Hatch funds for that use and specifically invite proposals in that area. Although all research proposals made to Hatch and other federal formula funds are peer-reviewed, there are normally many more projects recommended for funding by the peer-review process than there are resources to fund. Thus, there is some flexibility to select peer-review approved projects that are of highest priority and consistent with CALS research objectives.

In the longer term, CALS is able to shape the research direction of the college by adjusting the GPR research budget. By approving or not approving open faculty and

academic staff positions, CALS administrators are able to exercise their greatest control of CALS long range research direction. When a position opens in the college, administrators evaluate with departmental faculty and academic staff the type of position that should be defined to replace the departing staff member. Eventually, the department chair and executive committee define a position that is then forwarded to CALS administration and considered for funding along with other open positions in the college. Through these critical decisions to fill or not fill certain defined positions, the long range direction of CALS research is focused.

Thus, the CALS GPR research budget process is primarily determined by its long range research agenda. The agenda is implemented on an incremental basis, as unclassified positions are vacated and made available for reallocation or redefinition. Position approval is the primary tool available to CALS administration for controlling the future direction of CALS research. Because faculty positions are tenure track positions, these decisions have implications far into the future, particularly when young faculty members are being hired.

#### **D. Determining the Research Agenda**

There are many determinants of the CALS long range research agenda. The most important determinant is the judgment of knowledgeable scientists about areas that constitute promising and feasible research. The evolution of scientific knowledge is the principal determinant of the research agenda. Examples of other determinants of the CALS research agenda include the following.

- The U.S. Department of Agriculture's (USDA) User Advisory Board consists of agricultural, agribusiness, and state government representatives. The board helps define emphasis areas and future funding directions for USDA research programs, which in turn influences CALS research programs.
- Agricultural experiment station directors, operating through such organizations as the Experiment Station Committee on Organization and Policy and the National Association of State Universities and Land Grant Colleges, meet frequently to assess national agricultural and natural resource research needs. The research agenda developed through their deliberations influences the CALS research agenda.
- One of the considerable strengths of a land grant institution is that it fosters close relationships between research and extension/outreach faculty. Such close relationships exist in CALS programs. County extension staff members, because of their frequent contact with farmers, agribusiness, and other research users, have a well informed sense of the research needs that exist across the state in agricultural, natural resources, and community development.
- County staff are also influenced by elected county officials who serve on agricultural and extension committees of county boards. Structures and programs exist within extension to ensure that local concerns are communicated to campus researchers.

- The Wisconsin Agricultural Experiment Station cooperates with the USDA Cooperative State Research Service in reviewing each CALS department every five years. Review committees, composed largely of professionals from other land grant institutions, offer advice on the research direction of departments.
- Approximately half of the CALS departments have one or more advisory committees, which provide advice and guidance on research efforts. Advisory board members are drawn from all of a department's user groups, including employers, former students, county extension staff, state agency representatives, farmers and business leaders.
- Many interdisciplinary, applied research programs have advisory panels of citizens and users who influence the CALS research agenda. Research programs funded through state authorized marketing orders are required to have marketing board oversight of funds used for research programs. These boards work closely with the research staff in defining important research needs and advising on research project funding. Dairy product and market development, potato, cranberry, and fertilizer and lime marketing research efforts are examples of these types of research programs and advisory committees.

### **III. GRADUATE SCHOOL**

#### **A. Use of Funds**

The 1997-98 GPR research budget for the Graduate School was \$7.7 million, which constitutes the second largest school or college research budget at the UW-Madison. All of the budget was used for salaries and wages and provided funding for 81.74 unclassified and 81.97 classified FTE research positions. All of the GPR funded unclassified research positions in the Graduate School are non-faculty positions. The school administers several technical and specialized research centers, which provide support to departments campus-wide and employ a significant number of unclassified scientific and technical support personnel, such as instrumentation technicians and specialists.

#### **B. Allocation/Reallocation of Funds**

The Graduate School's GPR research budget is divided among four general categories or functions: legislated research programs and projects, flexible interdepartmental funds, compliance units and units that provide broad support to departments campus-wide, and interdisciplinary research centers.

##### **1. Legislated Research Programs**

Legislated research programs and projects account for approximately \$2.4 million of the Graduate School's general program operations GPR research budget. The intent and

budget of the legislation authorizing these programs are observed by the school. These programs include the Biotechnology Center and Transfer Office, Sea Grant Institute, and the Groundwater Research program. (The Graduate School also administers the separate Industrial and Economic Development fund, which is not included in the budget total above.) Approximately 39 FTE research positions were budgeted for these programs.

## 2. Interdepartmental Research Support

Approximately \$1.0 million of the Graduate School's GPR research budget is allocated for general interdepartmental research support. The funds are allocated on a competitive basis by the Faculty Research Committee to support specific research projects or activities. The committee, which is composed of 40 faculty members and includes members from all four divisional affiliations (i.e. Biological Sciences, Humanities, Physical Sciences, and Social Sciences), annually issues a request for proposals, and proposals are evaluated in a peer review process (e.g. humanities faculty members review humanities proposals). Although flexible in principle, the funds are essentially intended to function as an investment which enables faculty members to remain current in their fields or which provides start-up research opportunities for young faculty members. In the context of that intent, awards are made for a variety of specific purposes: as exclusive funding for a particular research project, as a supplement to a successful extramural award, or as leverage funds which finance a portion of a faculty member's time while the faculty member completes a research grant proposal. This fund was created in the 1950's and has not been subject to substantial reallocation over time. It has increased or decreased from year to year primarily as a result of standard pay plan increase, mandated budget cuts, etc.

## 3. Research Compliance and General Research Support

A substantial portion of the Graduate School's GPR research budget is allocated to research compliance units and general research support units. The mission of the Graduate School entails management and budget responsibilities for compliance issues associated with federally supported research programs and campus-wide research support facilities and programs. Examples of such units include the Research Animals Resources Center, the Physical Sciences Laboratory, Biotron, and the University Industry Research program. The total GPR research budget for these units is \$2.1 million. GPR budgets for compliance units (\$0.7 million) are based on total research effort at the UW-Madison and work complexities imposed by federal regulations. In general, research support units are expected to charge users for actual costs. Moderate subsidies (\$1.4 million in total) have been allocated to these units in the past and are rotated among units as business levels fluctuate. The subsidies ensure continuity of operation during periods of reduced revenues. Working targets for 1997-98 subsidies were 0% and 15% of total expenditures.

## 4. Interdisciplinary Research Support

Approximately \$1.6 million of the GPR research budget is allocated primarily to classified salary support for Graduate School Interdisciplinary research units. These units

include the Waisman Center, Synchrotron Radiation Center, Water Resources, Enzyme Institute, Space Science and Engineering Center, Molecular Biology, Institute for Molecular Virology, and the Institute on Aging and Adult Life. The Graduate School engages in an ongoing evaluation of the units to determine whether reallocations of GPR funds are required. The school bases unit budgets on their success in competing for extramural grants and contracts, using rolling three to five year averages of gift and contract expenditures and earned overhead to determine and reallocate GPR budgets.

#### **IV. MEDICAL SCHOOL**

##### **A. Use of Funds**

The 1997-98 GPR research budget in the Medical School was \$3.0 million and was used entirely for salaries and wages. The Medical School's budget provided funding for 28.21 unclassified and 61.77 classified FTE research positions. The GPR research budget is allocated among 20 Medical School departments. Departmental budgets range from over \$400,000 in Oncology to \$14,000 in the Institute on Aging.

The primary purpose of the Medical School's GPR research budget is to provide the basic infrastructure needed to conduct extramurally sponsored research. This infrastructure investment resulted in \$103 million of extramural research grants and contracts in 1997-98. The Medical School generates more extramural research funding than any other school or college at the UW-Madison.

##### **B. Allocation/Reallocation of Funds**

###### **1. Extramural Support Office**

In allocating the GPR research budget, the Medical School's highest priority is to provide funds to its Extramural Support Office. In 1997-98, approximately \$122,000 of GPR research funds was budgeted for partial support of two academic and two classified staff members in this office. The office reviews extramural support applications before formal submission to funding agencies. Applications are reviewed for consistency with institutional and Medical School policies. Budget calculations, rate selection, personnel identification, and contract terms are also reviewed.

###### **2. Human Subjects Review Committee**

The second priority for the Medical School's GPR research budget is the Human Subjects Review Committee. Federal guidelines require the establishment of such a committee to ensure that the rights and well-being of human subjects in medical research are protected. The committee is primarily funded by UW-Madison's Center for Health Sciences—Administration unit. However, to help reduce the review backlog of the committee, the Medical School annually reallocates GPR research funds to provided supplemental support.

### 3. Legislated Research Projects

The Medical School conducts three legislated research projects: the Cancer Care Program, the Arthritis Consultation Center, and Mechanical Heart Research (excludes general research support provided by the legislature in the 1973-74 "Advanced Programs in the Medical School" DIN). The school appropriately follows the intent and budget of the legislation authorizing these projects. The combined budget for the projects in 1997-98 was approximately \$0.3 million.

The vast majority of the Medical School's GPR research budget is allocated for the infrastructure support of research programs in academic departments. In a typical Medical School department, GPR research funds are allocated for the following: a small portion of the department chair's salary for administrative time dedicated to research programs; a maximum of 50% of the department administrator's salary for time dedicated to research programs; salary for 1 FTE fiscal clerk for processing payroll and purchasing related to research and reviewing budget status reports for principal investigators; salary for 1 FTE secretarial or clerical position for typing grant proposals, manuscripts, research results, and correspondence related to grant activities; and a maximum of 25% of the salaries for as many as six faculty members, either to supplement (and/or provide match) existing extramural funding or to provide "bridge" funds while a faculty member competes for sponsored research.

#### C. Reallocation Flexibility

Given the volume of sponsored research generated by the Medical School, the school's \$3.0 million GPR research budget can support only a minimal level of departmental research infrastructure requirements. Consequently, the school does not have available a significant amount of flexible funds for potential reallocation. As discussed, the school reallocates funds to the Human Subjects Committee, but in total this allocation is only 1 FTE and approximately \$30,000.

As is generally the case throughout the institution, the school's principal source of GPR research funds for reallocation consists of vacated positions. The school requires that position FTEs and funding revert to the Dean upon vacancy for retirement, resignation, or termination. Vacant positions and associated funding are reallocated after reviewing position and funding requests from all departments. This process has produced net reallocations among programs (research, instruction, etc.) and departments. However, scarcity of resources across departments, and within programs, has resulted in a reallocation pattern that heavily favors departments that initially produced a vacant position and program definitions for new positions that resemble those that have been vacated.

## **V. COLLEGE OF LETTERS AND SCIENCE**

### **A. Use of Funds**

The 1997-98 GPR research budget for the College of Letters and Science was \$1.8 million. This amount included \$0.4 million budgeted for the LaFollette Institute for Public Affairs, which was authorized by specific legislation. The balance of \$1.4 million provided funding for 60.51 classified FTE research positions in 24 Letters and Science departments. Departmental GPR budgets for classified research salaries ranged from over \$275,000 in the Chemistry Department to \$1,500 in the Humanities Research Institute. Six departments accounted for over \$1 million of the classified salary total: Chemistry, Physics, Center for Limnology, Zoology, Psychology, and Botany.

### **B. Allocation/Reallocation of Funds**

The budget provides core program and administrative support for departmental research activities through partial funding of such positions as financial specialists, pay and benefits specialists, fiscal clerks, and program assistants. These positions are funded in recognition of the added administrative requirements generated by extramural gift and contract programs. GPR research budgets for departments in the biological and physical sciences tend to be larger than budgets for other departments for two reasons: (1) biological and physical science departments generate a significantly larger volume of extramural research grants and contracts and, therefore, have greater administrative support needs; and (2) these departments require specialized technical support from classified staff, whereas other departments do not. For example, research programs in the departments of Chemistry and Physics require the technical support of such positions as instrument makers, electronics technicians, and mechanics.

In general, the college maintains the core support from year to year on a relatively constant basis to ensure efficiency and continuity. However, whenever a position vacancy occurs, any research component of the position (as well as other program components) is carefully reviewed by departmental and college administrators. Reallocation of GPR research funds in the College of Letters and Science is conducted primarily through the position approval process.

## **VI. COLLEGE OF ENGINEERING**

### **A. Use of Funds**

The 1997-98 GPR research budget for the College of Engineering was \$1.0 million and was allocated entirely for salaries and wages. The budget provided funding for 9.07 unclassified and 12.04 classified FTE research positions. This budget is divided among four general categories of research activity; research proposal development and administration, interdisciplinary and multiple user research facilities support, departmental support staff, and legislated research projects.



### 1. Engineering Experiment Station

The first two categories are budgeted with the College's Engineering Experiment Station, which accounts for approximately \$0.7 million of the Engineering GPR research budget. The GPR budget for the Engineering Experiment Station provides funding for the operations of the Office of the Associate Dean for Research and Graduate Programs. This office is responsible for the liaison function between college research faculty and external funding sources, proposal development, and clerical support staff. In addition, the GPR budget for the Engineering Experiment Station supports interdisciplinary and multiple user research facilities. Approximately 7 FTE scientific and technical research staff – instrument innovators, instrumentation technicians, and assistant scientists – in five facilities are supported by GPR funds. Funding for a base level of supplies, equipment maintenance, and other facilities needs is also provided. These facilities include the Materials Science Center, Center for Applied Microelectronics, Graphics and Visualization Laboratory, Water Science and Engineering Laboratory, and the Laboratory for Parallel Computation in Engineering. These centers and laboratories provide basic infrastructure support for the research activities of faculty members from many departments within Engineering and across campus.

### 2. Support Staff

The third general use of the Engineering GPR research budget is to provide partial support of clerical, and administrative and technical support staff in the departments and research program offices throughout the college. All staff members in this capacity are classified. Six departments, excluding the Engineering Experiment Station, receive classified salary support for their research program offices and personnel. Departmental GPR budgets for this purpose range from \$6,000 to \$22,000. GPR funds are allocated for this purpose in recognition of the additional demands that research activities place on departmental support staff.

### 3. Legislated Research Projects

The College of Engineering conducts two GPR funded, legislated research projects: Materials Engineering (Ceramics) and Engineering Quality (Thin Film Deposition and Applications, and Automation and Robotics). The intent and budget of the legislation authorizing these projects are appropriately followed.

## **B. Allocation/Reallocation of Funds**

With the exception of the two legislated research projects, the College of Engineering GPR research budget is limited to providing basic infrastructure support to Engineering research programs. Administrative, program, and clerical support staff responsible for managing and meeting the various demands of the research program, either with departments or across the entire college, are partially funded with GPR. Technical support staff and basic facilities support expenses in several multiple user facilities are

also funded. These functions represent basic, fixed requirements of the Engineering research program and are not subject to significant variance in the short term. As a result, the college does not exhibit substantial reallocation of GPR research funds over short time periods: funds are effectively committed to on-going needs.

However, the College of Engineering does conduct limited reallocation exercises on a continuing basis with any flexible funds that can be identified. As research opportunities become available in emerging technologies, the college makes an effort to commit start-up, matching, or leveraged GPR funds to the new research program areas. Occasionally, some flexible GPR funding becomes available as existing research programs mature to levels of self-sufficiency.

**APPENDIX 3**  
**UNIVERSITY OF WISCONSIN SYSTEM**  
**LEGISLATED RESEARCH PROJECTS**  
**1973-74 THROUGH 1997-98**

**RESEARCH PROJECTS****1997-98 BUDGET**

<b><u>UW-MADISON</u></b>	<b><u>\$8,479,739</u></b>
A. Advanced Programs in the Medical School	\$50,800
B. Agriculture Research Consortium/Cooperative Research	\$290,218
C. Arthritis Consultation Center	\$60,387
D. Biotechnology Center/Biotechnology Transfer	\$804,992
E. Cancer Care Program	\$62,100
F. Center for Integrated Ag. Systems/Sustainable Ag.	\$308,150
G. Cheese Research Institute	\$248,297
H. Family Farm Institute	\$160,359
I. Geographic Information Systems	\$133,223
J. Groundwater Research	\$274,800
K. LaFollette Institute for Public Affairs	\$398,997
L. Materials Engineering	\$147,000
M. Mechanical Heart Research	\$100,000
N. Nonpoint Source Pollution Control	\$144,851
O. Sea Grant Institute	\$1,284,536
P. Small Scale Waste Systems	\$193,785
Q. School of Veterinary Medicine	\$2,970,661
R. Wisconsin Idea – Engineering Quality	\$88,896
S. Industrial and Economic Development Research Fund	\$757,687
 <b><u>UW-Milwaukee</u></b>	 <b><u>\$804,329</u></b>
A. Grant Matching/Faculty Research Committee Awards	\$423,956
B. Great Lakes Research Facility	\$273,249
C. Office of Industrial Research and Technology Transfer	\$72,024
D. Milwaukee Plan Research	\$35,100
 <b><u>SYSTEMWIDE</u></b>	 <b><u>\$1,311,025</u></b>
A. Applied Research	\$478,429
B. Distinguished Professors	\$672,096
C. Solid Waste Experiment Centers, Noncompostible Landfill and Sludge	\$160,500
 <b>UNIVERSITY OF WISCONSIN SYSTEM TOTAL</b>	 <b>\$10,595,093</b>

## **APPENDIX 4 LEGISLATED RESEARCH PROJECTS**

### **I. UW-MADISON**

#### **A. Advanced Programs in the Medical School**

In 1973-74, the UW-Madison Medical School received funding for research to advance the understanding of medical applications in:

- advanced clinical care of cancer patients;
- rehabilitation of the aged;
- law enforcement pathology; and
- environmental and occupational medicine

This funding was added to the Medical School's GPR research base to support research efforts in the prescribed areas. The funds remain in the Medical School's GPR research budget and provide base support for the Medical School's research program.

#### **B. Agriculture Research Consortium Cooperative Research**

The UW System's Agriculture and Natural Resources Consortium was established approximately 20 years ago. Its primary purpose is to foster coordination and cooperation in research and extension planning among the agriculture and natural resource programs at UW-Madison, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Extension. The consortium promotes excellence in undergraduate and graduate training, and, through these funds, supports applied research for stronger information outreach related to agriculture and natural resources areas.

The funds are administered through the UW-Madison College of Agricultural and Life Sciences. Projects are normally established for a two-year period, subject to renewal.

To maximize the effectiveness of the research funding, consortium members are targeting selected research areas each year. Areas that are currently emphasized include rural health and youth issues, forest landscape diversity, tourism development, and alternative agriculture products and uses of products. Each of these areas has a significant impact on the economic viability of Wisconsin's rural communities. The list of targeted research areas is reviewed periodically to respond to changing and emerging needs in Wisconsin agriculture, forestry, and tourism.

#### **C. Arthritis Consultation Center**

This project provides base support for the research program in the Arthritis Consultation Center, which is located within the Section for Rheumatic Disease at the UW-Madison Center for Health Sciences. Research efforts focus on improving diagnostic and

therapeutic services to patients suffering from connective tissue diseases. In addition to providing clinical care services and conducting related research, the Center has developed consultative, educational outreach services for physicians, hospitals, and other institutions throughout the State of Wisconsin.

#### **D. Biotechnology Center/Biotechnology Transfer**

The mission of the Biotechnology Center is to maximize the benefits of biotechnology to UW-Madison, the UW System, the State of Wisconsin, and the nation by supporting, coordinating, advancing, and disseminating biotechnology and related activities.

The Center operates five service facilities that provide state-of-the-art shared services, equipment, and trained personnel to support campus research and the research needs of Wisconsin biotechnology businesses. The service facilities include Protein/DNA Sequence/Synthesis, Protein Purification, Transgenic Mouse, Hybridoma, and Bioinformatics.

The Biotechnology Center also conducts its own research program. Current research efforts include projects on enzyme engineering, plant biotechnology, and methods development. In addition, the Center has formed multidisciplinary applied research consortia in the areas of biopulping and bioremediation. The Center is forming new consortia in the areas of biomaterials and bioscience.

The Biotechnology Center also disseminates knowledge, information, and technology to state government agencies, businesses, and educational institutions through active technology transfer and public education efforts.

The Biotechnology Transfer Office was established to improve interactions between Wisconsin's biotechnology business community and Wisconsin universities. The office, which is part of the Biotechnology Center, initiated a three-tiered approach to improve interactions with Wisconsin Industry. This approach includes:

- Wisconsin Busses Newsletter. The monthly newsletter reports on news and information that is important to Wisconsin's biotechnology community; provides a chronicle of the issues, events, and growth of the biotechnology industry in Wisconsin; and includes regular articles on legislative activities relevant to biotechnology, company profiles, investment and partnership opportunities, research highlights and technology briefs, etc. The newsletter is intended as an informational and marketing tool both inside and outside of Wisconsin. It is sent to biotechnology companies, state biotechnology agencies, legislators, and researchers. At present, there are approximately 3,000 recipients of the newsletter.
- Wisconsin Biotechnology Company Database. The newsletter and direct interactions with companies enable the Biotechnology Transfer Office to compile current and comprehensive information about biotechnology firms in Wisconsin. A database has been created that enables the office to monitor the industry, its needs, and its growth.

- **Interaction with Business and Government Agencies.** The Biotechnology Transfer Office is an important university interface with the Wisconsin biotechnology business community. The Office provides businesses with information, referral to appropriate sources of expertise, and connections and introductions. The Office regularly visits companies to gather information and inform them of available assistance. It also actively supports the efforts of the following agencies/groups: the Governor's Task Force on Science and Technology, its Biotechnology Task Force and several task force subcommittees (marketing, education, databases), the Department of Development, Forward Wisconsin, and Dane County government.

#### **E. Cancer Care Program**

The community cancer care program, which is part of the UW-Madison Center for Health Sciences, provides multiple services to the public and physicians and other health care professionals. Examples include the Cancer Prevention Clinic, Wisconsin Oncology Group, Cancer Nursing Newsletter, and Cancer Information Service. The program conducts cancer research studies on such topics as smoking cessation and epidemiology. Because over 80% of cancer patients are treated in their home communities, a primary goal of the program is to disseminate information statewide about cancer prevention and treatment.

#### **F. Center for Integrated Agricultural Systems/Sustainable Agriculture**

The Center for Integrated Agricultural Systems was established to provide research and extension programs that address issues involving agricultural profitability, environmental quality, and linkages to rural communities. These programs are conducted by the Center's faculty and staff in collaboration with Wisconsin farmers and other Wisconsin citizens, who participate on an advisory council to the Center.

In conducting research projects, the Center assembles interdisciplinary research teams from the faculty of the four UW-System agricultural colleges, and involves Wisconsin farmers. Recent projects include: comparisons of alternative dairy farming methods and cropping systems, alternatives to pesticide use in potato production, verification of using legumes and soil tests to reduce nitrogen use, and an examination of the value of groundwater to central Wisconsin residents. Current activities are focused on developing case studies for research, various research projects related to intensive rotational grazing, and dairy systems and socio-economic implications of biotechnology.

The Center published and distributed a teacher's guide to sustainable agriculture for use in high school agriculture curriculum. The Center also coordinates graduate work and research in sustainable agriculture, and is developing related capstone graduate and undergraduate seminars.

## **G. Cheese Research Institute**

The research program of the Cheese Research Institute provides the Wisconsin dairy industry with current information on the economics, processes, and techniques of cheese production and distribution. Because the market for cheese products has become increasingly segmented (both in terms of cheese types and consumers), it is important that Wisconsin producers have up-to-date information on production technologies and consumer preferences. Examples of recent research efforts include:

- the development of a “user-friendly” economic engineering model designed for use by cheese plant managers to maximize the profitability of large or small dairy plants;
- a study of the factors affecting physical characteristics of cheeses;
- a study of the correlation between milk quality parameters and the economics of cheese production;
- studies on controlling and enhancing flavor and body characteristics of low-fat and low-sodium cheeses;
- an analysis of consumer preferences regarding surface color of commercially smoked cheddar and swiss cheeses; and
- twelve interrelated projects that focus on flavor control, mechanisms of flavor development, and the measurement of flavor compounds. These projects analyze the effects of selected bacteria and enzymes on control and enhancement of cheese flavor, quality, and intensity.

## **H. Family Farm Institute**

The Agricultural Technology and Family Farm Institute (ATFFI) was established to conduct research and extension/outreach on the relationships between technology and family farms. The purposes of the ATFFI are to:

- evaluate the effects of new technology, state and federal policies, and other factors on family farm agriculture;
- recommend policies to take advantage of new technologies and mitigate disadvantages;
- assist farmers in meeting the challenges of new technologies; and
- ensure that farmers have access to new technologies.

Examples of current research efforts include:

- a feasibility study of a “marketing agency in common” for milk (and the benefits, costs, and consequences for family dairy farmers);
- construction of a conceptual scheme for inventorying relationships between biotechnology and sustainable agriculture;
- a case study of the legal, policy, and commercialization options associated with innovative scientific approaches to directing biotechnology research to local agro-ecological conditions; and

- a case study of organizational problems and options in small horticultural production and marketing cooperatives.

## **I. Geographic Information Systems**

The State Legislature and the UW-Madison have entered into a collaborative arrangement to produce an integrated system that incorporates geographical information software programs, U.S. Census data, and State Elections Board data. The project was designed to aid the Wisconsin Legislature in the decennial redistricting process and to give researchers and members of the public access to spatial and tabular data from the 1990 census. The project is being coordinated by UW-Madison's Land Information and Computer Graphics Facility.

