

MINUTES OF THE REGULAR MEETING

of the

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Madison, Wisconsin

Held in room 1820 Van Hise Hall

Thursday, April 5, 2001

1:00 p.m.

- President Smith presiding -

Present: Regents Alexander, Axtell, Barry, Benson, Brandes, DeSimone, Gottschalk, Gracz, James, Marcovich, Mohs, Olivieri, Randall, Schneiders, and Smith

Unable to attend: Regents Boyle and Krutsch

**2001-03 Capital Budget**

Regent President Smith explained that the Capital Budget follows a different path through the decision process than does the operating budget. The Building Commission, which is chaired by the Governor and includes members of both the Senate and Assembly, as well as a citizen member, makes recommendations on the state's building program. Those recommendations are advanced to the Joint Committee on Finance and become part of the budget bill. At Building Commission meetings on March 19<sup>th</sup> and 21<sup>st</sup> the UW was represented by Regent Mohs and President Lyall, along with Assistant Vice President Ives and Chancellors.

Regent Mohs stated that the UW is very pleased with the outcome of the Building Commission's actions. At the meeting, he commented to the Commission that it is important to the Board of Regents that its priorities be followed, since they are tied to overall system-wide academic goals. He also explained that the recommended projects are the outcome of a comprehensive planning process that involves not only university staff, but also the Division of Facilities Development, which staffs the Building Commission. The Commission and staff were highly supportive of the UW's emphasis on maintenance and their actions followed Board priorities. Regent Mohs credited this positive outcome in large part to the professionalism and planning expertise on UW campuses, in System Administration and in the Division of State Facilities Development.

It is a measure, he commented, of the extensive efforts they make to work together to solve the university's facility problems.

President Lyall commented that the Capital Budget, as approved by the Building Commission, will provide for significant progress toward the quality and quantity of facilities needed by UW institutions. The Commission recommended construction funds for 13 of the 20 requested major projects that are GPR funded. These projects serve a variety of needs, such as the sciences, engineering, fine arts, physical education and the system-wide classroom improvement effort. Funding will be \$153 million GPR bonding and \$131 (46%) gifts, grants and program revenues raised by the UW campuses. The Commission approved planning for the other seven projects, which will be reconsidered for construction during the 2003-05 biennium.

Also approved were seven projects, totaling \$62 million, that will be funded entirely by non-GPR sources, including user-supported projects for student unions, housing, and athletics, as well as some research space.

The \$317 million Biostar initiative was approved, providing \$158 million in state funds over a ten-year period to match outside contributions for four biotechnology-related facilities at UW-Madison. The agriculture initiative was also approved, providing \$30 million over four years for facilities at UW-Madison and UW-Platteville.

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### **University of Wisconsin E-University**

President Lyall noted that the State of Wisconsin is working vigorously to create web-based services for the citizens of the state. There also is statutory language in the Governor's budget to create a Department of Electronic Government. With all this activity on the state level, she remarked that it is appropriate to summarize the E-University initiatives that are in place and being undertaken to provide services for students, faculty and staff.

Noting differences between the missions and audiences of E-Government and E-University, she indicated that the university mission focuses on teaching, research and public service in an environment that is highly competitive for faculty, students, and resources. In contrast, agencies of state government services focus on administering a range of programs, such as health services, disability services, prisons and outdoor activities, largely within a non-market environment. While a large part of E-University is learning based, most of E-Government will be transaction based.

While the university also manages business transactions, she continued, the major focus for the university is to create a community of learners. The web is used to bind the community together through communications, on-line course materials, research databases, and discussions among students, faculty, and staff. Students access course information, campus activities and campus news, financial information on their campus

accounts, advising information, library databases, and other resources. Faculty exchange data with researchers around the globe, prepare course materials and communicate with students and colleagues. In short, the university is focused on open access to vast amounts of information, communication, and collaboration. The UW's web systems are open systems developed by users to enhance communication, while State Government will use closed systems for specific business applications.

Organizationally, E-Government is centralized and uses uniform applications and processes. In contrast, E-University is very decentralized with multiple, distributed delivery systems. Faculty use different tools depending on their discipline area and research needs. Students use the web for academic needs, communication with faculty and other students, and even creation of their own web sites for academic purposes.

