



Board of Regents of the University of Wisconsin System
Office of the Secretary
1860 Van Hise Hall
Madison, Wisconsin 53706
(608)262-2324

REVISED 2/26/07

February 28, 2007

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby".

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Parkside, Wyllie Hall, 900 Wood Road, Kenosha, WI, on March 8 and 9, 2007.

Thursday, March 8, 2007

9:00 - 10:00 a.m. – Campus Tour

10:15 a.m. – All Regents Invited

- Governor's 2007-09 Operating Budget Recommendations
- Report of the Commission on Enhancing the Mission of the UW Colleges
Galbraith Room/Wyllie 363

11:15 a.m. – Education Committee meeting – All Regents Invited

- Chippewa Valley Technical College Associate of Science Degree Liberal Arts Transfer Program
[Resolution I.1.a.]
Galbraith Room/Wyllie 363

12:15 p.m. – Lunch - Library Second Floor/Wyllie 250

1:00 p.m. – Physical Planning and Funding Committee – All Regents Invited

- UW-Parkside: Campus Master Plan Presentation
Galbraith Room/Wyllie 363

1:30 p.m. – Education Committee reconvened
Galbraith Room/Wyllie 363

1:30 p.m. – Joint Committee Meeting
Business, Finance, and Audit Committee and
Physical Planning and Funding Committee
Library 272 Overlook Lounge

1:45 p.m. – Business, Finance, and Audit Committee reconvened
Library 272 Overlook Lounge

Physical Planning and Funding Committee reconvened
Library Classroom/Wyllie 150J

4:30 p.m. – Ground Breaking Ceremony
Union

5:30 p.m. – Campus Reception
Upper Main Place, Wyllie Hall

Friday, March 9, 2007

7:30 – 8:30 a.m. – Student Leader Breakfast with Regents
Dining Room

9:00 a.m. – Board of Regents meeting
Galbraith Room/Wyllie 363

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.

Persons with disabilities requesting an accommodation to attend are asked to contact Judith Temby in advance of the meeting at (608) 262-2324.

Information regarding agenda items can be found on the web at <http://www.uwsa.edu/bor/meetings.htm> or may be obtained from the Office of the Secretary, 1860 Van Hise Hall, Madison, Wisconsin 53706 (608)262-2324.

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, March 8, 2007, at 10:00 a.m. until approximately 12:00 p.m., and Friday, March 9, 2007, at 9:00 a.m. until approximately 12:00 p.m.

Commission on Enhancing the Mission of the UW Colleges

Executive Summary

Background

On August 17, 2006, UW Colleges and UW-Extension Chancellor David Wilson announced the formation of a commission to focus on the needs of local students and communities. The Commission on Enhancing the Mission of the UW Colleges was charged with the task of examining ways in which the 13 freshman/sophomore campuses of the UW Colleges can more directly serve the needs of students and the communities where those campuses are located. The Commission was charged with examining how the liberal arts education offered by the Colleges can be improved upon, while making the best use of its limited resources.

The overall objective of the Commission's work was to ensure that the UW Colleges, as an integral part of the UW System, would continue to serve their regions well, paying particular attention to the needs of adult, placebound students, and to respond to contemporary challenges, opportunities and trends.

The Commission held 8 meetings between August and December. The Commission divided its work into two stages: gathering information and drafting recommendations. During the first five Commission meetings, Commission members worked to understand the history, mission, vision, and goals of the UW Colleges. Presentations were delivered about the UW Colleges' curriculum, distance education program, student populations, quality faculty and staff, extensive collaborations, innovative initiatives, and major competitors. Panel discussions were organized featuring presentations from UW-Extension administrators and Wisconsin Technical College System presidents. These presentations focused on how these institutions might collaborate with the UW Colleges to enhance its mission. At each of the first five meetings Commission members also thoroughly discussed each of the charge questions.

During its last three meetings, the Commission drafted recommendations for its final report. In addition, Colleges-wide compressed video Town Meetings were held; one for students and one for faculty and staff. These meetings provided an opportunity for students, faculty and staff to share their views on how the UW Colleges' mission could be enhanced. The findings were summarized and integrated into the final report (for summaries of the Town Meetings see Appendix B). In the end, recommendations were grouped into six themes: maximum access and success, maximum collaboration, maximum agility, marketing, funding and The Wisconsin Accord.

The Commission's Final Report is available online at:
<http://www.uwex.uwc.edu/chancellor/reports/documents/CommissionFinalReport.pdf>

Requested Action

For information purposes only; no action is requested at this time.

Summary of Findings

Theme 1: Maximum Access and Success

The Commission believes that since the University of Wisconsin Colleges serve as a major gateway to higher education in Wisconsin, access is critical to its mission. Students should have programmatic, geographic and financial access to the 13 two-year UW Colleges' campuses across the state. If more of the state's workforce is to earn the bachelor's degree, an imperative in the emerging Innovation Economy, then more opportunities for accessing bachelor degree programs must be made available statewide. The Commission's vision is to honor the hallowed Wisconsin Idea, to extend access to the boundaries of the state and beyond.

Theme 2: Maximum Collaboration

The Commission believes that the UW Colleges' campuses should offer access to a broad range of certificate and degree programs. Recent studies have shown that more baccalaureate degrees are needed in Wisconsin, so the UW Colleges should play a prominent role in offering access to a broad range of baccalaureate degree programs to residents across the state. Currently, the UW Colleges more than 70 collaborative degree programs on its 13 campuses and is successfully delivering baccalaureate degree programs to residents across the state. Additional collaborations should be aggressively pursued between the UW Colleges, the UW System institutions, the Wisconsin Technical College System and private higher education institutions in Wisconsin. These collaborative efforts will make bachelor degrees increasingly more accessible and attainable by placebound traditional and returning adult students.

Theme 3: Maximum Agility

The Commission believes that the UW Colleges needs to be more agile in meeting the changing needs of traditional age students, returning adults and the local business community. Students need maximum flexibility to move through the higher education systems in Wisconsin. Students are making choices every day about how to enter and persist in the state's higher education systems, and some competitors of the UW Colleges have been very aggressive in giving students what they want, when and where they want it. Campuses need to be able to respond and structure academic programs that meet the needs of a variety of students, community-based business and industry.

Theme 4: Marketing

The Commission believes that more effective marketing of the UW Colleges is imperative. Residents need to be informed of the many advantages of the UW Colleges,

including their accessibility and record of student success. Small class sizes, quality of instruction and personal attention need to be emphasized. The UW Colleges will need a significant infusion of resources to market its enhanced mission.

Theme 5: Funding; Insufficiencies; Ways and Means

The Commission believes that the funding structure for the UW Colleges needs to support its enhanced mission. For the UW Colleges' mission to be enhanced to serve the citizens of the state, increased resources will need to be secured. The UW Colleges' funding sources include campus foundations, local, county, state and federal support, and tuition of students enrolled at the 13 campuses and in the UW Colleges' Online program.

Theme 6: The Wisconsin Accord

The Commission believes that Wisconsin needs to invest in a more highly educated populace. The state must increase its investment in the capacity of our higher education system if it is to be competitive and create sustainable long-term economic vitality, an educated population, higher per capita income, the resulting higher tax revenues and wealth. The Wisconsin Accord is needed to ensure that deserving students have the ability to attain higher education. Such investment could come from an application of our current tax structure to an increased Wisconsin per capita personal income. The increased per capita personal income would result from a more educated populace which was required to stay within the state's borders. Disinvesting in Wisconsin's higher education system and communities will not relieve the tax burden of our citizens. In fact, it will accomplish the opposite; it will result in a "brain void." State government must be diligent that no tax dollar is wasted or spent frivolously. That said, it must recognize that dollars dedicated to higher education are not expenditures but rather investments that result in a knowledge resource that will yield tremendous financial rewards in the future.

UNIVERSITY



WISCONSIN

COLLEGES

The freshman/sophomore UW campuses

LIVING THE WISCONSIN IDEA:

EXTENDING THE UW COLLEGES' LIBERAL ARTS MISSION
TO THE BOUNDARIES OF THE STATE AND BEYOND

COMMISSION
ON ENHANCING
THE MISSION OF
THE UW COLLEGES
SUMMARY REPORT

December 22, 2006

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University of Wisconsin Colleges Mission Statement

The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campus

University of Wisconsin Colleges Liberal Arts General Education Statement

The University of Wisconsin Colleges excels in providing its students with a liberal arts general education, the foundation of the Bachelor's degree. This includes a steadfast commitment to instruction in the natural sciences and mathematics, the social sciences, and the arts and humanities. It also involves an equally strong commitment to preparing students for lifelong learning, leadership, service and responsible citizenship. As students pursue the UW Colleges Associate of Arts and Science degree they learn how to think critically, communicate effectively, solve quantitative and mathematical problems, and reflect on works of creative expression. In this way UW Colleges students gain a sound liberal arts general education that will serve them as they transfer and pursue Bachelor degrees, and prepare for leadership in their chosen professions. A liberal arts general education is not simply a set of requirements or a curriculum; rather it is an institutional commitment supported and advanced by the faculty, students, staff, and administrators. Through its dedication to liberal arts general education, the UW Colleges seeks to develop well-rounded, knowledgeable, lifelong learners, and contributing citizens.

Chancellor's Charge to the Commission

Given the goal of ensuring that the University of Wisconsin Colleges is nimble and agile enough to respond to contemporary challenges, opportunities and trends in its regions, how might the UW Colleges improve upon the excellent liberal arts education it offers, while making wise use of its limited resources? In essence, should the UW Colleges go forward with a renewed reinvigoration and reaffirmation of its existing mission, or should that mission be enhanced to enable it to more fully meet the needs of adult and place bound students?

With these overarching questions in mind, the Commission on Enhancing the Mission of the UW Colleges addressed the following questions:

1. How can the Colleges better serve the needs of adult, placed-bound students in their local communities, and around the state?
2. Should the Colleges continue to serve primarily as freshman-sophomore campuses (gateways) to the UW System? What should be the relationship between the Colleges and the Comprehensives and Doctoral Institutions?
3. How can the Colleges capitalize on their uniqueness—local access, small class sizes, and academically nurturing environments, to offer more degree opportunities to its students?
4. Should the Colleges be approved to offer selective baccalaureate degrees, either in collaboration with other UW comprehensive campuses, or otherwise, in areas that meet local demand of place-bound students and where the faculty expertise exists to do so? In essence, should we expand our degree/program offerings, and if so, in which areas and at what level(s) (AA, BS, BA, certificates, institutes, etc.)?
5. Is a collaborative university center concept a model that would serve our local citizens well? If so, at which campus locations might the University Center model be most effective?
6. How can the relationship between UW-Extension and the UW Colleges add value to the citizens of the State of Wisconsin?
7. What is the Colleges' relationship to the Wisconsin Technical Colleges? What should that relationship be?

Letter of Transmittal from the Commission Co-chairs

December 22, 2006

Dear Chancellor Wilson:

It is with pleasure and enthusiasm that we present to you the Commission on Enhancing the Mission of the UW Colleges' recommendations, findings and actions. From the outset of our work together, Commission members were extremely conscientious. We had nearly 100% attendance at each of our eight meetings extending from August through December. Many Commission members had to travel from the northern and eastern parts of the state. The Commission had excellent participation from its members. Discussions around how to enhance the mission of the UW Colleges were lively and creative. As we moved through the process, we operated whenever possible by consensus.

The Commission divided its work into two primary areas: gathering information and drafting recommendations. During the first five Commission meetings, Commission members learned a great deal about the history, mission, vision and goals of the UW Colleges. We listened intently to presentations about the various aspects of the UW Colleges' curriculum, online program, student populations, quality faculty and staff, extensive collaborations, innovative initiatives and major competitors. Additionally, we heard from a panel comprised of UW-Extension administrators and a panel of presidents from the Wisconsin Technical College System. At each of these first five meetings we also discussed the questions you included in your charge to the Commission. During its last three meetings, the Commission drafted recommendations for this final report. In the end, recommendations were grouped into six themes: maximum access and success, maximum collaboration, maximum agility, marketing, funding, and The Wisconsin Accord. Although The Wisconsin Accord recommendations extend far beyond enhancing the mission of the UW Colleges, it is a powerful and innovative idea that would increase access to higher education to disadvantaged, place-bound residents across the state.

As co-chairs of the Commission, we wish to express our appreciation to each Commission member for his or her individual contributions. Members were thoughtful, focused and bold in their thinking. These qualities are demonstrated in the concisely articulated recommendations contained in this report. In particular, we want to thank Greg Lampe and Steve Wildeck for their exemplary staff work.

Please engage the Commission members in any way as you put the recommendations into action. We are optimistic that the collected thoughts from across the state that are expressed in this report will find fertile ground.

Sincerely,

John B. Torinus, Jr.
Co-chair

Roger Axtell
Co-chair

Commission on Enhancing the Mission of the UW Colleges

Roger Axtell, Co-chair, former executive with the Parker Pen Company and
Regent Emeritus of the University of Wisconsin System Board of
Regents

John B. Torinus, Jr., Co-chair, CEO of Serigraph Inc., West Bend

Malcolm Brett, Interim Director, Broadcasting and Media Innovations, UW-
Extension, Madison

Jim Brey, Professor, Geography/Geology, UW-Fox Valley, Menasha

Margaret Cleek, Provost and Vice Chancellor of Academic Affairs, UW
Colleges, Madison

Kathleen Cullen, Vice President for Teaching and Learning, Wisconsin
Technical College System, Madison

Deborah Cureton, Dean/CEO, UW-Richland, Richland Center

State Senator Russ Decker, 29th Senate District, Schofield

Brad Hansen, Vice President and COO, Nsight Telservices Corp., Green Bay

State Representative Sue Jeskewitz, 24th Assembly District, Menomonee Falls

Brad Karger, Deputy County Administrator, Marathon County, Wausau

Cary Komoto, Professor, UW-Barron County, Rice Lake

Carol Lombardi, Former Mayor, City of Waukesha, Waukesha

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Madison

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Marv Van Kekerix, Provost and Vice Chancellor, UW-Extension, Madison

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Mary Lacasse, Coordinator of Services for Adult Students, UW-Marinette,
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Willie D. Larkin, Senior Executive Assistant, Office of the Chancellor, UW
Colleges and UW-Extension, Madison

Steve Wildeck, Vice Chancellor, Administrative Services, UW Colleges,
Madison

Introduction

For over one hundred fifty years, the state of Wisconsin has carefully built a system of higher education that values access, innovative teaching, ground-breaking research, outreach and extension programs, and networks that are responsive to the ongoing needs of its citizens. As with any entity that aims to stay ahead of its competition and remain relevant and responsive to its stakeholder needs, it must constantly anticipate the future and move strategically to respond to what looms on the horizon.

In 2002-2003, the University of Wisconsin Colleges reviewed its mission and charted a course for the next five years with its Strategic Plan, 2002-2007. As the end of the period covered by that plan approaches, and in light of the University of Wisconsin System growth agenda to increase the number of baccalaureate degree holders in the state, it is appropriate to review the Colleges' mission, and determine the future directions and goals of the institution. The objective is to ensure that the Colleges, as an integral part of the UW System, can continue to serve their regions well, paying particular attention to the needs of adult, place-bound students, and to respond to contemporary challenges, opportunities and trends. To carry out this task, the UW Colleges and UW-Extension Chancellor David Wilson empanelled a Commission on Enhancing the Mission of UW Colleges

The UW Colleges, which is one institution with thirteen campuses that prepares students for success at the baccalaureate level of education and provides the first two years of a liberal arts general education, is a key component of the UW System. Currently, the thirteen campuses enroll more than 12,500 students, and primarily serve residents of smaller cities, suburban areas and rural communities throughout the state. With their accessibility and affordability, they enroll significant numbers of place-bound returning adult students and students of color.

The UW Colleges is, in many ways, the perfect embodiment of the Wisconsin Idea. The roots of the UW Colleges lie in the establishment of off-campus classes and the beginning of extension services in 1907. These campuses have evolved into significant centers of learning with impressive physical plants and outstanding faculties. They also serve as significant cultural centers in their communities. As the evolution from university

extension centers to campuses of the UW System took form, a unique partnership emerged. Essentially, this partnership called on the local counties to provide facilities to allow place-bound residents in those counties access to higher education, while the State of Wisconsin agreed to provide funding for instruction and academic support. This model has served the needs of local communities well over the decades.

Executive Summary

On August 17, 2006, Chancellor David Wilson announced the formation of a commission to focus on the needs of local students and communities. The Commission on Enhancing the Mission of the UW Colleges was charged with the task of examining ways in which the 13 freshman/sophomore campuses of the UW Colleges can more directly serve the needs of students and the communities where those campuses are located. The Commission was charged with examining how the liberal arts education offered by the Colleges can be improved upon, while making the best use of its limited resources.

The overall objective of the Commission's work was to ensure that the UW Colleges, as an integral part of the UW System, would continue to serve their regions well, paying particular attention to the needs of adult, place-bound students, and to respond to contemporary challenges, opportunities and trends.

The Commission held 8 meetings between August and December. The Commission divided its work into two stages: gathering information and drafting recommendations. During the first five Commission meetings, Commission members worked to understand the history, mission, vision, and goals of the UW Colleges. Presentations were delivered about the UW Colleges' curriculum, distance education program, student populations, quality faculty and staff, extensive collaborations, innovative initiatives, and major competitors. Panel discussions were organized featuring presentations from UW-Extension administrators and Wisconsin Technical College System presidents. These presentations focused on how these institutions might collaborate with the UW Colleges to enhance its mission. At each of the first five meetings Commission members also thoroughly discussed each of the charge questions. During its last three meetings, the Commission drafted recommendations for its final report. In addition, Colleges-wide compressed video Town Meetings were held; one for students and one for faculty and staff. These meetings provided an opportunity for students, faculty and staff to share their views on how the UW Colleges' mission could be enhanced. The findings were summarized and integrated into the final report (for summaries of the Town Meetings see Appendix B). In the end, recommendations were grouped into six

themes: maximum access and success, maximum collaboration, maximum agility, marketing, funding and The Wisconsin Accord.

Summary of Findings

Theme 1: Maximum Access and Success

The Commission believes that since the University of Wisconsin Colleges serve as a major gateway to higher education in Wisconsin, access is critical to its mission. Students should have programmatic, geographic and financial access to the 13 two-year UW Colleges' campuses across the state. If more of the state's workforce is to earn the bachelor's degree, an imperative in the emerging Innovation Economy, then more opportunities for accessing bachelor degree programs must be made available statewide. The Commission's vision is to honor the hallowed Wisconsin Idea, to extend access to the boundaries of the state and beyond.