The project's long-term goal is to provide access to data from the 1990 census to researchers who need information on geographic factors. This data will include all publicly available data for Wisconsin. Other states will be included as the geographic data becomes available.

## **J. Groundwater Research**

The Groundwater Research Program was established to conduct research on groundwater problems in the State of Wisconsin. The program provides funding for individual research projects. Input into the selection of individual research projects is provided by the Groundwater Research Advisory Council, which is appointed by the UW-Madison Chancellor to advise the program, and the Groundwater Coordinating Council of the State of Wisconsin, a legislatively mandated State council having broad responsibility for coordinating groundwater-related problems in Wisconsin. Projects recently selected for funding were divided into five general categories of groundwater research:

1. Mathematical modeling of groundwater contaminant transport.
2. Sorption reactions which retard contaminant movement to groundwater.
3. Movement of water and contaminants to and through groundwater.
4. Remediation of contaminated soils and waters.
5. Economic effects of groundwater contamination.

## **K. LaFollette Institute**

The budget amount shown above includes only the portion of the LaFollette Institute's GPR funds that are budgeted for research activities. The LaFollette Institute also has GPR funding for public service and instruction.

In 1991-92, the LaFollette Institute continued policy research and public service programs and also inaugurated new programs. These programs promote the examination of public policies and public institutions, thereby affecting policy-making in the state and the nation. Programs include basic and applied research by individual scholars and teams of scholars and/or practitioners; policy development based on research already



completed; and specific and immediate information and seminars, publications, and colloquia designed both to disseminate research results and to stimulate analysis and evaluation.

State GPR funds are used for staff support (faculty release time, graduate research and project assistants, professional and support staff), production and dissemination of publications, and other operating costs.

#### **L. Materials Engineering**

The economic future of product oriented companies in consumer and capital goods industries depends heavily on the understanding and use of newly engineered materials. Materials processing in Wisconsin has traditionally emphasized heavy industrial metals. However, in order to remain viable and economically competitive, many Wisconsin industrial concerns will focus on expanding into high technology non-metal applications involving ceramic, semiconductor, and superconductor materials. Ceramics form a versatile class of materials offering an extraordinarily wide range of physical properties, flexible processing, and substitution of inexpensive abundant materials for expensive or rare ones. Wisconsin industry has long been a leader in low technology ceramic application, but advanced applications will provide opportunities for new industrial growth. Prior to receiving this funding, the College of Engineering did not have a faculty member with expertise and interest in this area. The College used the funds to hire two assistant professors who have ceramics expertise. This enabled the College to establish a communication and research link, related to advanced ceramics, with Wisconsin industry, and to obtain federal research funds that are available for ceramics research. This expansion of the materials programs in the College of Engineering will contribute to industrial competitiveness and productivity in Wisconsin.

#### **M. Mechanical Heart Research**

The Cardiology Department of UW-Madison's Medical School was allocated funds for the Milwaukee heart project, which involves the building and testing of working prototypes of fully implantable mechanical hearts. The expenditure of these funds requires matching funds from private contributions.

#### **N. Nonpoint Source Pollution**

The nonpoint source pollution project is a continuing program which provides current best-management information and develops a database for establishing priorities in nonpoint source pollution control. The project also supports demonstration and educational activities. The objectives of the project are to evaluate:

- the effectiveness of agricultural practices in reducing the potential for water pollution from sediment, nutrients, and pesticides;

- the effects of selected soil and crop management practices on runoff and water quality in watersheds, where stream monitoring programs are administered by the U.S. Geological Survey and the Wisconsin Department of Natural Resources; and
- on a whole farm basis, the social and economic factors which govern the adoption of best management practices to reduce nonpoint source pollution.

Current research efforts include:

- the investigation of the effects of irrigation management and tillage on pesticide movement in alluvial sands and investigation of the movement of atrazine and alachlor with field installed lysimeters in alluvial sands;
- the evaluation of the effect of tillage systems for soil erosion control and water quality during establishment of alfalfa;
- the measurement of changes in soil properties as influenced by corn production tillage practices;
- the evaluation of the use of recycled paper for urban and highway soil erosion control;
- the evaluation of soybean production practices which minimize soil erosion and maintain water quality in the non-glaciated region of Wisconsin;
- the measurement of runoff, nutrient and pesticide losses from constructed soils to develop practices for urban lawn construction; and
- the determination of the importance of having grass included in a forage production system to minimize soil erosion and nutrient losses to surface waters.

#### **O. School of Veterinary Medicine**

The School of Veterinary Medicine's GPR research funding is a portion of the School's total start-up and operating budget, which was provided by the State of Wisconsin in order to establish a veterinary medical school at UW-Madison. In the 1978 "Report of the University of Wisconsin System to State Government on Veterinary Medicine," the full costs of operating a veterinary school were identified by four major cost components, including academic programs, teaching hospitals, library, and facility operating costs. Biennial budget requests for the incremental funding of the School of Veterinary Medicine's operating budget further separated the academic program budget into instruction and research activities. The breakdown between instruction and research reflected the anticipated activity of the faculty in teaching and research and related support costs of those activities. In 1991-92, GPR research funding at the School was apportioned as follows:

- 45% for faculty salaries (individual salaries range from 10% to 40% on research funds);
- 21% for graduate assistant/trainee stipends;
- 16% for research support personnel;
- 15% for shared support resources (animal care, histopathology, electronmicroscopy, etc.); and
- 3% for administration through the Office of Research and Graduate Training.

## **P. Sea Grant Institute**

The Sea Grant Institute is dedicated to the wise use and development of Great Lakes and ocean resources. Although the Sea Grant Institute is headquartered on the UW-Madison campus, the Wisconsin Sea Grant Program operates systemwide and is statewide in scope. Research projects conducted by the Institute focus on helping to:

- solve Great Lakes water quality problems,
- improve sport and commercial fisheries,
- promote aquaculture development,
- develop methods to assess potential effects of climate change on the Great Lakes,
- respond to the introduction of nuisance exotic species into the Great Lakes, and
- stimulate the economic development of coastal communities and Great Lakes related industries.

State GPR funding is used to provide the required one-third match for the federal funding the Sea Grant program receives, and to support research and public advisory activities on toxic substances in the Great Lakes and the aquatic environment.

## **Q. Small Scale Waste Systems**

The primary objective of the Small Scale Waste Systems project is to conduct research of low cost sewage systems for problem soils. In particular, the research addresses small wastewater flows that are primarily domestic and non-hazardous. Current research emphasis focuses on two major areas, including the treatment of wastewater by soil and through pretreatment (prior to soil infiltration), and the disposal of wastewaters by infiltration systems of various design. In addition to research, project members provide training and advising to professionals and Wisconsin residents.

## **R. Wisconsin Idea – Engineering Quality**

Funds for this project are being used to strengthen the operation and utilization of College of Engineering facilities and equipment in two areas:

- the fabrication and study of ultra-thin films of one material on the surface of another material; and
- automation and robotics.

The fabrication and study of ultra-thin films is one of the most important and fastest growing areas of materials science. Automation and robotics are becoming increasingly important in manufacturing, medicine, the nuclear industry, and work in space.

Funding for ultra-thin film research is used at the Center for Thin Film Depositions and Applications. The funds provide for the renovation, installation, maintenance, and operation of state-of-the-art research equipment, for which there is a growing demand by

College of Engineering materials researchers and Wisconsin industry. Funding for robotics and automation is used for maintenance, operation, and upgrading of robotics and related computer equipment. In both cases, funds also provide for specialists who ensure proper operation of equipment and effective collaboration with industry in the State of Wisconsin.

#### **S. Industrial and Economic Development Research Fund**

The Industrial and Economic Development Research Fund (UW-Madison Fund 118) supports faculty research projects that show potential for stimulating economic development in Wisconsin and plan for implementation or transfer of technologies which result from such research projects. In 1991-92, the Fund provided support for the following research topics:

the transfer of biotechnologically based pest control technologies to the fiber and bioenergy industries;  
the State of Wisconsin's cultural, historical, and environmental contribution towards the successful developing, manufacturing, and marketing of good product design;  
polysaccharide gums from whey permeate for food and industrial use;  
low noise electronics for sensors;  
development of a permeable wall-closed loop humidity control system;  
analysis and evaluation of advanced bicycle frame design and manufacturing – a joint research effort of UW-Madison and Trek Bicycle Company;  
improved lifetime of die casting molds by plasma source ion implantation;  
off-resonance spin-locking technique for high field magnetic resonance imaging; and  
development with Tracor/Northern of a real-time confocal laser-scanning microscope for three dimensional and four dimensional (three dimensional versus time) imaging.

### **II. UW-MILWAUKEE**

#### **A. Grant Matching and Research Committee Awards**

The Graduate School provides grant matching funds, in the form of research assistantship salary support and some equipment support to foster the extramural funding of faculty research and creative activity. Using resources on a revolving basis, the Graduate School Research Committee provides limited funding to selected (and primarily new) faculty to initiate new research.

#### **B. UWS/UWM Great Lakes WATER Institute (formerly Great Lakes Research Facility)**

The funding for the WATER Institute is used to maintain the research facilities and enhance capabilities related to environmental and aquatic research. The WATER Institute provides the infrastructure necessary for its research tenants. The Institute provides faculty and research staff members with research opportunities directly related

to the UWM Strategic Plan. The UWM Graduate School Center for Great Lakes Studies is the primary tenant.

**C. Research in Engineering, Business and Technology**

The historical 1985-86 allocation of \$27,000 for research in engineering, business and technology continues to be used to increase the ability of the College of Engineering and Applied Science to encourage collaborative research between UWM faculty and research employees in Milwaukee business and industry. The allocation is partially used to fund salaries for research faculty working with area companies on a wide variety of applied research projects.

An additional \$27,000 is used by the Graduate School Office of Research Services and Administration to encourage collaborative research between UWM faculty members and the southeastern Wisconsin industrial community.

**D. Industrial Research and Technology Transfer**

Since receiving specific funding in 1983, the Graduate School continues to be dedicated to fostering collaborative research between UWM faculty and the Milwaukee area industrial community, transferring technology from the university into commercial processes and products, and developing the intellectual property of the faculty through licenses and patents. Funding is provided to support these activities through the Graduate School Office of Research Services and Administration.

**E. Milwaukee Research Plan**

UWM received \$65,800 in 1985-86 and \$90,600 in 1987-88 to support the activities of the School of Business Administration in its applied research services to the Milwaukee business community. The initial use of the funding was to develop centers to enable faculty and staff to increase the competitive capabilities of business, primarily in southeastern Wisconsin, through teaching and research. The emphasis is on creating effective linkages between UWM and the business community.

The mission of the School of Business Administration Center for Business Competitiveness is to enhance the business competitiveness of manufacturing and service firms by linking the business community with the teaching, research, and service functions of the School. The CBC serves as the umbrella organization for the Center for Quality, Productivity, and Economic Development as well as the International Business Center.

The UWM Center for Quality, Productivity and Economic Development is a joint venture of the School of Business Administration and the College of Engineering and Applied Science. The Center provides quality education/training and research services and assists business leaders with issues related to cooperation, continuous improvement,

communication and decision-making, innovation, leadership, problem prevention, statistical thinking, and teamwork.

The School of Business Administration International Business Center was established in 1985 through legislative funding to meet the needs of the business, academic, and government communities. The Center works closely with the local business community in solving organizational and management problems with international dimensions as well as to conduct international research projects sponsored by the private and public sectors.

The 1987-88 Milwaukee Plan research allocation included \$17,500 for the Graduate School to increase collaboration between UWM faculty and the Milwaukee business community. The initial effort was an aquaculture project sponsored by the UWM Center for Great Lakes Studies and Milwaukee County. Since that time, the Graduate School Office of Research Services and Administration has utilized these funds for a series of productive collaborative research projects between UWM and Milwaukee area companies.

The Graduate School created the Advanced Analysis Facility in 1992 to serve the UWM scientific community as well as regional industry by providing UWM faculty expertise combined with a unique array of scientific instrumentation, which in combination can be effectively applied to solving applied research problems. The amount of \$17,500 is being utilized by the AAF to assess problems and develop solutions that make industrial partners more competitive. Recent company partners include: Johnson Controls, S.C., Johnson Wax, Benz Oil, Allen Bradley, and W.H. Bradley.

The 1987-88 Milwaukee Plan research allocation also included \$46,700 which was used by the College of Engineering and Applied Science in conjunction with "educational excellence" funding to create new faculty positions in the area of quality assurance and automated manufacturing.

#### **F.     Manufacture of Metal Composites**

This project provides a research base in the College of Engineering and Applied Science for the design, development, and manufacturing of metal matrix composites. The project benefits the materials processing industry in Wisconsin, specifically equipment manufacturers. The project includes composites used for engines, electromechanical machinery, and high-temperature cables. Specific companies include: Mercury Marine, Tecumseh, Outboard Marine, Wisconsin Electric, Eaton, Louis Electric, and ASEA.

### **III. SYSTEMWIDE**

#### **A. Applied Research**

This program provides funding for UW System institutions for research addressing specific problems faced by Wisconsin industries. Details regarding this program are provided in a separate biennial report to the State.

#### **B. Distinguished Professors**

This funding provides partial support for 20 Distinguished Professor positions in the University of Wisconsin System. The GPR funding is matched by an equal or greater match from businesses and/or other non-GPR sources. At the end of the 1997-98 fiscal year, this funding supported ten professors at UW-Madison, three each at UW-Milwaukee and UW-Stevens Point, and one at UW-Whitewater. An annual fiscal report is provided for this program.

#### **C. Solid Waste Experiment Centers, Noncompostible Landfill and Sludge.**

This program provides funding to UW System institutions for research into the alternative methods for the disposal of solid waste. Details regarding these programs are provided in a separate annual report to the State.

*UNIVERSITY OF WISCONSIN SYSTEM*

*1998 PUBLIC SERVICE REPORT*



## UNIVERSITY OF WISCONSIN SYSTEM PUBLIC SERVICE

### I. OVERVIEW

The University of Wisconsin System's 1997-98 GPR public service budget is \$47.1 million (Table 1). The majority of the public service funding (77.1%) is in the UW-Extension budget. The University's budget for extension and public service activities in FY 1997-98 included \$1.4 million for special legislated projects and \$45.7 million for ongoing programs.

**TABLE 1**  
**PUBLIC SERVICE GPR FUNDING BY INSTITUTION**  
**1997-98 FISCAL YEAR**

<u>INSTITUTION</u>	<u>FUNDING</u>	<u>PERCENT</u>
Madison	\$ 7,890,319	16.8%
Milwaukee	658,692	1.4%
Comprehensives and Colleges	2,134,744	4.5%
Systemwide	111,634	0.2%
Extension	<u>36,372,206</u>	<u>77.1%</u>
Totals	\$ 47,167,595	100.0%

Extension faculty and staff, based in UW-Extension, on every campus of the UW System and in county Extension offices throughout the state, develop and teach extension programs. To meet its mission, UW-Extension develops statewide plans and priorities based on the emerging needs affecting individuals, families, labor, business, agriculture, youth, the environment, the economy, communities, the professions, and senior citizens. Planning involves faculty and staff, public representatives, cooperating agencies, and clientele groups. These plans are the basis for reallocating base funds from lower to emerging higher priorities. UW-Extension also meets the needs of public service through legislated projects. Appendix 1 illustrates the 1997-98 legislated projects.

The four UW-Extension programming units, Cooperative Extension, Continuing Education Extension, Extension Communications and Business and Manufacturing Extension, develop operating budgets including base funding and legislated or other special projects. Appendix 2 details UW-Extension's mission and the planning processes of each UW-Extension division.

## II. THE RELATIONSHIP BETWEEN BASE PROGRAM FUNDS AND SPECIAL LEGISLATED PROJECT FUNDS

Investments in base program funds are constantly re-examined within UW-Extension to meet emerging priority needs defined through regular planning and priority-setting processes, as well as through special projects. Program changes also are made as faculty annually evaluate and refocus their program emphases and directions. Both these means are essential for extension programs to remain relevant and responsive.

Appendix 3 offers selected examples of how base funds were reallocated in FY 1997-98 to meet changes in priority needs.

Sometimes, however, base reallocations are not sufficient to meet emerging priority needs associated with new legislation, societal change and critical new issues. In these cases, special project funds are requested to support emerging priorities that require funding beyond the institution's capacity to respond through base reallocation. Often ongoing programs basic to core activities must be sustained, faculty talents in a high priority field may be fully committed and unavailable for reallocation, or new faculty expertise and skills may be required.

Usually, the issues and needs requiring legislated special project funding are of such magnitude that they require long-term programming. For example, innovative programs in Water Quality, Waste Management, Sustainable Agriculture and Manufacturing Technology Transfer, which emerged as critical priority issues in the 1980s, required long-term investments in sustained educational programs that made a significant impact over time. Just as base programs are not static, programs in legislated special project areas change to address emerging issues. For example, in Dairy Profitability, priority emphases at any given time may fluctuate from milk quality to marketing orders to input cost reductions.

Legislated special project funding is only part of a long-term commitment to sustain high priority initiatives. UW-Extension reallocates base funds to augment legislated special project funding for new programs and integrates special projects with base programs to assure they are part of ongoing statewide educational effort. Uniting legislated special projects with base programs assures better identity and acceptance, access, continuity and stewardship of all financial and personnel resources. Legislated special project funds remain committed to the programs for which they were allocated and retain their budget and program identity, but special projects do not stand alone. They become part of a comprehensive educational program accessible to people throughout the state and adaptable to local needs.

Appendix 4 describes and links UW-Extension's legislated and other special projects to the institutions' base program areas.

**APPENDIX 1**  
**UNIVERSITY OF WISCONSIN SYSTEM**  
**PUBLIC SERVICE LEGISLATED PROJECTS**  
**1997-98 FISCAL YEAR**

<u>PROJECT TITLE</u>	<u>ALLOCATION</u>
<b>COOPERATIVE EXTENSION LEGISLATED PROJECTS:</b>	<b>\$884,384</b>
Community Economic Analysis	53,246
Center for Economic Development	66,885
Rural Development Institute	129,607
Biotechnology Education	51,083
Farm Financial Management	54,648
Dairy Profitability Center	216,351
Agricultural Technology & Family Farm Institute	80,180
Nutrient & Pest Management	232,384
<b>CONTINUING EDUCATION EXTENSION LEGISLATED PRO</b>	<b>\$562,830</b>
Minority Entrepreneurship	65,505
School for Workers	81,650
Manufacturing Technology Transfer	144,645
Educational Technology	94,800
Solid and Hazardous Waste Education	176,230
<b>UNIVERSITY OF WISCONSIN SYSTEM TOTAL:</b>	<b>\$1,447,214</b>

## **APPENDIX 2**

### **UW-EXTENSION MISSION AND DIVISIONAL PLANNING PROCESS**

#### **I. UW-EXTENSION MISSION**

The select mission of the University of Wisconsin-Extension is to provide, jointly with the UW institutions and the Wisconsin counties, an extension program designed to apply University research, knowledge and resources to meet the educational needs of Wisconsin people, wherever they live and work. This mission includes the work of the four UW-Extension units: Cooperative Extension, Continuing Education Extension, Extension Communications and Business and Manufacturing Extension in:

- Teaching. To extend non-credit education opportunities and campus-based degree credit, through a variety of delivery methods and media. These programs develop, organize and impart knowledge and research applications needed by the general public and by such special groups as business, labor, agriculture, youth, families, government and the professions.
- Applied Research. To identify research problems, conduct applied research and demonstrate the results of research relevant to the specific needs of individuals, organizations, businesses and communities.
- Public Broadcasting and Communications. To provide informational, educational, cultural and public affairs programming via radio and television and to improve and encourage effective use of existing and emerging communications technologies for public information, extension education and communication among faculty, staff and clientele.
- Statewide Program Leadership, Coordination and Accountability. To provide for access of all Wisconsin citizens to the research, knowledge and resources of their university system through program leadership, budget administration and program/budget accountability for a coordinated statewide extension program delivered with and through the University of Wisconsin System institutions and county and area Extension offices.

#### **II. PLANNING AND BUDGETING PRACTICES IN UW-EXTENSION**

To meet these mission responsibilities, UW-Extension leads the development of statewide plans that provide the policy framework for identifying program needs, assigning relative priorities, and making budget allocations and reallocations. The institution's program planning and budget guidelines link programs and budgets and changes. Each UW-Extension division follows an internal budget and program planning process within this institutional model.

##### **A. Cooperative Extension Planning and Budgeting**

Cooperative Extension plans on a four-year cycle, with 1996-1999 being the current cycle. Planning involves faculty and staff, public officials, business, labor, cooperating

governmental agencies, agriculture and agri-business and other citizen representatives. The four-year plan defines community-based priorities and special needs. These needs are correlated with personnel and fiscal resources, with reallocations made where appropriate. - Some reallocations involve no budget modifications, as faculty and staff shift their programmatic direction. Other changes involve both budget and position reallocation to support the changing needs identified in the strategic plan.

#### **B. Continuing Education Extension Planning and Budgeting**

Continuing Education reallocates resources in a priority framework, defined by the strategic plan it develops every five years. In 1992, CEE and the Continuing Education Extension Committee (CEEC), which is composed of continuing education representatives from each UW institution, endorsed "Vision for the 90's: Meeting the Continuing Education Challenge." This planning document identifies seven educational challenges and four fundamental realities. It was developed by faculty, staff and administrators in the UW System, community and business leaders and representatives from professional groups. During 1995-96 CEEC identified three priorities from the seven educational challenges in "Vision for the Nineties." The three are "Excellent Schools," "A Healthy Society," and "Effective Government." "Excellent Schools" is the top priority of the three, and is the focus of our efforts for the foreseeable future. In 1997-98 CEE will concentrate its "Excellent Schools" initiatives in three areas: Instructional Technology, School-to-Work and Multiculturalism. CEE utilizes an interactive process to initiate, define and discuss changes to ongoing programs or to meet emerging needs. Increasingly, continuing education is relying on market analysis data gathered through various methods, including the Wisconsin Survey Research Laboratory and the Assistant Dean for Research.

#### **C. Extension Communications Planning and Budgeting**

Strategic Planning in Extension Communications differs in its approach, but not in its objectives, compared to other UW-Extension divisions. The division works closely with its partner in Wisconsin Public Broadcasting, the Wisconsin Educational Communications Board (ECB), to define strategic direction in educational areas and to define regional programming needs throughout Wisconsin. The Division continuously evaluates the effect of programming through audience surveys and other methodology. It also responds to demands for programming support, delivery outlets and production facilities by faculty and staff of the UW System. Detailed programming is scheduled annually, as educational, instructional and cultural programs are modified to meet public and professional priorities. Resources are moved annually from lower to higher priority programs.

#### **D. Business and Manufacturing Extension Planning and Budgeting**

The Small Business Development Center (SBDC) allocates resources based on its "Strategic Plan 1997 - 2001" and the current U.S. Small Business Administration/SBDC Cooperative Agreement. The Strategic Plan outlines four broad strategic direction paths

the SBDC must travel to reach its vision to connect entrepreneurs and small business owners with knowledge, tools and resources. The Plan is the result of a multi-phased organizational process involving volunteers, SBDC staff and 35 of the SBDC's varied stakeholders.

Formal community-based regional assessments of service delivery are held throughout the year to identify improved ways to serve customers.

The SBDC receives significant funding from the U.S. Small Business Administration (SBA). The SBA/SBDC Cooperative Agreement is negotiated with the SBA, with the SBDC Strategic Plan as the heart of the Agreement. Individual campus goals are negotiated annually in support of the SBA/SBDC Cooperative Agreement.

**APPENDIX 3**  
**PROGRAM REALLOCATIONS IN FY 1998**  
**(Selected List)**

Reprogrammed From:	(Institution/Division/Program)
Priority Investment:	(Institution/Division/Program)
Amount:	(Funding and FTE)

- |    |                             |                       |
|----|-----------------------------|-----------------------|
| 1. | From: Cooperative Extension | UWEX-State            |
|    | To: Issue Teams             |                       |
|    | Amount:                     | \$40,000 and 0.00 FTE |

Issue teams of faculty and staff plan and conduct interdisciplinary programs which have been identified during the program planning process.

- |    |                                   |                        |
|----|-----------------------------------|------------------------|
| 2. | From: Cooperative Extension       | UWEX-State             |
|    | To: Initiative/Urban Agenda Funds |                        |
|    | Amount:                           | \$200,000 and 0.00 FTE |
- 
- |    |                                |                      |
|----|--------------------------------|----------------------|
| 3. | From: Cooperative Extension    | UWEX-State           |
|    | To: American Indian Task Force |                      |
|    | Amount:                        | \$7,800 and 0.00 FTE |
- 
- |    |  |                       |
|----|--|-----------------------|
| 4. | From: Cooperative Extension  | UWEX-State            |
|    | To: Milwaukee County Technology Center<br>(State Fair Office Building) |                       |
|    | Amount:  | \$50,000 and 0.00 FTE |
- 
- |    |  |                                |
|----|--|--------------------------------|
| 5. | From: Continuing Education Extension                               | UWEX-CEE                       |
|    | To: Division of Continuing Education<br>& Gov't Affairs Consortium | UW-Milwaukee and<br>UW-Madison |
|    | Amount:  | \$103,075 and 0.00 FTE         |

To continue expanded governmental affairs programming

- |    |                                      |                     |
|----|--------------------------------------|---------------------|
| 6. | From: Continuing Education Extension | UWEX-CEE            |
|    | To: Milwaukee School of Education    | UW-Milwaukee        |
|    | Amount:                              | \$94,068 & 1.79 FTE |

To support collaboration between UW-Extension and UW-Milwaukee School of Education, Milwaukee Public Schools, and the teachers' union.