While State Government has recently begun utilizing the web for providing services, the UW has been using the web for some time and has a well-established infrastructure in place. System-wide planning for construction of infrastructure began in 1995, focusing on a comprehensive digital infrastructure that includes networking, hardware, and software applications. Great strides have been made in collaborative planning across all institutions, with six-year plans focusing on collective missions and information technology as a tool to reach larger goals, rather than as a discrete set of activities in itself. Networking, academic systems, and administrative systems have been knit together to create an efficient service array that improves teaching, research and public service across the System.

In conclusion, President Lyall noted that the UW System is widely recognized as a national leader in technology planning and business integration, with over 100,000 students now enrolled in courses using web-based learning tools. Included is an electronic library system that makes resources at any UW library available across the UW System, and administrative systems are being built to provide web-based information resources available to students, faculty and staff.

President Lyall introduced Annie Stunden, UW-Madison Chief Information Officer, for a presentation on what E-University means for students, faculty and staff.

Ms. Stunden explained that components of E-University have been put in place over the course of several years. The point now has been reached at which the complex array of services is being integrated into an easily managed portfolio of services for students, faculty and staff. In the future, a subset of that portfolio will be provided to university's extended community.

One of the important technologies that lets UW institutions work together and share resources is an educational network through which the various institutions are connected to the Internet. UW-Madison and UW-Milwaukee are connected to Internet2, a capability that will be offered to other institutions in the near future. Applications are

shared over the network, but because campuses have discretion in the applications that they adopt, technology looks different at the different universities.

Noting that the campus community of students, faculty and staff makes up a diverse audience, Ms. Stunden pointed out that, while many services are for all members of the campus community, some services are specific to students in their role as learners of residents on campus. Others are specific to faculty in their roles as teachers and researchers, and others are specifically geared to assist staff in operating the university's business.

With respect to service to students, Ms. Stunden gave the example of applying for admission on the web and even using one application to apply to multiple institutions. Web-based course registration will be offered as part of the student portal in the near future – an application identified as high priority by students. The portal also will allow students to review their schedules and records. It will contain course information and advising information. As the portal is developed further, it will have different capabilities for students, faculty and staff. The portal was initiated as a pilot project at UW-Madison the preceding fall and will be available for all students on that campus in the fall of 2001. Other universities are considering adoption of portal technologies as well.

Additional uses of technology include web-based learning resources provided by faculty as part of course work and for extended learning. Faculty also offer students practice tests, as well as real testing, on the web.

Ms. Stunden pointed out that students, faculty and staff can purchase many technology products on the web, some at substantial discounts available only from vendors to the higher education community.

Students are offered network connections in their residence halls and through public computing resources on campus. UW-Madison also has a "tech store" where computing related products can be purchased. This store has gone on-line and in the future will also be available to students from other campuses.

Turning to faculty, Ms. Stunden explained that an array of technology tools is available to support them in their different roles. For instance across the UW System two learning management tools are provided: Blackboard and WebCT. While the technology is managed at two campuses, the tools are used on all campuses. Faculty can get course materials online, test online, provide grades to students online and communicate with their class from their offices or homes. At the same time, students can communicate with faculty and engage in online discussion groups with fellow students. These tools, she commented, offer faculty an easy way to bring technology to the teaching environment and to provide a rich offering of material and learning exercises for students.

A key role for many faculty is that of researcher, Ms. Stunden noted, with the UW System receiving \$534 million annually for research, approximately 95% going to UW-

Madison. Integral to much research is membership in Internet2 and the open network environment the university maintains.

A portal is being developed to make it easier for faculty to manage their teaching and research environments. This portal will incorporate many of the administrative tasks, as well as information, relating to research. Faculty are now required to apply for many grant opportunities on the web, and grant management is a large component of the researcher's responsibility. Human subject training, which is becoming a requirement for more faculty, also is offered on the web. Lab supplies and other materials needed by researchers now can be ordered on the web with quick delivery. These applications also will be incorporated into the portal.

Beyond the management and information access that technology supports for researchers, there is a complex array of computing and networking technologies used in conducting research. These technologies are managed in a very distributed manner by the researchers and their technical support staff.

Noting that the university library is basic to teaching, learning and research, Ms. Stunden, explained that any member of the UW community at any campus has access to the library catalog of all UW institutions and can order delivery of a book or article. This means they have access to 14 million volumes, as well as the 7,500 journals, magazines and newspapers that are on-line as reference material.

University staff, who support the UW's learning communities, also have technology needs. While not all staff use computers in their work, technology has in many ways become essential for the way business is done. All staff can take advantage of online resources regarding their personal personnel information. With respect to purchasing and procurement, automation of many functions has reduced supplies stocked by 4,000 at UW-Madison and has reduced paper invoices by more than 100,000. Products are delivered faster and at lower costs.