Theme 2: Maximum Collaboration

The Commission believes that the UW Colleges' campuses should offer access to a broad range of certificate and degree programs. Recent studies have shown that more baccalaureate degrees are needed in Wisconsin, so the UW Colleges should play a prominent role in offering access to a broad range of baccalaureate degree programs to residents across the state. Currently, the UW Colleges more than 70 collaborative degree programs on its 13 campuses and is successfully delivering baccalaureate degree programs to residents across the state. Additional collaborations should be aggressively pursued between the UW Colleges, the UW System institutions, the Wisconsin Technical College System and private higher education institutions in Wisconsin. These collaborative efforts will make bachelor degrees increasingly more accessible and attainable by place-bound traditional and returning adult students.

Theme 3: Maximum Agility

The Commission believes that the UW Colleges needs to be more agile in meeting the changing needs of traditional age students, returning adults and the local business community. Students need maximum flexibility to move through the higher education systems in Wisconsin. Students are making choices every day about how to enter and persist in the state's higher education systems, and some competitors of the UW Colleges have been very aggressive in giving students what they want, when and where

they want it. Campuses need to be able to respond and structure academic programs that meet the needs of a variety of students, community-based business and industry.

Theme 4: Marketing

The Commission believes that more effective marketing of the UW Colleges is imperative. Residents need to be informed of the many advantages of the UW Colleges, including their accessibility and record of student success. Small class sizes, quality of instruction and personal attention need to be emphasized. The UW Colleges will need a significant infusion of resources to market its enhanced mission.

Theme 5: Funding; Insufficiencies; Ways and Means

The Commission believes that the funding structure for the UW Colleges needs to support its enhanced mission. For the UW Colleges' mission to be enhanced to serve the citizens of the state, increased resources will need to be secured. The UW Colleges' funding sources include campus foundations, local, county, state and federal support, and tuition of students enrolled at the 13 campuses and in the UW Colleges' Online program.

Theme 6: The Wisconsin Accord

The Commission believes that Wisconsin needs to invest in a more highly educated populace. The state must increase its investment in the capacity of our higher education system if it is to be competitive and create sustainable long-term economic vitality, an educated population, higher per capita income, the resulting higher tax revenues and wealth. The Wisconsin Accord is needed to ensure that deserving students have the ability to attain higher education. Such investment could come from an application of our current tax structure to an increased Wisconsin per capita personal income. The increased per capita personal income would result from a more educated populace which was required to stay within the state's borders. Disinvesting in Wisconsin's higher education system and communities will not relieve the tax burden of our citizens. In fact, it will accomplish the opposite; it will result in a "brain void." State government must be diligent that no tax dollar is wasted or spent frivolously. That said, it must recognize that dollars dedicated to higher education are not expenditures but rather investments that result in a knowledge resource that will yield tremendous financial rewards in the future.

Theme #1: Maximum Access and Success

Since the University of Wisconsin Colleges serve as a major gateway to higher education in Wisconsin, access is critical to its mission. Students should have programmatic, geographic and financial access to the 13 two-year UW Colleges' campuses across the state. Students should also encounter diverse ideas and interact with people from different cultures. If more of the state's workforce is to earn the bachelor's degree, an imperative in the emerging Innovation Economy, then more opportunities for accessing bachelor degree programs must be made available statewide. The Commission's vision is to honor the hallowed Wisconsin Idea, to extend access to the boundaries of the state and beyond.

A. Recommendation: Position financial structures to maximize access.

Findings:

1. Traditional and returning adult students need access to the University of Wisconsin System. This access is threatened as tuition increases and financial aid programs do not keep pace with the rising costs of higher education.
2. The current funding structure does not adequately support the UW Colleges' access mission.
3. The UW Colleges is a key point of access to the UW System for Wisconsin high school graduates. Of those high school graduating students who choose to attend UW System institutions, the UW Colleges enrolls the highest percentage of those students.
4. The UW Colleges is serving residents from lower income families (approximately \$54,000 family income on average) when compared to other UW System institutions. This brings a strong need for financial assistance.

5. Place-bound not only means that students are bound to a particular location; it also includes those students confined to a place because of finances.
6. Over 40 percent of students attending the UW Colleges received financial aid in 2005-2006. In 2005, the UW Colleges distributed over 26 million dollars in student financial aid. Because financial aid support cannot keep pace with rising tuition costs, more and more students are taking out loans to pay for college.
7. Currently, the UW Colleges awards \$560,000 annually in scholarships, a sizeable total, but not enough to fill the need. This amount needs to be increased if students are not to be deterred from pursuing a degree.

Actions:

1. Tuition at the UW Colleges needs to be made more affordable to residents across the state and more consistent with that of other public two-year institutions in the state.
2. Financial support for traditional and returning adult students must be increased through scholarships, loans or other forms of subsidy.
3. To increase access to the UW Colleges' campuses, the feasibility of adding residence halls should be considered.
4. The UW colleges should continue to expand its efforts to recruit underserved and minority students.

*B. Recommendation: Ease geographic access to higher education for place-bound traditional and returning adult students: Enhance opportunities across Wisconsin so residents can gain access to higher education wherever they live.**

Findings:

1. The UW Colleges' campuses do an outstanding job of successfully enrolling high school students from the counties in which the campuses are located. However, the UW Colleges' campuses need to provide access to residents outside the counties in which the campuses are located.
2. Within the next five years, enrollments in Wisconsin public high schools in a majority of the UW Colleges' service areas are going to decrease significantly.
3. Recruiting returning adult students to the UW Colleges' campuses is an increasing priority.
4. The Commission supports the goals of the Adult Student Initiative, which is critical to providing the underserved and place-bound adult population of Wisconsin with multiple, accessible, and convenient ways for starting, pursuing, and completing associate and baccalaureate degrees from UW System institutions. The desired outcome of the initiative is to increase the percentage of the population with baccalaureate degrees. This collaboration is between the UW Colleges, UW-Extension, and other UW System institutions. The Commission supports the following strategies of the Adult Student Initiative:
 - a. Providing adult students who wish to pursue a baccalaureate degree with the academic advising support that they need to identify a program path from their current circumstances (time, place, and other barriers to participation, partial completion of degree work, etc.) to the completion of a baccalaureate degree.
 - b. Enhancing the existing adult advising capacity on the 13 campuses of the UW Colleges, the centralized access functions

provided by UW-Extension in the HELP program, Continuing Education, Outreach, and E-Learning, and the local presence of Cooperative Extension.

- c. Encouraging additional associate degree programming curriculum revision by the UW College's faculty to accommodate the use of more accessible formats including shorter terms (5 or 8-week face-to-face offerings) and additional hybrid (combinations of on-line and face-to-face) courses.
 - d. Extending the program offerings of the UW Colleges into underserved geographic areas across the state through the use of more accessible course formats and through collaborative arrangements with technical colleges and other partners in those underserved areas.
 - e. Expanding the number of baccalaureate degree completion programs offered by the 4-year UW institutions on UW Colleges' campuses in accessible formats, particularly through distance education, with a focus on making such programs broadly accessible with minimal, if any, time and place restrictions.
5. The Wisconsin Technical College System (WTCS) has established a tremendous apparatus for access. It has broad service areas and satellite campuses spread throughout the districts in which they serve. The Colleges should co-develop ways to use this network for access to its programs in collaboration with WTCS sites:
 - a. Regional campuses
 - b. Branch campuses
 - c. Regional learning centers
 - d. Outreach centers (churches, retail centers, and the like)
6. There are online course delivery systems in the state: WTCS, UW Colleges, UW-Extension Continuing Education, Outreach, and E-Learning, UWS comprehensives, and private institutions. The UW Colleges, in collaboration with UW-Extension, should be the leader in providing distance education to Wisconsin residents.
7. The UW-Extension's Broadcasting and Media Innovations researches and develops new technologies, some of which have considerable potential for providing access to higher education across Wisconsin (except in the Milwaukee metropolitan area). For example, data

casting can deliver content to students over the air, or via cable and broadband. This one-way technology is currently being piloted at the UW-Baraboo/Sauk County campus. Course materials and other information can be downloaded to a laptop or any free-standing computer anytime and nearly anywhere. An agreement needs to be reached with Milwaukee Area Technical College to enable broadcasting for this purpose in Milwaukee.

Actions:

1. Collaborative agreements between the WTCS and the UW Colleges should be increased for course delivery at outreach centers around the state. Courses could be delivered face-to-face or through distance education (online, hybrid, Wisline web, or through compressed video).
2. The UW Colleges and the Wisconsin Technical College System should increase collaborations to deliver a liberal arts curriculum across the state.
3. The UW Colleges should be the leader in providing online distance education liberal arts curriculum across the state. Duplication should be avoided.
4. The UW Colleges should build stronger community connections with job centers in their service areas. Doing so could potentially lead to making higher education more accessible to individuals seeking new career opportunities.

*The Wisconsin Technical College System representative has a counter opinion on this recommendation. See Appendix C.

C. Recommendation: The pathways to a baccalaureate degree need to be broadened through the 13 UW Colleges for more accessibility to citizens across the state.

Findings:

1. The UW Colleges have over seventy collaborative degree programs and are successfully delivering baccalaureate programming to place-bound students.
2. UWC Online provides students with access to a totally online accredited Associate of Arts and Science degree. UW-Extension Continuing Education, Outreach and E-learning (CEOEL) is focusing on associate degree holders who wish to complete a bachelor's degree. CEOEL and UWC Online should collaborate to provide assistance to adult learners who need to complete the associate's degree before pursuing the bachelor's degree.
3. Access to the junior and senior years is a significant challenge for place-bound adult students being served by the UW Colleges.
4. The pathways through Wisconsin's higher education system are numerous and complicated. Many of the state's citizens have come to believe that succeeding in higher education is beyond their ability, is not accessible, and/or is beyond their financial resources. Therefore, a key part of making baccalaureate degrees accessible to Wisconsin residents is advising. UW-Extension county offices could become entry points for guiding residents interested in pursuing baccalaureate degrees into higher education. Additionally, by building and expanding upon the advising and academic counseling skills and services that exist within the UW Colleges and UW-Extension, it would be possible to provide customized educational pathway maps for citizens interested in pursuing higher education.
5. Resources for the advising, marketing, and other services to support the current pathways through the higher education system in Wisconsin are inadequate.

6. Forty-four percent of UW Colleges' students transfer to UW System institutions. Of those students who transfer to UW System institutions, UW Colleges' students persist at the highest rate to the bachelor's degree than any other UW System or Wisconsin Technical College System institution.
7. Degree completion programs could be enhanced between the UW Colleges and UW-Extension's Continuing Education, Outreach and E-Learning. UW Colleges Online has been working to collaborate with other institutions to provide seamless access to students interested in earning bachelor's degrees totally online. UW Colleges faculty could be used for adult student prior learning assessment.

Actions:

1. Since access to the junior and senior years is an issue facing place-bound adults, the UW Colleges should expand their collaborative degree programs with UW System institutions and other higher education institutions in Wisconsin according to local community needs.
2. Dual admission and enrollment programs should be expanded at all 13 UW Colleges' campuses. For instance, the Madison Connections program could be used as a model for developing dual admission and enrollment programs with other UW System institutions. For example, the UW-Marathon County has established a dual admission and enrollment program with UW-Stevens Point.
3. A project focused on re-enrolling "stop out" students should be developed at the UW Colleges. "Stop out" refers to students who temporarily leave the university on their way to a degree. The UW-Oshkosh Graduation Project could be used as a model for developing such a project.
4. The UW Colleges' Guaranteed Transfer program enables qualifying students to begin their education as new freshmen at the UW Colleges and be guaranteed admission to a UW System institution as juniors. The Commission enthusiastically endorses this program.

5. The UW Colleges should work with the UW System and the state's comprehensive and doctoral universities to replace the labyrinth of individually negotiated inter-institutional, credit-transfer protocols with a truly seamless credit-transfer system. Such a system should include but not be limited to the generation of dual transcripts, shared faculty, and redistribution of sustaining resources.
6. The deployment of the university center model should be explored, where appropriate, on UW Colleges' campuses across the state to promote access to certificates, bachelor, and graduate degrees.

D. Recommendation: Access to the University of Wisconsin Colleges Associate of Arts and Science degree should be enhanced and expanded.

Findings:

1. Students can use the Associate of Arts and Science degree as the foundation for the major they want to pursue at any UW System institution.
2. A third of the UW Colleges' 2006 new freshmen class came from the bottom two quartiles of their high school class. These students could not attend college at any other UW System institution. This is part of the UW Colleges' access mission.
3. Returning adults aged 22 and older comprise approximately 30 percent of the UW Colleges' student enrollments.
4. Information about UW-Extension Independent Learning courses and online courses need to be provided to UW Colleges students on the campuses. These courses are asynchronous in nature and could provide a level of flexibility and accessibility not available through the campuses' curricular offerings.

Actions:

1. The UW Colleges should explore offering additional Associate degrees such as Associate of Science and Associate of Arts degrees.
2. The UW Colleges should work with the Wisconsin Technical College System institutions to offer on site and/or distance education liberal arts courses at WTCS campuses where a UW Colleges' campus is not located.

Theme #2: Maximum Collaboration

The Commission believes that the UW Colleges' campuses should offer access to a broad range of certificate and degree programs. Recent studies have shown that more baccalaureate degrees are needed in Wisconsin, so the UW Colleges should play a prominent role in offering access to a broad range of baccalaureate degree programs to residents across the state. Currently, the UW Colleges offer more than 70 collaborative degree programs on its 13 campuses and is successfully delivering baccalaureate degree programs to residents across the state. Additional collaborations should be aggressively pursued between the UW Colleges, the UW System institutions, the Wisconsin Technical College System and private higher education institutions in Wisconsin. These collaborative efforts will make bachelor degrees increasingly more accessible and attainable by place-bound traditional and returning adult students. Equally important, upon completing a collaborative degree from a UW System or private institution on a UW Colleges' campus, students are likely to remain in the community, an antidote to the growing brain void in Wisconsin. Effective collaborations are time-specific in that they meet a particular need at a particular time in the life of a particular community.

A. Recommendation: The UW Colleges must develop additional four-year collaborative degree program offerings.

Findings:

1. The UW Colleges has over seventy collaborative degree programs and is successfully providing access to baccalaureate degree programming to place-bound students.
2. Collaborations between the UW Colleges and other UW System institutions are an efficient, cost effective way to deliver baccalaureate degree programs across the state. Collaborations enhance the value of the UW System institutions delivering academic programs to UW Colleges' campuses. The collaborative model is a solution to providing greater access to the baccalaureate degree. It does so

without duplicating existing baccalaureate programs across Wisconsin.

3. Wisconsin lags in bachelor's degrees in its population, ranking 30th among the states.
4. Existing UW Colleges' collaborative agreements are serving place-bound students. These collaborations deliver bachelor degrees to traditional and returning adult students who need to stay in the community with family and friends while working in the community, and avoiding commuting a distance to a 4-year campus or the expense of living in a residence hall.
5. In expanding baccalaureate degree opportunities, consideration should be given to enhancing instructional resources by having UW Colleges faculty teach some of the upper-division courses offered with the understanding that faculty resources are limited.
6. Current collaborative degree programs often suffer from a lack of funds for advising and marketing, and the UW System, in the delivery of these programs, needs to secure additional resources to ensure success.

Actions:

1. The role of the UW Colleges within the UW System should be expanded to offering more access to collaborative bachelor's degree programs for which innovative funding needs to be found.
2. The UW Colleges should enhance advising and marketing efforts of collaborative bachelor's degree programs and be provided with the resources to do so.

B. Recommendation: As statewide institutions, the UW Colleges and the UW-Extension should collaborate on providing expanded access to higher education to the citizens of the state.

Findings:

1. Faculty from both institutions could work collaboratively to provide cutting edge research to residents across the state. In the UW-Extension and UW Colleges, service is a key component of professional life. Interdisciplinary teams of UW-Extension and UW Colleges' faculty could be formed. The focus of both faculty groups should be on educating the residents of the state.
2. UW-Extension Cooperative Extension faculty and staff and the UW Colleges faculty and staff should develop cross-institutional grants and collaborate to deliver programs across the state.
3. UW Colleges' faculty and staff should be regarded as potential consultants and presenters where their expertise matches the needs identified. For example, UW Colleges Business and Economics department faculty members could be hired as consultants and presenters.
4. The UW Colleges and UW-Extension online programs and capabilities are critical assets that are needed to compete with emerging online competitors.

Actions:

1. Expand the cross-institutional grants program so that more programs could be offered collaboratively between the UW Colleges and UW-Extension.
2. Expand online and programmatic collaborations between the UW Colleges and UW-Extension that would result in statewide access to degrees.

*C. Recommendation: The UW Colleges and the Wisconsin Technical College System (WTCS) institutions should collaborate on providing expanded access to the UW Colleges' liberal arts Associate of Arts and Science degree to the citizens of the state.**

Findings:

1. The UW Colleges has 50 years of experience with delivering high quality liberal arts programming.
2. Collaboration/cooperation between the UW Colleges and the WTCS needs to be negotiated.
3. The UW Colleges should initiate collaborations with WTCS institutions across the state. The Commission thinks it advisable that more collaborative agreements be reached between the two institutions to avoid unnecessary duplication. Doing so could set the stage for an infusion of new resources to ensure delivery of the UW Colleges' Associate of Arts and Science degree by the UW Colleges at any interested WTCS institution.
4. There are numerous excellent examples of collaborations between the WTCS and the UW Colleges. Examples include collaborations between Indianhead Technical College-UW-Barron County and the UW-Marathon County and North Central Technical College.
5. Currently, up to 30 general education credits can transfer from WTCS institutions to UW System institutions. This is the equivalent to the number of credits needed to complete the first year of college at UW System institutions.
6. The resources of the UW Colleges can best be utilized to provide the second 30 credits of the UW Colleges' Associate of Arts and Science degree so that WTCS campuses do not unnecessarily duplicate the UW Colleges' liberal arts mission.

7. The UW Colleges need to continue to enter into negotiations with the WTCS institutions and collaborate on providing 1+1 collaborations. One advantage for the WTCS to become involved in this type of collaboration is that any additional WTCS liberal arts programs do not have to develop and deliver the humanities courses.
8. UWC faculty could teach on WTCS campuses engaged in delivering a 1+1 strategic alliance to their students. Currently, UW Colleges instructors are teaching only from the satellite WTCS campuses.
9. The key to fostering collaborations between the WTCS and the UW Colleges is to build upon each institution's strengths.
10. Facilities are currently being shared between the UW Colleges campuses and the WTCS campuses where they are in close proximity. This practice of sharing facilities should be expanded. For example, the UW-Marinette and Northeast Wisconsin Technical College share computer and science labs.

Actions:

1. It is time to further clarify the missions of the dual two-year college systems in Wisconsin. If the four-year institutions around the state are flexible enough to deliver programs at UW Colleges' two-year institutions, the UW Colleges should be flexible enough to deliver programs at WTCS institutions.
2. The UW Colleges, working with the UW-Extension and the WTCS, could deliver the UW Colleges' Associate of Arts and Sciences degree statewide.
 - a. The UW Colleges should work with the technical colleges to negotiate 1+1 agreements where a UW Colleges' campus has a presence. This could also apply to the regional campuses of the technical colleges.
 - b. The UW Colleges should negotiate 1+1 agreements with the technical colleges even where there is not a UW Colleges' campus presence (the UW Colleges should provide the second year of the Associate of Arts and Science degree). This means new state resources would be needed. These liberal arts courses could be delivered face-to-face, online, and/or through compressed video.