7. From: Continuing Education Extension UWEX-CEE  
 To: Continuing Education Extension UW-Platteville  
 Amount: \$30,000 and 0.00 FTE

To assist UW-Platteville in distributing there Extended Degree Program.

8. From: UW-Stevens Point Continuing Educ UW-Stevens Point  
 To: Move GPR among the programming UW-Stevens Point  
 areas  
 Amount: \$81,621 and 0.00 FTE

To move existing GPR to realign the GPR at UW-Stevens Point and direct the GPR investments and program impacts of certain audiences.

9. From: Continuing Education Extension UWEX-CEE  
 To: UW Learning Innovations UWEX-LI  
 Amount: \$346,431 and 0.00 FTE

UW Learning Innovations will support the UW institutions, faculty, and staff as they develop technology-enabled learning products and services that directly benefit UW students and are marketed in Wisconsin and beyond to generate resources used in support of UW students.

10. From: Continuing Education Extension UWEX-CEE  
 To: Various Units UW-Madison, Milwaukee  
 and Stout  
 Amount: \$89,454 and 0.00 FTE

Seven Curriculum Program Development Initiatives (CPDI) were funded at three institutions to support "Continuing Education for Librarians via the Internet," "A Statewide Professional Development Program in K-12 Science Education Using Information Resource Technology," "Certificate Program in Employee Assistance," "Leadership and Management Training for Wisconsin Maternal and Child Health (MCH) Nurses," "School-to-Work Parent Forum," "Instructional Technology Degree Distance Education Project" and "PK-12 Schools" contract with Learning Technology Services for the development of materials for use with students learning at a distance.

11. From: Continuing Education Extension UWEX-CEE  
 To: Education UW-Eau Claire, Oshkosh,  
 Milwaukee, River Falls,  
 Stevens Point & Superior  
 Amount: \$241,523 and 0.00 FTE

Six PK-12 initiative projects were funded at six institutions. These projects are part of an initiative to foster incorporation of technology in PK-12 curriculum.



12. From: UWEX/SBDC  
To: SBDC regional partnership  
Amount: \$13,500 and .4 FTE

13. From: UWEX/SBDC  
To: Business Outreach  
Amount: \$9,500 and .5 FTE

Restructure for increased market share.

14. From: WHA-TV Programming  
To: WHA-TV Productions  
Amount: \$64,304 and 2.00 FTE

To provide an Executive Producer for children's program "Get Real!" and a full-time staff for managing television production traffic.

**APPENDIX 4**  
**PROGRAMS AND SPECIAL PROJECTS**  
**UW-EXTENSION PROGRAMS AND LEGISLATED PROJECTS**

**I. OVERVIEW**

Each of UW-Extension's divisions divides its activities among broadly defined program areas. Cooperative Extension and Continuing Education Extension have special legislated projects, which complement these divisions' program thrusts. This appendix briefly describes the divisions' major program areas and identifies any special legislated projects associated with each.

**II. COOPERATIVE EXTENSION**

Cooperative Extension's faculty and staff develop programs that help people understand and use knowledge and research from the university. Its county staff, supported by designated faculty and staff of UW System institutions who have collaborative appointments with UW-Extension, bring university resources to meet local needs. Institution-based faculty and staff conduct applied research and interpret knowledge in their specialties through programs and activities coordinated by UW-Extension, and teach in collaboration with county faculty and staff. Cooperative Extension has four program areas.

**A. Community, Natural Resources, and Economic Development (CNRED)**

CNRED programs help people set goals, make decisions, and develop sound local public policies; build strong communities and neighborhoods; strengthen local economies; provide good jobs and essential services and balance economic growth and environmental quality issues. Special projects in this program are:

- **Community Economic Analysis:** A joint project of UW-Madison and UW-Extension (\$53,246 GPR), provides information and analysis concerning the economic characteristics and structure of Wisconsin communities to University faculty and staff, county-based community faculty, area agents and community representatives working on economic development issues. Project funds support community development specialists who collect and analyze information, prepare graphs, overheads, and other educational materials, and work with Extension faculty in program delivery. The need for this support will continue because there is a great demand for up-to-date information from Wisconsin communities that are facing issues affected by the dynamics of the local, state, national and international economies.
- **Regional Center for Economic Development:** This effort involves three projects at UW-Superior Center for Economic Development (\$66,885 GPR), and UW-River Falls Rural Development Institute (UWEX \$69,607 Fund 104 and

River Falls \$60,000 Fund 102). Each project provides resources that support regional economic development activities. These carrier programs complement those funded with ongoing resources, providing a regional network of support for community development. This combination of ongoing and special project funding supports research and program delivery capabilities beyond those supported by special project funds, demonstrating the synergistic relationship between special projects and core programs.

## **B. Agriculture and Agribusiness**

The Agriculture and Agribusiness Program Area provides research-based information, alternatives and decision aids to producers and agribusiness entrepreneurs to improve their profitability and competitive position in the global marketplace; to provide, produce and distribute an adequate supply of high quality food and fiber; to enhance and protect the environment including soil and water resources and to develop effective public policies for agriculture. Four special projects illustrate the dilemmas involved in prioritizing the use of limited resources among competing demands for internal funding which have required reallocation from existing educational programs that support Wisconsin's agricultural economies.

- **Farm Financial Management:** The Farm Financial Management project (\$54,648 GPR) is a joint activity of UW-Extension and UW-Madison which analyzes the many factors affecting the financial performance of Wisconsin farm businesses. This information provides farmers, educators, public policy-makers, legislators and other agricultural professionals with a better understanding of why some farm businesses compete successfully and survive, while others do not. The initial project focused on utilization of the records of the Farm Credit System of St. Paul. Data variation demonstrated a continuing need to understand how changing factors such as farm business size; short, intermediate and long term debt position; resource allocation efficiency and owner's managerial skill can affect the profitability, solvency and liquidity characteristics and performance of Wisconsin farm businesses. The project has expanded to a cooperative venture with the Center for Dairy Profitability in focusing on dairy farms in Wisconsin by including farm record association data. The project continues to gather, analyze and distribute information for use by county agents, specialists and other policy and professional educators in their educational programs to clientele throughout the state. The dynamics of the international, national and state economies and the resulting changing conditions in Wisconsin place new challenges on farm managers and educators. As the information changes, so this special project continues to change with its goals and objectives redefined to meet contemporary needs for public policy information.
- **Center for Dairy Profitability:** The Center for Dairy Profitability (\$216,351 GPR) is a joint project of UW-Extension, UW-Madison, UW-Platteville and UW-River Falls that provides faculty and program resources to enhance and augment

ongoing programs supporting Wisconsin's dairy industry. It has developed linkages with several states and several educational programs. The Center now delivers interdisciplinary programs that emphasize integrated production, financing, marketing and management systems. These ongoing programs assist farmers and the dairy industry to maintain and enhance their national and international competitiveness. Continuing resources have supported farm electrification/milking systems/engineering (UW-Madison), dairy farm financial management (UW-River Falls), and dairy beef and veal production and marketing (UW-Platteville).

In cooperation with USDA's Cooperative State Research, Extension, and Education Service, the Center has designed and updated a comprehensive CD-ROM dairy information/publications database. Several spreadsheet-based management decision aids have been constructed, disseminated largely through the Center's heavily accessed web page. Expanded personnel resources in 1996 enabled the Center to develop the curricula for two new management training offerings: *Ag Ventures*, taught primarily by county UWEX faculty, and the Agribusiness Executive Management program, an advanced seminar series offered in cooperation with the UW-Madison School of Business. Emerging issues related to siting of concentrated animal feeding operations (CAFO's), food safety and quality, and managing price risk will require continued project activities to address related private and public concerns.

- **Program on Agricultural Technology Studies (PATS):** This program is a special project of UW-Madison and UW-Extension. Formerly the Agricultural Technology and Family Farm Institute, PATS was created in 1997 to refocus activities in light of the sharp reduction in state funding that occurred in fiscal year 1996. PATS (\$80,180 GPR) continues to identify and evaluate factors that affect the economic viability of family-sized farms in Wisconsin and to design and deliver outreach programs that help Wisconsin citizens understand the relationship between farming and rural economic development. Through its biennial survey of Wisconsin farmer attitudes with respect to farm and rural public policy issues, PATS has become a highly respected source of objective information for policy analysts and legislators. Using its reduced state funding to leverage state and federal grants, PATS has recently expanded its activities to include research and outreach on animal waste management, property tax reform, and management-intensive rotational grazing. The unit maintains extensive databases on rural trends and conditions and designs customized materials for county UW-Extension faculty and staff to use in local educational offerings. Increasing public concerns about land use will increase demand for the PATS' research and outreach.
- **The Nutrient and Pesticide Management Program:** Special projects supported by the Nutrient and Pesticide Management Program (\$232,384 GPR) provide educational programs and foster the exchange of information within the University and across the agricultural businesses and communities. The NPM

links research and extension programs, as well as research and extension faculty, with farmers, agribusinesses and rural communities in developing site-specific solutions to problems involving soil fertility, nutrient management, manure management, sludge management, insect pest control and plant disease pest control and water quality. While over 21 crops, which are grown in major acreage in Wisconsin, have enjoyed an NPM program focusing on those crops, most of the potatoes and cranberries utilize Integrated Pest Management (IPM) Programs. New IPM efforts with greenhouse production and facilities also focus on employee health. The need is ongoing as the array of nutrients, crops and pesticides continue to evolve.

### C. Family Living Programs

**BioTrek:** The Biotechnology Education Outreach Program is a joint project of the UW-Madison Biotechnology Center and the Family Living Program of UW-Extension. This program provides information and insight on technical and social issues of biotechnology. The biotechnology special project utilizes UW-Madison and UW-Extension special project resources of \$51,083 GPR and has accomplished the following results:

The University of Wisconsin Biotechnology Center is housed in the new Biotechnology Center/Genetics Building. The Teaching Lab and the Invention Space provide space for BioTrek workshops in biotechnology and life sciences. In 1997, BioTrek provided 105 different workshops or tours, 50 at the Biotechnology Center and 55 across the state, directly serving over 3,500 citizens with experiences and insights into life sciences.

In 1998, as of June 12, 86 BioTrek programs were provided or scheduled indicating an increasing demand for hands-on science workshops and tours for all ages.

Using the Invention Space, BioTrek Staffers have developed two new hands-on science curricula for informal science explorations by youth and adults. These materials emphasize the development of skills of observation, skepticism and creativity. Experimental "Fun Food Stuff" uses food to develop science savvy.

"Doing DNA: DeCode of Life" uses 12 activities and experiments to introduce DNA as the genetic information molecule. Activities such as "DNA as Videotape" and "DNA Dance" tell the story of DNA structure and function.

BioTrek is sharing these inexpensive biotechnology experiments with outreach programs at the Minnesota Science Museum, a leading hands-on science center recognized for innovation in informal science education.

BioTrek staffers are also leading the feasibility study to assess converting the UW Dairy Barn into a hands-on science center to welcome people of all ages to UW-Madison to learn about science as a way of exploring through experimentation on the campus. Individuals

across the world receive information from the UW Biotechnology Center on the World Wide Web at: <http://www.biotech.wisc.edu>

#### **D. 4-H Youth Development**

4-H Youth Development Programs work with and through community volunteers, organizations, and schools, to offer educational programs that engage young people in educational projects, events, activities and clubs; identify and minimize the sources of risk facing young people; help young people make contributions to family and community life; and train volunteer leaders. There are no special legislated project funds in this area.

### **III. CONTINUING EDUCATION EXTENSION**

In October 1997, the UW Board of Regents approved the formation of Learning Innovations. Learning Innovations is designed to serve as a systemwide utility for the development and distribution of credit and non-credit programs and degrees via the Internet and World Wide Web. A limited reallocation for FY 97-98 and FY 98-99 of \$346,431 from the Continuing Education division and the institution was used as "seed" funding for the project along with the realignment of Wisconsin Survey Research Laboratory, HELP, Flexible Learning and Independent Learning. Dean Michael J. Offerman was asked to serve as the Executive Director of Learning Innovations.

Learning Innovations immediately began working with UW-Platteville to move the Extended Degree in Business to an asynchronous model of delivery and with the Collaborative Nursing Program to develop asynchronous coursework. Shortly thereafter, the UW Colleges committed to take a leadership role in the development of an asynchronous associate degree that would support other asynchronous degree programs as well as collaborative degree completion programs. UW System committed \$260,000 in Central Investment Funding (CIF) to support the Colleges and UW-Green Bay in these initial efforts.

#### **A. Challenge – Excellent Schools**

Educational Technology Project (\$94,800) is located at UW-Eau Claire. This project has allowed UW-Eau Claire to develop and utilize its telecommunications infrastructure, and provided programmatic support and faculty training to serve the distance education needs of the campus. UW-Eau Claire offers freshman English composition to regional high school students, staff development for area gifted and talented teachers and video teleconferences for staff development. Since the project began, it has developed BBA and MBA courses that are offered over compressed video with UW Colleges Barron County and offered nursing programs as part of the Collaborative Nursing Program.

The Wisconsin Institute for Technology and Learning Academy (WITLA) (\$25,416) based at UW-Eau Claire has been established to use the combined efforts of UW and CESA faculty and staff to train teams from UW institutions in how to conduct a Technology Institute for Educators (TIE). In FY 97, UW-Eau Claire, Platteville,

Whitewater, Green Bay and Oshkosh participated. In the second round, five more UW institutions will participate. Through this initiative, a number of UW institutions have entered into partnerships with local CESA to provide a learning environment that includes teaching, mentoring and follow-up showcase and evaluation sessions. Funding (\$72,000) for the TIEs was provided through UW System grant funds. UW-Extension Continuing Education supported a 0.50 FTE outreach program manager and assistant to develop the program (\$48,606).

UW-Milwaukee is working with the Milwaukee Public Schools on Multicultural Teacher Education as well as with UW System and LI staff on the AT&T funded project "PK-12 Teacher and University Faculty Development in Instructional Technology." Efforts are underway to replicate this program at UW-Green Bay. UW-Milwaukee received \$6,000 in funding in 96-97 and 97-98 to support the School-to-Work Parents Forum.

UW System and CEE have jointly funded six projects and the development of the VITAL web site to inform interested parties about the types of projects funded and funding available. The projects include:

- Creating an Effective Professional Development Model: UW-Eau Claire
- Developing Building Level Mentors in Learning Technology: UW-Oshkosh
- The Superior Partnership: UW-Superior
- Webbing the Community: UW-Stevens Point
- Central Wisconsin Learning Technology Initiatives: UW-Stevens Point
- It's About Time: UW-River Falls

The staff at CEE-Instructional Communications Systems were essential to the development of the VITAL web site, which will be managed by UW System's Office of Academic Affairs.

## **B. Challenge – Healthy Society**

The Collaborative Nursing Program, a baccalaureate program offered at a distance to associate degree prepared registered nurses in Wisconsin, is a collaborative effort of UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh. UW-Extension has been a partner to the collaboration, with the Continuing Education Dean's Office serving as facilitator and several of the Continuing Education support units (HELP, ICS, WSRL, LI) providing support to learners and CNP faculty.

CNP courses, offered by audiographics, ETN, compressed video, and public television, have been available since spring semester 1996. Currently about 300 Wisconsin nurses are enrolled in the program, while nearly 30 CNP students graduated at spring semester 1998.

UW-Eau Claire, in collaboration with UW-Madison, Milwaukee, Oshkosh, Green Bay and Marquette University are developing a distance education program entitled

“Community Nursing: Preparation for the Future.” UW-Milwaukee continues its “Leadership and Management Training for Wisconsin Maternal and Child Health Nurses.”

UW-Milwaukee received \$32,000 over the biennium to support the development of a Certificate in Employee Assistance, a program that contributes to both a healthy society and healthy workplace.

### **C. Challenge – Effective Government**

During the fall of 1996, Daniel Elsass joined UW-Madison’s Department of Governmental Affairs (since reorganized into the Department of Professional Development and Applied Studies), and early in 1997 Mordecai Lee joined UW-Milwaukee’s Department of Governmental Affairs. Elsass brings financial expertise to the Consortium, while Lee, who serves as chair of the Government Affairs Consortium (50% time and 50% time as a UW-Milwaukee faculty member), brings a wealth of experience in inter-governmental relations. Additional hires in UW institutions offering governmental affairs programming include Lynn Oehlke, UW-Milwaukee, and Sheryl Homan, UW-Superior, who replaced Laura Urban.

Given the major shifts in personnel comprising the GAC, throughout 1997 the group worked to redefine the purpose and functions of the Consortium and to develop procedures for working together. A particular challenge to GAC members has been supporting consortia efforts while working to meet large institutional program revenue requirements.

During FY 1998 the GAC obtained an 800 number, developed a brochure, established a fee-splitting policy among GAC members, designed a Certificate in Public Management Essentials which is being offered to the Wisconsin County Constitutional Officers and may be offered to other groups, and has been negotiating with the Wisconsin Counties Association to develop a certificate program for their members. Barbara Burrell, a consortium member from the Wisconsin Survey Research Laboratory, conducted a focus group with WCA members to assess their interest in a certificate program.

The former Criminal Justice Consortium merged with GAC near the end of FY98. GAC is currently exploring ways to expand access to certificate programs through distance learning technologies.

### **D. Challenge – Strong Economy**

In FY96, reorganization in UW-Extension created a Business and Manufacturing Extension unit, including the Small Business Development Center. These functions had previously been part of the CEE division.



Nevertheless, CEE continued its commitment to a strong economy. The division sponsored the Engaged University Conference in May in Milwaukee and invited keynote speaker Mary Walshok the University of California-San Diego to discuss, via compressed video, the model of partnerships that she has created between UCSD and the business community in the area. At the conference, UW-Parkside gave a presentation on the unique partnership that they were building with Racine and Kenosha county Cooperative Extension offices, the SBDC, local community development offices and the technical college. This partnership was successful in acquiring a \$400,000 Housing and Urban Development (HUD) grant.

The Center for Education and Workforce Competitiveness received \$7,000 to continue their efforts in support of the local economy. The Native American Business Outreach Service of UW-Stevens Point received \$25,000 to support services.

UW-Stevens Point's PAPER Academy, a program developed in conjunction with paper industry representatives, offers two separate curricula to meet the educational needs of industry personnel. Pulp And Paper Educational Resource provides both technical and managerial tracts to prepare employees for supervisory positions by equipping them with up-to-date technical and people skills training.

The School for Workers, a statewide program of UW-Extension, received project funding (\$81,650) to support the redirection of its curriculum to develop new programming in several areas that contribute directly to the economic development of Wisconsin. This initiative has been very successful in developing programming in win-win bargaining, teamwork, new compensation systems, work restructuring, employee involvement, etc. The department offers this training and follow-up facilitation in a variety of formats in both residential and on-site locations. In this training, the School for Workers has helped bring management and unions together in important initiatives aimed at improving competitiveness.

The School for Workers has been providing training to union representatives, employers and workers on OSHA regulations since the 1960's, as well as training on negotiation, team building and facilitation. They continue these efforts and have added training in computing and occupational health. Ergonomics is a training area in which they have expanded their audience to include telephone and communications workers. They are currently working to design new hand tools that will reduce the risk of repetitive motion injuries common to the work of union employees.

Manufacturing Technology Transfer (MTT) (\$144,645) provides the means to transfer state-of-the-art manufacturing practices to small and medium size manufacturers via interaction with UW-Stout faculty, technical advisors, and students. MTT provides direct in-plant assistance in developing and applying a strategy for productivity improvement. MTT assesses a client company's manufacturing operations, technologies, and training needs and then provides educational and technical services to assist companies with improvements. As a result, these companies are able to select and apply appropriate technology, maximize employee productivity, and manufacturing capacity, reduce

product cost, enhance product quality and customer satisfaction, and develop and implement long term planning for sustained economic growth. MTT's goal is to stimulate economic development and job creation by enhancing the state's productive capacity and competitiveness in regional, national and international markets.

#### **E. Challenge – A Culturally Enriched Society**

In addition to the Multicultural Teacher Education partnership with the Milwaukee Public Schools, the Continuing Education Extension Offices at the UW institutions have been actively engaged in multicultural programming.

UW-La Crosse sponsored the National Association for Ethnic Studies 25<sup>th</sup> Annual Conference that focused on three main areas: 1) academic restructuring and the future role of ethnic studies, 2) the Hmong in Diaspora, and 3) Contemporary Indian issues.

The Minority Entrepreneurship Program at UW-Milwaukee (\$65,505) provides real world, practical education for minority clients and others who are interested in operating or starting their own businesses. Its courses, which cover the basic components of successful business ventures, are delivered on-site in minority communities, using practitioners (such as bankers, marketing specialists, accountants, business attorneys and human resource managers) who can relate their experiences and the problems they encountered to others considering business ventures.

#### **F. Challenge - The Lengthening Lifespan**

The UW-Madison Department of Liberal Studies and the Arts completed another successful year offering educational travel programs for adults interested in the arts, culture and history with travel opportunities. Founded in 1964, the program now offers over twenty long-weekend destinations throughout North America, as well as multi-week seminars in numerous European countries. Five faculty and staff members combined their educational expertise with professional leadership for more than 600 Wisconsin travelers.

The arts area of the newly formed UW-Madison Department of Liberal Studies and the Arts develops many of its arts education programs in partnership with the Department of Public Instruction, Wisconsin Arts Board and the Wisconsin Alliance for Arts Education. Hundreds of teachers enrolled in a variety of 1997 summer workshops and classes designed to provide access to cutting-edge research and practical applications. Over 100 school districts throughout the state were represented through the variety of opportunities offered teachers.

Writers throughout Wisconsin are served in a variety of ways through UW-Madison Liberal Studies in the Arts faculty and staff. Popular programs were offered to more than 1800 adult students through programs such as 30 Independent Learning courses, annual

Writer's Institute, over 60 writing classes and workshops, frequent broadcasts via Wisconsin Public Radio, one-on-one consultations, School of the Arts classes, Alumni University and numerous forums for writers. Tracing an affiliation with support for writers throughout the state since the arrival of the late Professor Robert Gard in 1946, six faculty and staff combine efforts to provide instruction, research and service in one of the largest non-credit programs in the department.

Wisconsin Public Radio's Sunday afternoon broadcasts of "University of the Air," co-hosted by Emily Auerbach and Norman Gilliland, bring the excitement of university learning to a statewide audience. In the best spirit of the Wisconsin Idea, guest faculty shared their enthusiasm and expertise on topics such as the Harlem renaissance, mammalian cloning, classical mythology and Scott Joplin. Occasional call-in shows allow listeners to question and challenge guest faculty.

The award-winning series "The Courage to Write" consists of both radio programs released via National Public Radio satellite and an Independent Learning course offered worldwide for college credit or personal enrichment. This audio-print series introduces the lives and works of pioneering women writers such as Jane Austen, the Bronte sisters, Emily Dickinson and Louisa May Alcott.

#### **G. Challenge - A Quality Environment.**

Natural Resources/Environmental Education initiatives at UW-Stevens Point are moving in interesting ways to prepare for the next century. Efforts include:

- A new Environmental Studies distance course for educators focusing on Wisconsin featuring 16 hours of television content and 32 hours of teleconferencing;
- A cooperative web-based environmental education course for national distribution to teachers covering strategies, methods, and resources;
- The Wisconsin K-12 Energy Education program continues to expand its comprehensive courses and distribution of its extensive Energy Guide and resource materials;
- The summer MS program for teachers continues to evolve its methods and objectives to deliver a quality program that busy teachers can complete in a reasonable time.
- Solid and Hazardous Waste Education Center – Pollution Prevention Program (\$176,230) supports faculty at UW-Madison and UW-Extension who provide Wisconsin business and industry with educational programs reduce hazardous waste generation. In the biennium, over 1,000 companies have participated in one-day seminars, satellite teleconferences, trade shows, or technical assistance activities conducted by the Center. Each year, the Center staff conducts 60-80 waste reduction/pollution prevention opportunity assessments at industrial plants throughout the state. These assessments provide technical information and assist the companies in establishing strategies for waste reduction. Follow-up evaluations with a number of companies have determined that Center-recommended improvements have resulted in either significant reduction or elimination of entire waste streams and substantial

cost savings. The Center also cooperates with state agencies and statewide professional and business organizations to widely disseminate pollution prevention education programs.

Prospects for future coursework and directions are bright, as Wisconsin's private and public sectors recognize their increasing need for balanced, university-based knowledge and skills related to natural resources and environmental issues.

#### **IV. EXTENSION COMMUNICATIONS**

In partnership with the Wisconsin Educational Communication Board (ECB), the Division of Extension Communications produces and delivers cultural, educational and instructional programs that meet the needs of individuals, communities, and the state, using the facilities and resources of Wisconsin Public Broadcasting. WHA-TV and WHA-Radio, licensed to the Board of Regents, serve the south central Wisconsin area, and provide educational production facilities and support for faculty in Extension and at institutions located throughout the state. There are no specially funded legislated projects in Extension Communications.

#### **V. BUSINESS AND MANUFACTURING EXTENSION**

In fiscal year 1996 a re-organization in UW-Extension created the unit of Business and Manufacturing including the Small Business Development Center. These included functions that had previously been part of the Continuing Education Extension. Although there are no specially funded legislated projects in Business and Manufacturing Extension, the following are some of the unit's program areas.