Turning to service to the extended community, Ms. Stunden noted that people living in the neighborhood of a university often take advantage of programs and services offered on campus. They can find out about those offerings on the web. A larger community includes all the citizens of the state, who have access to campus resources and are the special focus of UW-Extension. Citizens can take a variety of distance courses and also have access to all of the information that Extension provides.

Concerning colleagues in other organizations and agencies, the UW partners with WiscNet to keep the statewide network going – a network that now serves almost 500 agencies, including all but one university in the state and most K-12 schools.

Because of the UW's expertise at using technology to support teaching and learning, the Department of Health and Family Services has asked the university to help build the technology components of its Health Alert network. DHFS received a significant grant from the Center for Disease Control to put in place an educational and

notification alert program for public health agencies statewide about bio-terrorism. The university was asked for help in building a web site that could be used as the source of alerts and educational programs, and providing network connections through WiscNet for all public health agencies in the state. The web site now is about to go live and the UW is working to assist in connecting all public health agencies to this information resource.

Concluding her presentation, Ms. Stunden indicated that colleagues around the country regard the UW as a leader in many areas of E-University.

Thanking Ms. Stunden for her presentation, President Lyall observed that E-University provides tremendous access to academic resources and services. There are important differences, she noted, between what the UW is doing to provide academic services through the web to students, faculty, and staff and what the State of Wisconsin is doing to provide services to its customers. These initiatives are complementary, but not identical. They serve different missions, with different systems, in different operating environments. For these reasons, the President commented, the UW should be exempted from plans to centralize IT purchasing authority under the new Department of Electronic Government. The Department of Administration has agreed and will recommend exempting the UW from these provisions.

This does not mean, she emphasized, that the UW and the State cannot work together on technology projects and planning. In fact, the UW already is working with state government on a number of initiatives, including on-line purchasing and a project to help local health departments use high-speed internet links to communicate information dealing with health problems.

In conclusion, President Lyall stated that the UW will offer help to State government and its E-Government initiative in other ways as appropriate. The university has developed strong expertise in web-based applications and technologies, collaborative planning and incorporating cutting-edge technologies into a business model. The UW would be very pleased, she said, to serve in an advisory capacity to the new State CIO and to collaborate with the state on critical technology initiatives that build on the strengths of both missions.

In discussion following the presentation, Regent President Smith asked Ms. Stunden how priorities are set among services to students, faculty, staff and community, given that resources are quite limited.

Ms. Stunden explained that, at UW-Madison, surveys are sent to students each year asking what their most important needs are with regard to technology on campus. For example, most recently students have been asking for web-based registration. This is being developed for student use in approximately the next year. Faculty are asked to submit proposals on what they would like to do. A faculty committee then decides which proposals to fund. There are multiple staff committees at UW-Madison and other campuses that make decision regarding priorities for technology initiatives.

At the System level, there is a committee of chancellors, chief information officers and other members of the campus community that considers priorities for system-wide technology investments. In sum, decision are made with considerate input by many groups and based on what people are requesting.

Regent Smith asked if knowledge and expertise are shared throughout the System in order to avoid duplication of effort. Replying in the affirmative, Ms. Stunden noted that Chief Information Officers from all UW institutions meet monthly in order to share priorities and information on current projects, so that effort is not duplicated unnecessarily. There also are other groups that meet on a system-wide basis to address these kinds of questions.

Regent Olivieri encouraged the continuing effort to maintain System control, as appropriate, over the use of technology across the System.

Concerning individual initiatives, he recalled hearing a presentation about UW-Milwaukee's student-run IT function. He had continued to hear of its success and considered it a model that might be expanded throughout the System. He also thought it would be helpful to make available to Regents and others information about how technology has improved the ability to deliver services and has improved the learning process.

With regard to alumni, Regent Olivieri noted initiatives at other universities, both in the area of life-long learning and in the area of development. He expressed interest in learning how UW institutions are using technology to promote continued relationships with alumni.

Regent Schneiders suggested that technology might be a useful tool for conveying to students information on sexual assault, date rape and alcohol/drug abuse.

In reply, President Lyall agreed with that idea and noted, in reply to Regent Olivieri's question, that the UW-M student tech assistance model is being replicated, and already is being used in some Milwaukee high schools.

The meeting was adjourned at 1:50 p.m.

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Judith A. Temby, Secretary