3. The online Associate of Arts and Science degree program could be expanded with more course offerings and could encourage access statewide with the assistance of county offices of UW-Extension. This expanded program should be marketed to WTCS students who are interested in pursuing the UW Colleges' Associate of Arts and Science degree.
4. The UW Board of Regents and the WTCS Board should arrive at an agreement regarding access to the UW Colleges' Associate of Arts and Science degree and access should be made available at all interested technical colleges currently lacking authority to offer such a degree.

*The Wisconsin Technical College System representative has a counter opinion on this recommendation. See Appendix C.

D.Recommendation: The UW Colleges should continue to be engaged in regional economic development initiatives (such as the Northeast Wisconsin Educational Resource Alliance) and explore expanding regional collaborations between the UW System, Wisconsin Technical College System (WTCS), and private institutions statewide.

Findings:

1. The Northeast Wisconsin Educational Resource Alliance (NEW ERA) is a consortium of the leaders of the thirteen public colleges and universities in northeast Wisconsin who have come together to foster regional partnerships to serve better the educational needs of the 1.2 million people of northeast Wisconsin.
2. The UW-Stevens Point, UW-Marathon County, and UW-Marshfield/Wood County have entered into a strategic alliance. This collaboration is being developed to meet regional needs. Currently, the campuses are competing for instructional resources. One way to overcome this challenge is to have qualified UW Colleges' faculty teaching 300 and 400 (junior and senior) level course offerings.

Actions:

1. With its rich tradition of negotiating collaborations, the UW Colleges should be a leader in forging regional strategic alliances between the UW System, WTCS, and private institutions in the state.
2. The UW Colleges should be active players in emerging regional compacts for economic development.

E. Recommendation: The UW Colleges Online collaborations with UW System institutions and the Wisconsin Technical College System (WTCS), and colleges and universities across the United States and internationally should be expanded.

Findings:

1. The UW Colleges offers the Associate of Arts and Science degree online. This Higher Learning Commission accredited online degree could be offered as part of a 1+1 collaborative degree to WTCS students or as a 2+2 collaboration with UW System institutions and other public and private institutions in the state and nationally.
2. The UW Colleges provide bachelor degree completion opportunities on the campus and online.
3. UWC Online has developed a host of strong collaborative partners. These partnerships include a BSN Consortium (UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh), BSN-LINC (with UW-Green Bay's national online RN to BSN degree completion program where UWC Online partners to provide the general education courses for the program), and UW-Whitewater online bachelor's degree program in business (UWC Online partners to provide the general education courses for this program).

Actions:

1. The UWC Online program should be expanded so that it can compete with other online private and public degree-conferring higher education institutions.
2. The UWC Online program should explore offering accelerated course offerings to traditional aged and returning adult students.

3. The UWC Online should continue to seek out collaborative partners for providing bachelor's degrees to traditional aged and returning adult students.

F. Recommendation: The university center model concept should be expanded on UW Colleges' campuses across the state.

Findings:

1. A university center model would administratively operate in parallel with a UW Colleges' campus and would provide limited support and physical space for programs offered by any UW System institution or other public and private institutions choosing to offer face-to-face and/or distance education courses or programs. Lower-division programming would continue to be provided by the UW Colleges' campus.
2. Where appropriate, UW Colleges' campuses would work with the private sector to help establish a university center where various UW and private higher education institutions offer certificates, bachelor's, and graduate degrees that meet specific workforce/community development needs.
3. The university center concept could transform the current collaborative degree programs in place on the UW Colleges' campuses by providing a broader mix of baccalaureate degrees and support services delivered by UW System institutions and private colleges.

4. Program offerings at the university center would vary according to the specific workforce needs, community needs, and the various institutions offering certificates, bachelor and, where needed, selective master degrees.
5. A university center could naturally attract and serve a higher proportion of returning adult students than traditional aged students.
6. The university center model could enhance opportunities for place-bound adults to participate in degree-completion programs and graduate programs.
7. The university center model might stimulate private sector funding to augment General Purpose Revenue (GPR) to enhance advising and marketing efforts which need to increase dramatically if collaborative degree programs are to be successfully expanded.

Actions:

1. Assign a task force to study prospective pilot sites for placing a university center on the various UW Colleges' campuses.
2. Market studies will need to be conducted within each of the potential university center sites to determine program needs and curricular offerings.
3. Respective County Boards and city governments would need to be approached about the idea of building a university center on the local campus.
4. Funding will need to be secured to support the administration of a university center.
5. In addition to negotiating more collaborative baccalaureate degree agreements between the UW Colleges and the UW System comprehensives, graduate level collaborative agreements should also be explored for delivery at a university center.

G. Recommendation: The University of Wisconsin Colleges should be granted restricted baccalaureate degree granting authority.*

Findings:

1. The UW Colleges serves the largest population of returning adult students in the UW System. While the overall enrollments of returning adult students have decreased in the UW System, the overall enrollments of returning adult students have increased in the UW Colleges.
2. The core notion of allowing the UW Colleges to offer a bachelor's degree hinges on serving a population of students underserved by the UW System—place-bound working adults. The Colleges have more experience in dealing with this population than any other UW System institution. The UW Colleges serve significant numbers of people 22 and older at each of its campuses and serve large numbers through the UWC Online program.
3. Over time, the UW Colleges' campuses have proven to be accessible to adults interested in returning to college. Its systems and personnel are adult friendly.
4. According to research conducted by the UW-Extension, there are over 60,000 place-bound working adults interested in enrolling in a degree program. These place-bound working adults claim to be extremely or very likely to enroll in a degree program.
5. The target audience for a UW Colleges' bachelor's degree will be place-bound, working adults who are not being served by the UW System comprehensive institutions.
6. Since the UW Colleges are accredited to offer the liberal arts Associate of Arts and Science degree, it could be granted the authority to develop and deliver selected bachelor's degrees on campuses where the demands of place-bound students are large enough..

7. The UW Colleges, using its many and varied resources from all 13 campuses, can deliver quality baccalaureate programming throughout the state that directly addresses the needs of place-bound, working adult students.

Actions:

1. A task force appointed by the chancellor should explore how to make the bachelor's degree more accessible and convenient for place-bound working adults statewide. Some courses would be taught face-to-face, some would be delivered online by other UW Colleges' instructors, and some courses could be delivered on a regional basis using hybrid delivery systems (compressed video, online and face to face) and instructors from regional UW Colleges' campuses. The UW Colleges has significant experience with these various types of delivery systems, and these various modes of delivery directly address the primary concern of adult students.
2. Additional research, building on surveys previously conducted, should be completed to determine the feasibility of expanded baccalaureate degree education in the liberal arts in the areas served by UW Colleges to meet the needs of place-bound, adult learners.
3. If this research supports a new initiative, then a task force should explore the following three options:
 - a. A baccalaureate degree in Interdisciplinary or Integrative Studies offered in partnership between the UW Colleges and a single UW System institution.
 - b. A baccalaureate degree in Interdisciplinary Studies or Integrative Studies offered by the UW Colleges.
 - c. An increase in the number of collaborative degree programs on the campuses offered by UW's comprehensive universities.
4. If a new initiative is warranted based on the research, UW doctoral and comprehensive universities should have the right of first refusal in offering the baccalaureate degree program. That is, if the UW System institution can and is willing to meet the statewide need, then it should be able to do so in full partnership with UW Colleges at that site. If not, then the UW Colleges' should be granted bachelor's degree granting authority by the UW Board of Regents

5. Should the UW Colleges be granted the authority to pursue a bachelor's degree to serve adults, the UW Colleges should do so as an institution, and not as thirteen separate campuses. Thus, while UW Colleges smaller campuses could not offer a bachelor's degree, using their own resources exclusively, the UW Colleges certainly could offer collectively a bachelor's degree or degrees at these as well as the larger campuses.

*This recommendation found consensus, but not unanimity.

Theme #3: Maximum Agility

The UW Colleges needs to be more agile in meeting the changing needs of traditional age students, returning adults and the local business community. Students need maximum flexibility to move through the higher education systems in Wisconsin. Students are making choices every day about how to enter and persist in the state's higher education systems, and some competitors of the UW Colleges have been very aggressive in giving students what they want, when and where they want it. Campuses need to be able to respond and structure academic programs that meet the needs of a variety of students, community-based business and industry.

A. Recommendation: More flexibility is needed in structuring UW Colleges' programming, class scheduling, course delivery and advising/orientation activities to meet needs of students.

Findings:

1. Returning adult students need more flexibility in how classes are scheduled and delivered.
2. Students require orientation, advising and financial aid counseling. These services need to be available throughout the day and evening to accommodate traditional age and returning adult students.
3. Wisconsin Technical College System (WTCS) faculty and staff are experienced with providing instruction and support services for working-age adults. Classes are offered all times of the day. There are extended hours for advising and career counseling, orientation sessions, registration and financial aid.
4. There is a need for seamless movement from institution to institution in the state. Making transfer more seamless in Wisconsin is in the best interest of students across the state.

5. Over the last ten years, an increasing number of courses are transferable between WTCS institutions and UW System institutions.

Actions:

1. The UW Colleges' distance education and hybrid programs should be increased to accommodate more place-bound working adults statewide.
2. The UW Colleges should explore offering courses in an accelerated format. In addition to the traditional semester format, courses could be offered in five-week and eight-week sessions.
3. The UW Colleges should continue to extend its hours for delivering students services such as advising, orientation, registration and financial aid counseling.

B. Recommendation: UW Colleges' campuses need to be more agile in meeting the needs of local business in their service areas.

Findings:

1. The UW Colleges need to be agile, innovative and visionary in educating students for jobs/careers that do not yet exist.
2. Community and business leaders need to be approached in the UW Colleges' service areas to determine their workforce's continuing education needs.
3. The UW Colleges' Associate of Arts and Science degree should not be devalued. The Associate's degree is valued in the business community and students can enter the professional world with the degree. Students then have the option of continuing their education and earning a bachelor's degree.
4. The UW Colleges need to be better connected to the community and to the business sector. Employers need to understand the value of what the UW Colleges has to offer.
5. A process needs to be in place that will assess the educational needs of the local community.
6. Higher education leaders need to stimulate the demand side of the education equation, helping to create an environment for job and career growth so its graduates have gainful employment in the state on graduation.
7. The UW Colleges need to establish a presence with employers and community-based organizations.

Actions:

1. The UW Colleges need to develop a comprehensive systematic approach to assessing the workforces' continuing education needs in their 13 service areas.

2. To become more attuned to local business and community needs, UW Colleges' campuses should participate in community-driven research activities.
3. The campus deans should be encouraged to develop cost-recovery programming that meets a specific community need.
4. UW Colleges' campuses should provide innovative services for their communities. Revenue generated by these kinds of activities could be used to support campus programs. For example, the UW-Washington County has established a survey and research center that serves the business community in their service area.
5. Campus deans should recruit businesses to partner with UW System institutions across the state. Firms locate where they can find research and development personnel at a low cost. The UW-Madison has done this successfully throughout the past ten years.

Theme #4: Marketing

The Commission believes that more effective marketing of the UW Colleges is imperative. Residents need to be informed of the many advantages of the UW Colleges, including their accessibility and record of student success. Small class sizes, quality of instruction and personal attention need to be emphasized. The UW Colleges will need a significant infusion of resources to market its enhanced mission.

A. Recommendation: The UW Colleges needs to increase its marketing to prospective students statewide.

Findings:

1. The UW Colleges need to actively recruit more high school students.
2. The UW Colleges need to market creatively to potential students. Students are smart and savvy.
3. The UW Colleges can be enhanced by more aggressively reaching out to adult students.
4. The UW Colleges can be enhanced by more aggressively reaching out to the workforce in their service areas. The institution's outreach activities work and could be expanded.

Actions:

1. Intensify the UW Colleges' pre-college program efforts so that more high school students are aware of the UW Colleges. Pre-college programming will move prospective college-bound students into the institution's pipeline.
2. Strengthen partnerships and expand interaction between UW Colleges' faculty members and middle and high school teachers within the UW Colleges' service areas. Reward faculty for their outreach efforts.

3. Conduct additional market research with high school students, students currently enrolled in the UW Colleges and adults 22 and older to determine new strategies and tactics for marketing to these populations.
4. Conduct additional market research with local businesses to determine their higher education needs.
5. Conduct additional market research with local businesses to determine new strategies and tactics for marketing to this constituency.

B. Recommendation: The UW Colleges needs to expand its marketing efforts so that the pathways to a higher education become more transparent and understandable to residents across Wisconsin.

Findings:

1. Residents need to understand how higher education works in Wisconsin.
2. The interactions between the UW Colleges and Wisconsin Technical College System (WTCS) campuses and their constituencies need to be clearer about how the public can move between the institutions.
3. Where populations are served by both the UW Colleges and the WTCS there is confusion over the mission of each institution. For example, there is confusion over course selection, the transfer of courses, the meaning of the associate degree offered at each institution, and the perception of the rapid growth of the WTCS as compared to the UW Colleges.
4. In recent years, the central marketing office has experienced a decrease in staff time devoted to marketing and a decrease in its budget.
5. The average staffing is 1.25 FTE in University Relations/Marketing at each of the 13 UW Colleges' campuses.

Actions:

1. Collaborate with the UW-Extension and the WTCS to develop a statewide marketing campaign to clarify the pathways to a higher education in the state.
2. Market the Guaranteed Transfer Program more effectively to entering UW Colleges' students and the UW-Madison Connections programs to prospective students.

3. Develop joint brochures marketing the UW Colleges and WTCS distance education and face-to-face academic program offerings.
4. Increase the role of the campus-based University Relations/Marketing office to play a more active role in projecting the image and program offerings of the campuses.
5. Increase public information and marketing budgets on the UW Colleges' campuses and in the central office.
6. Increase staffing where needed in the University Relations/Marketing offices on the UW Colleges' campuses.
7. Increase staffing in the central marketing offices.
8. Develop a UW Colleges integrated communication and marketing plan. Clearly communicate the plan to city officials, county board members and the public.

Theme #5: Funding; Insufficiencies; Ways and Means

The Commission believes that the funding structure for the UW Colleges needs to support its enhanced mission. For the UW Colleges' mission to be enhanced to serve the citizens of the state, increased resources will need to be secured. The UW Colleges' funding sources include campus foundations, local, county, state and federal support, and tuition of students enrolled at the 13 campuses and in the UW Colleges' Online program.

*A. Recommendation: The UW Colleges must work to decrease its dependence on student tuition dollars through increased state support and a revamped tuition structure that more effectively supports its mission.**

Findings:

1. The UW Colleges general academic program budget relies on two primary sources of funding: tuition and state support.
2. Over the years state support for the UW System has declined resulting in increases in tuition. In 1996, students paid approximately 36 percent of their educational costs. This figure has steadily increased over the last ten years due to stagnant or declining state aid. In 2006, students paid approximately 56 percent of their educational costs.
3. In the last six years, the UW Colleges' reliance on tuition to fund its general academic program has gone from 33% to 64%. That heavier reliance on tuition makes it difficult to budget because of the ebb and flow of enrollments.
4. When the UW Colleges raises its tuition rate, it undermines its access mission. Higher tuition costs have a negative impact on students and their families in general, but especially on lower income families, including many minority students.

5. As UW System institutions implement their respective growth agendas and aggressively pursue graduating high school students, the UW Colleges' enrollments are subject to decline.
6. The national tuition rate for public two-year institutions is \$85 dollars per credit. The Wisconsin Technical College System (WTCS) cost per credit is \$89; the WTCS cost per credit for the liberal arts program is \$117. The UW Colleges cost per credit is \$177. Re-structuring tuition is a key point for the UW Colleges since tuition is inextricably linked to its access mission.
7. The state provides tax support for the WTCS and the UW Colleges, while the role of the property tax in funding WTCS results in different pricing for liberal arts and/or general education courses competing for the same clientele.
8. The tax support for the WTCS institutions is greater than for the UW Colleges. The UW Colleges' tuition, therefore, is higher than WTCS institutions. There should not be that much difference between tuition at public two-year institutions in Wisconsin.
9. The state and local tax payers are subsidizing to a greater degree the first year of education at the WTCS (30 credits transfer to the UW System). The state should be equally committed to supporting the UW Colleges and its access mission.
10. The cost per student for WTCS liberal arts programs is higher than the UW Colleges cost per student.

Actions:

1. Charge differential tuition to students who are participating in UW System collaborative degree programs through UW System comprehensive institutions. Demands and costs vary for different degree offerings and tuition should reflect those factors.
2. Increase the tuition differential between UW System 4-year institutions and the UW Colleges.

3. Recommend to the UW System Administration that the funding base for the UW Colleges be made less dependent upon tuition revenue. Such a change would:
 - a. Allow consideration of an overall UW Colleges tuition decrease to enhance access and provide consistency with WTCS general education/liberal arts tuition rates, and
 - b. Provide operating stability for the UW Colleges, in its role of the UW System's enrollment "shock absorber."
4. Lower the tuition rate for the UW Colleges so that it is more closely aligned with the low tuition rate for liberal arts and general education courses of the Wisconsin Technical College System.
5. Convince the UW System to increase support for the UW Colleges.
6. Convince the governor and legislature to increase support for the UW System and, specifically, a fair share for the UW Colleges.
7. Encourage the campus deans to develop cost-recovery programming that meets a specific community need.
8. UW Colleges' campuses should provide innovative services for their communities. Revenue generated by these kinds of activities could be used to support campus programs. For example, the UW-Washington County has established a survey and research center that serves the business community in their service area.

*The Wisconsin Technical College System representative has a counter opinion on this recommendation. See Appendix C.

B. Recommendation: The UW Colleges campuses' relationships with the local county boards and city governments need to be preserved, strengthened and enhanced.

Findings:

1. Overall, the partnership between the local campuses, the counties and cities, and the state works very well for the UW Colleges. Local officials realize the presence of a university campus is a huge asset for economic development in the Knowledge Economy.
2. The counties and cities make annual financial contributions toward the operation, improvement and expansion of campus facilities. In 2006, counties and cities will provide a total of \$9.1 million of local financial support in 2006:
 - a. \$1.0 million in physical plant operations
 - b. \$1.5 million in minor remodeling and building improvement projects
 - c. \$6.6 million in debt service on major renovation and construction projects across 12 campuses
3. In total, the UW Colleges has 76 buildings and over 2 million square feet of space. This cumulative square footage compares favorably with larger comprehensives such as the UW-Whitewater campus.
4. The UW Colleges campuses occupy 1,130 acres. This acreage number compares favorably to the UW-Madison campus which has approximately 900 acres.
5. The state operates the academic and support programs that go on inside the facilities.
6. It is up to the UW Colleges to convince the counties that each of the 13 campuses is a good investment. Each new building project is a reaffirmation by the counties and cities of their support for, and recognized value of, the UW Colleges.