##### **A. Welfare to Work**

As the State of Wisconsin and its people continue to move from welfare to work, the Small Business Development Center has two initiatives that are part of the W-2 solution:

- Hiring people off public assistance makes good business sense. We're helping to carry that message to Wisconsin's business community. With SBDC urging, more than 500 of the state's small businesses recently committed to hiring former welfare recipients.
- To meet the state's growing need for more child care providers, the Small Business Development Center developed a new, on-line distance education course, "Smart Steps Toward the Business of Child Care."

##### **B. Provide Localized Assistance that Reflects the Communities Being Served**

The new Southwest Wisconsin SBDC, headquartered at the UW-Platteville, is taking a "circuit rider" approach in reaching out to business people in the 4,200 square mile service area (UW-Platteville received \$13,500 and .4 FTE). Partnering with the Wisconsin Technical College System, UW-Extension Cooperative Extension and area

economic development organizations, the new SBDC model at UW-Platteville assures that all of the small businesses are served equally well by the SBDC and allows the SBDC staff to play active roles in the communities they serve.

Administered by UW-Parkside, 13 organizations partnered to form new Small Business Development Centers in Kenosha and Racine counties that will effectively double the size of the SBDC counseling staff in the two-county area and provide local counseling assistance.

Establishment of a new counselor for Wisconsin's minority entrepreneurs began with counseling services provided at the Milwaukee Enterprise Center (MEC) North and the UW-Milwaukee office at the Grand Avenue Mall.

Local assistance is also being provided through increased rural counseling initiatives.

### **C. Business New Product Development**

The new product development initiative and restructure at UW-Whitewater's Wisconsin Innovation Service Center (WISC) is critical for business survival in the new millennium. According to a recent study of 428 fast-growing companies by Coopers and Lybrand, new products and services are expected to account for 37% of total sales by the year 2000.

## **VI. OTHER UW SYSTEM INSTITUTIONS**

UW institutions other than UW-Extension manage \$10.8 million in extension and public service funds. Most funds are at UW-Madison, where they support the State Laboratory of Hygiene and ongoing programs in the School of Veterinary Medicine, the State Cartographer's Office and the LaFollette Institute.

Other programs at UW System institutions support institution-based extension program activities, public service radio station operations and programming, community service forums and programs, and business awareness and development outreach efforts in communities.

The largest non-Extension program is the State Laboratory of Hygiene (\$5.9 million), which provides highly complex laboratory testing services.

Professor, Medical School  
Department of Medicine  
Cardiology Section Chief  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

##### Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Professor, Department of Medicine, Cardiology Section Chief (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

☒ 1. Proposed salary above Group 6 maximum\*

☐ 2. Provost/Vice Chancellor/Dean recruitment

☐ 3. New modified Chancellor title

1. Official University Title of Position: Professor

2. Division/College/School - Department/Project: Medical School - Department of Medicine  
Cardiology Section Chief

3. Description of Duties: Clinician -scientist with demonstrated excellence as a clinician,  
teacher, investigator and administrator. The Head of the Section is  
expected to have a record of scholarly achievements that would qualify  
for a tenured position in the Medical School.

4. Recommended Salary Range & Basis: \$100,000 - \$150,000 + UWMF

5. Source of Funds: 101/133

6. New Position ☐ Replacement ☒. If replacement, indicate name and salary of former incumbent:

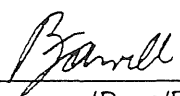
Craig T. January, M.D., Ph.D. \$99,775/A  
(name) (salary)

7. Brief justification of Salary Range:

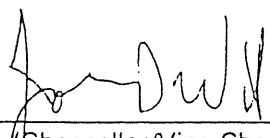
Necessary to attract candidates at this caliber.

(See attached)

8. Approved by:

  
(Dean/Director)

8/13/98  
(date)

  
(Chancellor/Vice Chancellor)

8/20/98  
(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(title)

Medical School - Medicine

PROFESSOR (Cardiology Section Head)

Necessary to attract candidates at this level. Peer group salaries are based on September 1997 data from the Association of American Medical Colleges (AAMC) for full-time faculty in Cardiology at public and private U.S. medical schools. The 20th to 80th percentile is \$150,000 - \$240,000 with a mean of \$195,900. Using an inflation rate of 4% for 1998-99, the mean for Professor would be \$203,736.

4848/65



Professor  
Department of Economics  
College of Letters and Science  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

##### Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Professor, Department of Economics, College of Letters and Science (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. If proposed salary is above Group 6 maximum\*, Regents' approval is required and this form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: [Check appropriate box(es)]

☒ 1. Tenure involved

☐ 2. Proposed salary between \$61,000 and Group 6 maximum\*

☒ 3. Proposed salary above Group 6 maximum\*

1. Official University Title of Position: Professor of Economics

2. Division/College/School - Department/Project: Letters and Science/Economics

3. Description of Duties: Carry responsibility for the development and teaching of undergraduate and graduate courses in one or more of several specialized fields and provide leadership for junior faculty in the field. Share in development of department programs. Chair, or serve on departmental administrative committees. Participate in academic affairs at the university level and perform public service. Lecture before large classes as appropriate and supervise activities of teaching assistants. Supervise graduate student thesis research. Carry on significant independent research as a recognized scholar in the field, or head research centers within the department, and publish in nationally or internationally recognized journals.

4. Recommended Salary Range: \$90,000 - \$140,000 c-basis

5. Source of Funds: 101 Instructional Budget and 133 (Trust Funds from UW Foundation)

6. New Position ☒ Replacement ☐. If replacement, indicate name and salary of previous person:

(name)

(salary)

7. Brief justification of Salary Range: We are recruiting to fill a position with a partially endowed Chair. To fulfill the conditions of the trust, we need to recruit in highly specialized fields with a small cohort of outstanding scholars and need to offer salaries and amenities that are competitive with Chaired positions offered by such institutions as: Berkeley, MIT, Chicago and Stanford.

8. Approved by:

Daniel R. Curran 7/20/98  
(Dean/Director) (date)

[Signature] 7/28/98  
(Chancellor Vice Chancellor) (date)

9. Authorization to Recruit (Approved) (Denied) by the Regents/Vice President's Office on \_\_\_\_\_

(signature)

(title)

\* For 1988-89, the Executive Salary Group 6 Maximum is \$80,694.

**COLLEGE OF LETTERS AND SCIENCE - ECONOMICS  
PROFESSOR**

Necessary to attract candidates at this level in Economics. Peer group salaries are based on 1997-98 salary data from the Association of American University Data Exchange for Full Professors in Economics. The average salaries range from \$84,046 to \$129,803 with a mean of \$98,965 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$87,408 to \$134,995 with a mean of \$102,924.

4848/59

Associate Professor or Professor  
School of Business-Accounting  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Professor or Professor, Department of Accounting, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

☒ 1. Proposed salary above Group 6 maximum\*

☐ 2. Provost/Vice Chancellor/Dean recruitment

☐ 3. New modified Chancellor title

1. Official University Title of Position: Associate or Full Professor

2. Division/College/School - Department/Project: School of Business - Accounting

3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities.

4. Recommended Salary Range & Basis: \$100,000 - \$150,000 Basis: (C) Academic year

5. Source of Funds: 101

6. New Position ☒ Replacement ☐. If replacement, indicate name and salary of former incumbent:

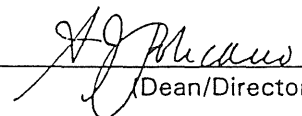
(name)

(salary)

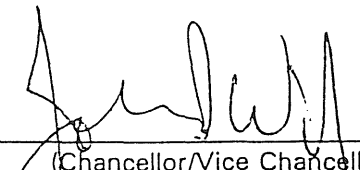
7. Brief justification of Salary Range:

To hire at the associate/full professor level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

8. Approved by:

  
(Dean/Director)

6/20/98  
(date)

  
(Chancellor/Vice Chancellor)

7/7/98  
(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

(signature)

(title)

**SCHOOL OF BUSINESS - ACCOUNTING**  
**ASSOCIATE AND FULL PROFESSOR**

Necessary to attract candidates at this level in Business-Accounting. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Associate and Full Professors. The average salaries range from \$52,600 to \$199,200 with a mean of \$93,800 for Associate Professors and \$122,000 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$54,704 to \$207,168 with a mean of \$97,552 for Associate Professor and \$126,880 for Professors.

4848/58

Associate Professor or Professor  
Information Systems  
School of Business  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Professor or Professor, Information Systems, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).

## Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum\*
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Associate or Full Professor
2. Division/College/School - Department/Project: School of Business - Information System

## 3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities.

4. Recommended Salary Range & Basis: \$80,000 - \$140,000 Basis: (C) academic year
5. Source of Funds: 101
6. New Position ☒ Replacement \_\_\_\_\_. If replacement, indicate name and salary of former incumbent:

\_\_\_\_\_  
(name) (salary)

## 7. Brief justification of Salary Range:

To hire at the associate/full professor level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

## 8. Approved by:

[Signature] 6/25/98 [Signature] 7/7/98  
(Dean/Director) (date) (Chancellor/Vice Chancellor) (date)

## 9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature) (title)



**SCHOOL OF BUSINESS – INFORMATION SYSTEMS**  
**ASSOCIATE AND FULL PROFESSOR**

Necessary to attract candidates at this level in Business-Information Systems. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Associate and Full Professors. The average salaries range from \$42,100 to \$181,500 with a mean of \$77,600 for Associate Professors and \$117,300 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$43,784 to \$188,760 with a mean of \$80,704 for Associate Professor and \$121,992 for Professors.

4848/61

Assistant Professor  
Finance  
School of Business  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Assistant Professor of Finance, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum\*
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Assistant Professor

2. Division/College/School - Department/Project: School of Business - Finance

3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities.

4. Recommended Salary Range & Basis: \$90,000 - \$125,000 Basis: (C) Academic year

5. Source of Funds: 101

6. New Position ☒ Replacement ☐. If replacement, indicate name and salary of former incumbent:

\_\_\_\_\_  
(name) (salary)

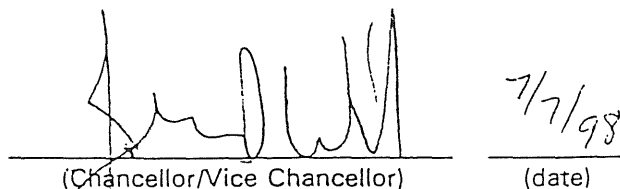
7. Brief justification of Salary Range:

To hire at the assistant level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

8. Approved by:

  
(Dean/Director)

6/20/98  
(date)

  
(Chancellor/Vice Chancellor)

7/7/98  
(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(title)

**SCHOOL OF BUSINESS - FINANCE**  
**ASSISTANT PROFESSOR**

Necessary to attract candidates at this level in Business-Finance. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Assistant Professors. The average salaries range from \$64,000 to \$119,000 with a mean of \$95,000 for Assistant Professors. Using an inflation rate of 4% for 1998-99, the range would be \$66,560 to \$123,760 with a mean of \$98,800.

4848/59

Associate Professor or Professor  
Finance  
School of Business  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Professor or Professor of Finance, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum\*
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Associate or Full Professor

2. Division/College/School - Department/Project: School of Business - Finance

3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities

4. Recommended Salary Range & Basis: \$100,000 - \$150,000 Basis: (C) Academic year

5. Source of Funds: 101

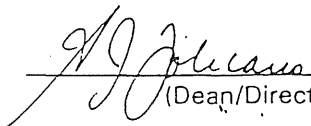
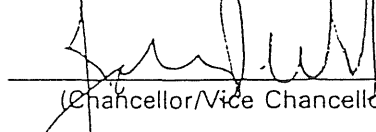
6. New Position ☒ Replacement ☐. If replacement, indicate name and salary of former incumbent:

\_\_\_\_\_  
(name) (salary)

7. Brief justification of Salary Range:

To hire at the full/associate professor level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

8. Approved by:

 6/20/98  7/7/98  
(Dean/Director) (date) (Chancellor/Vice Chancellor) (date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature) (title)

**SCHOOL OF BUSINESS - FINANCE  
ASSOCIATE AND FULL PROFESSOR**

Necessary to attract candidates at this level in Business-Finance. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Associate and Full Professors. The average salaries range from \$53,000 to \$233,300 with a mean of \$97,500 for Associate Professors and \$131,400 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$55,120 to \$242,632 with a mean of \$101,400 for Associate Professor and \$136,656 for Professors.

4848/60

Associate Professor or Professor  
Management and Human Resources  
School of Business  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

##### Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Professor or Professor, Management and Human Resources, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).



# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum\*
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Associate or Full Professor2. Division/College/School - Department/Project: School of Business - Management and Human Resources

3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities.

4. Recommended Salary Range & Basis: \$70,000 - \$120,000 /C5. Source of Funds: 1016. New Position ☒ Replacement ☐. If replacement, indicate name and salary of former incumbent:

\_\_\_\_\_  
(name) (salary)

7. Brief justification of Salary Range:

To hire at the associate/full professor level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

8. Approved by:

[Signature]  
(Dean/Director)

6/2/98  
(date)

[Signature]  
(Chancellor/Vice Chancellor)

7/7/98  
(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(title)

**SCHOOL OF BUSINESS – MANAGEMENT AND HUMAN RESOURCES**  
**ASSOCIATE AND FULL PROFESSOR**

Necessary to attract candidates at this level in Business-Management and Human Resources. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Associate and Full Professors. The average salaries range from \$40,600 to \$197,100 with a mean of \$79,150 for Associate Professors and \$105,450 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$42,224 to \$204,984 with a mean of \$82,316 for Associate Professor and \$109,668 for Professors.

4848/62

Associate Professor or Professor  
Operations and Information Management  
School of Business  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Associate Professor or Professor, Operations and Information Management, School of Business (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).☒ 1. Proposed salary above Group 6 maximum\*☐ 2. Provost/Vice Chancellor/Dean recruitment☐ 3. New modified Chancellor title1. Official University Title of Position: Associate or Full Professor2. Division/College/School - Department/Project: School of Business - Operations and Information Management

3. Description of Duties:

Teaching, research, service and participation in departmental responsibilities.

4. Recommended Salary Range & Basis: \$80,000 - \$140,000 Basis: (C) academic year5. Source of Funds: 1016. New Position ☒ Replacement \_\_\_\_\_. If replacement, indicate name and salary of former incumbent:

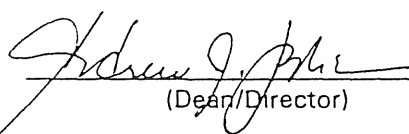
(name)

(salary)

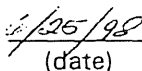
7. Brief justification of Salary Range:

To hire at the associate/full professor level, we are in competition with peer institutions and the above salary range is required (see salary information attached).

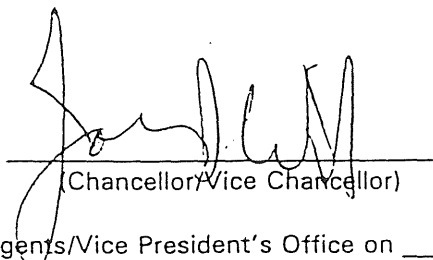
8. Approved by:



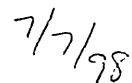
(Dean/Director)



(date)



(Chancellor/Vice Chancellor)



(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

(signature)

(title)

**SCHOOL OF BUSINESS - OPERATIONS AND INFORMATION MANAGEMENT  
ASSOCIATE AND FULL PROFESSOR**

Necessary to attract candidates at this level in Business-Operations and Information Management. Peer group salaries are based on 1997-98 salary data from the American Assembly of Collegiate Schools of Business for Associate and Full Professors. The average salaries range from \$64,000 to \$154,000 with a mean of \$80,300 for Associate Professors and \$107,300 for Professors. Using an inflation rate of 4% for 1998-99, the range would be \$66,560 to \$160,160 with a mean of \$83,512 for Associate Professor and \$111,592 for Professors.

4848/63

Assistant Professor, Associate  
Professor or Professor  
Interdisciplinary--Cluster and Bioscience  
University of Wisconsin-Madison

#### EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Assistant Professor, Associate Professor or Professor, Interdisciplinary--Cluster and Bioscience (at a salary that may exceed the Executive Salary Group Six maximum).

# Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: September 11, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum\* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum\* For up to 20 hires.
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Assistant Professor, Associate Professor, Professor

2. Division/College/School - Department/Project: Interdisciplinary - cluster and bioscience

3. Description of Duties:

**RESEARCH:** Develop an innovative research program and advise graduate student research. Develop and maintain extramural funding for the research program.

**TEACHING:** Teach undergraduate and graduate courses. Develop new courses related to the area. Participate in student academic advising.

**SERVICE:** Participate in faculty governance at the Department, College and University levels.

(See attached description of the interdisciplinary initiatives.)

4. Recommended Salary Range & Basis: \$50,000-\$120,000 annual or academic

5. Source of Funds: cluster and bioscience hire initiative funds

6. New Position X Replacement \_\_\_\_\_. If replacement, indicate name and salary of former incumbent:

\_\_\_\_\_  
(name) (salary)

7. Brief justification of Salary Range:

The search will be very broad, inviting applications at the Assistant, Associate or Full Professor level. We will determine a salary appropriate for each hire on an individual basis.

8. Approved by:

\_\_\_\_\_  
(Dean/Director) (date)  (Chancellor/Vice Chancellor) 8/28/98 (date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on \_\_\_\_\_

\_\_\_\_\_  
(signature) (title)

# Let the crosswiring begin

## Five multidisciplinary projects will bring 12 new faculty to campus

Brian Mattmiller

**F**ive proposals have been approved for Chancellor David Ward's new strategic hiring initiative, which promotes creative intellectual links between departments.

The chancellor's initiative, announced last November, was met enthusiastically by faculty, who developed 95 separate proposals that challenged the traditional boundaries of departments. The five winners were selected in late April from a pool of 10 finalists.

"The proposals we received were extremely inventive," says Ward. "The entire process demonstrated a great capacity to rethink priorities and be creative about how to align our resources. I am grateful to all the faculty teams who submitted ideas, which will be valuable beyond this program."

Ward added that interdisciplinary collaborations have long been a strong point among UW-Madison faculty. The range of ideas across the entire campus show how the collaborations are revitalizing fields of study.

Faculty who developed the winning proposals have been authorized to hire either two or three new faculty who can carry out the multidisciplinary goals. A total of 12 new faculty positions are included in the first year of funding.

Winners include new efforts in genomics (two faculty positions); the development of an international public affairs master's program (three positions); nanophase inorganic materials research (three positions); biophotonics (two positions); and using zebrafish as a model species for genetics research (two positions).

Katherine Kalil, associate vice chancellor and coordinator of the strategic hiring program, says the decision was made to fund more proposals with slightly fewer than the three to four faculty positions initially suggested. Because the quality of proposals was so strong, "We could maximize the impact of the program," she says, by giving more proposals an early start.

*continued on page sixteen*

### Cluster hiring

*continued from page one*

"There was a great deal of depth in the proposals and many of these would have been well worth pursuing," Kalil says. "We hope many of their goals can be accomplished. It bodes well for the future of the program."

Kalil says the initial hires are meant to give the proposals a solid beginning, but the initiatives should continue to grow in new directions with more new faculty added to the mix. Some biological sciences proposals, for example, could be bolstered by the new biosciences positions advanced by Gov. Tommy Thompson. The \$1.5 million funding boost, which could fund eight new faculty positions, passed the Legislature's Budget Committee and awaits consideration of the full Legislature (*see story, right*).

The winning proposals are:

■ **Genomics.** The field is developing the tools to sequence the complete blueprints of life forms, as well as determining the functions of individual genes. It has tremendous potential for isolating the cause of genetic diseases, diagnosing cancer and identifying emerging pathogens. The proposal calls for the formation of an

Institute of Genomics, which would encompass numerous fields, including botany, zoology, microbiology, physics, biochemistry, computer science and mathematics.

■ **International public affairs.** This proposal for a new master's program would incorporate the existing Center for Development into the LaFollete Institute of Public Affairs to build on the talent from both areas. The master's program could be a world leader in tackling the growing number of issues that cannot be characterized as "domestic" or "international," such as NAFTA or the Southeast Asian economic crisis. The lines between the public, private and not-for-profit sector have also blurred, requiring new knowledge to effectively manage them.

■ **Nanophase inorganic materials and devices.** This proposal would capitalize on the newest frontier in materials research, which is moving toward the atomic and quantum level. New opportunities have arisen for hybrid materials that, developed at the atomic scale, can combine qualities of metals, ceramics, polymers, superconductors and semiconductors. These new materials will be the basis of 21st century technology. The proposal teams researchers from chemistry, materials sci-

ence, physics, chemical and electrical engineering, and engineering physics.

■ **Biophotonics.** The huge increase in new biological discoveries has been driven by technical advances in imaging, which are giving scientists new windows into the internal machinery of living cells. This proposal will enable a variety of scientists to build on UW-Madison's strengths in imaging and microscopy to develop new tools for biological research. The partnership draws from faculty in biology, chemistry and physics, as well as unique resources such as the Integrated Microscopy Resource.

■ **Zebrafish.** Like other species such as the fruit fly, the zebrafish is emerging as an ideal model organism for molecular and genetic research. The species is well-suited because its genes can be mutated and manipulated easily, and its nearly transparent nature allows for a wide variety of experimental techniques. As a vertebrate, it also shares many of the same biological features as mammals, making it relevant for studies human health. This proposal brings together a broad range of expertise in the departments of anatomy, genetics and zoology. ■



(10) GENERAL PROGRAM OPERATIONS, ADMINISTRATIVE SERVICES AND SPACE RENTAL. In the schedule under section 20.005 (3) of the statutes for the appropriation to the department of revenue under section 20.566 (3) (a) of the statutes, as affected by the acts of 1997, the dollar amount is increased by \$104,100 for fiscal year 1998-99 to increase funding for limited term employees.

(11) EDUCATION TAX DEDUCTIONS AND CREDIT. In the schedule under section 20.005 (3) of the statutes for the appropriation to the department of revenue under section 20.566 (1) (a) of the statutes, as affected by the acts of 1997, the dollar amount is increased by \$70,000 for fiscal year 1998-99 to increase funding for the administration of the higher education tax deduction under section 71.05 (6) (b) 28. of the statutes.

(12) TRANSFER TO COMPUTER ESCROW FUND. On or before June 30, 1999, there is transferred \$64,000,000 from the general fund to the computer escrow fund under section 25.32 of the statutes, as created by this act.

(13p) TRANSFER FROM COMPUTER ESCROW FUND. On July 1, 1999, there is transferred \$64,000,000 from the computer escrow fund under section 25.32 of the statutes, as created by this act, to the general fund.

**SECTION 9247. Appropriation changes; tourism.**

(1) TOURISM MARKETING AND PROMOTION. In the schedule under section 20.005 (3) of the statutes for the appropriation to the department of tourism under section 20.380 (1) (b) of the statutes, as affected by the acts of 1997, the dollar amount is increased by \$750,000 for fiscal year 1997-98 and the dollar amount is increased by \$750,000 for fiscal year 1998-99 to increase funding for tourism marketing and promotion.

**SECTION 9252. Appropriation changes; University of Wisconsin System.**

(1) FAMILY PRACTICE RESIDENCY PROGRAM. In the schedule under section 20.005 (3) of the statutes for the appropriation to the board of regents of the University of Wisconsin System under section 20.285 (1) (fc) of the statutes, as affected by the acts of 1997, the dollar amount is decreased by \$181,900 for fiscal year 1998-99 to decrease funding for the purpose for which the appropriation is made.

(2) SOLID WASTE RESEARCH AND EXPERIMENTS. In the schedule under section 20.005 (3) of the statutes for the appropriation to the board of regents of the University of Wisconsin System under section 20.285 (1) (tm) of the statutes, as affected by the acts of 1997, the dollar amount is increased by \$8,100 for fiscal year 1997-98 and the dollar amount is increased by \$13,100 for fiscal year 1998-99 to increase funding for the purposes for which the appropriation is made.

(3t) BIOLOGICAL SCIENCES PROJECT. In the schedule under section 20.005 (3) of the statutes for the appropriation to the board of regents of the University of Wisconsin System under section 20.285 (1) (a) of the statutes, as affected by the acts of 1997, the dollar amount is in-

creased by \$1,500,000 for fiscal year 1998-99 to increase the authorized FTE positions for the University of Wisconsin System by 8.0 GPR positions for the purpose of expanding interdisciplinary programs in the biological sciences at the University of Wisconsin-Madison. Notwithstanding section 16.42 (1) (e) of the statutes, in submitting information under section 16.42 of the statutes for purposes of the 1999-2001 biennial budget bill, the board of regents of the University of Wisconsin System shall submit information concerning the appropriation under section 20.285 (1) (a) of the statutes as though the increase in the dollar amount of that appropriation by this subsection had been \$575,000.

**SECTION 9253. Appropriation changes; veterans affairs.**

(1) VETERANS MUSEUM OPERATIONS. In the schedule under section 20.005 (3) of the statutes for the appropriation to the department of veterans affairs under section 20.485 (2) (c) of the statutes, as affected by the acts of 1997, the dollar amount is decreased by \$21,100 for fiscal year 1997-98 and the dollar amount is decreased by \$21,100 for fiscal year 1998-99 to decrease the authorized FTE positions for the department by 0.35 GPR position.