7. Counties and cities have eventually supported nearly all of the UW Colleges' proposals for new/improved facilities.
8. Concerns have been raised at the county level (especially in Waukesha County) that UW Colleges' campuses are attracting students from counties outside the county that is providing financial support for the campus. There is the offset, though, of the spending by the students in the host county.

Actions:

1. The campus deans need to be active and visible in their role as community leaders. The local campus deans in partnership with the UW Colleges' administrative staff should continue to build strong relationships with county boards and city governments across the state.
2. The UW Colleges should pursue a collaborative funding model whereby a county outside a UW Colleges' campus service area might provide monetary support for educational opportunities in their county. For example, Sawyer County could negotiate a funding package with UW-Barron County and the Barron County Board that would support the campus educational program efforts in Sawyer County.

C. Recommendation: The UW Colleges must work to diversify auxiliary revenues and increase operating efficiency.

Findings:

1. The UW Colleges has a small budget at \$84 million compared to other UW System institutions. In part, this is due to the UW Colleges not having *extensive* auxiliary income from bookstores, residence halls, food service and the like.
2. UW Colleges faculty members primarily teach and do not attain large research grants at the same rate or magnitude as other UW System institution faculty members.
3. The UW Colleges has residence halls on two campuses (UW-Marathon County and UW-Richland). The residence hall at UW-Marathon County houses both UW-Marathon County students and students attending North Central Technical College. Many students in the UW-Richland residence hall are international students. UW-Barron County will be building a residence hall in the near future and a market study and master plan is being conducted at UW-Baraboo/Sauk County. The residence halls could over time (the UW-Milwaukee new dorms will be making money once the bond is retired) provide significant income for the UW Colleges. County /city governments play a major role in determining if a residence hall will be built on a campus. Local foundations could play a role in putting up dorms where the demand exists.

Actions:

1. As the UW Colleges increases its baccalaureate degree offerings, continue to actively seek federal, state, and local grants that will support enhancing the UW Colleges' mission.
2. Continue to contact private foundations to seek support for enhancing the UW Colleges access and student success missions.
3. Study the feasibility, where appropriate, of privately funded residence halls for the UW Colleges' campuses.

4. Implement lean manufacturing principles, where appropriate, to increase efficiencies at the UW Colleges and UW System.

D. Recommendation: The UW Colleges should increase its fundraising activities in the campuses' service areas and statewide.

Findings:

1. The UW Colleges receives gifts and grants from private donors.
2. Private gifts have been received to construct buildings on several of the UW Colleges' campuses. These gifts have ranged from \$500,000 to \$4 million.
3. Grants have been won to provide support for students and to advance initiatives. Foundation support for annual scholarships across the campuses is \$560,000 with the average campus scholarship funding being \$43,000.
4. Offering four-year degrees on the 13 campuses should increase the fund raising appeal, as proven by the \$2 million in funding for the new baccalaureate nursing program at UW-Washington County.

Actions:

1. Work to bring more potential funding partners to the table.
2. Enlist UW Colleges' alumni for fund raising activities in the UW Colleges' service areas.
3. Place a development officer who is actively involved in fundraising on each campus to direct fund raising efforts. Development officers could be shared by the smaller campuses.
4. Authorize a central investment officer as requested by the campuses to manage the funds raised at the campus level. Centrally, fund raising and investment return targets could be established for campus foundations.

Theme #6: The Wisconsin Accord

The Commission believes that Wisconsin needs to invest in a more highly educated populace. The state must increase its investment in the capacity of our higher education system if it is to be competitive and create sustainable long-term economic vitality, an educated population, higher per capita income, the resulting higher tax revenues and wealth. The Wisconsin Accord is needed to ensure that deserving students have the ability to attain higher education. Investment in a higher education system at a scale necessary for a knowledge economy is difficult with current state finances. Such investment could come, however, from an application of our current tax structure to an increased Wisconsin per capita personal income. The increased per capita personal income would result from a more educated populace which was required to stay within the state's borders. Disinvesting in Wisconsin's higher education system and communities will not relieve the tax burden of our citizens. In fact, it will accomplish the opposite; it will result in a "brain void." State government must be diligent that no tax dollar is wasted or spent frivolously. That said, it must recognize that dollars dedicated to higher education are not expenditures but rather investments that result in a knowledge resource that will yield tremendous financial rewards in the future.

Recommendation: Wisconsin needs to make a self-funding investment in the state's higher education system to create capacity ensuring that all residents who desire a higher education have an opportunity to receive a higher education. The Commission calls for "The Wisconsin Accord" to make it possible for every deserving person in the state to pursue higher education.

Findings:

1. Capacity to invest in Wisconsin's higher education system would be created by investing monies generated by a state bond issue. Funds for repayment of the bond would be generated through current or modified

tax structure being applied to a higher per capita personal income and greater commerce occurring within state borders.

2. Recipients of Wisconsin higher education opportunities from the bond proceeds would be required to remain in the state for a predetermined time period.
3. The aging of the baby boomer generation means that by 2030 Wisconsin's elderly population will nearly double while the working age population (18-64) will at best grow very little and may actually decline. Therefore, the state will have nearly twice as many people in the "government service consumer" stage of their lives while the number of citizens working and contributing significant tax revenues may be less than it is today.
4. Wisconsin's tax system is incompatible with its economy. While Wisconsin's economy has been steadily shifting from a manufacturing based economy to a new millennium knowledge service based economy, our tax structure has not evolved. In other words, the Wisconsin system taxes items which have physical substance, while our economy has continued to grow into one in which knowledge is the growing asset and income producer.
5. As the state's economy grows, it is highly likely that the growth will be a result of an increase in intellectual property, not hard assets. The current tax system does not yield sufficient pay-backs from such growth. This incompatibility has begun to inhibit the ability of government to provide a basic level of service to its citizens and works to preclude significant higher education investment. In the future, this incompatibility could well inhibit the growth of Wisconsin's business community and new economy.
6. Evidence suggests that in the next two decades, Wisconsin will face a significant shortage of workers. This is a result of the large number of baby boomers now beginning to retire and the insufficient number of the young people who are educated within our borders staying in Wisconsin to add to or lead our economic efforts. The year 2011 is the turning point where the number of people entering the Wisconsin workforce will be less than the number exiting for retirement. With the economy needing more, not fewer workers, we are facing a "brain void."

7. Unlike the mature and baby boomer generations who searched for employment and relocated to where they were able to successfully find employment; the generation X and millennial generations are selecting communities in which to live based on quality of life, relocating to those communities, and then, seeking employment once arriving.
8. Today's youth seek and move to locales which provide a quality education system, diversity in the population, a clean environment, recreation opportunities, a well maintained infrastructure, entertainment opportunities, the arts, and the like — the very things government funds or government programs help to promote.
9. Our state, as well as our nation, is moving ever so swiftly toward a knowledge-based economy wherein knowledge based businesses seek the input of educated people.
10. Unlike manufacturing businesses, knowledge-based businesses can more easily relocate to where talented and educated people are located. It follows that the more educated people the state has, the more attractive the state will be to those businesses that need such talent to generate profit. Creation and retention of these educated people will result in knowledge-based business employment and, over time, an increase in the per capita personal income.
11. This pool of talented young people will attract knowledge-based businesses which will employ them and raise the Wisconsin per capita personal income. If Wisconsin's per capita personal income is raised from \$1200 to \$1300 (still far below Minnesota), then the state will have sufficient income tax revenues to repay the bond issue over a period of years. This assumes no increase in sales tax revenues which also would increase. If higher education recipients wish to leave the state prior to time obligation, a pro rata repayment could be required or a loan forgiveness schedule would cease.
12. If per capita personal income is increased by more than \$1,200 to \$1,300, then the increased revenue, net of the taxes used to pay off the bonds, would also be invested into Wisconsin communities making them attractive to talented young people thereby eventually reducing the need to use education "handcuffs."

13. The private sector does two things with efficiency and unparalleled success; employ people and create wealth. Both of these require a pool of talented and educated people.
14. Increased higher education among a state's population is directly correlated to per capita personal income.
15. Tuition has been rising rapidly because of lower state support for the universities, making it essential that there are more funds for off-setting scholarships and grants.

Actions:

1. The Commission recommends that a task force be named to further study The Wisconsin Accord.
2. The Commission recommends that the state borrow a sufficient amount of money to create greater financial access in the form of grants and scholarships for Wisconsin residents who wish to receive a higher education.
3. The Commission recommends that once the money is secured, and the parameters and requirements of The Wisconsin Accord are defined, that the state clearly communicates to residents that all who desire higher education in Wisconsin can receive a higher education.
4. The Commission recommends that recipients of The Wisconsin Accord be required to spend time in the state after graduation to pay back the state for the up-front investment in his or her education.
5. The Commission recommends that a self-funding mechanism be established to capture the incremental taxes on the higher income from the graduates. It would work similar to Tax Incremental Financing bonds, where higher property taxes on the improved property values are used to pay off the bond over a period of years. In the case of The Wisconsin Accord, the state would capture the taxes on the improved per capita income that would not have been created without the education front-end investment.

Appendix A

Letter from UW Colleges Campus Deans

November 27, 2006

Dear Chairs and Members of the Commission on Enhancing the Future of UW Colleges:

We, the Campus Deans of the thirteen University of Wisconsin Colleges, thank you for your service on this very important commission. The continued success and growth of UW Colleges is of vital importance to the future of higher education in Wisconsin. The recommendations which you make will have far-reaching implications for the economy and the overall quality of life within our state for years to come. As the senior campus administrators within the UW Colleges, we are uniquely positioned to understand the Colleges as well as the impact and importance of your recommendations. We would like to take this opportunity to share with you our collective thoughts on the future of UW Colleges.

In looking to the future, we believe that UW Colleges should build upon past strengths and project those forward. We also believe that UW Colleges and its thirteen campuses should embrace innovation and embody flexibility in the execution of their missions. The campuses of UW Colleges have always excelled at the dual missions of reaching out to underserved populations and providing access to quality higher education to all.

We propose to enhance our **outreach mission** by:

1. Further establishing non-traditional, place-bound, and returning adult students as our special market emphasis.
2. Developing and delivering a new baccalaureate degree designed to support the workforce competencies needed in the knowledge economy of the 21st century. This new degree would emphasize key skills in communication, leadership, and critical thinking. This degree would augment the quality of life for its holders and

enhance the productivity of the state's workforce. This would require limited degree-granting authority. The degree would be unique and not duplicate those already available within the state.

3. Facilitating additional baccalaureate and graduate degree programs through the university center model in collaboration with other institutions both public and private. This approach would allow comprehensive and doctoral UW institutions to bring their degree programs within reach of a large, new market of learners. These collaborations could be arrayed along a continuum ranging from on-line and hybrid delivery modes to the "embedded faculty" model currently in place between UW-Platteville and the UW-Fox Valley, UW-Rock campuses. This embedded model is particularly attractive and is currently being considered at other UW Colleges campuses.

We propose to enhance our **access mission** by:

1. Extending the new relationship between the UWC and UW-Extension to deliver expanded, cost effective, convenient, UW transferable education to every corner of the state. These programs would include our traditional Liberal Arts curricula as well as our new and innovative baccalaureate degree and collaborative bachelor's degrees.
2. Working with UW System and the state's comprehensive and doctoral universities to replace the labyrinth of individually negotiated inter-institutional, credit-transfer protocols with a truly seamless credit-transfer system. Such a system should include but not be limited to the generation of dual transcripts, shared faculty, and redistribution of sustaining resources.
3. Collaborating with the Wisconsin Technical College System (WTCS) to enhance accessibility to higher education by increasing the number of portals available into the UW System.
 - a. In areas where both UWC and WTCS institutions exist, the Colleges should provide faculty and facilities to conduct Liberal Arts programs beyond the thirty WTCS credits now transferable for students enrolled at a WTCS institution. This would prevent further duplication of courses and

programming at the taxpayer's expense. In areas where both institutions are not present, the UW Colleges should be given authority and resources to "embed" faculty into the WCTS institution to provide access to the second year of Liberal Arts programming. A WCTS-to-UWC associate degree completion program should be a high priority for the commission.

- b. In order to facilitate this collaboration, the tuition rate for UW Colleges should be restructured to match the tuition rates available through WCTS institutions by means of additional GPR support from the state.
- c. These accommodations would preserve the nationally recognized excellence of the Colleges and the WCTS institutions by allowing them to concentrate their resources more fully on their separate and discrete educational missions.

We believe the time is ripe for a bold new vision of higher education within our state. As we work to extend the range of student access to higher education, and to deepen the competencies and competitiveness of our workforce, UW Colleges, in partnership with UW-Extension, is positioned to be a leader and innovator. The establishment of creative curricula, new and innovative educational collaborations, and flexible, dynamic scheduling protocols will be a solid beginning. The suggestions presented in this letter are practical and constructive. They are rooted in our past success and allow us to reach forward to more effectively serve emerging educational needs. We recognize that we must be flexible and innovative if we are to contribute to the educational foundations of a knowledge-driven world. We thank you for considering our thoughts on the future of UW Colleges, as we embrace the motto of our state: *Forward*.

Best Regards,

Thomas Pleger, Interim Campus Dean, UW Baraboo/Sauk County

Paul Chase, Campus Dean, UW-Barron County

Daniel Blankenship, Campus Dean, UW-Fond du Lac

James Perry, Campus Dean, UW-Fox Valley

Daniel Campagna, Campus Dean, UW-Manitowoc

James Veninga, Campus Dean, UW-Marathon County
Paula Langteau, Campus Dean, UW-Marinette
Andrew Keogh, Campus Dean, UW-Marshfield/Wood County
Deborah Cureton, Campus Dean, UW Richland
Diane Pillard, Campus Dean, UW-Rock County
Mary Beth Emmerichs, Interim Campus Dean, UW-Sheboygan
David Nixon, Campus Dean, UW-Washington County
Patrick Schmitt, Campus Dean, UW-Waukesha

Appendix B

Compressed Video Colleges-wide Town Meetings Summaries

On Friday, December 8, 2006 the Commission on Enhancing the Mission of the UW Colleges held two ninety-minute compressed video Colleges-wide Town Meetings, one for students and one for faculty and staff. Commission Co-chair John Torinus presided at both sessions and Commission lead staff member Greg Lampe moderated the meetings. During the noon session, students from nine campuses participated in the Town Meeting. Both traditional and returning adult students actively participated. During the 1:30 p.m. session, faculty and staff from all thirteen campuses participated in the Town Meeting.

Student Session Findings:

1. There is a need for more teleconference/distance education courses.
2. Broaden the curriculum to allow instructors more variety in teaching courses.
3. UW Colleges' faculty should be able to teach upper division courses. Doing so, would offer more variety to the instructor's teaching load and more variety in course offerings.
4. Concerns were expressed over the access to and affordability of the UW Colleges.
5. The UW Colleges needs to offer more degree completion programs on the campuses geared to returning adult students.
6. Can the UW Colleges offer four-year degrees other than through collaborative degree programs? Can the Colleges offer its own bachelor's degree?
7. Broaden online course offerings. Overcome the political hurdles posed by whose degree it is and serve students.
8. Core courses are not offered at good times or every semester. It is very difficult for returning adult students to enroll in the core courses that they need.
9. There is a need for a unified record system in the UW System. Having a unified record system could eliminate paper work hurdles when applying for entry into college or a program.

10. The UW Colleges should make known that senior citizens and persons with disabilities can audit classes for free. This would be perceived positively by the communities the UW Colleges' serve.
11. To keep students from transferring early from the UW Colleges, more upper division/third year courses should be offered. The four-year campuses encourage students to transfer early so they will not be a year behind when they do transfer after the sophomore year.
12. Staying on a local campus gives students an advantage in finding a summer job.
13. Tell students that it is in their financial best interests to stay at a UW Colleges' campus. The UW Colleges is a bargain.
14. Outreach to high school students needs to be stronger. High school students need to be informed about the advantages of attending a two-year college.
15. More aggressively market the benefits of the UW Colleges. Small class size, quality of instruction, personal attention, and free parking need to be emphasized.
16. Marketing the UW Colleges will be even more important with the comprehensive campuses growing by 8 percent over the next few years.
17. Student loans and scholarships are difficult to get and run out over time. The state does not support working moms with children. It does not allow daycare assistance for many types of education. The state favors work rather than education. State support for higher education is diminishing and tuition continues to increase.
18. Returning adult students find themselves in unique situations that are not well supported by the federal financial aid program. Financial aid is often determined by assets and returning adult students are not always eligible for loans.
19. Students do not always understand the loan burden that comes after they are finished with their degree. Loan consolidation is very difficult because of the enormous fees associated with it.
20. The state needs to step in and provide some relief in areas where the federal government falls short.
21. The state seems to support building prisons more than supporting higher education. Prisons are competing with higher education for the state's scarce resources.
22. Carry through with the idea of a compact to require students to stay in the state and contribute to the economy after they graduate with a degree.
23. The opportunity to complete bachelor's degrees on UW Colleges' campuses is very important. There was strong support expressed for the collaborative degree programs available on the campuses.

24. There is a need for more upper level and interdisciplinary studies courses.
25. There is a need for greater lines of communication on UW Colleges-UW-Extension integration issues.
26. The funding of the UW Colleges is less than for the four-year colleges.
27. Leverage the position of the UW Colleges as the third largest institution to lower the costs of textbooks. Textbooks are very expensive. Perhaps put textbooks on tape to assist commuter students.
28. The segregated fee burden placed on students is disproportionate due to campus size. Could the fees be pooled centrally and redistributed to the campuses to make the burden more equitable?
29. The UW Colleges needs to make a stronger commitment to providing childcare on the campuses. Could this effort be supported centrally?

Faculty/Staff Session Findings:

1. The UW Colleges needs to be more agile. Agility can be achieved through offering more hybrid classes.
2. Access to programs and degrees should be driven by local market needs.
3. Students are place-bound after they graduate. They need to earn degrees that local businesses require.
4. Place-bound students are place-bound for all four years, not just for two years. They are geographically, financially, and occupationally place-bound.
5. Lower tuition is needed. High tuition limits potential students' access to higher education.
6. There is a need for more evening classes and more weekend library hours.
7. A strong system needs to be in place for prior learning assessment. There was a feeling that the UW Colleges is behind the comprehensives in this regard.
8. MATC (Madison) is marketing two concurrent courses in an 8-week format. This way, students can take four courses in a semester and are considered fulltime.
9. Accelerated classes may not suit all students. Perhaps high functioning, successful students are better able to succeed in accelerated classes.
10. Venture capital needs to be invested in an accelerated program. Marketing is needed to secure the audience.
11. WTCS tuition should not rise; rather, UW Colleges' tuition should come down. Doing so would preserve access.
12. The UW Colleges is "in a box" and not allowed to evolve.

13. Market the UW Colleges as cost effective.
14. The “Big Bang” idea presupposes that the types of businesses that pay higher wages will choose to be in Wisconsin.
15. The knowledge base doubles every 7 or 8 years. Can we exploit the ability to charge more tuition and split the revenues with comprehensive university providers of the collaborative degrees?
16. Work harder to identify revenue streams for the UW Colleges.
17. There was strong support for the university center concept. Participants asked that a university center not be confined to only UW System institutions.
18. A suggestion was made to have a workforce development agency as a partner in the university center.
19. Many campuses are fully utilizing their space. More space could be needed when considering an increase in program offerings.
20. There will be a need for start-up money for market studies and for exploring possible collaborations so that the UW Colleges’ campuses can lure programs that are needed in the communities.
21. Completion programs also will need additional dollars for freshmen and sophomore courses.
22. How does K-12 factor into the university center idea? Might it be possible to use public school facilities for a university center that delivers academic programs?
23. Expand partnering with corporations to provide them with on-site training. Corporations often provide tuition reimbursement to their employees. The UW Colleges might consider charging a higher tuition rate to corporations for delivering on-site services.
24. The UW Colleges needs more marketing. If we tap into the resources of our collaborating partner, what happens to our brand?
25. It is important to think about the UW Colleges’ human resources when considering moving into having UW Colleges’ faculty teach upper division courses. It is important to tap into local campus’s expertise and take advantage of existing personnel strengths.
26. Increase funding for professional/faculty development to prepare the UW Colleges’ personnel for offering upper level courses.

Appendix C

Wisconsin Technical College System Counter Opinions

The following counter opinions were written by Commission member Kathleen Cullen, Vice President for Teaching and Learning, Wisconsin Technical College System, in response to the consensus reached by the Commission on the recommendations identified below.

December 21, 2006

Theme 1, Recommendation B

The WTCS has a well established delivery system for online learning. Therefore, it is the WTCS recommendation that the report encourage the UW Colleges to develop a leadership role within the UWS to offer on line learning and partner, where appropriate, with the WTCS and private institutions.

Theme 2, Recommendation C

The WTCS has a clear statutory mission to provide collegiate transfer programs under chapter 38, Wis. Stats. In s. 36.31, Wis. Stats., the Legislature clearly recognized that there may be situations where the University of Wisconsin and the WTCS would provide similar programming, but that those situations should be subject to extra scrutiny to ensure the most efficient use of public resources. Recently, criteria and procedures have been approved and implemented by the WTCS State Board to create programs as provided for in s. 36.31. The process for approving programs is based on student need, reasonable cost and demonstrated outcomes and requires collaboration among educational providers. It provides a measure of accountability that benefits both students and taxpayers.

In addition, discussions are underway at the UWS Board of Regents regarding the development of BOR criteria and procedures necessary to

carry out the intent of s. 36.31. It is the WTCS recommendation that this item continue to reaffirm the need for individual institutions from both Systems to continue to develop and implement new ways in which to serve Wisconsin citizens. Alternatively, the Commission could recommend clarification of the mission of the UW Colleges.

Theme 5, Recommendation A

The statement that the current average cost per student for existing WTCS liberal arts programs is higher than the UW Colleges cost per student implies that the UW Colleges are more efficient at delivering liberal arts education. In addition to differences in how the two Systems' calculate costs, the WTCS would assert that the cost per student differential is largely a function of the total number of students served by, and the location in high-cost labor markets of the technical colleges that currently provide liberal arts programs rather than a reflection of the efficiency of the UW Colleges. It is reasonable to expect that the WTCS average cost per student will decrease if technical colleges with larger total enrollments located in lower-cost labor markets are authorized to offer collegiate transfer programs. It is the recommendation of the WTCS that this observation be noted in the report.

Revised 2/27/07

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee -

Thursday, March 8, 2007
University of Wisconsin-Parkside
Wyllie Hall – Galbraith Room 363
1:30 p.m.

10:15 a.m. All Regents

- Governor's 2007-09 Operating Budget Recommendations
- Report of the Commission on Enhancing the Mission of the UW Colleges

11:15 p.m. Education Committee – All Regents Invited

- a. Chippewa Valley Technical College Associate of Science Degree Liberal Arts Transfer Program
[Resolution I.1.a.]

12:15 p.m. Lunch

1:00 p.m. Physical Planning and Funding Committee – All Regents Invited

- UW-Parkside: Campus Master Plan Presentation

1:30 p.m. Education Committee

- b. Approval of the minutes of the January 22, and the February 8, 2007, meetings of the Education Committee.
- c. UW System Waukesha Study Update.
- d. UW-Stout: Presentation on Polytechnic Designation.
[Resolution I.1.d.]
- e. UW-La Crosse: Authorization to Recruit for Provost.
[Resolution I.1.e.]
- f. Report of the Senior Vice President:
 - 1. Faculty Research at UW-Parkside;
 - 2. Annual Report as Required by Wis. Stats. § 36.25(14m)(c): 2005-06 Minority and Disadvantaged Student Programs.
[Resolution I.1.f.(2)]
- g. Additional items may be presented to the Education Committee with its approval.

Approval of
Chippewa Valley Technical College
Associate of Science Degree
Liberal Arts Transfer Program

EDUCATION COMMITTEE

Resolution I.1.a.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Chippewa Valley Technical College Associate of Science Degree Liberal Arts Transfer Program. This degree program will be delivered collaboratively between CVTC and University of Wisconsin System institutions, utilizing courses and resources of both Systems. The degree program will consist of a curriculum of CVTC courses in disciplines that it currently offers as part of its applied associate degree programs (approximately two-thirds of the 34-course curriculum), with the remaining one-third of the courses offered by UW System institutions through a variety of existing course options.

NEW PROGRAM AUTHORIZATION

Associate of Science Degree Liberal Arts Transfer Program Chippewa Valley Technical College District

EXECUTIVE SUMMARY

BACKGROUND

The UW System (UWS) and the Wisconsin Technical College System (WTCS) share the dual goals of enhancing transfer opportunities between the two Systems, and increasing the number of baccalaureate degree-holders in the state. Enhancement of transfer has been a long-standing goal, as demonstrated by the creation of three liberal arts associate degree-granting institutions in the WTCS: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College, and ongoing initiatives to expand credit transfer opportunities. Over the last several years, the joint UWS-WTCS Committee on Baccalaureate Degree Expansion (COBE) has focused on programming and initiatives to increase the number of baccalaureate degree-holders in the state.

Wisconsin Statutes (Wis. Stat. §36.31) require that the WTCS Board and the UWS Board of Regents approve any broadening of collegiate transfer programs in WTCS districts. At its September 2006 meeting, the WTCS Board approved the establishment of a new liberal arts collegiate transfer associate of science degree program at the Chippewa Valley Technical College District. At its February 2007 meeting, the UWS Board of Regents approved criteria for approval of Wisconsin Technical College System Collegiate Transfer Programs. Those criteria establish as principles the enhancement of credit transfer and the avoidance of unnecessary duplication. The key criteria that must be met include: a demonstrated long-term need not currently met by a WTCS or UWS institution that cannot be reasonably met by a UWS institution; evidence of appropriate collaboration with existing UWS or WTCS programs; and the efficient and effective use of state higher-education resources.

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), and pursuant to the criteria and guidelines for consideration of WTCS Collegiate Transfer programs (ACIS-1.2), the new program proposal for a liberal arts collegiate transfer associate of science degree program from the Chippewa Valley Technical College District (CVTC) is presented to the Board of Regents for consideration.

REQUESTED ACTION

Approval of Resolution I.1.a., authorizing the implementation of a collaboratively delivered Liberal Arts Associate of Science program by the Chippewa Valley Technical College.

DISCUSSION

Program Description

The Associate of Science Liberal Arts degree is designed to prepare students for transfer to four-year colleges and universities. The degree builds skills in using observation, quantitative analysis, and logic in the areas of math, biology, and the physical sciences. The curriculum focuses on the development of written and verbal communication skills, broad-based problem solving abilities, critical thinking skills, and knowledge of diverse cultures. The Associate of Science degree requires liberal arts courses designed for collegiate transfer. Chippewa Valley has developed 34 courses to meet the needs of students seeking the Associate of Science degree. The program is designed to serve 150 students at full capacity.

CVTC shared the proposed program curriculum with UW-Eau Claire, UW-Stout, and UW-River Falls and received confirmation that the courses in the program are transferable. The CVTC staff plans to continue meeting with staffs from the UW comprehensive campuses, as needed, and at least once per year. Completion of the degree will rely on existing courses and resources of the collaborating institutions.

The associate of science degree requires 64 credits, minimally distributed as follows:

Associate of Science -minimum credits	
English	6
Speech	3
Mathematics & Science	20
Social Science	6
Humanities	9
Diversity	3
World/Foreign Language	4
Health/Wellness	1
Electives	5

Courses similar to many of those needed to fulfill these requirements are currently offered by CVTC as courses supporting its applied associate degree programs. Some of the sections of these courses will be converted to courses in the same discipline, and offered to support the proposed liberal arts associate degree program.

Students in the program will have a designated counselor, who will provide both career and academic advising, especially regarding transfer. This counselor will also work closely with transfer counselors at UW-Eau Claire, UW-Stout, and UW River Falls. A full-time enrollment assistant will be added to assist students in this program with admission, financial aid and registration. In addition, the program will benefit from existing agreements with UW-Eau Claire, UW-Stout, and UW-River Falls that allow CVTC students to live in residence halls at the UW campuses. This means a student can reside at the same campus throughout their baccalaureate education.

Program Goals and Objectives

The Associate of Science Liberals Arts degree is designed for students who want a broad general education. The required distribution of courses introduces students to a full range of communications, humanities, sciences, mathematics, and social sciences, with an emphasis on science and mathematics. The program is intended to enhance the students' fundamental knowledge of the forces that have shaped and continue to direct cultural identity and increase their ability to think critically about complex subjects. Students in the program will demonstrate the following learning outcomes:

- Employ effective verbal and nonverbal communication skills in diverse professional and social contexts;
- Demonstrate quantitative reasoning skills at the appropriate undergraduate level;
- Demonstrate critical thinking skills at the appropriate undergraduate level;
- Demonstrate effective use of scientific method skills in a variety of contexts at the appropriate undergraduate level;
- Demonstrate an understanding of the social, cultural, political, and historical dimensions of the world at the appropriate undergraduate level;
- Demonstrate a heightened awareness of the physical, chemical, and biological environment at the appropriate undergraduate level; and
- Demonstrate an increased responsibility for self-directed learning and personal wellness.

Program Assessment

CVTC operates a comprehensive ongoing system for monitoring student outcomes at institutional, program, and instructional levels. Direct assessment of student learning incorporates performance information from competency linked assessment activities into targeted courses within each program of study. Through a custom-designed computer database system, CVTC has the ability to continuously review the relationships between student learning performance and the institutional, program, or course curricula. Program staffs periodically analyze how well students are meeting the learning outcomes for the program to formulate appropriate curricular modifications and program improvements. In addition, WTCS programs undergo a comprehensive review at the end of five years, as do new academic programs within the UW. The two Systems will work cooperatively to develop a comparable process for a review of this program.

Need

In recent years, CVTC has noticed a growing trend in the number of students seeking college courses for transfer to a four-year institution. For students interested in a campus-based UW Colleges associate degree program, the nearest program is at UW-Barron County, 60 miles from CVTC's Eau Claire campus. This program will serve a population of students who have no

local option for pursuing an Associate Degree at a small institution and, thus, provide students in this region of the state an option that is available to students at other locations throughout the state through the UW Colleges, the collegiate transfer programs at MATC Madison and Milwaukee, and Nicolet. UW-Eau Claire has a very competitive admissions process and is currently unable to accommodate all qualified students interested in attending as new freshmen.

According to data from the Joint Administrative Committee on Academic Programs (JACAP), a committee of UWS and WTCS representatives encouraging collaborative efforts between the two Systems, there is evidence that significant numbers of CVTC students are transferring to UW institutions. During the five years leading up to 2005, the students transferring from CVTC to a UW institution increased from 123 to 246. (The number dropped to 229 during the 2005-06 academic year.) In 2004-05, while CVTC had only 4.6% of the total WTCS associate degree enrollment, its 246 student transfers represented 9.1% of the total WTCS students transferring to UW institutions.

A large portion of these students enroll in CVTC's Supervisory Management program. They do so because they must be enrolled in a specific degree program in order to be eligible for financial aid. During the period 2003 through 2005, the number of transfers from the Supervisory Management program to UW institutions increased from 65 to 107. The first-time enrollments in this program increased from 77 in 2001 to 348 in 2005. Students with the express interest in transferring are not well-served by a program that may have no relation to their intended baccalaureate degree interests, and limits the number and nature of transfer courses available to them. These students would be better served by the more general associate of science collegiate transfer degree.

In addition, the JACAP data indicates that the more credits students earn prior to transferring from two-year institutions to baccalaureate institutions, the higher their graduation rates are at those baccalaureate institutions. Thus, another Associate Degree program in an area of the state where that option is not readily available may serve the statewide goal of increasing baccalaureate degree-holders.

Projected Enrollment in FTE (3 years)

Year	Implementation year	2nd year	3rd year
New students admitted	50	75	75
Continuing students		50*	75*
Total enrollment	50	125	150
Graduating students		50	75

*Numbers do not include attrition because we cannot predict how students will utilize the transfer options afforded in this new program.

Comparable Programs

The Chippewa Valley Technical District Associate of Science degree will be the fourth district with a collegiate transfer program. The Wisconsin Technical College System currently has a collegiate transfer liberal arts program at Nicolet Technical College, at Madison Area

Technical College and at the Milwaukee Area Technical College. Each of these programs offers both the Associate of Arts and the Associate of Science degree. Liberal Arts Associate degrees are also granted at the 13 campuses of the UW-Colleges and at UW-Eau Claire, UW-Green Bay, UW La Crosse, UW Platteville, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater.

Collaboration

The criteria and guidelines for WTCS Collegiate Transfer programs call for collaborative opportunities to be explored and implemented where appropriate. There were a number of collaborative models considered in arriving at the recommendation regarding this proposal. CVTC has indicated its commitment to fostering collaborative solutions to provide students greater opportunities in higher education using existing course capacity at various academic institutions. It suggested collaboration with one or more UW institutions in offering the program, with UW institutions offering a number of courses that will apply towards the associate degree, thereby increasing the array of courses and course-taking options available to students. In particular, CVTC indicated its interest in making available to students in this program UW courses in areas in which CVTC lacks the faculty expertise, e.g., physical education, languages, music and art.

Other collaborative efforts proposed by CVTC would include working with other academic institutions to solve financial aid issues for students and support them in obtaining the degree through multiple pathways; providing marketing materials, including a Transfer Guide, which specifically identifies alternate coursework options for completing the degree; and offering joint academic and career advising opportunities.

Collaboration discussions also took place between CVTC and UW Colleges. The UW Colleges proposed the development of a 1 + 1 degree offered collaboratively by CVTC and the Colleges, with the degree granted by the UW Colleges.

The nature of collaboration recommended in the resolution utilizes the strengths of each of these options. The 1 + 1 model in this case does not appear to offer the advantages of collaboration between two institutions in close proximity to one another. Because of the absence of a nearby UW Colleges campus, neither space nor staffing resources would be more efficiently utilized with a 1 + 1 program. However, CVTC students could take advantage of the UW Colleges online offerings. Expanding the breadth and depth of opportunities to students is a desirable goal, and should be part of the delivery of this degree program.

The recommended collaboration takes greater advantage of existing courses and, thus, uses state higher education resources more effectively and efficiently. Under this recommendation, CVTC's course offerings would consist of courses in disciplines that are currently offered as part of CVTC's applied degree programs. Some sections of these courses will be converted to serve students interested in the proposed degree program. Students would complete the remaining courses, not currently part of CVTC's applied degree course array, by enrolling in appropriate courses already offered and available at UW institutions. This would

result in CVTC offering approximately two-thirds of the curriculum, and UW institutions offering approximately one-third.

Resource Needs

CVTC has developed a budget detailing the costs to implement and provide the entire program. These costs are estimated based upon 5.25 FTE faculty to provide the program to 150 FTE students. Twenty of the 34 courses in the degree program are existing courses that would be revised for the collegiate transfer level. Fewer sections of the applied associate degree-level courses would be available in order to offer sections at the collegiate transfer level. Following a one-time expense of \$160,100 to upgrade a science laboratory, the net expense to CVTC was estimated to be approximately \$50,900 annually, to offer the entire curriculum. Under the proposed collaboration where a portion of the courses would be taken at UW institutions, the overall costs for the program would be reduced.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a., authorizing implementation of a collaboratively delivered Liberal Arts Associate of Science degree program by Chippewa Valley Technical College.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006) and ACIS-1.2 (adopted February 9, 2007).

**UW-Waukesha Study Group
Financial Model and Findings**

**Chancellor David Wilson, UW Colleges
and UW-Extension
Chancellor Carlos Santiago,
UW-Milwaukee**

**Education Committee
Agenda Item I.1.c.**

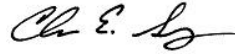
February 21, 2007

To: Kevin Reilly, President, UW System

From: David Wilson, Chancellor, UW Colleges and UW-Extension



Carlos Santiago, Chancellor, UW-Milwaukee



Re: UW-Waukesha Study Group Financial Model and Findings

Attached is the report analyzing the costs that would be incurred if UW-Waukesha:

- 1) became a stand alone university; or
- 2) merged with UW-Milwaukee; or
- 3) served as a venue to house a university center where UW-Milwaukee and other institutions could deliver additional high-demand, academic degree programs to the Waukesha area.

We commend the financial study group for the work it has performed on what, admittedly, has been a formidable and challenging task.

For two years, the discussion about merging UW-Waukesha with UW-Milwaukee has been ongoing, but to our knowledge, this is the first attempt to ascertain what the real costs of such a move would be for the taxpayers of Wisconsin.

The table below summarizes the costs of each of the proposed models.

FULL IMPLEMENTATION		\$ Millions Annually			Capital Bonding Required
Additional GPR operating costs when fully implemented	Operating	Debt Service	Total		
New Four Year University	18.2	7.7	25.9		
Merger Model - Encapsulation	14.5	7.7	22.2		
Merger Model - Integration	18.1	7.7	25.8		
University Center	6.6	3.9	10.5		
University Center – Market Driven	2.4	3.9	6.3		48.4

START-UP		\$ Millions Annually			Additional One-time Costs	Capital Bonding Required
New GPR operating budget required to get started	Operating	Debt Service	Total			
New Four Year University	5.4	1.4	6.8	4.6		
Merger Model – Encapsulation	4.1	1.4	5.5	4.6		
Merger Model – Integration	7.5	1.4	8.9	4.6		
University Center – UW	2.7	0.9	3.6	4.7		
University Center – Market Driven	0.6	0.9	1.5	0.1	11.4	11.4

The data clearly suggest that the university center concept is the most cost effective proposal in meeting the current needs of the citizens of Waukesha. However, it is also important for the UW System to periodically conduct a comprehensive needs analysis to ascertain the educational demands of Waukesha County and be responsive to those needs.