(2) VETERANS MUSEUM OPERATIONS. In the schedule under section 20.005 (3) of the statutes for the appropriation to the department of veterans affairs under section 20.485 (2) (wd) of the statutes, as affected by the acts of 1997, the dollar amount is increased by \$21,100 for fiscal year 1997-98 and the dollar amount is increased by \$21,100 for fiscal year 1998-99 to increase the authorized FTE positions for the department by 0.35 SEG position.

**SECTION 9256. Appropriation changes; other.**

(1k) PROPERTY TAX RELIEF FUND TRANSFER. On or before June 21, 1999, there is transferred \$100,000,000 from the general fund to the property tax relief fund.

(2c) USE OF SURPLUS FOR CHANGES TO THE SCHOOL PROPERTY TAX CREDIT.

(a) No later than September 4, 1998, the legislative fiscal bureau shall prepare an estimate of the net balance of the general fund as of June 30, 1999. The legislative fiscal bureau shall certify the amount by which that estimate exceeds \$20,000,000 to the joint committee on finance and the secretary of revenue.

(b) Not later than September 15, 1998, the secretary of revenue shall submit to the joint committee on finance a proposal to use the amount certified under paragraph (a) to expand the school property tax credit under section 71.07 (9) of the statutes by increasing the percentages or dollar amounts or both in section 71.07 (9) (b) of the statutes. The proposal shall specify that the expansion of the credit as described in this paragraph shall first apply to taxable years beginning on January 1, 1998.

(c) The joint committee on finance shall either approve or modify the proposal described in paragraph (b)

Vetoed  
In Part

Vetoed  
In Part

Vetoed  
In Part  
Vetoed  
In Part

Vetoed  
In Part

Vetoed  
In Part

**NEW PROGRAM AUTHORIZATION  
B.S./B.A. GENERAL STUDIES  
UW-STEVENSON POINT  
(Initial Review)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in *University of Wisconsin System Academic Planning and Program Review* (ACIS-1 revised), the new program proposal for a Bachelor of Arts/Bachelor of Science in General Studies is presented to the Board of Regents for initial review. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

UW-Stevens Point will offer the proposed new program through the Collaborative Degree Program (CDP) with UW-Marshfield/Wood County and UW-Marathon County. It will be modeled after the B.S. in Business Administration, which was first offered through the CDP spring semester, 1998. The primary clients for this program will be adults from the Wausau and Marshfield communities. It will also be available to students on the UW-Stevens Point campus. The program will provide a broad-based curriculum adaptable to many professions that require a college education. Nontraditional students, often tied to jobs and families, will have the opportunity to study close to home and to complete a flexible bachelor's degree over an extended time.

**REQUESTED ACTION**

No action is requested at this time

**DISCUSSION AND RECOMMENDATION**

**Program Description**

The General Studies major is an interdisciplinary, liberal arts-based major which uses instructional and distance education technologies recommended in the *UW-System 21st Century Study*. It is designed as a degree-completion program for students who have completed an associate degree, or the equivalent, prior to enrolling. The efficiency of distance education technology makes the program feasible and the technology permits the target audience to attend classes in their home communities. Faculty from all participating institutions, representing 19 academic departments, will be involved. The curriculum emphasizes the skills of reading, writing, analysis and critical thinking and will provide a strong foundation for graduating

students in any career or the pursuit of graduate studies. The degree itself will, at the very least, open new avenues of inquiry to all students as they become educated citizens of the world.

The major requires a minimum of 39 credits. Students may select from two options: (1) Contemporary America, with a social science/humanities emphasis; or (2) Exploring the Contemporary World of Work, with a business/international emphasis. In addition, each student is required to participate in a Senior Capstone Experience. The capstone program may take one of the following forms: independent study (1-3 credits) within one of the participating disciplines in the major; or a project (up to 3 credits) which relates courses taken in the major to the student's life experiences or a community problem. The capstone experience will be coordinated and evaluated by an appropriate faculty member on any of the participating campuses.

Advising will be done by the coordinator of the program and/or by campus advisors trained in the requirements of the new major on each participating UW campus. The advisor and the student will create a program that suits the student's individual needs.

### **Evaluation from External Consultants**

One external consultant commented that this program fulfills "very well the needs of students for whom sound written and oral communication skills, basic computer knowledge and problem solving skills are particularly important." Another reviewer noted that the major provides a "broad-based education which prepare(s) students for an ever-changing workforce." A third reviewer commented on the suitability of this program for "many of the students who begin their work at UW Colleges. These students would be well served by a broad-based education adaptable to many professions that require a college education but not the concentration of the usual major." He noted further that the "general studies degree itself serves students and society well in these days of life-long learning and shifting career paths."

### **Need**

To assess the need for collaborative degree-completion programs, the collaborating campuses contracted with the Wisconsin Survey and Research Laboratory to survey students enrolled at the UW College campuses and employees of selected employers in Marshfield, Wausau, and Stevens Point. A total of 934 respondents, which represented 43 percent of the sample, indicated that they were "very interested" in pursuing a regional bachelor degree program and 922 indicated that they were "very likely" to enroll. Two-thirds of the employee respondents and one-third of student respondents indicated an interest in Business and Computer Science. This led to the establishment of the Collaborative Degree Program in Business Administration, which began offering classes spring semester, 1998. Fifty-eight students enrolled during the first semester.

The remaining respondents expressed a desire to study in liberal arts disciplines ranging from psychology to political science. It is anticipated that many of these respondents will be attracted to the B.S./B.A. in General Studies because of the individualized nature of the program and because it incorporates classes from many disciplines and may be tailored to individual student needs. The mode of delivery, via distance education technology to the local institutions,

may attract a new student audience. This program complements the BS in Business Administration by significantly expanding the opportunities for students to pursue additional courses. The offerings of the B.S./B.A. in General Studies also provide a significant opportunity for the collaborating institutions to share instructional resources.

### Enrollment Projections

The Collaborative Degree Program was designed specifically to meet the demographic portrait of the Central Wisconsin area. The Collaborative Degree Program Budget, which was submitted as part of the Central Investment Fund (CIF) grant proposal, has projected the following enrollments for the General Studies major:

Academic Year and Summer Session	1998-1999 (Spring)	1999-2000	2000-2001	2001-2002	2002-2003
Courses Offered	4	10	10	13	13
Projected Enrollment	80	130	145	150	150
Projected Graduates	0	0	10	25	50

### Relation to Institutional Mission

The development of the BA/BS in General Studies major by UW-Stevens Point and its intended incorporation into the Collaborative Degree Program with UW-Marathon and UW-Marshfield/Wood County is an excellent example of the university fulfilling part of its mission. UW-Stevens Point aims to "participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources" (UW-Stevens Point Mission Statement). UW-Stevens Point is also responding to suggestions for exploring collaborative strategies recommended in the *UW System's 21st Century Study*.

The proposed program maximizes the excellent array of liberal arts courses available on the campuses and will utilize faculty from all three participating campuses. The program builds upon UW-Stevens Point's mission to offer "a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level" (UW-Stevens Point Mission Statement).

### Assessment

A variety of assessment activities will be employed. Students will complete a standardized test of general knowledge, critical thinking and analytical skills within the last 12 credits of their program. The Senior Capstone Experience final report and faculty evaluation will provide additional data. The program coordinator will conduct periodic surveys, formal and informal, of students and graduates to provide information for any restructuring or redesign of the program.

## **Comparable Programs In Wisconsin**

UW-Green Bay offers a General Studies Major through its Extended Degree Program. It is designed to serve Wisconsin residents, age 25 and over, who are employed more than half time or who have family responsibilities precluding attendance at regularly scheduled on-campus classes. UW-Oshkosh offers a Bachelor of Liberal Studies Degree Program, which is also designed especially for the working adult. The classes meet on weekends every semester, with much of the work done on the student's own time rather than in the classroom.

Although the target audiences are similar, i.e. the adult learner, there are some significant differences between the proposed program and the other two programs. The first, and major, difference is the collaborative nature of the UW-Stevens Point BA/BS in General Studies: three UW institutions have worked together to provide a service to a population of learners who are considered placebound in the central Wisconsin area. Second, this major also will be available to traditional students on the UW-Stevens Point campus. Third, the courses that make up the GS major are a part of the regular curricular offerings at UW-Stevens Point. Finally, students will attend regularly scheduled classes on one of the participating campuses.

## **Comparable Programs Outside Wisconsin**

The adult learner is the focus of many comparable liberal studies programs offered in other states. For example, the Bachelor of Liberal Studies at the University of Evansville (Indiana) is an accelerated degree program that permits the mid-career adult to finish a degree in a three-year time frame. The Associate Dean of the College of Arts and Sciences at Southern Illinois University was one of the consultants for our proposed major and provided insight into their Bachelor of Liberal Studies degree, which has been in place for several years. That degree, which is quite similar to this program, offers individualized programs of study with an interdisciplinary focus.

## **Resource Needs**

Initial funding has been provided with the help of a recent grant from the Central Investment Fund (CIF). Revenue collected from tuition and fees will supplement the budget. The viability of the program will be evaluated continuously over the three-year CIF grant period. It is expected that the program will be self-sufficient at the end of that time. If not, the program will be discontinued.

Cost per credit hour for a three credit course, which includes an additional \$105.00 fee, is \$131.25. The \$105.00 fee covers the additional costs associated with administering the CDP at three separate locations, the use of technology to deliver courses to each location, and the additional costs of instruction to support the program.

The CIF grant will provide \$1000.00 per year for library purchases at both UW-Marathon and UW-Marshfield.

Classroom facilities are adequate.

<b>COSTS</b>	<b>First year</b>	<b>Second year</b>	<b>TOTAL: First Biennium</b>	<b>TOTAL: Second Biennium</b>
Personnel	\$ 96,153	\$ 143,892	\$ 240,045	\$ 287,784
Supplies, library, travel	\$ 19,399	\$ 26,415	\$ 45,814	\$ 52,830
Capital equipment	\$ 3,000	\$ 5,000	\$ 8,000	\$ 10,000
Support of distance delivery	\$ 28,500	\$ 46,500	\$ 75,000	\$ 93,000
<b>TOTAL</b>	\$ 147,052	\$ 221,807	\$ 368,859	\$ 443,614
<b>REVENUE</b>				
Reallocation	\$ 0	\$ 0	\$ 0	\$ 0
CIF Grant	\$ 52,492	\$ 48,447	\$ 100,939	\$ 0
Tuition Income	\$ 94,560	\$ 173,360	\$ 267,920	\$ 449,160
<b>TOTAL</b>	\$ 147,052	\$ 221,807	\$ 368,859	\$ 449,160
<b>Carryover</b>				\$ 5,546

### RECOMMENDATION

No action is requested at this time.

### RELATED REGENT POLICIES

*University of Wisconsin System Academic Planning and Program Review*  
(November 10, 1995), Academic Informational Series #1 (ACIS-1 revised).

## **REPORT ON NORTH CENTRAL ACCREDITATION: UW-OSHKOSH**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

Through the process of institutional accreditation and reaccreditation by the North Central Association, UW System institutions receive an independent assessment of their academic quality and institutional health. The Education Committee is customarily provided summary institutional reports on recent North Central Association accreditation visits, which are then followed by a presentation and discussion in the committee meeting with representatives of the institution involved.

UW-Oshkosh is the most recent University of Wisconsin System institution to be reaccredited by the North Central Association. The final report of the eight-member visitation team, recommending the unconditional ten-year reaccreditation of UW-Oshkosh, is attached.

Chancellor John E. Kerrigan will be present to discuss the reaccreditation report and to answer any questions about the institution's self-study (copies available on request).

#### **REQUESTED ACTION**

This is a report for your information. No action is requested.

#### **DISCUSSION AND RECOMMENDATIONS**

The reaccreditation process began with the formation of eight self-study committees to review selected aspects of the NCA's established criteria for reaccreditation. This process culminated in publication of a 222-page self-study report in February 1997. An eight-member evaluation team from the North Central Association of Schools and Colleges reviewed the self-study in advance of a site visit to the campus that was held April 28-30, 1997. Regent Michael Grebe met with the team as part of this process. The team reviewed materials and documentation reflected in the self-study and also conducted an independent review of other issues identified by team members during the course of the reaccreditation exercise. The visitation team's final 39-page report was received in December 1997.

UW-Oshkosh was unanimously recommended for unconditional ten-year reaccreditation, the maximum length possible. In making this recommendation, the site visitation team noted the following strengths at UW-Oshkosh:

- Exceptional progress in developing shared governance among administrators, faculty, support and students leading to a strong sense of openness, consensus and mutual trust;
- Significant resources available for faculty professional development;
- Considerable success in meeting the needs of the immediate region which, in turn has fostered strong collaborative relationships.

The accreditation team also identified two concerns that were noted to be “common to modern institutions” with the additional statement that UW-Oshkosh was addressing them: (1) implementation of the assessment plan accepted by North Central, and (2) implementation of the revisions to the university’s General Education program. The site visitors also encouraged UW-Oshkosh to address a third item, distinguishing graduate education from the undergraduate program, as soon as possible.

UW Oshkosh was informed on January 8, 1998, that its self-study report was selected by the NCA as a model report that would be displayed at the 1998 NCA Annual Meeting, held March 28-31 in Chicago. During the annual meeting, representatives from 48 institutions requested copies of the UW-Oshkosh report as a model for completing their own self-studies.

Recommendations of the North Central Accreditation Association:

At its meeting November 12-14, 1997, the North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education voted to continue the accreditation of the University of Wisconsin-Oshkosh for the maximum ten-year period. The next comprehensive evaluation is scheduled for 2006-07.

**RELATED REGENT POLICIES**

Academic Information Series 1.revised (ACIS-1). Academic Program Planning and Program Review (November 10, 1995).

87-1, Principles on Accreditation of Academic Programs (3/6/87).

92-7, Academic Quality Program--Assessment (9/11/92).





December 9, 1997

President Katharine C. Lyall  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Avenue  
Madison, WI 53706-1559

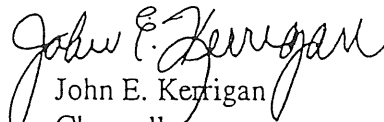
Dear President Lyall:

As you know, the University of Wisconsin Oshkosh recently completed the reaccreditation process with the North Central Association. The enclosed memorandum from Steven Crow (dated December 1, 1997) is properly referred to the Board of Regents for review and consideration at a forthcoming meeting.

The results of this experience, including the unconditional reaccreditation for a ten year period are noteworthy for the indication they provide of the quality of the educational opportunity offered by the faculty and staff of the University of Wisconsin Oshkosh.

We will be very pleased to provide additional information and documentation to the Board of Regents.

Sincerely,

  
John E. Kerrigan  
Chancellor

enc.

cc: Vicki Lord Larson, Provost and Vice Chancellor (w/enc.)



North Central Association  
of Colleges and Schools

Commission on Institutions  
of Higher Education

30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504

312/263-0456; 800/621-7440  
FAX: 312/263-7462; Internet: Info@ncacihe.org

November 18, 1997

Dr. John E. Kerrigan  
Chancellor  
University of Wisconsin-Oshkosh  
800 Algoma Boulevard  
Oshkosh, WI 54901

Dear Chancellor Kerrigan:

This letter is formal notification of the action taken concerning University of Wisconsin-Oshkosh by the Commission on Institutions of Higher Education. At its meeting on November 12-14, 1997, the Commission voted

to continue the accreditation of University of Wisconsin-Oshkosh, and to adopt the other items entered on the attached Record of Status and Scope.

Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 12 of *Handbook of Accreditation*. Please review them with care.

Information about informing the public of this action is found in Chapter 15 of the Commission's *Handbook*.

On behalf of the Commission I thank you and your associates for your cooperation. If you have questions about this action or about Commission policies and procedures please write or call Dr. John A. Taylor, who is the member of our staff responsible for providing continuing assistance to University of Wisconsin-Oshkosh.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Steven D. Crow', written over a large, loopy flourish.

Steven D. Crow  
Executive Director

Enclosure: Record of Status and Scope

cc: Evaluation Team Members  
Chair of the Board

North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education

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30 N. LaSalle Street, Suite 2400  
Chicago, IL 60602-2504  
(800) 621-7440

**RECORD OF STATUS AND SCOPE**

UNIVERSITY OF WISCONSIN-OSHKOSH  
800 Algoma Boulevard  
Oshkosh, WI 54901

*Statement of Affiliation Status*

*Status:* Accredited (1915-22; 1928- .)

*Highest degree awarded:* Master's.

*Most recent action:* November 14, 1997.

*Stipulations on affiliation status:* None.

*New degree sites:* No prior Commission approval required for offering existing degree programs at new sites within the state.

*Progress reports required:* None.

*Monitoring reports required:* None.

*Contingency reports required:* None.

*Other visits required:* None.

*Last comprehensive evaluation:* 1996-97.

*Next comprehensive evaluation:* 2006-07.

*Statement of Institutional Scope and Activities*

*Legal status:* Public institution.

*Fall 1996 student FTE:* 7829/706.

*Fall 1996 student headcount:* 8730/1661.

*Number of degree programs:* Associate's (1) Bachelor's (10) Master's (13).

*Degree sites with full services:* Home campus.

*Other degree sites:* Green Bay, WI (University of Wisconsin-Green Bay); Stevens Point, WI (University of Wisconsin-Stevens Point); Wausau, WI (University of Wisconsin Center, Marathon).

*Other sites:* Courses are also offered at 3 other locations in state.

*Other program features:* The institution provides credit offerings in places of work; through alternative delivery.

**REPORT OF A VISIT  
TO  
UNIVERSITY OF WISCONSIN-OSHKOSH**

Oshkosh, Wisconsin

April 28 - 30, 1997

for the  
Commission of Institutions of Higher Education  
of the North Central Association of Colleges and Schools

**EVALUATION TEAM**

Dr. Julia Rosa Emslie, Associate Professor, Eastern New Mexico University,  
Portales, NM 88130

Dr. Stephen C. Hedman, Associate Graduate Dean/Assoc. Vice Chancellor for  
Academic Affairs, University of Minnesota-Duluth, Duluth, MN 55812

Dr. Elizabeth Scarborough, Acting Vice Chancellor for Academic Affairs, Indiana  
University-South Bend, South Bend, IN 46634

Dr. Robert G. Schwartz, Dean, Central Missouri State University, Warrensburg, MO  
64093

Dr. Tom Seymour, Professor MIS, Minot State University, Minot, ND 58707

Dr. Jeanne L. Thomas, Dean, Southwest Missouri State University, Springfield, MO  
65804

Dr. Robert T. Wagner, President, South Dakota State University, Brookings, SD  
57007-2298

Dr. Suzy Fletcher, Professor of Nursing, Indiana State University, Terre Haute, IN  
47809 (Chair)

## UNIVERSITY OF WISCONSIN OSHKOSH

This is a report of a visit to the University of Wisconsin-Oshkosh for the purpose of conducting their regularly scheduled comprehensive evaluation for continued accreditation for the Master's (arts and sciences and professional curricula) degree-by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The report is organized in four sections including an introduction, evaluation of General Institutional Requirements and Criteria, strengths and limitations, and the team's recommendation.

The University of Wisconsin-Oshkosh is currently celebrating its 125th anniversary. Name changes during its history reflects its evolving mission from Oshkosh Normal School (1871) to the University of Wisconsin-Oshkosh with the merger of the Wisconsin State Universities and University of Wisconsin System (1972). Other names included Oshkosh State Teachers College (1925), Wisconsin State College-Oshkosh (1949), and Wisconsin State University Oshkosh (1964).

The University serves the Fox River Valley, a major population and business corridor and the state's fastest-growing region. Including Green Bay, the population of the Valley is nearly 650,000. The valley has three private universities, two UW two-year centers, and two UW four-year campuses. The University of Wisconsin Oshkosh is the largest higher education resource in the Valley.

The accreditation history follows the name changes in the University. It was first regionally accredited in 1915 as a teacher training institution and in 1929 was transferred to the North Central Association. The University's last comprehensive

transferred to the North Central Association. The University's last comprehensive visit was 1987.

Prior to the on-site visit, team members reviewed materials provided by the University, including bulletins, self-study, and policies and procedures. During the visit, we reviewed documents including minutes, newsletters, accreditation reports, board minutes, financial audits, admission files and registration procedures, faculty personnel files, and other documents. The team met with the Chancellor, members of the administrative team, the President of the State Board of Regents, deans, faculty, students and staff. The team also toured the campus.

The last comprehensive visit did not provide a list of strengths and limitations but used the term observations to describe eight areas. Those areas include equipment, faculty teaching loads, more funding for assistantships, library resources, short and long-term planning, faculty and administrative decision making, recruitment of multicultural faculty and students (including international), and a need to remain sensitive to the financial needs of students. Areas of significant improvement since 1987, as noted by the dean include:

1. resolution of faculty, staff, administrative, and student decision making;
2. library resources;
3. sensitivity to the financial needs of students (The University was recently ranked fourth "Best Value in the Midwest" by U.S. News & World Report. They provide merit scholarships, work-study and funding for student assistants and graduate assistantships).
4. equipment- while we were on site a major renovation project of the Science facilities was announced.

The University identifies six notable successes since the last NCA visit-- faculty recruitment, student quality, faculty scholarship, instructional technologies, extramural support and governance.

## GENERAL INSTITUTIONAL REQUIREMENTS

### MISSION

1. It has a mission statement, formally adopted by the governing board, and made public, declaring that it is an institution of higher education.

The University of Wisconsin Oshkosh falls within the umbrella mission statement of the University of Wisconsin System which was adopted in February of 1989. The Report to the University Community: Status of Goal Initiatives reaffirmed the goals of general education, instructional technology, diversity, accountability/assessment, and sufficient sears for entering students. The University of Wisconsin Oshkosh, along with the other comprehensive universities, is signatory to a select mission statement which underscores the undergraduate focus of their teaching and research responsibilities as opposed to the doctoral emphasis of the Madison and Milwaukee campuses. Within the context of these system wide missions statements, the University of Wisconsin Oshkosh articulates a "Vision, Values and Goals" statement that identifies its unique place and role in the university system.

2. It is a degree-granting institution.

The institution offers academic programs leading to associate, baccalaureate, and masters degrees.

## **AUTHORIZATION**

- 3. It has legal authorization to grant its degrees; and it meets all the legal requirements to operate an institution of higher education wherever it conducts its activities.**

The institution has been authorized by the Wisconsin State Legislature under the legal authority of Chapter 36 of the Wisconsin Statutes, to operate as an institution of higher education. Original authorization was granted in 1871. Under the merger law of 1971, the legislature merged the University of Wisconsin Oshkosh and 12 other state four-year higher education campuses to create the University of Wisconsin System.

- 4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.**

Legal documents confirming the institution's status as a public institution of higher education are located in the UW System administrative offices and are available upon request for viewing by the general public. The documents are also cited in the UW System Fact Book 1997-98.

## **GOVERNANCE**

- 5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.**

The University of Wisconsin Oshkosh is part of the UW System authorized under Chapter 36 of the Wisconsin Statutes. This statute conveys to the institution the legal authority to review and establish policies. The System is governed by a seventeen member citizen Board of Regents, who meet ten to twelve times per



year. Minutes confirm that the Regents are exercising their proper authority and have strengthened quality through enrollment management, technology access, program review and program redirection.

**6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.**

The Board of Regents consists of fourteen nonuniversity representatives and one UW System student, all nominated by the governor and appointed by the legislature. In addition, the Wisconsin Technical College System and the Wisconsin Department of Public Instruction each have a representative. Currently six of the seventeen members are women.

**7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.**

The UW System President and the University of Wisconsin Oshkosh Chancellor are authorized by section 36.09(e) of the Wisconsin Statutes.

**8. Its governing board authorizes the institution's affiliation with the Commission.**

The University of Wisconsin System and its Board of Regents authorizes the affiliation of the institution with the Commission. The UW System general administrative policy paper #24 specifies the details of that affiliation. The University of Wisconsin System authorizes all UW campus' affiliations with the Commission, including that of UW-Oshkosh.

**FACULTY**

**9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.**

The faculty have earned terminal degrees in their areas of expertise from accredited institutions. Due to a large number of faculty retirements the University has been able to replace faculty with terminally degreed faculty hires.

**10. A sufficient number of the faculty are full-time employees of the institution.**

Although the University experienced some difficulty in filling vacancies in the past year it seems that for the 1997-98 academic year the outlook is much more positive and the number of ad-hoc faculty will be significantly reduced. Most members of the faculty are tenured or have tenure-track appointments. Faculty retention since Fall '92 have averaged 78.7%; 82.8% of those doctorally prepared, 92.7% minority and 75% of female.

**11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.**

As documented in the current draft of the Faculty Handbook, the UWO faculty are statutorily charged with primary responsibility for development and evaluation of the curriculum. Faculty are responsible for the curriculum, for program assessment, and for the delivery of services on and off campus. There are mechanisms in place that afford the faculty the opportunity to change programs and to approve delivery of services.

## **EDUCATIONAL PROGRAM**

### **12. It confers degrees.**

It confers appropriate degrees in line with its legal authority, accreditations, and mission.

### **13. It has degree programs in operation, with students enrolled in them.**

Degree programs are identified and students are enrolled.

### **14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.**

There is evidence that demonstrates that programs are in consort with the mission of the institution and that they follow approved programs of study common to institutions of higher education.

### **15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.**

The degrees of the University follow common practices for institutions of higher education. Undergraduate programs require 120 credit hours. At the graduate level program requirements vary but in general 36 hours are the norm.