Please let us know if you have any questions or concerns.

UW-Waukesha Study Group Financial Models and Findings

February 21, 2007

BACKGROUND AND CHARGE

President Reilly charged Chancellors Santiago and Wilson to report to the President in Fall, 2006 regarding financial estimates to meet the need in Waukesha for baccalaureate and graduate programs above and beyond those already offered through partnerships between UW-Waukesha and several UW System institutions. The chancellors appointed a study group and asked that the group examine the following three scenarios:

1. Create a new stand-alone four-year campus in Waukesha.
2. Merge UW-Milwaukee and UW-Waukesha; two variations were considered.
 - a) "Encapsulation", meaning that the current UW-Waukesha program would retain much of its identity within UW-Milwaukee.
 - b) "Integration", meaning that UW-Waukesha would, over time, be completely integrated into UW-Milwaukee.
3. Create a university center; two variations were considered.
 - a) University center with UW participating institutions, including state GPR support for academic programs
 - b) University center driven entirely by the market, with no state GPR support for academic programs

The study group was asked to provide financial estimates as well as benefits and drawbacks for each of the models.

The original members of the study group include:

- Rita Cheng, Provost, UW-Milwaukee
- Margaret Cleek, Provost, UW Colleges
- Andy Richards, Associate Vice Chancellor for Business and Financial Services, UW-Milwaukee
- Steve Wildeck, Vice Chancellor for Administrative Services, UW Colleges
- Patrick Schmitt, Campus Executive Officer and Dean, UW-Waukesha
- Ruth Williams, Associate Vice Chancellor for Academic Affairs, UW-Milwaukee

President Reilly later appointed two staff members from UW System Administration to assist. Those individuals are:

- Lynn Paulson, Assistant Vice President for Budget and Planning
- Ron Singer, Associate Vice President for Academic and Student Services

At the September, 2006 Board of Regents Meeting, the chancellors updated the Education Committee on the progress of the study group. Chair Danae Davis conveyed the expectation that UW-Waukesha students would be involved in the study group's work. The following UW-Waukesha students have participated in deliberations:

- Joshua Liston
- Joshua Mann
- Alan Stager

GENERAL ACKNOWLEDGEMENTS AND ASSUMPTIONS

Acknowledgements

The study group acknowledged several factors prior to launching into its analysis of potential models.

1. All parties to these discussions and, especially, members of the study group support the delivery of an expanded number of baccalaureate and graduate degree programs in the Waukesha area.
2. The study group recognizes that the education currently delivered at UW-Waukesha is highly valued by its students, faculty and staff. Given that value, the impact of each model on UW-Waukesha's current attributes should be carefully evaluated and considered.
3. The study group recognizes the economic development value of additional university research and collaborations with area businesses and industries. Given that value, the potential for each model to expand university research should be carefully evaluated and considered.
4. The university's economic impact on the community would increase under all models due to both the larger numbers of students and faculty in Waukesha and an increase in the number of baccalaureate degree holders in the community.
5. One unintended and unfortunate consequence of the very public discourse regarding a possible merger has been the negative impact on the morale of the UW-Waukesha faculty, staff and students. Maintaining the long-term and healthy partnership between UW-Waukesha and UW-Milwaukee should be a priority.
6. Every model is only that – a mechanism to compare options under very globally defined assumptions. These models are not implementation plans. Any specific implementation plan would require a specifically developed set of assumptions, which may not agree with the set of assumptions used in this report to drive the models. Nonetheless, the model assumptions are an important starting point for comparisons.
7. There has been no formal analysis performed on the educational needs of the citizens of Waukesha County. While each of the models assumes that an initial core of eight specific programs will be delivered, these programs respond to needs as stated by the Waukesha County Action Network (WCAN) and are not the product of a formal study. All of the models in this report require that a formal market study be conducted before the launch of any academic program.
8. UW-Milwaukee, or any other UW institution, cannot deliver the initial set of eight additional programs in Waukesha without either additional GPR support or significantly higher tuition rates.
9. The issue of ownership of the UW-Waukesha buildings and grounds is not addressed in this report. While certain assumptions are made regarding responsibility for building maintenance and improvement, the specific issue of property ownership, and possibly compensation, would need to be resolved in the future.
10. Residence halls have a major impact on campus life, environment, and programs. They also have a major impact on the surrounding community and municipal services. An environmental impact study should be performed prior to acceptance of any model in which residence halls would be developed.
11. A professionally developed master plan of the UW-Waukesha campus must be performed prior to any future construction project associated with the options contained in this report.

Assumptions Which Apply to All Models

- All models include the delivery of eight degree programs at UW-Waukesha, based on needs identified in the WCAN report:
 - BS – Electrical Engineering
 - BS – Mechanical Engineering
 - BS – Computer Science
 - BBA – Business Administration
 - MS – Electrical Engineering
 - MS – Mechanical Engineering
 - MS – Computer Science
 - MBA – Business Administration (already offered by UW-Milwaukee in Waukesha)
- For the purpose of this modeling, these degree programs are identical in nature to the programs already offered at UW-Milwaukee. The addition of engineering and business programs in Waukesha would require additional faculty and other staff positions, any start up associated with these positions, laboratory and other classroom requirements and other supply costs. All models include the same assumptions in order to maintain a standard for the engineering and business programs that will be new to the Waukesha area.
- Each of the three models and their variations must be viewed for both their start-up cost (that which is required to implement the eight degree programs in 2-3 years), and fully-implemented cost (that which will be inevitably incurred as each model matures to its eventual [15 year] state).
- Financial assumptions which apply to all models:

Start-up

- 1,500 FTE students will continue to be served at the lower division level.
- Eight new academic programs would be added in engineering, computer science, and business, with four added at the upper division level and four added at the graduate (masters) level.
- Additional facilities would be constructed to accommodate the new upper division and graduate programs.
- The UW Colleges GPR allocation would be unaffected.
- The state will provide additional staff FTE where additional GPR resources are cited.

Full Implementation

- 1,500 FTE students will continue to be served at the lower division level.
- In addition to the eight new academic programs offered start-up, a broad array of programs would be offered in the long term to serve a combined total of 1,500 upper division and graduate FTE students.
- Additional facilities would be constructed to accommodate the additional upper division and graduate programs, beyond the initial eight programs listed above.
- The UW Colleges GPR allocation would be unaffected.
- The state will provide additional staff FTE where additional GPR resources are cited.

DISCUSSION OF THE MODELS

Stand-alone Four Year Campus

Description

The four-year campus would be between UW-Superior and UW-Parkside in size and scope, and would include the eight bachelors and masters degree programs in business and engineering, with costs modeled at the comprehensive university level.

Academic Program Array

- ✓ Degree options and courses available will increase at the baccalaureate level with limited masters programs.

Impact on UW-Waukesha Faculty

- ✓ UW-Waukesha salaries would rise to be comparable with those at comprehensive campuses.
- ✓ UW-Waukesha faculty would shift from their present strict four-four load (teaching four classes each of the two major semesters) to a teaching load that would vary depending upon the paid expectation for research and service.
- ✓ Average class size could grow in the lower division, as larger facilities are built which could accommodate them. As class sizes grow, student/faculty engagement will be reduced.

Impact on Student Experience

- ✓ The presence of upper-division and graduate students could enrich the campus environment.
- ✓ A four-year institution would require more and different advising services, especially to prepare students for employment (career counseling and placement).
- ✓ Lower-division students could experience a change in the number and depth of the opportunities they have for participation and engagement in student activities. Some opportunities could increase, as compared to the present environment at UW-Waukesha, while others could decrease.
- ✓ Student life could shift from that of a commuter campus to that of a residential campus. Broader and deeper cultural experiences could be available to students than those presently available at a commuter campus.
- ✓ Opportunities for place-bound adults to participate in degree-completion programs and graduate programs could be enhanced.
- ✓ Tuition and segregated fee rates would rise to be comparable to those at comprehensive institutions.
- ✓ UW-Waukesha students would no longer be eligible to participate in intercollegiate athletics through the Wisconsin Collegiate Conference. Intercollegiate conference athletics, at the NCAA division III level, could become available to students. Additional club and intramural sports could be available due to a larger student body.

Impact on the Community Experience

- ✓ Building projects would be enacted on the campus to create new residence halls, parking, classroom, and research facilities. The campus footprint would become more dense as buildings and structures are developed.
- ✓ An expanded campus with residential facilities could vitalize the cultural and residential life of the city.
- ✓ Traffic will increase in the area as numbers of students increase. Road improvements may be necessary.
- ✓ Greater municipal services (water, fire, police, sewer) could be necessitated by the building and occupancy of residence halls.

Research and Technology Transfer

- ✓ Contributions to research and technology transfer in the Waukesha area would expand somewhat through limited increase in graduate programs and faculty/staff research.

Facilities

- ✓ Facility maintenance and improvement would become the responsibility of the university and the state rather than that of Waukesha County.
- ✓ The natural campus boundaries could require improvements to provide more effective barriers between the residential campus and its surrounding neighborhood.

Additional Financial Assumptions

- ✓ The operating and debt service payments currently paid by Waukesha County will be transferred to the state.
- ✓ The costs of serving all students will be based on the experience of the smaller UW System comprehensive universities.
- ✓ All students will be charged the UW comprehensive tuition rate plus fees.

Costs

Additional GPR Needed for:	<u>Full Implementation</u>	<u>Start-up</u>
One-Time Expenses	n/a	\$4.6 million
Annual Ongoing Operating Costs	\$18.2 million	\$5.4 million
Annual Ongoing Debt Service	\$7.7 million	\$1.4 million
Total Capital Budget Request	\$86.4 million	\$9.4 million

Annual Tuition (based on 2006-07 rates)	<u>Dollars</u>	<u>Comparable Institution</u>
Lower Division	\$4,568	UW comprehensives
Upper Division	\$4,568	UW comprehensives
Graduate	\$5,910	UW comprehensives

Note: Additional GPR figures above are net, and have already taken into account any additional tuition revenue expected from added degree programs or increases in tuition rate.

Merger with UWM While Encapsulating UWW

Description

UW-Waukesha would continue to operate much like it does currently but as a unit within UW-Milwaukee that would have its own tuition and faculty/staff salaries. Students, as UW-Milwaukee students, would have access to all UW-Milwaukee programs, in addition to the initial eight programs. Not all of the other UW-Milwaukee programs, however, would be offered on site in Waukesha.

Academic Program Array

- ✓ Degree options include all those currently offered through UW-Milwaukee at the baccalaureate, masters and doctoral levels at the Milwaukee campus. A large number, but not all, of these programs would be offered on site in Waukesha.

Impact on UW-Waukesha Faculty

- ✓ Teaching load for faculty hired for lower-division classes would be a strict four-four as present.
- ✓ Research expectations for lower-division faculty would remain the same as present.
- ✓ More upper division and graduate courses would be available at the Waukesha campus, offering opportunities for Waukesha faculty interested in increasing their research to do so through interactions and collaborations with UW-Milwaukee faculty.
- ✓ Salaries for Waukesha faculty teaching lower-division and for Waukesha staff would not change.
- ✓ Class size would remain the same for lower-division classes.
- ✓ The presence of two tracks of faculty—one teaching lower-division classes and one teaching higher division and graduate classes—presents many potential complications that would need to be acknowledged and addressed. These complications, such as differences in salaries, work load expectations, faculty and curriculum oversight, and personnel rules, could adversely affect morale.
- ✓ Focus on the first two years could be maintained through a “university college” model. Universities sometimes employ this model to increase success of freshman and sophomore students, and this model could serve freshmen and sophomores not only on the Waukesha campus but also at the Milwaukee campus.

Student Experience

- ✓ The presence of upper-division and graduate students could enrich the campus environment.
- ✓ Student life could shift from that of a commuter campus to that of a residential campus. Broader and deeper cultural experiences could be available to students than those presently available at a commuter campus.
- ✓ Lower-division students could experience a change in the number and depth of opportunities they have for participation and engagement in student activities. Some opportunities could increase, as compared to the present environment at UW-Waukesha, while others could decrease.

- ✓ Maintaining a level of engagement for lower-division students similar to that of UW-Waukesha as presently configured in undergraduate research, cultural and other activities will require a special dedication of resources and administrative and faculty energy – similar to UW-Milwaukee’s Access to Success initiatives and the UW Colleges’ Engaging Students in the First Year.
- ✓ Waukesha campus students would no longer be eligible to participate in intercollegiate athletics through the Wisconsin Collegiate Conference. Students attending the Waukesha campus would have the opportunity to engage in the Division I UW-Milwaukee intercollegiate conference athletics at the Milwaukee campus as well as a myriad of club sports and other student activities at the Milwaukee campus. Intramural (as opposed to intercollegiate) athletics and cultural courses and activities (music, theatre, art) could remain on the Waukesha campus.
- ✓ Opportunities for place-bound adults to participate in degree-completion programs and graduate programs could be enhanced.
- ✓ Tuition rates would not change for Waukesha students enrolled in lower division courses in the “university college.” Tuition for upper-division students would be that of UW-Milwaukee.
- ✓ Enrollments would need to be managed carefully to prevent over-enrollment at the Waukesha campus that could be prompted by a) lower tuition compared to the Milwaukee campus, b) ease of access, and c) guaranteed admission to UW-Milwaukee.
- ✓ Waukesha campus students would no longer have access to the UW Colleges Guaranteed Transfer program. Students wishing to transfer to other UW institutions (e.g., UW-Whitewater) would face the same experience as UW-Milwaukee students now face in such transfers.
- ✓ Scheduling of programs and courses would need to be highly integrated and carefully planned to reduce confusion and difficulty of students who choose to take classes at both the Milwaukee campus and the Waukesha campus.

Community Experience

- ✓ Building projects such as residence halls, parking, classroom, and research facilities could be developed. The campus footprint would become more dense as buildings and structures are developed.
- ✓ An expanded campus with residential facilities could vitalize the cultural and residential life of the city.
- ✓ Traffic will increase in the area as numbers of students increases. Road improvements may be necessary.
- ✓ Greater municipal services (water, fire, police, sewer) could be necessitated by the building and occupancy of residence halls.

Research and Technology Transfer

- ✓ Contributions to research and technology transfer in the Waukesha area could expand significantly with UW-Milwaukee research faculty and staff engaging with industry partners in the Waukesha community as graduate and research programs locate in that area.

Facilities

- ✓ Facility maintenance and improvement would become the responsibility of the university and the state rather than that of Waukesha County.
- ✓ The natural campus boundaries could require improvements to provide more effective barriers between the residential campus and its surrounding neighborhood.

Additional Financial Assumptions

- ✓ Students and employees would become UW-Milwaukee students and employees.
- ✓ Lower division programming would be provided by current UW-Waukesha faculty and staff, paid at their current salaries with current workloads.
- ✓ Upper division programming would be provided by UW-Milwaukee faculty and staff, paid at UW-Milwaukee salaries and workloads.
- ✓ Lower division students would be charged UW-Waukesha tuition and fees.
- ✓ Upper division and graduate students would be charged UW-Milwaukee tuition and fees.
- ✓ The operating and debt service payments currently paid by Waukesha County will be transferred to the state.
- ✓ Buses would circulate between the Waukesha and Milwaukee campuses for students and staff.

Costs

Additional GPR Needed for:	<u>Full Implementation</u>	<u>Start-up</u>
One-Time Expenses	n/a	\$4.6 million
Annual Ongoing Operating Costs	\$14.5 million	\$4.1 million
Annual Ongoing Debt Service	\$7.7 million	\$1.4 million
 Total Capital Budget Request	 \$86.4 million	 \$9.4 million

Annual Tuition (based on 2006-07 rates)	<u>Dollars</u>	<u>Comparable Institution</u>
Lower Division	\$4,268	UW Colleges
Upper Division	\$5,868	UW-Milwaukee
Graduate	\$8,164	UW-Milwaukee

Note: Additional GPR figures above are net, and have already taken into account any additional tuition revenue expected from added degree programs or increases in tuition rate.

Merger with full integration with UWM:

Description

UW-Waukesha would become a regional campus of UW-Milwaukee. Students, as UW-Milwaukee students, would have access to all UW-Milwaukee programs in addition to the initial eight programs. Not all of the other UW-Milwaukee programs, however, would be offered on site in Waukesha.

Academic Program Array

- ✓ Degree options include all those currently offered through UW-Milwaukee at the baccalaureate, masters and doctoral levels at the Milwaukee campus. A large number, but not all of these programs would be offered on site in Waukesha.

Impact on UW-Waukesha Faculty

- ✓ Teaching load and research expectations for faculty on the Waukesha campus would change to UW-Milwaukee's model. Within that model, however, there is considerable variation depending on the interests and strengths of the faculty. Those with active research programs often have lower teaching and higher research activities, while others with greater focus on pedagogy and curriculum devote greater portions of their time to teaching and less to research. Graduate teaching assistants would also engage in teaching undergraduate courses.
- ✓ Salaries for Waukesha faculty would be the same as those at UW-Milwaukee.
- ✓ Class sizes could increase in some freshman/sophomore courses, as larger facilities are built which could accommodate them.

Student Experience

- ✓ The presence of upper-division and graduate students could enrich the campus environment.
- ✓ Student life could shift from that of a commuter campus to that of a residential campus. Broader and deeper cultural experiences could be available to students than those presently available at a commuter campus.
- ✓ Lower-division students could experience a change in the number and depth of the opportunities they have for participation and engagement in student activities. Some opportunities could increase, as compared to the present environment at UW-Waukesha, while others could decrease.
- ✓ Maintaining a level of engagement for lower-division students similar to that of UW-Waukesha as it is presently configured in undergraduate research, cultural and other activities will require a special dedication of resources and administrative and faculty energy – similar to UW-Milwaukee's Access to Success initiatives and the UW Colleges' Engaging Students in the First Year.
- ✓ Waukesha campus students would no longer be eligible to participate in intercollegiate athletics through the Wisconsin Collegiate Conference. Students attending the Waukesha campus would have the opportunity to engage in the Division I UW-Milwaukee intercollegiate conference athletics at the Milwaukee campus as well as a myriad of club sports and other student activities at the Milwaukee campus. Intramural (as opposed to intercollegiate) athletics and cultural courses and activities (music, theatre, art) could remain on the Waukesha campus.

- ✓ Opportunities for place-bound adults to participate in degree-completion programs and graduate programs could be enhanced.
- ✓ Tuition would increase to UW-Milwaukee rates.
- ✓ Students wishing to transfer to other UW institutions (e.g., UW-Whitewater) would face the same experience as UW-Milwaukee students now face in such transfers. Waukesha campus students would no longer have access to the UW Colleges Guaranteed Transfer program.
- ✓ Scheduling of programs and courses would need to be highly integrated and carefully planned to reduce confusion and difficulty of students who choose to take classes at both the Milwaukee campus and the Waukesha campus.