### **16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.**

UWO undergraduate students are all required to complete a set of general education requirements comprising a minimum of 42 credits. As currently structured, these requirements include up to 14 credits in basic knowledge and skills (e.g., composition, mathematics or logic, physical education, non-Western

cultures, communication) as well as a set of distribution requirements the humanities (9 credits), the natural sciences (8 credits) and the social sciences (9 credits). Students can fulfill the distribution requirements using an almost infinite array of introductory courses in various disciplines.

Students are required to complete courses in all four areas to satisfy the minimum 42 credits. A description of the program and requirements as well as the various course offerings begins on page 21 of the Undergraduate Bulletin where the purposes and general objectives of the program are also stated.

At the time of the team visit, a committee had identified consensus among the faculty that basic skills should be infused throughout the undergraduate curriculum (rather than a distinct component), that interdisciplinary seminars should be included, and that greater coherence in the general education curriculum is sorely needed.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The institution's admission requirements are fully outlined in the Undergraduate Bulletin. The requirements are appropriate to the institution and reflect the dictates of the State Legislature applicable to all institutions within the University of Wisconsin System. Requirements consist of appropriate ACT scores, class rank, high school curriculum, and graduation from accredited high schools. Likewise, admissions procedures for graduate programs are fully articulated in the Graduate Bulletin. The requirements are appropriate to graduate learning and reflect the unique discipline-specific requirements of individual degree programs.

- 18. It provides its students access to those learning resources and support services requisite for its degree programs.**

The University has sufficient and appropriate physical facilities including the Halsey Science Center, Polk Library, Priebe Art Gallery, and Swart Hall. Support services include academic advisors, numerous computer labs providing access to Internet and World Wide Web, self-instruction technology to provide students access to learning experiences and opportunities which support the various degree programs.

#### **FINANCES**

- 19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.**

An annual audit is conducted by the Wisconsin Legislative Audit Bureau. Recent audits report no written comments or audit concerns.

- 20. Its financial documents demonstrate the appropriate allocations and use of resources to support its educational programs.**

Financial documents support revenues adequate to meet approved expenditures and required cash flow. Revenue and resource allocation are subject to public plans for financial development established by the UW System Board of Regents.

- 21. Its financial practices, records and reports demonstrate fiscal viability.**

The institution demonstrates through its financial practices, records and reports both fiscal viability and the flexibility to adjust to revenue changes and/or changing resource priorities.

5.

- 5

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The team believes the University meets Criterion One.

## **CRITERION II**

**The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.**

In their self-study, the university identifies several concerns—primarily related to the changing educational and technological environment, but including the need for qualified faculty and increased funding.

### **I. Human Resources**

**A. Board of Regents.** The institution is governed by a system-wide Board of Regents whose authority is set by statute. This Board consists of four team citizens and one student, each of whom is appointed by the Governor and approved by the legislature. In addition, a representative from both the Wisconsin Technical College System and the Wisconsin Department of Public Instruction serve as Regents. Six of the seventeen members are women. The Board sets policies and practices, meets ten to twelve times per year, and has been active in supporting strategic planning, quality programs, enrollment management, technology enhancement, program review and reduction of duplicated offerings.

**B. Administration.** The University is organized with a simplified administrative structure that is modest in the number of positions assigned to management activities. This partially results from a \$1.2 million cut during 95-97 biennium where most reductions were taken from areas other than direct instruction. The management of the institution rests in the Chancellor, who is chief executive officer of the institution and manages with general authority from the System president and the Regents. A provost and vice-chancellor, four collegiate deans, and an

assistant vice chancellor, Graduate School and Research coordinate academic programs, and appropriate positions exist for budget, finance, student activities, admissions, development and other support services. Although some incumbents are new to their administrative responsibilities, all appear competent and share a common vision for the institution and a trust and concern for each other. There is room, however, for more gender and minority balance among administrators. The University administration is strengthened by an active Faculty Senate, Senate of Academic Staff and a Student Association. They appear to fulfill their governance roles responsibly and in a spirit of mutual respect and cooperation. Policies and procedures of the University are clearly published in University, faculty, staff and student handbooks, and the language in such handbooks is inclusive.

**C. Faculty** The University has 384 faculty (including those holding limited appointments), most holding the appropriate terminal degree. With retirements during the past ten years, the number of full professors has decreased. The numbers of women (from 31 to 32%) and multicultural faculty (from 9 to 10.7%) have remained virtually unchanged. The quality of the faculty was repeatedly cited as one of the most important strengths of the institution. Nearly everyone with whom we met cited the dedication, intelligence, and productivity of the faculty – particularly those hired in recent years – as one of UWO's most significant resources. Faculty in every college have been recognized across the state and across the nation for their scholarly and pedagogical accomplishments.

UWO has 113.07 FTE teaching Academic Staff, the highest total among four-year campuses in the system. Members of the UWO Senate of Academic Staff members (meeting with team members) expressed no real concerns or



dissatisfaction about their status vis-a-vis tenure and tenure-track faculty. They feel that present governance arrangements give them a voice and this is an improvement over past conditions. They did express positive attitudes toward possibly gaining long-term contracts for the teaching academic staff who qualify.

The 1996-97 Academic Staff newsletter reported that the UW Board of Regents 21st Century Study recommended that "since teaching Academic Staff are a growing part of those instructing students across the UW System, it is time to examine the role of teaching Academic Staff within the UW System with the intention of improving their status, roles, rights and responsibilities." UW System Administration has established a steering committee to get the process going, chaired by the system senior vice president for administration and a faculty member in the Chemistry Department at Madison. A final report is due Nov/Dec 1997.

#### D. Students

Fall 1996 FTE was 8,844 (10,382 headcount), approximately evenly split among genders (58.1% female and 41.9% male). Most are Caucasian (94.9). Admission standards have increased during the past ten years to include higher ACT scores, increased high school credits and improved high school graduation placement. The University also has a large number of transfer students from surrounding UW system institutions. Multicultural increases in students have been primarily in Asian (86%) and Hispanic/Latino (117%), although there have been some increase in American Indian (8%) students.

The caliber of the student body, particularly at the undergraduate level, has increased markedly since the last reaccreditation visit. In conjunction with UW

System Enrollment Management plans, the campus has successfully raised admissions requirements; currently, most entering freshmen ( 85%) are in the upper half of their high school graduating class.

## **II. Financial Resources**

The UW System operates on a biennial budget developed at the System level and reviewed and approved by the Board of Regents, legislature and the governor. The institution operates on an annual budget. Generally, the University receives annual increases to its base for new programs and authorized state salary plans. In FY 95-97, the institution was cut \$1.2 million in general program revenue, although this was partially offset by increases in tuition. The institution was able to accommodate this budget cut primarily as a result of anticipatory contingency planning which capitalized on the management of vacancies and the reduction of noninstructional staff and allocations. In fact, expenditures for administration are about two-thirds the national average for similar campuses. State support has not kept pace with inflation over the past decade, and tuition as a proportion of total revenue has increased annually to equal nearly 35 percent of all revenues. This has increased student debt and will require additional efforts by the development office and foundation to provide additional scholarships. The new efforts to increase gift and grant income through the coordinated activities of the grants office, alumni office, foundation and university relations is expected to increase other fund revenues. The Chancellor is both committed and competent to spearhead a grand gift expansion program.

The history of financial management shows responsible commitment to assure effective fulfillment of mission. Additional funding may have to be

identified, however, to meet the expanding need for technology resources on campus.

UWO needs to give careful consideration to the amount of startup funds it will allocate to its new faculty hires. This will be especially necessary for those individuals expected to be active in graduate education and/or to secure external funding. The \$5,000 to \$10,000 package which appears to be rather common among science faculty is comparatively very low. The use of indirect cost dollars as a further supplement should be seriously entertained.

### **III. Physical Plant**

The 118 acre main campus has thirty-seven buildings, all appropriate for the institutional programs. An additional fourteen acres are used for intramural sports. The University has a master plan for facilities and has taken steps consistent with that plan. Funding is now available for a \$14 million renovation of the Halsey Science Center. The campus is attractive and well maintained. The need to develop additional reserves for deferred maintenance and repair is important to preserve the historic appeal of the campus.

### **IV. Information Technology (IT)**

UW-Oshkosh has made significant progress in updating its campus technology. In 1995, UW System institutions were required to expand their Information Technology (IT) plan to include library, media and distance education technologies. This broader focus, along with the use of Quality Reinvestment Program allocations, lab modernization dollars, a student technology fee, General Program Revenue funds, gifts and other sources, has resulted in great strides for the campus. The IDEA lab, general computer labs, the distance education

classroom and access to full-text databases and electronic journals are a few examples of recent technological advances.

The campus has clearly made information technology a high priority. The team visited well-appointed open computer laboratories for general student use as well as more specialized computer laboratories maintained by and for individual departments. All major campus buildings are networked. The campus Distance Learning classroom in the Polk Library is truly impressive. There is a well-developed and well-publicized schedule of professional development workshops open to faculty and staff who want to enhance their skills in using information technology in their teaching and research, and the Library/Learning Resources staff are responsive to faculty and staff interests in this area. Faculty and staff spoke positively of the central administration's commitment to providing support for information technology.

This new technology requires that the University develop an institutional plan to ensure continuing technological progress. In October, 1996, an Information Technology Strategic Planning Group was charged to develop an IT Plan for the University. The planning group included IT unit managers, governance group representatives, a Deans' Group representative, and senior administrators. The plan lists many favorable conditions including the staff and the IDEA Lab for training faculty and staff. The plan indicates that the University needs to improve the usability and reliability of the current services from e-mail to library catalogs to replacement of outdated equipment. The University needs to replace its mainframe computer. These changes would position the University to use the WWW technology for expanded outreach efforts and for new instructional

and administrative applications.

All classrooms have data jacks installed, campus cable TV will be installed in general purpose classrooms. Campus channel 20 coupled with Titan TV 12 are unmatched resources that can be used for both education and distribution of information. Client-server technology will change the way people view and use computing technology. Improved processes incorporated with software changes will have a synergistic effect. Digitized formats for traditional library materials make information available at a touch of the finger.

The University is to be commended for developing a realistic Technology Plan. The effort will assist the campus in understanding technological forces affecting both the current condition and opportunities for future growth.

#### **V. Academic Support - Library and Learning Resources**

The University has addressed several issues discussed in the 1987 report: providing adequate space for student use in the library and making available on line data bases for faculty research. The world of information science having changed dramatically in the last ten years, the functions served by the library and its resource allocations have also shifted. Whereas in 1987 the call was for more periodicals and monographs, since then there has been a necessary and appropriate shift to the acquisition of and access to electronically based information sources.

Recently the University's Division of Information Systems and Technologies was reassigned to an Assistant Vice Chancellor for Information Technology, who also oversees Libraries and Learning Resources. Combining under one administrator both library and information technology services is a model being

followed by universities similar in size and mission. It recognizes that traditional library functions have expanded to incorporate new information science technologies and that information technologies are closely linked to services traditionally provided by libraries.

The team believes the University meets Criterion Two.

### CRITERION THREE

The University is accomplishing its educational and other purposes.

The Self-Study document, supported by a plethora of documentary evidence provided in the site-visit resource room, and confirmed by conversations with student, faculty, administration, and community leaders indicates that the University of Wisconsin Oshkosh fully understands its central educational purpose and accumulates appropriate data to confirm that it achieves the same; understands the values of higher education and demonstrates activities which reflect and transmit those values; understands and strives to fulfill all of its various stated purposes; and understands the relationship between its resources and programs and achievements.

The ample course offerings, specific degree requirements, General Education program, and expected student outcomes identified and elaborated upon in both the Undergraduate Bulletin and the Graduate Bulletin attest to the fact that students at this university will be led to use their intellects, examine their values, appreciate and respect diversity of views expressed in research, and engage each other and their teachers in the free exchange of ideas and attitudes. Review of randomly chosen course syllabi, informal conversations with faculty and

students, and spot checks of student work further substantiate the role this university fills as an institution of higher education as defined by the Commission.

The University has a mission to provide the state and region with qualified graduates from specialized programs' nurses, speech and hearing clinicians, trained business professionals, PK-12 public school teachers. The degree programs providing these professionals are well subscribed; graduates are employed in the region and across the state and nation; employers regularly express satisfaction through surveys and by anecdotal feedback that they are pleased with the University of Wisconsin Oshkosh graduates they employ.

In concert with its mission to provide qualified graduates and appropriate classroom experiences, the University is also fulfilling a mission to provide the region with rich and diverse fine and performing arts experiences thereby enhancing the cultural life of university and area citizens and giving them an opportunity to participate in events which add meaning and value to life beyond the daily routine of human interaction.

## ASSESSMENT

Assessment plans for a majority of graduate and undergraduate programs have been developed. Some programs (20) were able to make some modifications as the faculty members were developing the plans, while others (3) were able to modify the programs after the plans were developed. The need to ensure the collection of data and establishment of a feedback loop is still pressing. The General Education component continues to be of concern.

Employer surveys constitute only one facet of the assessment plan which the University uses to track student learning and program effectiveness. The

University filed an assessment plan with NCA in January of 1996 which identifies multiple assessment strategies to monitor student achievement and provide data that will lead to continual efforts to improve teaching and learning. The assessment plan is in the early stages of implementation, and some faculty are yet to be fully committed to the philosophy of Continuous Program Improvement and the value of diverse assessment strategies. It seems evident, however, that these are in the minority and full fledged implementation of assessment to monitor patterns of evidence relative to Criterion Three will take place in the near future.

The institution has made a good start at developing and implementing a comprehensive assessment plan, but continued refinements are needed. Assessment plans for individual majors vary widely in their level of completion and their efforts to incorporate multiple measures; greater consistency in this dimension is sorely needed. A systematic assessment plan for general education outcomes must await completion of the general education revision process (see below). Perhaps most important, the campus needs to develop routine mechanisms through which the faculty use the results of their assessment activities to guide program revisions and improvement. Given the positive approach to assessment voiced by the faculty and the progress made to date, there is reason to believe that the campus will be successful in this task.

#### **COLLEGE OF BUSINESS ADMINISTRATION (COBA)**

Established in 1965, the College of Business Administration (COBA) has full accreditation from the American Assembly of Collegiate Schools of Business (AACSB) at both the graduate and undergraduate levels. It is the only business program in northeastern Wisconsin with AACSB accreditation. It offers a Bachelor



of Business Administration (B.B.A.) Degree program and a Master of Business Administration (MBA) degree program. The graduate program began in 1970 and has nearly 500 students.

The College's four departments with student enrollment figures are as follows: Information Systems and Operations Management (164), Finance and Business Law (202), Accounting (182), and Marketing, Management and Human Resources (354). The COBA had 2275 undergraduate students in the fall of 1988 and 1666 in Fall of 1996. The MBA program had 534 students in the Fall of 1988 and 507 students in the Fall of 1996. 267 MBA students were admitted in the Fall of 1996.

The College has assembled a strong faculty who are active in research and the community. Faculty serve the community through business partnerships and the Small Business Develop Center.

The MBA program is also offered at two off-campus sites in Stevens Point and Green Bay, Wisconsin. These sites permit student access to graduate work in business to a broad segment of eastern central Wisconsin. While nontraditional in location, the MBA program is identical in format and content to the program delivered on the University of Wisconsin-Oshkosh campus. The College has been a leader in the use of innovative techniques for the delivery of courses to students. In this MBA program, the College uses distance education technology to deliver courses simultaneously to students in Green Bay and Stevens Point. Currently, the use of the Internet is being explored to deliver classes directly to a business site.

The College uses alumni surveys, curriculum reviews directed by its

Business Advisory Board, exit interviews of graduating seniors, and internal program reviews to ensure that its curriculum is responsive to student and employer needs.

A COBA Advisory Board made up of 30 business representatives from the Fox River Valley provides advice on program direction and reviews College planning. The Advisory Board is very effective and extremely supportive of COBA goals and objectives. The College has made reasonable progress toward developing an assessment strategy but must now work more vigorously to assure that it is implemented and the results are used to make curricular and administrative changes.

## **COLLEGE OF LETTERS AND SCIENCE**

The College of Letters and Science is the largest of the four academic colleges that comprise the academic affairs unit of the university. Because of its role as the primary provider of courses for the General Education program it touches the intellectual life and affects the educational growth of virtually all undergraduate students who matriculate at the institution as first time entering freshmen and continue in place through graduation.

The college is organized into four divisions housing over 30 discrete academic disciplines. These divisions include Social Science, Math and Science, Humanities, and Fine and Performing Arts. The college is led by a dean, three part-time associate deans, and an assistant dean.

The college offers 34 majors and 43 minors leading to BA, BFA, BM, BS, BSW, AA degrees. Masters degrees are available in biology, math education, physics, public administration, psychology, and speech and hearing science.

Numerous programs within the college enjoy discipline specific accreditation, e.g. NASM, ACJMC.

The College is to be commended for changing, in 1990, the requirements for the Bachelor of Science degree to include 11 credits of mathematics and 12 in natural science. This change stimulated greater equity between the number of BA and BS degrees being generated by the College. Students previously sought BS degrees because the BA required 14 hours of foreign language. Altering the BS requirements by adding math and natural science altered student perceptions that it was the easier degree route to graduation.

The College has also developed a Writing Across the Curriculum program which seeks to ensure that students continue to engage in developing written communication skills beyond the freshman year. The program requires extensive writing throughout the lower and upper level courses in the various curricula of the College.

Faculty in the College may now elect to teach a nine-hour work load rather than the standard twelve in order to engage in scholarly/creativity activities leading to publication, conference presentations, exhibitions, etc. Those electing this option must commit to higher research standards for promotion consideration than their peers who teach twelve hour loads. The College sponsors opportunities and resources to faculty to assist them in developing new pedagogy or improve teaching strategies through several professional development opportunities such as the dean's "Focus on Pedagogy" sessions, peer-mentoring, or exchange teaching assignments. Much is being done in the area of collaborative faculty-undergraduate research. The fruits of these efforts appear regularly in the pages

of nationally recognized refereed journals.

The college is aggressively pursuing community service and outreach through a variety of initiatives such as Science Olympiad, Eisenhower grants to work with PK-12 faculty, CAPP (college courses taught in high schools), National Youth Sports Program.

Of particular note is the role of the Fine and Performing Arts' programs in the cultural life of the region as well as the campus. Concerts, plays, exhibitions fill the yearly calendar of special events for Oshkosh and the Fox River Valley region.

#### **COLLEGE OF NURSING**

The degree programs offered in the CON – BSN and MSN (Family Nurse Practitioner, Gerontological Nurse Practitioner, Nurse Educator, Nurse Administrator) – are appropriate for the UWO mission, and are widely recognized in the field.

The UWO College of Nursing (CON) offers undergraduate and graduate nursing degrees, and is accredited by the National League for Nursing (NLN). The CON faculty staffing level has remained relatively constant over the past seven years, with 21.6 FTE tenured or tenure-track faculty (of a total 29.4 faculty). There is also heavy reliance on academic staff members hired on one-semester or one-year contracts for clinical supervision; several of these staff members have worked with CON in this capacity on an ongoing basis for many years.

Of the full-time CON faculty members, 12 hold the PhD from accredited institutions; all Ph.D. faculty members have graduate faculty status. The remaining faculty members have MSN degrees from accredited institutions. Of the 13 faculty

members currently on staff who were hired in the past 10 years, 6 hold the PhD in nursing:

The undergraduate and graduate CON programs, like all academic programs at UWO, are comprehensively reviewed on a seven-year cycle. The review process includes a self-study prepared by the program faculty, an on site assessment by external consultants, and review and recommendations by faculty external to the program, dean, provost and vice chancellor. In addition, the CON faculty are in the process of revising their assessment plan for the major. While the faculty has made progress in developing an assessment plan and mechanisms for using the resulting data for program improvement, they still have work ahead of them in refining these plans. We encourage the faculty to continue their work on identifying student outcomes data that will reveal the extent of success in meeting program goals, and means of program improvement.

The CON houses the Elmer Leach Learning Laboratory for Nurses, multimedia, anatomical models, and clinical simulation equipment to provide for psychomotor skills practice, independent study and faculty-assisted learning opportunities for nursing students. Each hospital bed in the learning lab has a bedside computer that is networked into the college system which allows students access to related nursing computer software to enhance their learning and to simulate bedside charting.

CON also has a specialized computer lab furnished in part by a grant from the Helene Fuld Health Trust. This lab, which opened in fall 1992, consists of four interactive computer stations that simulate real life clinical situations, provide immediate feedback, and allow the student to make critical nursing decisions and

problem solve:

### **COLLEGE OF EDUCATION AND HUMAN SERVICES**

The College has six departments, each headed by an elected chair:

Counselor Education, Curriculum and Instruction, Educational Foundations, Human Services and Professional Leadership, Reading Education, and Special Education. The College also has a number of ancillary services. The College offers Bachelor of Science in Education or Bachelor of Science in Human Services, Bachelor of Music Education and Bachelor of Fine Arts degree programs.

In addition to its undergraduate programs, the College offers programs leading to the Master of Science in Education in Counseling, Elementary Education (PK-8), Reading, and Special Education. A program leading to a Master of Science in Educational Leadership degree is also offered. Four cooperative graduate degree programs involving the College and other UW System campuses are also available to students in the region.

Overall enrollment for the College for the past ten years has remained stable although there are variances within individual programs. Enrollments in the College graduate programs are also relatively stable. The College reports that the overall enrollment has remained rather stable having 1,969 students in 1987 and 1,854 students enrolled in the College in 1996.

Programs in the College are evaluated by external and/or internal reviews. External reviews include those done by professional organizations such as the National Council for the Accreditation of Teacher Education (NCATE). The College hosted an NCATE visit in April 1997 and reports are that the visit was very positive. Individual programs are also reviewed by an internal University process every

seven years.

In 1987 the Professional Education Program ( PEP) was initiated as the undergraduate teacher preparation program. The PEP expanded teacher education to five years, enhanced liberal arts requirements, and added a graduate component. After ten years of existence the PEP is being evaluated vis a vis the current student population, the need to have students complete their program in a more timely manner, and the ability of the program to reach its intended goals.

The College is sensitive to the needs of the clientele in the region. Based on those needs the College has developed two new curricular initiatives. A dual licensure program in elementary and special education was developed. The other areas of teaching emphasis developed based on needs in the field were bilingual and English as a second language education. These programs were developed in cooperation with the College of Letters and Sciences.

#### The Graduate School and Research (GS & R)

Five new program initiatives (Gerontology emphasis in MPA, Gerontology Nursing, and Reading, Post Master's certification and GAP in Instructional Media Supervision and Gerontology Practitioner emphasis have been implemented since 1987. Two graduate programs (MA-Humanities and MA-Library Science) were discontinued. The number of graduate students have increased approximately 18% during the past ten years.

The institution needs to make a sharper distinction between its graduate and undergraduate programs. This must be done on both administrative and academic levels.

The combining of responsibilities for graduate education with those of

evening/weekend programs, and continuing education contributes to a blurring of this distinction. It does not provide the visibility and separateness that is characteristic of graduate education. It can also lead to conflicting missions and purposes, especially when selectivity in admission may conflict with the generation of tuition revenue.

The approval of graduate level courses appears to be vested within academic colleges, and there is no all-campus review by members of the graduate faculty. This, too, causes a blending of undergraduate and graduate missions. This function should be assumed by the present graduate council with the implicit understanding that they would have the final approval following collegiate deliberation.

While the institution is to be commended for its academic review process, it is unfortunate that the assistant Vice-Chancellor is not directly involved with the identification and selection of external reviewers. This can potentially lead to such reviews being predominantly slanted towards undergraduate programs. Again graduate education within the institution becomes less distinct and visible.

At all levels the propriety of the Graduate School in admissions must be recognized and stressed. If this is not done the quality and standards of the process can become compromised. But this is also important in delineating between the role of academic deans in administering undergraduate programs and that of the Graduate School for its programs. Related to this and while it is trivial in certain respects, the conferral of graduate degrees at commencement ceremonies should be done by the Graduate School and not an academic unit. The symbolic impression that this would make is very important.



The current graduate programs are filling important niches within the region. They should be periodically reviewed to ensure that sufficient need for them continues to exist. Most likely, future programs will primarily be on an interdisciplinary nature, again requiring a high level of cooperation and unity of purpose among the academic deans.

The review of faculty - initial selection, granting of tenure, and post-tenure review - needs Graduate School involvement, especially if the faculty member has graduate responsibilities. The criteria to be used may be different from those for faculty not involved in graduate education. This, too, would be an important distinction to make.

According to the responses to the 1987 report, teaching loads are still high. Some colleges have developed load-shifting plans but according to information provided, these have resulted in overloads for adjunct and academic staff. There is no differentiation either in writing or in concept of the enormous time necessary for meeting graduate students needs for intellectual and scholarly activity. Additionally, to the University's credit, it has begun an Annual Graduate Research Day (1994), has encouraged and funded faculty-student research projects at both the graduate and undergraduate levels(1994), has a Graduate School Travel Fund (1992), and has a very active Faculty Development Program. However, all these activities increase faculty time requirements.

The self-study does not identify the heavy teaching load of faculty members involved in graduate education as an issue. Instead it identifies as an area for improvement the necessary use of distance-learning technologies-another time intensive endeavor.

On a graduate level the minimum undergraduate GPA of 2.75 for admission is slightly below that of most other graduate schools. Increasing this to a higher level would send a strong message to both the campus and applicants that graduate education at Oshkosh demand a level of academic preparation and capability that is clearly different from that associated with the undergraduate experience. Since the Graduate School does admit students on a probationary status under certain circumstances, elevation of the required GPA might be done without a severe reduction in the eventual number of admitted students.

On the admissions side, the Graduate School should take a more active role in distinguishing itself from undergraduate programs. Specifically, it needs to be clear to all units and their academic deans that final admission decisions are made within the Graduate Office and that the role of the programs is only to make recommendations. The utilization of probationary admittances should be very limited in usage and the Graduate School should be more assertive in denying admission to applicants falling below the 2.75 GPA level.

To its credit, the majority of admitted graduate students have completed at least a portion of their undergraduate work on campuses other than Oshkosh. The awarding of graduate assistantships at an earlier date (for example, in late February or early March) is important if the campus is to be competitive for high quality students. This will be particularly important in the recruitment of minority students.

As was the case on the undergraduate level, expansion of graduate programs in selected areas will establish a competitive niche for the campus with respect to recruitment. Given these times of limited resources, these new

programs by necessity may be interdisciplinary and intercollegiate in nature. To accomplish this will require a higher level of cooperation among the academic deans and the Graduate School than currently exists.

### **General Education**

The University currently has a General Education program that is consistent with the mission of UW Oshkosh. It aims to provide basic skills and knowledge requisite to student success in the academic arena, and also to ensure breadth of knowledge in those intellectual fields generally viewed as the common currency of educated citizens.

There is substantial faculty and administrative concern that the present General Education program is in need of revision to provide clearer focus and bring thematic coherence to the experience. The current program was in place in 1987 and was cited then as lacking "a coherent, integrated focus." It consists of 42 credits drawn from a large array of courses distributed across four areas. It lacks clear definition and does not clearly address the need to stimulate and examine values or to promote intellectual inquiry. The University recognizes this and has been engaged in extensive evaluation since 1987. An ad hoc Faculty Senate General Education Review Committee was constituted in 1995 and began anew to address the need for revision in response to a Goal Initiative that recommended an "intensive study of and possible reform of the General Education Program." The committee established a four-phase plan and a detailed time line. Activities completed by April 1997 include surveying faculty, setting up an on-line discussion group, establishing a newsletter, conducting focus groups and interviews, tabulating faculty ranking of goals for general education, drafting and

revising a goal statement, and developing and using an innovative exercise to suggest components of a model program. The process being used is comprehensive and consultative and holds the promise of producing curricular reform that will include a more valid General Education Program.

### **STUDENT SERVICES**

The Division of Student Affairs has a number of new employees to the institution including the Assistant Chancellor for Student Affairs. A coordinated approach among the staff who have some responsibility for students will facilitate their efforts. New programs are being developed that include a Wellness Program as well as a look at meeting the needs of non-traditional students. Academic programs as well have been developed during the evenings and weekends to help meet the needs of working students.

Facilities are adequate for students and adjustments are made to meet the needs of all students. Safety is a priority as with other institutions, and has resulted in increased lighting, security, and educational programs. Residence halls are equipped with e-mail and Internet access for students. The institution likes to note that there is a "port for every pillow".

Community outreach is offered through the arts, partnerships with business, service, outreach, Healthcare, intertribal association and other programs. The university is committed to strengthening the bonds between themselves and the community.

The team believes the University meets Criterion three.

#### CRITERION FOUR

**The institution can continue to accomplish its purposes and strengthen its educational effectiveness.**

Since the 1987 NCA visit, the University has used multiple documents to reflect its long-range planning. Many efforts of those documents were initially generated by the State of Wisconsin Board of Regents and then reframed for appropriateness to the University. They have been successful in knowing and serving their region. Continuous Quality Improvement (CQI) is an overriding framework for the University. A 1993 University wide conference established 11 objectives for use during the next five years, which have provided a basis for decision-making, curricular assessment and budget planning

A study conducted by the UW System Board of Regents A Study of the UW System in the 21st Century was adopted in March, 1996. Broad goals of this study include: preserving and enhancing access and quality; keeping college affordable, creating new knowledge for Wisconsin workers, continuing restructuring and improving efficiency, and working in partnership with the State. These goals are reflected in the self-study and other materials.

The team believes the University meets criterion four.

#### CRITERION FIVE

**The institution demonstrates integrity in its practices and relationships.**

In addition, relevant statements regarding the University's commitment to high standards and the policies that govern procedures are widely disseminated in appropriate publications. These statements are available to the public in the Undergraduate Bulletin as well as the Graduate Bulletin. Statements are also on file in the Office of the Chancellor of the University of Wisconsin-Oshkosh. The

University's "Statement of Values" and "Shared Principles to Guide Interactions Among Members of the University Community" provide a value-based framework for decision and action. With the cooperation of the three governance senates, all segments of the university share a commitment to upholding these standards.

For example, the Student Handbook publishes student academic disciplinary procedures. Each fall the Dean of Students Office distributes these procedures to faculty, along with a sample statement on "Academic Integrity" that faculty are encouraged to incorporate in syllabi or distribute as handouts in class and a sample disciplinary letter that faculty can use. In addition, the Dean of Students Office staff is available to conduct presentations on academic dishonesty for faculty and student groups.

The Division of Academic Support is the office in charge of the oversight and implementation of the "Design for Diversity: The Oshkosh Plan" developed by the institution in January 1989 following the development of the System's plan in 1988. Information presented in the Minority/Disadvantaged 1995-96 Annual Report shows that the objectives are being met through the efforts of the Assistant Vice Chancellor and her staff.

Some departments have been successful at recruiting ethnic minority faculty members by diversifying the curriculum and changing students' curricular requirements.

The University community has made an ethnic studies course a graduation requirement. There are a series of courses recommended with different foci. The English Department has made changes that match candidates areas of expertise and has made courses in those areas part of the requirements. By doing so, the Department has made the new hires feel a part of the program and not

appendages to the program. Other departments are encouraged to explore the possibilities of such alternatives in order to attract a more diverse faculty.

The team notes and appreciates the concern raised in the Self-Study Report (p. 94) by the College of Letters and Science that "very few . . . students have had or take advantage of opportunities to learn about foreign cultures." We suspect the statement might well have been made by each of the other colleges. Data and casual observation of the human traffic through and between buildings on campus underscore the homogenous nature of the University community.

In an increasingly global society, it is incumbent upon all institutions of higher learning-UWO not excepted- to bear responsibility to foster familiarity with and sensitivity to cultures and ethnic populations beyond the parochial experiences of the majority. Providing a context to foster contact, familiarity, and appreciation among and between diverse peoples is arguably as important to human intellectual and spiritual growth as mastery of a content area.

With this in mind, the team further advises that the University of Wisconsin-Oshkosh continues its commitment and seeks and implements multiple means of enriching its students' and citizens with the experience of diversity.

The team believes that the University meets Criterion five.

## SECTION II

### INSTITUTIONAL STRENGTHS

- 1) Exceptional progress in developing shared governance among administrators, faculty, support staff, and students leading to a strong sense of openness, consensus, and mutual trust.
- 2) Significant resources are available for faculty professional development.

immediate region which, in turn, has fostered strong collaborative relationships.

### **INSTITUTIONAL CONCERNS**

1. While an assessment plan has been accepted by North Central, it remains in an initial stage of implementation and the institution must be very aggressive in bringing departments into compliance and moving forward.
2. A faculty committee has made significant progress in looking at a General Education program for which dissatisfaction currently exists. The group is to be commended for suggesting a reduction in the number of available courses and for concise statements of goals and objectives. It is critical that these recommendations be seriously discussed and considered by the campus community.
3. There is little evidence that graduate programs are viewed as distinctly separate from undergraduate programs. Rather they appear to be continuations of the undergraduate experience without sufficient regard to those unique features of independent and focused scholarly activity that epitomize graduate education.

### **SECTION III**

#### **ADVICE**

1. The Admissions Office as well as the Counseling Center would benefit from diversifying their staffs to include ethnic minority members.

The University has made progress in hiring women and faculty and academic staff in recent years. Because this effort has been a recent priority and opportunities to hire new faculty have been accelerating, however, women faculty are clustered at the lower ranks. According to the Fall 1996 Data Book, women comprise 14% at the rank of professor, 29% at associate, and 46% at assistant.



Among the academic staff, 58% are women. The underutilization analysis presented in the Affirmative Action Plan for November 1996-October 1997 (based on 1990 census data) indicated a need for women in the faculty groupings identified as Business and Management, Communications, Counseling Center, Education, Letters, Life Science, Mathematics, Library, Philosophy/Religion, Physical Science, Social Science, and Visual/Performing Arts. The 1987 report said by way of advice that "Administration should be sensitive to the need for additional female and minority counselors." Currently there are two female counselors, four male counselors, and no minority representation. However, a search is underway for hiring a new counselor and all finalists are female.

The 1987 report recommended that the University "aim for the next level of achievement: To promote women into the top levels of academic and institutional administration." On this measure also, progress has been made but must be continued. The 1997 team noted that among the administrative groups, women hold 31% of Administrative Council positions, there is no woman dean, and only ten of 38 department chairs (26%) are women. The Labor Market Plan Information for Wisconsin reported that between 1990 and 1994, the non-White population increased from 8.7% to 9.5%.

2. Data on overall student recruitment, admission, retention, progression, and graduation is not available in the way of formal reports except for Multicultural and disadvantaged students. The institution acknowledges in the self-study report the need to establish an institutional research office that would make the data, analyses, and reports readily available for university-wide planning. The team members acknowledge this need and recommend that steps be taken to address this issue. The institution should move aggressively to utilize an institutionalized

commitment to recruiting minority and marginalized students from both urban and rural populations in the state, and region.

3. The institution should undertake a deliberate review of the entire university curriculum with a faculty commitment to infuse issues of ethnicity and diversity into that curriculum in all colleges; provide resources and administrative and faculty leadership to bring scholars, lecturers, performers, artists of diversity regularly to share their expertise with the community, recruit tenure-line faculty from diverse ethnic and social backgrounds.

4. The campus has made little progress since the last NCA visit in recruitment of women faculty, though women have been moved into key administrative positions on campus. The team found no evidence that retention and promotion were more difficult in the cases of women faculty. Continued efforts to recruit, retain, and promote women on campus must remain a high priority.

5. Teaching loads are high, particularly for faculty members who are involved in graduate teaching. Ideally, all faculty involved in graduate teaching and/or research/creative activity should teach no more than 9 credits per semester; that standard has been achieved in some programs, but not in all. As faculty retirements occur in the next few years, faculty, staff, and administrators may want to consider how these vacancies would provide opportunities to reduce teaching loads in critical areas.

## SECTION IV

### RATIONALE

The team believes the University of Wisconsin-Oshkosh meets all GIR's and Criteria and recommends continued accreditation for the next ten years with no reports required.

The University has engaged in a comprehensive self-study and clearly identified their strengths and limitations, as well as goals and aspirations. They have done so in light of the opportunities and restraints of the University of Wisconsin System. They have responded to observations from prior NCA visits and have plans for continuing to respond.

The University has mechanisms for monitoring and maintaining current programs. The team's findings are consistent with the self-study of the University.

Two of the concerns cited are those common to modern institutions and reflect the higher education concern over general education and the implementation of assessment guidelines and are those currently being addressed by the University. The third concern, related to graduate education, is one in which the University has little recognition. The team encourages the University to address this issue as soon as possible.

# WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF WISCONSIN-OSHKOSH  
800 Algoma Boulevard  
Oshkosh, WI 54901

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: April 28 - 30, 1997

COMMISSION ACTION:

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STATUS: Accredited (1915-22; 1928- )

Institution Recommended Wording: RETAIN ORIGINAL WORDING

Team Recommended Wording: RETAIN ORIGINAL WORDING

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HIGHEST DEGREE  
AWARDED: Master's.

Institution Recommended Wording: RETAIN ORIGINAL WORDING

Team Recommended Wording: RETAIN ORIGINAL WORDING

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MOST RECENT  
ACTION: August 21, 1987.

TO BE CHANGED BY THE COMMISSION OFFICE

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STIPULATIONS ON  
AFFILIATION STATUS: None.

Institution Recommended Wording: NONE.

Team Recommended Wording: NONE.

NEW DEGREE  
SITES:

*No prior Commission approval required for offering existing degree programs at new sites within the state.*

Institution*Recommended Wording:* RETAIN ORIGINAL WORDINGTeam*Recommended Wording:* RETAIN ORIGINAL WORDING

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PROGRESS REPORTS  
REQUIRED:*None.*Team*Recommended Wording:* NONE.

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MONITORING REPORTS  
REQUIRED:*None.*Team*Recommended Wording:* NONE.

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CONTINGENCY REPORTS  
REQUIRED:*None.*Team*Recommended Wording:* NONE.

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OTHER VISITS  
REQUIRED:*None.*Team*Recommended Wording:* NONE.

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LAST COMPREHENSIVE  
EVALUATION:*1986-87.*

TO BE CHANGED BY THE COMMISSION OFFICE

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NEXT COMPREHENSIVE  
EVALUATION:*1996-97.*Team*Recommended Wording:* 2006-07.

## FOUR-YEAR GRADUATION CONTRACT

### FINAL REPORT

#### BACKGROUND

During the hearings held as part of the 21<sup>st</sup> Century Study, concerns were expressed regarding the rising cost of a college education and the importance of maintaining access to the university. The Board of Regents heard a number of proposals for addressing these concerns including discussion of "four-year graduation contracts" or "four-year guarantees". The percent of new freshmen in the University of Wisconsin System who graduate in four years or less varies from institution to institution. However, the system average has been below 25 percent since merger in the early 1970's. Increasing the number of students who graduate in four years reduces the cost of college for those students and enables the university to schedule its instructional resources more efficiently and to serve more students.

The "Four-Year Graduation Contract" commits an institution to providing specified courses and sequences and commits the students to registering for and satisfactorily completing those courses in accordance with a four-year plan.

The final report of the *Study of the UW System in the 21<sup>st</sup> Century* recommended that "at least one UW System institution should pilot a four-year graduation contract by Fall 1997, with the remaining UW System institutions offering such an option by Fall 1998 (Part III, Recommendation 3).

#### REQUESTED ACTION

No action is requested. This item is for information only.

#### DISCUSSION

The Four-Year Graduation Contract is entirely voluntary for students. Students for a variety of personal reasons may not want to participate in the program. For example, those who are financing their education by working or who have family responsibilities may choose to take lighter credit loads.

Although all institutions will have Four-Year Graduation Contracts, some academic programs at each institution will not be included due to requirements that extend the program beyond four years. Examples include majors with internships, or specialized licensing requirements or coursework, and programs with required study abroad or field experience. Eligible programs will be identified in each institution's four-year contract explanatory materials.

Provisions in the Four-Year Graduation Contracts include:

Students commit to:

- Meeting with an advisor at least once each semester.
- Developing with the advisor a four-year course plan.
- Registering each semester in a specified, timely manner (For example within the first 48 hours of their registration period).
- Meeting grade point requirements.
- Completing one quarter of the number of credits required for graduation in each twelve-month period.

The institution commits to:

- Providing the student with appropriate advising in a timely manner.
- Offering courses that allow the student to meet graduation requirements.

In the event the institution is responsible for a student's inability to enroll in a required course as identified in the four-year agreement course plan, the institution agrees to identify an alternative means to satisfy the course requirement within the four calendar years covered by the agreement.

If the student fulfills the obligations outlined, but is unable to graduate in four years, the institution agrees to allow the student to complete the required course(s) or alternative means of satisfying the requirement(s) after the four-year period at no additional tuition charge. The contracts specify that the institutions will not be responsible for any cost of living expenses or other expenses.

## PILOTS

The University of Wisconsin-Madison and the University of Wisconsin-Milwaukee each piloted a Four-Year Graduation Contract in 1997-98. Both institutions provided information regarding the Four-Year Contract to all new freshmen. Students wishing to participate in the program were required to return paperwork by specified dates early in their first semester.

At UW-Madison, 51 students signed contracts. The students' intended majors placed them in six schools or colleges: Agriculture and Life Science (2), Business (6), Education (6), Engineering (4), Nursing (11), and Letters and Science (22). Of the initial 51 students signing Four Year Graduation Contracts, 45 remain in the program. Four students voluntarily withdrew from the program and one student did not return to UW-Madison for the spring semester.

At UW-Milwaukee, 37 students signed contracts. The majors of 17 of the students were in the School of Business; 20 were in Letters and Science. Of the initial 37 signing contracts, 16 remain in the program. One student voluntarily withdrew from the program; two withdrew from UW-Milwaukee, and two changed majors. The other 16 students were dropped from the program because they failed to continue to meet the eligibility criteria. (e.g., they failed to maintain the required grade point, did not fulfill the advising criteria, or did not complete the required number of credits).

Neither UW-Madison nor UW-Milwaukee reported any serious problems during the pilot year.

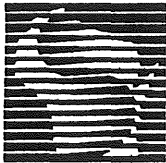
## IMPLEMENTATION

The comprehensive institutions were able to draw upon the experiences of the pilots in developing Four-Year Graduation Contracts. All UW four-year institutions will offer such programs beginning in Fall 1998-99.

## RELATED REGENT POLICIES

*Final Report of the Study of the UW System in the 21<sup>st</sup> Century, June, 1996*





**DRAFT**  
**Administrative Guidelines for Creating**  
**A Five-Year Plan (1998-2003)**

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Assistant to the President Andrea-Teresa "Tess" Arenas  
UW System Office of Multicultural Affairs  
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phone: (608) 262-8636  
fax: (608) 263-4400

A copy of this document is available at [www.uwsa.multicult.oma-home.htm](http://www.uwsa.multicult.oma-home.htm)

In May 1998, the UW System Board of Regents unanimously adopted *Plan 2008: Educational Quality Through Racial/Ethnic Diversity*. Plan 2008 builds a new ten-year framework for systemwide institutional efforts aimed at continuing the expansion of educational opportunities statewide. This is the culmination of a long process of listening, evaluation, and reflection that builds upon the 1988 University of Wisconsin System strategic plan, Design for Diversity. Now, the time has come for institutions to use this new “umbrella” plan to create their own institutional plans.

Much has been learned from the ten years of experience with Design for Diversity (1988-1998). Design for Diversity, over a ten-year period, established a perception among UW System institutions and its stakeholders that the UW System was committed in its mission to serve *all* the people of the state and create lasting change in the university community with regard to diversity. Plan 2008 builds upon Design for Diversity and continues the UW System's endeavor to enhance educational opportunities for targeted people of color.

Under Design for Diversity, UW System institutions were required to create their own diversity plans for the first five-year period (1988-1993). No such requirement was made for the next five-year period (1993-1998). This created a problem. Staff turnover, loss of institutional memory, and the absence of a second five-year plan compromised the focus, clarity of mission and effectiveness of the goals and initiatives of Design for Diversity.

*Plan 2008* was created to assure UW System institutions and its stakeholders that UW System Administration is steadfast in its commitment to diversity. *Plan 2008* aims to create lasting, meaningful institutional change. To be responsive to the changing fiscal climate, demographic realities, and ever evolving legal issues, all UWS institutions are required to create two five-year plans. The first five-year institutional plan for the period, 1998-2003 is due on April 15, 1999. The Administrative guidelines contained in this document are to be used for Phase I (1998-2003) planning only.

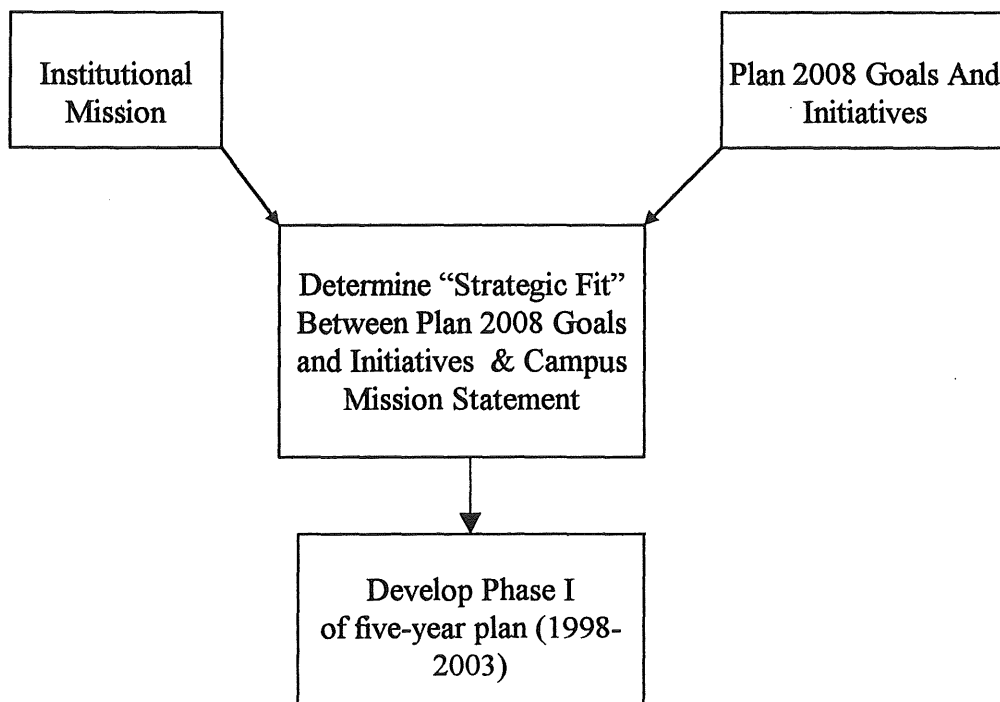
In 2003, upon self-evaluation at the campus and system level, a new set of guidelines will be crafted to assist institutions with Phase II, the second five-year plan (2003-2008).

Your Institutional plan (for the first five-years) is to be submitted to UW System President, Katharine C. Lyall and Assistant to the President for Multicultural Affairs, Andrea-Teresa "Tess" Arenas, for review, by April 15, 1999. The plans will then be presented to the Board of Regents for approval at the June 10, 1999 meeting. *Earlier submissions are welcome.*

**The Purpose** of the five-year plan (1998-2003) is to develop a systematic strategy that will assist UW System institutions advance and achieve each of the seven goals stated in UW System Plan 2008. Institutions may selectively emphasize the goals and initiatives based on their institutional need. Each Chancellor is responsible for directing the planning process at their institution.

As a first step, campuses are advised to determine the *strategic fit* between goals and initiatives of Plan 2008 and the current campus mission. (See figure 1.) An institutional plan for race/ethnic diversity that is based on the institutional mission statement can confirm expectations of stakeholders and minimize internal frustration and resistance as well as external conflict.

**Figure 1**  
**Strategic Fit Between Institutional Mission and Plan 2008**



Plan 2008 is not intended to limit individual institutional activities; it merely sets the minimum standards for UW System. Institutions are encouraged to be creative and enterprising in their endeavor to achieve the seven goals of Plan 2008. The institutional plan, while being shaped by the institutional mission, should also be guided by the "Planning Concepts" of UW System Plan 2008.

#### **Planning Concepts of Plan 2008**

1. This plan focuses on recruitment, retention, and graduation of students, recruitment and retention of faculty and staff and precollege initiatives. It targets African American, Hispanic/Latino, Asian American (with an emphasis on Southeast Asian), and American Indian faculty, staff, and economically disadvantaged students. International students are not a targeted population.
2. All students will continue to meet established admissions standards.
3. All faculty, administrators and staff will continue to be hired using each institution's established hiring criteria.
4. The UW System recognizes the need to provide educational experiences, in and out of the classroom. These experiences need to respect, cultivate and build upon the diversity that both genders, the differently-abled, and all religions, nationalities, sexual orientations bring to the university. Institutions are encouraged to continue, and to build upon, their initiatives with these groups.
5. African American, Hispanic/Latino, Southeast Asian, American Indian and economically disadvantaged students in grades K-12 have often been stereotyped as "children at risk." The UW System views students of color, and all other children, as "children of promise." They are valuable assets to society, their communities, and the university.
6. The UW System supports Wisconsin's 11 Native American nations in their efforts to preserve their languages, develop leadership, create avenues for cultural expression, and manage their resources and economies.

7. The three-credit graduation or general education requirement for coursework in African American, Hispanic/Latino, Asian American and American Indian topics continues unchanged. Courses on international issues, or on topics related to women or to gay, bi-sexual, lesbian, trans-gender groups, or the economically disadvantaged complement this ethnic studies requirement. They are not substitutes for it. Additional institutional course requirements may also be developed to complement this requirement, thereby enhancing the educational experience for students.
8. The plan's focus on expanding educational opportunity for all Wisconsin residents, including people of color, is consistent with existing state and federal affirmative action laws.
9. Each UW System institution has policies and practices to ensure full participation by people of color and the economically disadvantaged. Full participation by people of color and the economically disadvantaged rests with all persons, at all levels in the institution.
10. Each institution will create and submit its own 10-year plan, specifying initiatives it will undertake to advance the goals of Plan 2008 and identifying accountability measures it will use to demonstrate success.