Community Experience

- ✓ Building projects such as residence halls, parking, classroom, and research facilities could be developed. The campus footprint could become more dense as buildings and structures are developed.
- ✓ An expanded campus with residential facilities could vitalize the cultural and residential life of the city.
- ✓ Traffic will increase in the area as the number of students increases. Road improvements may be necessary.
- ✓ Greater municipal services (water, fire, police, sewer) could be necessitated by the building and occupancy of residence halls.

Research and Technology Transfer

- ✓ Contributions to research and technology transfer in the Waukesha area could expand most significantly under this model with more UW-Milwaukee research faculty and staff engaging with industry partners in the Waukesha community as graduate and research programs locate in that area.

Facilities

- ✓ Facility maintenance and improvement would become the responsibility of the university and the state rather than that of Waukesha County.
- ✓ The natural campus boundaries could require improvements to provide more effective barriers between the residential campus and its surrounding neighborhood.

Additional Financial Assumptions

- ✓ All students and employees would become UW-Milwaukee students and employees.
- ✓ The salaries and workloads of current UW-Waukesha faculty and staff would be changed to match those at UW-Milwaukee.
- ✓ All students would be charged UW-Milwaukee tuition and fees.
- ✓ The operating and debt service payments currently paid by Waukesha County will be transferred to the state.
- ✓ Buses would circulate between the Waukesha and Milwaukee campuses for students and staff.

Costs

Additional GPR Needed for:	<u>Full Implementation</u>	<u>Start-up</u>
One-Time Expenses	n/a	\$4.6 million
Annual Ongoing Operating Costs	\$18.1 million	\$7.5 million
Annual Ongoing Debt Service	\$7.7 million	\$1.4 million
 Total Capital Budget Request	 \$86.4 million	 \$9.4 million

Annual Tuition (based on 2006-07 rates)	<u>Dollars</u>	<u>Comparable Institution</u>
Lower Division	\$5,868	UW-Milwaukee
Upper Division	\$5,868	UW-Milwaukee
Graduate	\$8,164	UW-Milwaukee

Note: Additional GPR figures above are net, and have already taken into account any additional tuition revenue expected from added degree programs or increases in tuition rate.

University Center (UW Institution Participants with GPR Programming Support)

Description

This type of University Center would administratively operate outside of UW-Waukesha and would provide limited support and physical space for programs offered by any UW institution choosing to offer courses or programs. Lower-division programming would continue to be provided by UW-Waukesha. UW partner institutions would provide degree completion programming at the upper division and graduate levels.

Academic Program Array

- ✓ More extensive and frequent program planning and market studies would be conducted to identify the types of programs needed in the Waukesha community. It would be the role of the university center director to attract participant institutions to serve those needs. In the long term, there is less certainty with this model for predicting the type of programs/courses and the extent of the array that would be available given that no single four-year institution is responsible for the academic program.
- ✓ Classes at the university center would vary according to the offering entity and could be cohort based.
- ✓ It would be the role of the university center director to negotiate any articulation agreements necessary to ensure that UW-Waukesha courses transfer into the programs of partner institutions.

Impact on UW-Waukesha Faculty

- ✓ Existing faculty and staff would remain employees of UW-Waukesha. Teaching load and salaries would remain the same for UW-Waukesha faculty.
- ✓ Class sizes at UW-Waukesha would remain the same for lower-division classes.

Student Experience

- ✓ A university center could naturally attract and serve a higher proportion of adult non-traditional students than traditional students. A residential campus is less likely to develop under this model.
- ✓ The presence of upper-division and graduate students could enrich the campus environment. However, because a university center would remain commuter-based, upper-division students could be less integrated with UW-Waukesha students or in the day-to-day campus life.
- ✓ Much of the existing experience of lower-division students at UW-Waukesha would remain the same.
- ✓ Upper-division classes would be offered by partner institutions. Class sizes would vary by institution.
- ✓ The experience of university center students would be more exclusively focused on instruction with less emphasis on student life and full-campus experience.
- ✓ A higher proportion of courses could be provided through online or hybrid methods. A cohort model could be used. The cohort model, while an effective pedagogy for the students who are enrolled, limits access at times when new cohorts are not being formed.
- ✓ Opportunities for place-bound adults to participate in degree-completion programs and graduate programs could be enhanced.

- ✓ Tuition for UW-Waukesha students would remain the same. Tuition for other programs would be at the rate of the participating UW institution.
- ✓ Students would have the ability to take courses or programs of more than one institution. Coordinating student billing, degree audits, etc. would require additional administrative oversight.

Community Experience

- ✓ A university center would require additional facilities, although not to the extent of the other options (e.g., many shared faculty offices, more standardized classrooms, fewer specialized laboratories).
- ✓ Waukesha campus land would continue to be non-residential, which could avoid neighborhood and municipal services issues presented by a residential environment.
- ✓ Traffic will increase in the area as the number of students increases. Road improvements may be necessary.

Research and Technology Transfer

- ✓ Because a university center is exclusively focused on instruction, a research and technology presence may not develop as in the other models.

Facilities

- ✓ Construction, maintenance and improvement of added facilities would be the responsibility of the state.
- ✓ Maintenance and improvement of existing facilities would continue to be the responsibility of Waukesha County.

Additional Financial Assumptions

- ✓ Lower division programming would continue to be provided by UW-Waukesha.
- ✓ Upper-division programming would be provided by UW-Milwaukee and other UW partner institutions.
- ✓ Lower division students would be charged UW-Waukesha tuition and fees.
- ✓ Upper division and graduate students would be charged the tuition and fees of the participant UW institution.
- ✓ State funding (GPR) would pay a portion of the academic program costs. It would also pay all of the costs of the administrative and support staff for the University Center, as well as debt service on university center buildings.

Costs

Additional GPR Needed for:	<u>Full Implementation</u>	<u>Start-up</u>
One-Time Expenses		\$4.7 million
Annual Ongoing Operating Costs	\$6.6 million	\$2.7 million
Annual Ongoing Debt Service	\$3.9 million	\$0.9 million
 Total Capital Budget Request	 \$48.4 million	 \$11.4 million

Annual Tuition (based on 2006-07 rates)	<u>Dollars</u>	<u>Comparable Institution</u>
Lower Division	\$4,268	UW Colleges
Upper Division	\$5,868	UW-Milwaukee
Graduate	\$8,164	UW-Milwaukee

Note: Additional GPR figures above are net, and have already taken into account any additional tuition revenue expected from added degree programs or increases in tuition rate.

University Center (Market-Driven without Dedicated GPR Program Support)

Description

This type of University Center would operate similarly to the UW-focused model in that it would administratively operate outside of UW-Waukesha and would provide limited support and physical space for programs offered by any institution.

Lower-division programming would continue to be provided by UW-Waukesha. Partner institutions, public or private, would provide degree completion programming at the upper division and graduate levels without GPR support for academic programs.

Academic Program Array

- ✓ More and frequent program planning and market studies would be conducted to identify the types of programs needed in the Waukesha community. It would be the role of the university center director to attract participant institutions to serve those needs.
- ✓ Without the underlying GPR support, there could be less programming by UW-Milwaukee or any other UW institution. Under these model assumptions, UW-Milwaukee or another UW institution could offer the eight engineering and business programs offered in all models, but would need to charge much higher tuition to cover the total costs.
- ✓ It would be the role of the university center director to negotiate any articulation agreements necessary to ensure that UW-Waukesha courses transfer into the programs of partner institutions.
- ✓ In a totally market-driven university center, with no academic program GPR support, it is possible that only degree programs meeting identified needs in formal market studies would be provided. The state or community could offer an institution a financial incentive in order to obtain or retain selected programs.
- ✓ Classes at the university center would vary according to the offering entity and could be cohort based.
- ✓ Opportunities for place-bound adults to participate in degree-completion programs and graduate programs could be enhanced.
- ✓ Academic programs could be established quickly, while those which are no longer needed could be phased out quickly.

Impact on UW-Waukesha Faculty

- ✓ Existing faculty and staff would remain employees of UW-Waukesha. Teaching load and salaries would remain the same for UW-Waukesha faculty.
- ✓ Class sizes at UW-Waukesha would remain the same for lower-division classes..

Student Experience

- ✓ The presence of upper-division and graduate students could enrich the campus environment. However, a university center would likely remain commuter-based, so these upper-division students could be less involved with UW-Waukesha students or in the day-to-day campus life.
- ✓ Much of the existing experience of lower-division students at UW-Waukesha would remain the same.
- ✓ Upper-division classes would be offered by partner institutions. Class sizes would vary by institution.

- ✓ The experience of university center students might vary extensively depending on the courses and/or programs in which students enroll.
- ✓ The range of programs available to students during start-up is limited to ones that the market will support. The eight UW-Milwaukee engineering and business programs would presumably be offered, but only if they would draw enough enrollments at tuition rates sufficient to cover costs.
- ✓ A higher proportion of courses could be provided through online or hybrid methods. A cohort model could be used. The cohort model, while an effective pedagogy for the students who are enrolled, limits access at times when new cohorts are not being formed.
- ✓ Tuition for UW-Waukesha students would remain the same; tuition for students at the university center would be that which is needed by the offering institution to cover the costs of the programs.
- ✓ Students would have the ability to take courses or programs of more than one institution. Coordinating student billing, degree audits, etc. requires additional administrative oversight unless handled separately by each participating institution.

Community Experience

- ✓ A university center would require additional facilities, although not to the extent of the other options (e.g., many shared faculty offices, more standardized classrooms, fewer specialized laboratories).
- ✓ Waukesha campus land would continue to be non-residential, which could avoid neighborhood and municipal services issues presented by a residential environment.
- ✓ Traffic will increase in the area as numbers of students increases. Road improvements may be necessary.

Research and Technology Transfer

- ✓ Because a university center is exclusively focused on instruction, a research and technology presence may not develop as in the other models.

Facilities

- ✓ Construction, maintenance and improvement of added facilities would be the responsibility of the state.
- ✓ Maintenance and improvement of existing facilities would continue to be the responsibility of Waukesha County.
- ✓ The type of facility built for the university center may prevent a participant institution from delivering a program that requires a more specialized facility.

Additional Financial Assumptions

- ✓ Lower division programming would continue to be provided by UW-Waukesha.
- ✓ Partner institutions would provide degree completion programming at the upper division and graduate levels.
- ✓ Lower division students would be charged UW-Waukesha tuition and fees.
- ✓ Upper division and graduate students would be charged the tuition and fees rate of the partner institution.
- ✓ Non-UW partner institutions would pay all of the instructional costs, and those institutions would determine the tuition rate for their programs.

- ✓ State funding (GPR) would pay all of the costs of the university center administrative and support staff, as well as debt service on university center buildings.

Costs

Additional GPR Needed for:	<u>Full Implementation</u>	<u>Start-up</u>
One-Time Expenses		\$0.1 million
Annual Ongoing Operating Costs	\$2.4 million	\$0.6 million
Annual Ongoing Debt Service	\$3.9 million	\$0.9 million
Total Capital Budget Request	\$48.4 million	\$11.4 million

Annual Tuition (based on 2006-07 rates)	<u>Dollars</u>	<u>Comparable Institution</u>
Lower Division	\$4,268	UW Colleges
Upper Division	\$8,000	Full Cost Recovery
Graduate	\$17,500	Full Cost Recovery

The University of Wisconsin-Stout
Designation as Wisconsin's Polytechnic University

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Board of Regents supports the designation of UW-Stout as Wisconsin's Polytechnic University.

DESIGNATION REQUEST
Wisconsin's Polytechnic University
University of Wisconsin-Stout

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stout is requesting that the institution be designated Wisconsin's Polytechnic University. This designation builds on the rich history and tradition of UW-Stout, designated by the Board of Regents as a special mission university in 1974. This designation has been thoroughly discussed on campus and supported by the Faculty Senate, the Senate of Academic Staff and the Stout Student Association.

This designation is a direct outgrowth of UW-Stout's comprehensive and robust strategic planning process. The designation fits within the UW-Stout mission, Governor Jim Doyle's Grow Wisconsin plan, and the UW System's Growth Agenda.

REQUESTED ACTION

Approval of Resolution I.1.d., supporting UW-Stout's designation as "Wisconsin's Polytechnic University."

DISCUSSION

Need

UW-Stout requests this designation to move the campus forward and meet its strategic goals. The designation will:

- Strengthen the educational opportunities of UW-Stout students and expand the pool of students who may be attracted to the campus. UW-Stout is committed to remaining an accessible UW institution, but it also needs to ensure that it attracts well-qualified high school graduates in Wisconsin and that its student body is diverse. This designation, and the resulting student profile, is a major part of the university's future admission plans.
- Enhance UW-Stout's branding and marketing strategies: this designation will elevate the visibility of UW-Stout outside of the Chippewa Valley. A designation of UW-Stout as Wisconsin's polytechnic university — joining a group of about 100 such universities in the country — would help the university focus its branding/marketing and fundraising efforts, eventually leading to a stronger university.
- Bolster the university's ability to attract outside funding: this designation could be used to bolster the ability to raise money from alumni, foundations and

corporate donors because of the recognition that the designation would bring and the opportunities it would afford for an aggressive new advertising campaign. This marketing campaign would be aimed at potential new donors. The designation also would enhance the ability of UW-Stout to solicit and receive research dollars.

Relation to institutional mission

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

UW-Stout has adopted the following definition of a polytechnic university: *UW-Stout is a comprehensive, career-focused polytechnic university where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state's economy and serve society.*

It is clear that the definition of UW-Stout as a polytechnic university fits with the special mission of the university.

Benefits of designation

UW-Stout will use the designation as an organizing theme for all future decisions on campus. UW-Stout believes the designation will help attract students from a wider area, who could benefit from the university's unique array of programs. It believes the designation will help build even stronger bonds between UW-Stout and business and industry. UW-Stout also believes that the designation will challenge its administrators, faculty and staff, by giving the university a new set of peer institutions. Finally, the designation will allow it to be more successful in attracting research dollars and raising money from alumni and other benefactors.

Institutional use

This initiative is more than a designation. It is a comprehensive organizing theme for the future of UW-Stout. As such, it includes the following elements:

- **Program Planning:** All new programs and program modifications will fall under this definition, including the proposed polymer and computer/electrical engineering programs. New minors developed through the UW-Stout incubation center also fall under this area. Examples include nanotechnology, bioinformatics, cognitive/neuroscience and biotechnology.

- Fundraising: A position has been reallocated to represent the university more effectively in Washington and to work with the Stout University Foundation on government relations and corporate fundraising.
- Honors College: UW-Stout will strengthen its honors program so it can become an effective recruiting tool for the university and for specific programs. UW-Stout will retain its historic focus on access and quality.
- Marketing/Branding: UW-Stout is developing an aggressive program, based on the designation, to clearly differentiate this university in the increasingly competitive arena of higher education both in the regional and national markets.
- Campus Physical Plant Plan: UW-Stout is working with the UW System in hiring a consultant to complete a campus master plan as part of its strategic plan to move forward as a polytechnic university. UW-Stout will analyze the needs of the polytechnic university and incorporate those needs into the master plan so there is a clear understanding of needs as it proceeds.
- Program Alignment: UW-Stout will be reviewing potential program alignment in Academic and Student Affairs.

This designation would become the university's brand. It would be used as the central theme of a marketing/advertising campaign.

Relation to other polytechnic universities

UW-Stout already possesses most of the key characteristics of polytechnic universities, because the university:

- Features an array of academic programs in the arts and humanities; education; social, natural and human sciences; math; computer science; engineering and related technologies; and management. The university has particular strengths in the areas of science, technology and engineering.
- Embraces an applied learning educational philosophy that blends theory and practice in the classroom and encourages cooperation with business and industry on "real-world" projects that enrich the educational experience for students.
- Applies technology in all university functions, using technology as a teaching tool and providing technology assistance for faculty, staff and students. This "digital campus" is dedicated to technology-renewal programs to remain state-of-the-art.
- Promotes technology transfer programs, business incubators, research centers and a technology park — all to help students and foster a close relationship between the university and Wisconsin business and industry.
- Works closely with the Wisconsin Technical College System and other universities to create seamless credit transfers, initiate new programs — such as the current NanoRite initiative and the proposed NanoSTEM budget initiative — and provide outreach programs for those who are place bound and need further education.

New peer institutions

The university has adopted a new set of peer institutions. They are:

- Arizona State University Polytechnic
- California Institute of Technology
- California Polytechnic State University – Pomona
- California Polytechnic State University – San Luis Obispo
- Ferris State University
- Illinois Institute of Technology
- Indiana Institute of Technology
- Massachusetts Institute of Technology (aspirational peer)
- Michigan Technological University
- New England Institute of Technology
- New Jersey Institute of Technology
- New York Institute of Technology – Old Westbury
- New York Institute of Technology – Manhattan
- Polytechnic University
- Rensselaer Polytechnic Institute (aspirational peer)
- Rochester Institute of Technology
- Southern Polytechnic State University
- Stevens Institute of Technology
- SUNY Institute of Technology at Utica – Rome
- Wentworth Institute of Technology
- Worcester Polytechnic Institute

Resource request

No new money is being requested for the polytechnic designation.

Conclusion

UW-Stout's brand will be that of a polytechnic university, and it will be the central theme of an aggressive marketing, branding and advertising campaign.

Authorization to Recruit:
Provost and Vice Chancellor
University of Wisconsin-La Crosse

EDUCATION COMMITTEE:

Resolution I.1.e:

That, the President of the University of Wisconsin System be authorized to recruit for a Provost and Vice Chancellor of the University of Wisconsin-La Crosse, at a salary within the Board of Regents salary range for university senior executive salary group one.

Request for Authorization to Recruit

Institution: University of Wisconsin-La Crosse

Type of Request: Provost and Vice Chancellor Search

Official University Title: Vice Chancellor

Description of Duties:

As chief academic officer, the Provost and Vice Chancellor is responsible for the leadership and administration of the academic affairs of the university. This position reports directly to the Chancellor of the university and serves as the Chancellor's deputy. Primary responsibilities include (1) oversight of academic programs and curricular issues, (2) supervision of the administrators of the undergraduate colleges and graduate program, (3) recommendation of all personnel actions pertaining to faculty and academic staff, (4) direction for budget development, (5) advice on such matters as student needs, administrative organization, facilities planning, personnel policies, community service, and communication, and (6) representation of the Chancellor upon the request of the Chancellor or System President.

Recommended Salary Range: University Senior Executive Group 1

Source of Funds: 102

Replacement Position for: Elizabeth Hitch

Salary of Previous Incumbent: \$138,002

Justification for the Salary Range:

The 2006-07 Regent executive salary range 1 noted below is built on the 2004-05 actual peer median salary of \$150,000 for non-doctoral institution Vice Chancellors and Provosts, factored by 3.3% for 2005-06. The midpoint of the range is 95% of the 2005-06 predicted peer median of \$154,950, with the minimum 90% and the maximum 110% of those midpoints. The official salary range(s) were determined by the OSER Director with JCOER approval, on April 27, 2006, for 2006-07. For administrative purposes, the "effective salary range" is the highest Minimum and lowest Maximum to ensure that a salary is within the parameters of either salary range.