**Timetable**  
**For Five-Year Plan (1998-2003)**

<b>Group Responsibilities</b>	<b>Deadline</b>
Office of Multicultural Affairs (OMA) mailed draft Administrative Guidelines to President Katharine C. Lyall, Senior Vice President David J. Ward, Chancellors, Vice Chancellors, and M/D Coordinators	August 15, 1998
Chancellors, Vice Chancellors and M/D Coordinators confer on draft Administrative Guidelines	August 17-19, 1998
Chancellors submit written comments on draft Administrative Guidelines to Administrative Staff Meeting	August 20, 1998
Comments due from all Chancellors, President Lyall, and Sr. Vice President Ward to OMA	August 21, 1998
OMA revises draft Administrative Guidelines	August 21-25, 1998
President Lyall, Sr. VP Ward, and Assist. to the President Arenas approve draft Administrative Guidelines	August 25-26, 1998
OMA mails draft Administrative Guidelines to all UW institutions and BOR	September 2, 1998
UWSA will create and advocate for Plan 2008 biennial budget	September 1998 – April 1999
UWSA will inform relevant UWSA committees regarding five-year plan (1998-2003) guidelines (e.g. Academic Staff Representatives, Faculty Representatives)	September – October 1998
Institutions begin developing five-year plan (1998-2003) based on administrative guidelines	September 8, 1998
1 <sup>st</sup> Draft of five-year plan (1998-2003) due to President Lyall, Sr. VP. Ward and Asst. to the President Arenas.	April 15, 1999
UWSA reviews 1 <sup>st</sup> draft of five-year plan (1998-2003)	April 15-23, 1999
OMA mails feedback on 1 <sup>st</sup> draft to Chancellors	April 27, 1999
Institutions develop final draft of five-year plan (1998-2003)	April 28- May 24, 1999
Final draft of five-year plan (1998-2003) due to OMA	May 24, 1999
OMA mails final draft of five-year plan (1998-2003) to Board of Regents Subcommittee	May 24, 1999
Board of Regents Meeting Mailing	June 2, 1999
Board of Regents Reviews Of five-year plan (1998-2003) for Approval at BOR meeting	June 10, 1999

**Each five-year plan (1998-2003) will:**

- Place selective emphasis on the seven goals of Plan 2008, based on individual institutional need, identify initiatives to achieve the goals, and provide a rationale for their choices/selections. (Appendix C may be used to assist in this process.)
- Chart a broad strategic course that involves every department, division, college and office in the institution.
- Integrate of five-year plan (1998-2003) actions into the day-to-day leadership, administration, coordination and supervision of all institutional units.
- Indicate how the institution plans to achieve the goals and initiatives, including a timeline, person(s) accountable, and specify where the activity will occur (e.g. department, division, college, or institution wide).
- Build upon and expand existing successful programs.
- Establish funding strategies to support of five-year plan (1998-2003) goals and initiatives.

Each institution may prepare a more detailed 'in-house' plan, complete with additional details and processes that assist the institution with implementation of their five-year plan (1998-2003). (Appendix A contains questions that may aid with the initial planning stages of the five-year plan (1998-2003).)

**Active Participation** by all levels of the institutional community in the planning process is critical to determine the success of the plan. Chancellors may consider establishing a Plan 2008 Committee to steer the planning process or use an existing committee. To ensure broad institutional support for the plan, it is suggested that the Plan 2008 Committee encourage active participation of all faculty, staff and student governance bodies, in the planning process. The campus M/D Coordinator can play a vital role in steering the institutional planning process. As stated in Plan 2008, each Chancellor is ultimately responsible for achieving the seven goals of Plan 2008.

**Campus resource plans** should include and reflect the objectives and implementation procedures of the five-year plan (1998-2003). Careful planning and

distribution of campus resources is quintessential to the successful implementation of a strategic action plan.

**Baseline Information** on the current status of diversity programs and initiatives at the institution is necessary to identify areas of institutional need, emphasize goals and set objectives of five-year plan (1998-2003). Both qualitative and quantitative data should be collected to obtain a complete and accurate picture of the institution's efforts. (Appendix B provides information on some qualitative data gathering tools.) The data may be gathered within the framework of the goals and initiatives of UW System Plan 2008. (Appendix C may be used to guide the baseline information gathering process and establish institutional priorities and timelines). Information gathered and the draft five-year plan (1998-2003) should be available upon request. Unrestricted availability of information serves at least two purposes: 1) it builds an atmosphere of trust among all members of the university community, and 2) it helps persons involved in the planning process provide informed/educated feedback, to the plan steering committee, on the strengths or weakness of the plan.

#### **Options for Establishing Phase I of the Five-Year Plan (1998-2003) Outcome Measures:**

Setting targets and measuring desired outcomes over a span of time is a difficult yet necessary part of the strategic planning process. It is important to remember there are several ways of establishing outcome measures. For example, instead of establishing a single numerical recruitment goal for the entire campus, institutions could:

- identify a desired recruitment range (i.e. recruit between 250 to 400 new freshmen, transfer, and new specials, of color in 3 years),
- focus on increasing the number of graduate students of color, in the sciences, by 30%,
- plan to draw 15% of students of color from the local service area in the next five years.

These methods of measuring allow for flexibility and adjustment to ever changing environments. The selected outcome measures must gauge progress. Again, institutions may establish quantitative targets (e.g. develop ten new courses in ethnic studies) or



qualitative targets (e.g. receive national recognition for outstanding race/ethnic curriculum design).

**Models** for developing institutional plans are numerous. Appendix D presents one strategic planning model. The institutional planning committee may choose any planning model or design their own. In general, a strategic planning model should assist the institution in developing a systematic, comprehensive plan that contains information on implementation timeline, resource allocation. Getting an early start will ensure a plan that is effective and successful. Establishing timelines and accountability early in the process will minimize the unexpected and sometimes distressing outcomes of hurried planning.

**Impact** on the allocation and distribution of resources, as well as impact on campus climate, student learning outcomes, faculty, staff, and student recruitment and retention ought to be considered before finalizing the plan. Activities within the five-year plan (1998-2003) need to validate Plan 2008 goals and objectives and achieve the desired impact. Again, all segments of the university that will be affected by the plan should have the opportunity to provide input on perceived impact.

**Assistant to the President Andrea-Teresa “Tess” Arenas and the University of Wisconsin System Office of Multicultural Affairs** will serve as a consultative resource to institutions as they develop institutional plans. Institutions may call upon the OMA staff for guidance, interpretation, or other means of assistance during the planning process. OMA will inform relevant UWSA committees regarding five-year plan (1998-2003) guidelines, (e.g. Academic Staff Representatives, Faculty Representatives). Each Chancellor/institution planning committee is responsible for conferring regularly with their campus representatives for updates.

### OMA Staff Resources

OMA Staff Member	Area of Assistance	Phone/email
Tess Arenas	Fund Raising African American Issues Men of Color Issues Statutory language related to M/D activities and Board of Regents intent for Plan 2008	(608) 262-8636 tarenas@ccmail.uwsa.edu
Marilyn Rhodes	Project Coordinator, Plan 2008 Precollege Initiatives	(608) 262-2275 mrhodes@ccmail.uwsa.edu
Bharati Holtzman	Native American Issues Asian American Issues Women of Color Issues Faculty/Staff Issues Curriculum Issues Annual Report Reviews Precollege Initiatives	(608) 262-8636 bholtzman@ccmail.uwsa.edu
Salvador Carranza	Latino Issues Migrant Community Issues Financial Aid Fund 402 Annual Report Reviews Precollege Initiatives	(608) 262-8636 scarranza@ccmail.uwsa.edu
Betty U'ren	M/D Program and Policy Historian	(608) 262-9563 buren@ccmail.uwsa.edu

# **Administrative Guidelines For Five-Year Plan (1998-2003)**

## **Appendices**

## *Appendix A*

### **WHERE SHOULD YOU BEGIN?**

- How will the plan steering committee be selected?
- Who will be involved in the planning process?
- How will they be selected?
- How will you know which goals and initiatives need to be taken up first?
- Will you conduct a “diagnostic” assessment?
- Will you use an assessment steering committee?
- How will the assessment team be organized?
- What will the senior management’s leadership and involvement be?
- What training and preparation will the steering committee need?
- What training and preparation will those responsible for implementation need?
- When will you start?
- What are your financial resources?
- Will you attempt to raise additional funds?
- How will you raise the funds?

## *Appendix B*

### **DATA GATHERING TOOLS**

#### **Affinity Diagram**

- Used as a planning tool.
- Used to examine complex and hard-to-understand problems. It is a creative procedure that helps organize the issues concerning a process or a problem without quantifying it
- Used to build team consensus
- Results can be further analyzed by a Relations Diagram

#### **Cause and Effect Diagram (Ishikawa Diagram)**

- Used to identify root causes of a problem
- Used to draw out perceptions/ideas and/or opinions about the causes

#### **Process Flow Charts**

- Used to get a snapshot of each process within a system
- Used to demonstrate where the non-value-added/redundant work is performed

#### **Nominal Group Process**

- Used to facilitate group decisions
- Useful in choosing a problem to work on
- Used to build team consensus
- Used to draw out ideas and opinions about causes

#### **Relations Diagram**

- Helps the team analyze the cause and effect relationships
- Directs the team towards the root causes of a problem

#### **Systematic Diagram**

- Used to determine the specific action steps necessary to accomplish a broader goal, especially if a number of people/departments/units are involved.
- Often, used after an Affinity Diagram
- Used when the action plan needed to accomplish the goal is complex

## *Appendix C*

### Baseline Information Analysis Tool

#### Table definitions

**Timetable:** Indicate year by which initiative will have been successfully completed.

**Accountability:** Point person(s) who assumes full responsibility for implementation and achievement of initiative.

**Progress Level:** Indicate level at which initiative has made progress. 'E' - Eliminated, 'R' - Revised, 'C' - Continued, and 'N' - Not Exist.

**Priority Ranking:** Rank the priority of initiative. '1' High priority, '2' Medium priority, '3' Low priority.

**Institutional Level of Participation:** State at which level this initiative will or has been implemented. More than one level may be cited. Identify by name the individual Office, Department, Division, College (Institution-wide).

**Implementation Plan:** State how your institution will or has implemented the initiative. Provide description using action verbs and where possible quantitative descriptions. This section should serve as a summarized action plan.

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
<b>GOAL #1: INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR, WHO APPLY, ARE ACCEPTED, AND WHO ENROLL AT UW SYSTEM INSTITUTIONS.</b>					
1. Increase precollege programming through UW System academic divisions and departments.		Chancellors			
1a. Implementation Plan:					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
2. Seek funding in the 1999-01 state biennial budget, as well as private funding, to expand precollege programming throughout the state.		UW System Administration, Office of Multicultural Affairs, Chancellors			
2a. Implementation Plan:					
3. Develop adult recruitment programs targeted specifically to African American, American Indian, Hispanic/Latino, and Asian American adult's age 25 and older.		Chancellors			
3a. Implementation Plan:					
4. Work toward a better balance of enrollment of students of color across academic disciplines.		Chancellors			
4a. Implementation Plan:					
5. Determine a home campus for the UW System American Indian Language Preservation pilot project.		Office of Multicultural Affairs			
5a. Implementation Plan:					
6. Work with tribal education chairs, the Wisconsin Indian Education Association, Great Lakes Intertribal Council, urban Indian agencies and staff of school districts that have a high concentration of American Indian students to increase precollege participation.		Chancellors			
6a. Implementation Plan:					
7. Explore the possibility of using UW System institution childcare centers for precollege programming.		UW System Administration			
7a. Implementation Plan:					
8. UW System institutions should consider using high-contact recruitment models (comparable to recruitment models of student		Chancellors			

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
athletes).					
8a. Implementation Plan:					
9. Make particular efforts to reach youth in seasonal migrant camps and settled-out migrant youth in K-12 schools and through the community agencies that serve them.		Chancellors			
9a. Implementation Plan:					
10. Consistent with their mission as entry institutions, the UW Colleges will create K-12 precollege programs, adult precollege programs, and recruitment efforts for students with high school grade point averages (GPA) of 2.00-2.50.		Chancellor, UW Colleges			
10a. Implementation Plan:					
11. The UWSA will purchase and distribute to all UW institutions the roster of students taking ACT exams in Wisconsin.		Office of Multicultural Affairs and Multicultural Information Center			
11a. Implementation Plan:					
12. Increase UW System institutions' partnerships with local communities of color, social service agencies, literary centers, spiritual institutions, and other organizations.		UW System Administration, Chancellors			
12a. Implementation Plan:					
13. Work with the American Indian tribes to create precollege programs that are specifically tailored to the unique needs of both rural and urban Indian populations.		Chancellors			
13a. Implementation Plan:					
14. Other					



Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
14a. Other Implementation Plan					
15. Other					
15a. Other Implementation Plan					
16. Other					
16a. Other Implementation Plan					
17. Other					
17a. Other Implementation Plan					
<b>GOAL #2: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.</b>					
1. Promote curricular and pedagogical exchanges between UW System faculty and K-12 teachers, and explore other methods of collaboration among teachers, administrators, students, guidance counselors, parents and guardians using technology and other communication methods.		UW System Administration, Institute on Race and Ethnicity, UW-Extension			
1a. Implementation Plan:					
2. Collaborate with the Milwaukee Metropolitan Association of Black School Educators to increase the pool of African American K-12 teachers.		Chancellors, Education Deans			
2a. Implementation Plan:					
3. Work with Milwaukee and Madison public schools to promote their "Grow Your Own" teacher programs.		UW System Administration,			

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
		Multicultural Information Center			
3a. Implementation Plan:					
4. Increase participation of people of color and the economically disadvantaged in UW System outreach, extension, and continuing education programs.		UW-Extension Chancellor			
4a. Implementation Plan:					
5. Work with the Wisconsin Center for Academically Talented Youth to identify gifted and talented students of color and to encourage their participation in Advanced Placement and other accelerated programs.		Multicultural Information Center			
5a. Implementation Plan:					
6. Work with the staff of school districts that have a high concentration of American Indians, as well as with tribal chairs, urban Indian organizations, tribal colleges and tribal education chairs, in order to increase the college retention and graduation rates of American Indian students in UW institutions.		Chancellors			
6a. Implementation Plan:					
7. Other					
7a. Other Implementation Plan					
8. Other					
8a. Other Implementation Plan					
9. Other					
9a. Other Implementation Plan					
10. Other					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
10a. Other Implementation Plan					
<b>GOAL #3: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT, BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.</b>					
1. Each institution will establish its own undergraduate, graduate and professional enrollment goals for students of color.		Chancellors			
1a. Implementation Plan:					
2. UW System institutions should work in partnership with the Wisconsin Technical College System to increase the number of students of color and economically disadvantaged students graduating from WTCS College Parallel programs.		Chancellors			
2a. Implementation Plan:					
3. The resources of the UW Colleges should be used more fully to prepare students of color for transfer to an UW System baccalaureate institution.		Chancellor, UW Colleges			
3a. Implementation Plan:					
4. A transfer orientation program should be created for students who transfer from an UW College to an UW System baccalaureate institution. Students of color should be encouraged to take advantage of this orientation.		Chancellor, UW Colleges			
4a. Implementation Plan:					
5. The Department of Public Instruction (DPI), the University of Wisconsin System Administration and the Wisconsin Technical College System should jointly create a K-16 database that can be used to track the success of all students including students of color, through their full education careers.		UWSA-President, DPI-Superintendent, WTCS-Directors			
5a. Implementation Plan:					
6. Review support services for undergraduate and graduate students		Chancellors			

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
of color to ensure the best possible match with student needs.					
6a. Implementation Plan:					
7. Improve retention rates for students of color through a two-pronged approach. At each institution, 1) create organized opportunities for administrators, faculty and staff to learn about intercultural differences in communication and learning styles that can help improve learning outcomes for students of color; and 2) bolster campus initiatives to ensure summer employment/earnings to help meet college costs.		Chancellors			
7a. Implementation Plan:					
8. Establish a UW System Business Advisory Council on Racial and Ethnic Diversity		UW System Administration			
8a. Implementation Plan:					
9. Engage undergraduates in faculty research projects, in part, as a means of encouraging enrollment in graduate school.		Chancellors			
9a. Implementation Plan:					
10. Other					
10a. Other Implementation Plan:					
11. Other					
11a. Other Implementation Plan:					
12. Other					
12a. Other Implementation Plan:					
13. Other					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
13a. Other Implementation Plan:					
<b>GOAL #4: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS.</b>					
1. Seek additional, new, private support and request in GPR matching funds in the Regents' 1999-01 biennial budget request. The GPR match could be achieved by expanding the Lawton Grant program to include freshmen, provide more awards, and increase the amount of each award.		UW System Administration, Board of Regents, Chancellors			
1a. Implementation Plan:					
2. Increase the number of project assistantships, graduate assistantships, teaching assistantships and research assistantship awards given to students of color.		Chancellors			
2a. Implementation Plan:					
3. Encourage undergraduates to participate in academic professional activities and leadership experiences, such as professional associations and the presentation of papers.		Chancellors			
3a. Implementation Plan:					
4. Create a scholarship program for high achieving students of color and economically disadvantaged students to be funded by private contributions.		UW System Administration			
4a. Implementation Plan:					
5. Encourage families to plan early to meet the cost of college.		UW-Extension, Multicultural Information Center			
5a. Implementation Plan:					
6. Increase Advanced Opportunity Program funding over the next 10 years in order to allow the granting of more awards.		UW System Administration			

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
6a. Implementation Plan					
7. Explore how other states meet the financial aid needs of American Indian students.					
7a. Implementation Plan					
8. Work to restore Wisconsin Indian Grant Funding		UW System Administration			
8a. Other Implementation Plan:					
9. Other					
9a. Other Implementation Plan:					
10. Other					
10a. Other Implementation Plan:					
11. Other					
11a. Other Implementation Plan:					
12. Other					
12a. Other Implementation Plan:					
<b>GOAL #5: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.</b>					
1. Continue to monitor institutional progress through annual Equal Employment Opportunity reporting.		Chancellors			
1a. Implementation Plan:					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
2. Mentor graduate and professional students of color and economically disadvantaged students as a way of sparking their interest in aspiring to future faculty positions at UW System institutions.		Chancellors			
2a. Implementation Plan:					
3. UWSA will explore the creation of a statewide database of students of color for graduate school recruitment and employment purposes.		UW System Administration & Chancellors			
3a. Implementation Plan:					
4. Continue to monitor promotion and tenure rates for women and faculty of color.		Chancellors			
4a. Implementation Plan:					
5. Explore the creation of a work-site-based English as a Second Language (ESL) program for staff.		Chancellors			
5a. Implementation Plan:					
6. Encourage professional development and upward mobility opportunities for classified staff and limited term employees (LTE's) of color.		UW System Administration & Chancellors			
6a. Implementation Plan:					
7. Regularly seek information from faculty and staff on ways to improve campus climate.		Chancellors			
7a. Implementation Plan:					
8. Create a leadership institute for UW System faculty and academic staff that will help prepare people of color for future, senior-level administrative positions.		UW System Administration & Institute on Race & Ethnicity			
8a. Implementation Plan					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
9. Other					
9a. Other Implementation Plan:					
10. Other					
10a. Other Implementation Plan:					
11. Other					
11a. Other Implementation Plan:					
12. Other					
12a. Other Implementation Plan:					
<b>GOAL #6: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AND ETHNIC DIVERSITY.</b>					
1. Encourage every UW System faculty, staff and student governance organization to set aside an early meeting in Fall 1998 to discuss and reflect on how it might advance the goals of <i>Plan 2008</i> .		Chancellors			
1a. Implementation Plan:					
2. Use periodic accountability surveys of students to continue to measure and report student opinion.		UW System Administration & Chancellors			
2a. Implementation Plan:					
3. Explore opportunities to provide programs on intergroup relations, conflict resolution and community action for all students.		Chancellors			
3a. Implementation Plan:					
4. Increase instructional resources for partnerships with the		UW System			



Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
Department of Public Instruction, in order to conduct in-service seminars for K-12 teachers on Act 31 (American Indian treaty and sovereignty).		Administration & Institute on Race & Ethnicity			
4a. Implementation Plan:					
5. Increase library holdings for ethnic studies courses.		Chancellors			
5a. Implementation Plan:					
6. Institute on Race and Ethnicity (IRE) will create a World Wide Web page for examples of syllabi.		Institute on Race and Ethnicity			
6a. Implementation Plan:					
7. Institute on Race and Ethnicity will conduct faculty development seminars in order to share curriculum design strategies.		Institute on Race & Ethnicity			
7a. Implementation Plan:					
8. Institute on Race and Ethnicity will convene education faculty together with faculty from other disciplines in order to share the latest pedagogical and curriculum research.		Institute on Race & Ethnicity			
8a. Implementation Plan;					
9. The UW System Office of Academic Affairs, in conjunction with the Office of Multicultural Affairs, will convene faculty to explore the creation of an Ethnic Studies Consortium.		UW System Administration			
9a. Implementation Plan:					
10. Funding will be increased for Institute on Race and Ethnicity grants that encourage new course development, curricular and instructional improvements, and symposia in the area of racial and ethnic studies.		UW System Administration			
10a. Implementation Plan:					
11. Encourage research, publications, and professional development in the area of racial and ethnic studies by increasing the Institute on Race and Ethnicity grant funds.		UW System Administration and Chancellors			
11a. Implementation Plan:					

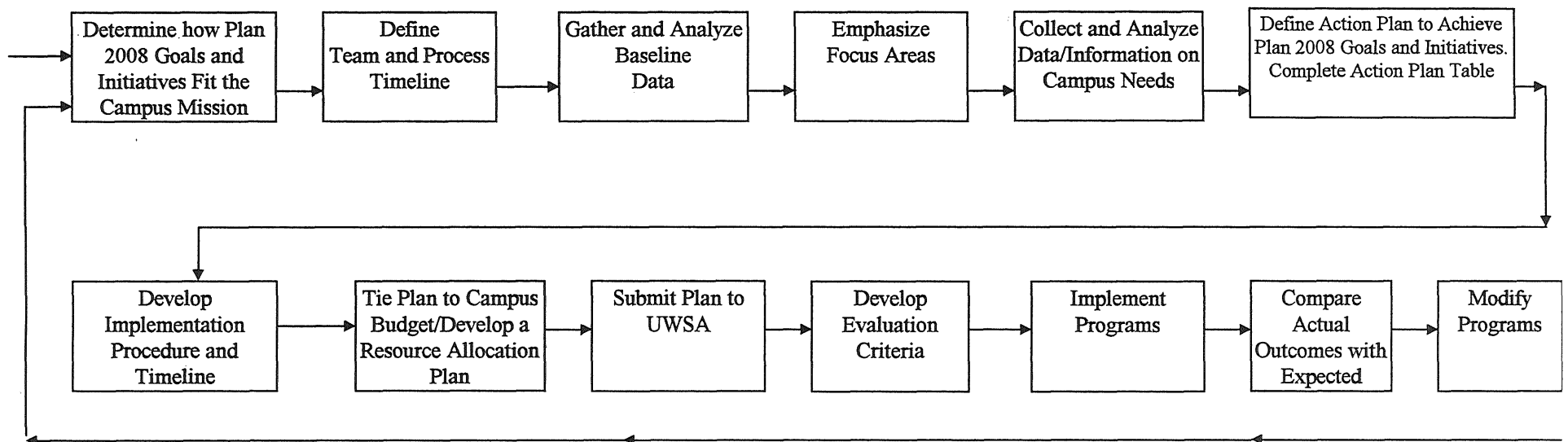
Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
12. Encourage institutions to consider how distance learning technologies can be used to collaborate and enrich racial and ethnic studies courses and related programs throughout the UW System.		UW System Administration and UW -Ext			
12a. Implementation Plan:					
13. Other					
13a. Other Implementation Plan:					
14. Other					
14a. Other Implementation Plan:					
13. Other					
15a. Other Implementation Plan					
14. Other					
16a. Other Implementation Plan					
<b><u>GOAL#7: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.</u></b>					
1. UWSA staff will join chancellor-designated staff at each institution to review, improve and streamline the assessment of multicultural/ disadvantaged programs.		UW System Administration & Chancellors and their staff			
1a. Implementation Plan:					
2. The Board of Regents directs the UW System President to make a report once each biennium on progress in achieving Plan 2008 goals.		UW System Administration & Chancellors			
2a. Implementation Plan:					

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
3. UW System will continue to monitor the participation of faculty, staff and students of color, and will report to the Board of Regents in the Multicultural/Disadvantaged Annual Report and the annual Accountability for Achievement report.		UW System Administration			
3a. Implementation Plan:					
4. Indicators in the Accountability for Achievement report will be reviewed and revised in part to better reflect the goals and initiatives outlined in this plan.		UW System Administration			
4a. Implementation Plan:					
5. Office of Multicultural Affairs will explore the possibility of providing institution wide cultural assessments and explore the ability to provide technical assistance to address need.		Office of Multicultural Affairs			
5a. Implementation Plan:					
6. UW System Administration will explore best practices in higher education and private industry for the assessment of staff responsibility for diversity outcomes.		UW System Administration			
6a. Implementation Plan:					
7. The Board of Regents will invite other educational leaders to join in sponsoring a dialog among Wisconsin education organizations to better serve students of color at all levels.		UW System Administration			
7a. Implementation Plan:					
8. UW System Administration will work with the UW institutions and national experts to establish process and outcomes benchmarks for Plan 2008.		UW System Administration			
8a. Implementation Plan:					
9. Office of Multicultural Affairs will draft institutional guidelines to assist campuses in preparing their 10-year plans.		UW System Office of Multicultural Affairs			

Goals and Initiatives	Timetable	Accountability	Progress Level	Priority Ranking	Institutional Level of Participation
9a. Implementation Plan					
10. UW System institutions with consistently low outcomes under Plan 2008 will report to the Board of Regents on how they plan to reverse that trend.		Chancellors			
10a. Implementation Plan:					
11. Other					
11a. Other Implementation Plan:					
12. Other					
12a. Other Implementation Plan:					
13. Other					
13a. Other Implementation Plan:					
14. Other					
14a. Other Implementation Plan:					

## Appendix D

### Model/Steps to Develop Campus Plan 2008



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