Vice Chancellors and Provosts Senior Executive Group 1

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
JCOER Approved Range	\$119,144	\$135,229	\$151,314 (7/1/06-3/31/07)
	\$121,825	\$138,272	\$154,719 (4/1/-7-6/30/07)
Board of Regents Executive Salary Policy Range	\$132,482	\$147,203	\$161,923 (2006-07)

Approved by:

Kevin P. Reilly, President
March 9, 2007

Authorization to Recruit (Approved)(Denied)
By the Board of Regents Executive Committee on _____.

UW-La Crosse Vice Chancellor Competitive Salary Information

2006-07 Board of Regents Senior Executive Salary Range:

2004-05 peer group median salary:	\$150,000
CUPA-HR projects 3.3% increase in 2005-06	<u>x 1.033</u>
2005-06 projected peer group median:	\$154,950
Executive salary policy cost-of living adjustment	<u>.95</u>
Regents Salary Range Midpoint:	\$147,203
Regents Salary Range Minimum (90%):	\$132,482
Regents Salary Range Maximum (110%):	\$161,923

2004-05 Peer Group Salaries:

University of Akron	\$195,750
University of Northern Iowa	\$186,400
Western Michigan University	\$185,400
Oakland University	\$177,300
University of Michigan-Dearborn	\$175,473
Purdue University-Calumet	\$169,950
Central Michigan University	\$166,860
Grand Valley State University	\$164,827
Wright State University	\$164,116
Eastern Michigan University	\$160,000
Western Illinois University	\$155,256
Saginaw Valley State University	\$154,163
Northern Michigan	\$153,000
Youngstown State University	\$152,982
Ferris State University	\$152,440
Eastern Illinois University	\$150,312
Chicago State University	\$150,000
Southern Illinois University-Edwardsville	\$148,224
Minnesota State University-Mankato	\$148,000
Indiana-Purdue University-Ft. Wayne	\$143,300
University of Minnesota-Duluth	\$140,736
Northeastern Illinois University	\$140,628
St. Cloud State University	\$139,822
Minnesota State University-Moorhead	\$139,660
Indiana University-Southbend	\$138,425
University of Michigan-Flint	\$136,629
Michigan Technological University	\$135,000
Bemidji State University	\$133,204
University of Illinois-Springfield	\$131,292
Winona State University	\$130,000
University of Southern Indiana	\$126,700
Indiana University-Northwest	\$126,000
Indiana University-South East	\$114,915

Mean	\$151,114
Median	\$150,000

UW System Non-Doctoral Institution Vice Chancellor Salaries 2/09/07:

UW-Stout	\$144,000
UW-Platteville	\$142,697
UW-Green Bay	\$141,594
UW-Oshkosh	\$141,262
UW-River Falls	\$139,500
UW-Superior	\$139,500
UW-La Crosse	\$138,002
UW-Parkside	\$138,002
UW-Extension	\$137,166
UW-Stevens Point	\$136,949
UW-Whitewater	\$135,453
UW Colleges	\$135,010
UW Eau Claire (Interim)	\$131,095

Mean	\$138,479
Median	\$138,002

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2005-2006 Minority and Disadvantaged Student Annual Report for submission to the Governor and to the Chief Clerk of each house of the Legislature, pursuant to s.36.25 (14m) (c), Wis. Stats., for distribution to the appropriate standing committee under s.13.172 (3) Wis. Stats.

2005-06 MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2005-06 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its pre-college, recruitment, and retention plan for multicultural and economically disadvantaged students. This is the eighth minority and disadvantaged student annual report under the Board of Regents-approved *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. The information contained in this report responds to the statutory requirement, and reflects some, but not all of the initiatives and activities in Plan 2008. The report includes information on the following:

- ❑ Pre-college initiatives and activities;
- ❑ Expenditures for multicultural and economically disadvantaged student programs;
- ❑ Student financial assistance data.

The programs implemented by the University do not distinguish between minority and disadvantaged students; that is, if a student qualifies for these programs, he or she is eligible for all services required under the statute. Therefore, the University only tracks expenditures within the program parameters established by statute.

- ❑ Minority and disadvantaged student¹ programs comprised less than 1 percent of total 2005-06 University of Wisconsin System expenditures.
- ❑ Expenditures for these programs are approximately one-tenth of the total systemwide expenditures on student services.
- ❑ MD institutional scholarships comprised less than a quarter of a percent of total 2005-06 University of Wisconsin System expenditures.

The UW System's complete plan for pre-college programming for, and the recruitment and retention of multicultural and economically disadvantaged students is incorporated in *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, in which the targeted race/ethnic groups include African Americans, American Indians, Hispanic/Latino Americans, and statutorily defined Southeast Asians.² A detailed evaluation of Plan 2008 was presented to

¹ Within the University of Wisconsin System, the term "disadvantaged" refers to students who are low-income first generation students, and students who can provide evidence that they are from a nontraditional or disadvantaged environment (i.e., educational, economic, social or environmental disadvantages). With respect to race/ethnic groups, "multicultural" targeted groups in UW System has referred to students who are U.S. citizens or permanent residents of African-American, Hispanic/Latino, American Indian, or Asian-American, particularly South East Asian heritage.

² By statute, Southeast Asians are defined as persons who were admitted to the United States after December 31, 1975, and who either are former citizens of Laos, Vietnam, or Cambodia or whose ancestors were or are citizens of Laos, Vietnam, or Cambodia.

the Board of Regents in October 2001, as required by Board policy. In April 2004, a mid-point review and assessment of institutional progress to achieve the goals and objectives of Plan 2008 Phase I (1999-2003), including recruitment and retention of multicultural students, was presented to the Board of Regents along with the M & D report. The Board will hear a progress report on Plan 2008 during the spring 2007.

REQUESTED ACTION

Approval of Resolution I.1.f.(2), accepting the 2005-06 Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the Chief Clerk of each house of the Legislature for distribution to the appropriate standing committees under s.13.172(3) Wis. Stats.



The University of Wisconsin System

2005-06 Minority and Disadvantaged Student Annual Report

March 2007

(Presented pursuant to Section 36.25 (14m) (c) of the Wisconsin State Statutes)

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities

University of Wisconsin institutions support a large and diverse array of precollege programs to enlarge the pool of multicultural³ and economically disadvantaged students in Wisconsin and prepare them for college. Through these precollege programs, UW institutions provide opportunities for academic skills enrichment, introduction to college life, and career exploration. Funding for targeted students to attend precollege programs is provided by a consortium of sources, including the UW System, federal TRIO programs, the Department of Public Instruction's (DPI) Scholarship Program, and private dollars. In 2005-06, 16,431 students participated in precollege programs in UW System institutions.

Program Funding

The state and federal governments, through general program revenue, gifts, and grants, provide program funding for multicultural and economically disadvantaged students. The 1987-89 Wisconsin Biennial Budget Act created an appropriation under Section 20.285 (4)(a) to provide funding for these programs (referred to as Fund 402).

Multicultural/Disadvantaged Programs implemented by the University do not distinguish between minority and disadvantaged students; that is, if a student qualifies for these programs, he or she is eligible for all services required under the statute. Therefore, the University only tracks expenditures within the program parameters established by statute.

- ❑ Minority and disadvantaged student⁴ programs comprised less than 1 percent of total 2005-06 University of Wisconsin System expenditures.
- ❑ Expenditures for these programs are approximately one-tenth of the total systemwide expenditures on student services.
- ❑ MD institutional scholarships comprised less than a quarter of a percent of total 2005-06 University of Wisconsin System expenditures.

³ The terms "minority," "people of color," and "multicultural" are used interchangeably in current practice.

⁴ Within the University of Wisconsin System, the term "disadvantaged" refers to students who are low-income first generation students, and students who can provide evidence that they are from a nontraditional or disadvantaged environment (i.e., educational, economic, social or environmental disadvantages). With respect to race/ethnic groups, "multicultural" targeted groups in UW System has referred to students who are U.S. citizens or permanent residents of African-American, Hispanic/Latino, American Indian, or Asian-American, particularly South East Asian heritage.

All UW institutions obtain extramural support to supplement government funding for these programs:

- ❑ In 2005-06, UW System institutions expended approximately \$45.8 million from all funding sources for multicultural and disadvantaged student programs. Approximately \$27.1 million of these funds were raised by the institutions from extramural and non-government sources; and approximately \$10.3 million of these funds were allocated from UW System institution's budgets.
- ❑ During 2005-06, the UW System expended just over \$8.4 million from Fund 402.⁵ Based on institutional estimates, Fund 402 dollars were distributed toward retention activities (62 percent or \$4.9 million); precollege programs and activities (21 percent or \$1.7 million); and recruitment (17 percent or \$1.3 million).

Student Financial Aid

In 2005-06, financial aid was provided to 65 percent (105,523 students) of the students enrolled at University of Wisconsin institutions. In addition to the general financial aid programs offered to students, two other financial aid sources are available to multicultural and economically disadvantaged students: the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students; and the Advanced Opportunity Program (AOP) grant for graduate students.

- ❑ In 2005-06, a total of 12,503 multicultural students in the UW System received financial assistance. Of these:
 - 3,121 students received LUMRG grants. The average LUMRG award was \$1,678. 3,098 of LUMRG recipients were multicultural students.⁶
 - 568 students received AOP grants. The average AOP award was \$10,717. 422 of the AOP recipients were multicultural students.

Less than 12 percent of the total financial aid provided to University of Wisconsin students in 2005-06 was provided to multicultural students (12,503 students).⁷

SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

UW System institutions provide various precollege, recruitment, and retention programs for multicultural students. Effective precollege programs expand the pool of high school graduates who apply to the UW System. Participation in precollege programs increases the probability of multicultural students graduating from high school.

Data from the 1998 Plan 2008 planning process stressed the importance of precollege activities for all targeted multicultural groups, which include African Americans, Hispanic/Latinos, American Indians, and Asian Americans, with an emphasis on Southeast Asian Americans. Then and now, research shows that college remains a seemingly unattainable goal

⁵ Fund 402 is defined in the state statutes under s.20.285 which states that (a) "The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system." This figure only includes Fund 402 expenditures for UW institutions.

⁶ Multicultural student figures include target groups only, not missing or other students (Table 3).

⁷ See Appendix A

for many youth of color in Wisconsin and nationally. A lower high school completion rate, inadequate financial aid, and a lack of precollege opportunities contribute to low college enrollment and graduation rates for multicultural students. UW System institutions work vigorously to provide youth of color with the necessary prerequisites, information, and academic skills for access to higher education through precollege programs.

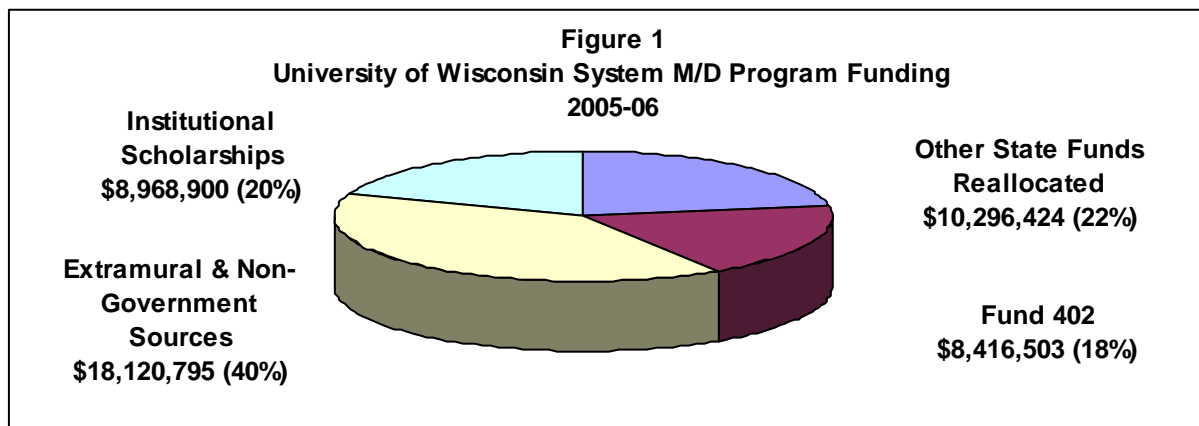
In 2005-06, UW institutions served 16,431 precollege students and expended more than \$7.9 million in state Fund 402 dollars (Figure 1 and Table 1). Approximately 21 percent of these dollars were expended on precollege activities.

UW System Program Funding

The state and federal governments provide program funding for multicultural and economically disadvantaged students through General Program Revenue (GPR) and grants. The institutions also raise extramural funds (Figure 1 and Table 1). The 1987-88 biennial budget act [Wis. Stats. 20.285 (4)(a)] created an appropriation designated as Fund 402, specifically for multicultural and economically disadvantaged students.

In 2005-06, the state budget allocation designated specifically for minority/disadvantaged programs (Fund 402) was slightly over \$8.4 million. Table 1 lists all 2005-06 GPR and non-GPR funds expended for multicultural and economically disadvantaged student programs, including institutional expenditures from the appropriation under Fund 402.

Of all UW System minority/disadvantaged funding, \$27.1 million (60 percent) was raised by UW System institutions from institutional scholarships, extramural, and non-government sources. Eighteen percent of Minority and Disadvantaged program dollars are from Fund 402, and are dedicated to diversity activities; the remaining 22 percent are state funds allocated by UW institutions from their base budgets (Figure 1).

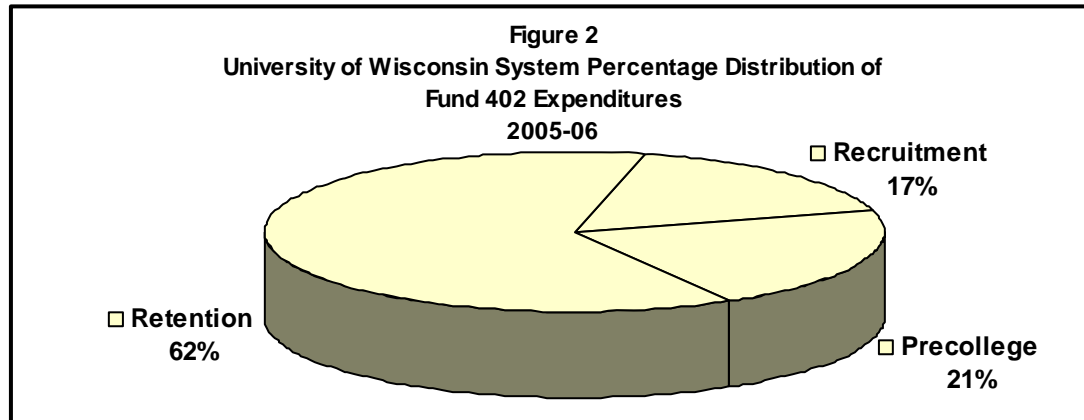


Source: UW System Office of Budget and Planning

Fund 402 includes funding for precollege, recruitment and retention activities, and related administrative expenses. Precollege activities encourage and prepare K-12 students to pursue post-secondary education. Recruitment activities increase new UW System student applications and, ultimately, enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees.

At UW institutions, Multicultural/Disadvantaged (M/D) offices and other institutional entities provide a wide variety of academic, co-curricular, precollege, recruitment, retention, orientation, academic counseling, referral, tutorial services, and socio-cultural activities. M/D offices often serve as resource centers for multicultural and economically disadvantaged students, as well as the larger campus community.

In 2005-06, 62 percent of Fund 402 dollars were expended on retention, 17 percent on recruitment, and 21 percent on precollege activities (Figure 2).



Source: UW System Office of Budget and Planning

Table 1
UW System Minority/Disadvantaged Program Funding ¹
2005-06 All Fund Expenditures

Institution	2004-05	2005-06					
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds ²	Institutional Scholarships ³
Madison	\$16,928,426	\$20,745,401	\$1,785,935	\$7,021,267	\$4,291,513	\$13,098,715	\$7,646,686
Milwaukee	\$10,027,570	\$9,130,012	\$2,252,219	\$1,564,698	\$4,667,329	\$8,484,246	\$645,766
Eau Claire	\$1,876,585	\$1,816,391	\$235,505	\$205,066	\$1,236,106	\$1,676,677	\$139,714
Green Bay	\$1,251,582	\$1,155,641	\$150,633	\$97,649	\$557,359	\$805,641	\$350,000
La Crosse	\$1,984,496	\$2,129,395	\$233,939	\$373,892	\$1,453,722	\$2,061,552	\$67,843
Oshkosh	\$1,061,205	\$1,013,828	\$516,570	\$19,769	\$440,527	\$976,866	\$36,962
Parkside	\$1,085,648	\$950,704	\$344,521	\$104,186	\$459,748	\$908,455	\$42,249
Platteville	\$574,950	\$571,279	\$163,264	\$138,727	\$269,287	\$571,279	\$0
River Falls	\$968,274	\$1,117,823	\$171,149	\$34,585	\$912,089	\$1,117,823	\$0
Stevens Point	\$1,131,087	\$1,167,435	\$299,497	\$144,607	\$723,331	\$1,167,435	\$0
Stout	\$1,298,828	\$1,263,551	\$340,246	\$120,814	\$767,691	\$1,228,751	\$34,800
Superior	\$1,021,545	\$1,026,488	\$165,345	\$160,518	\$700,624	\$1,026,488	\$0
Whitewater	\$2,022,359	\$1,861,994	\$860,480	\$50,630	\$950,883	\$1,861,994	\$0
Colleges	\$1,012,402	\$987,147	\$279,934	\$56,833	\$645,499	\$982,267	\$4,880
Extension	\$134,297	\$128,192	\$102,041	\$26,151	\$0	\$128,192	\$0
Systemwide	\$937,324	\$737,341	\$515,223	\$177,032	\$45,086	\$737,341	\$0
Total	\$43,316,578	\$45,802,622	\$8,416,503	\$10,296,424	\$18,120,795	\$36,833,722	\$8,968,900

¹ Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

² Includes program revenue funds from auxiliaries and special courses.

³ Reflects institution-awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

Source: UW System Office of Budget and Planning

SECTION II: STUDENT FINANCIAL ASSISTANCE⁸

Financial aid was one of the three highest priorities cited by UW System faculty, staff, multicultural students, and communities of color during the development of Plan 2008. It is crucial to the successful recruitment, retention, and graduation of multicultural and economically disadvantaged students.

In 2005-06, 105,523 UW System students received average aid of \$7,854 (Table 2). In the UW System, 12,503 multicultural students received financial aid. During that same period, 83 percent of multicultural students had demonstrated financial need, based on the Federal Needs analysis methodology, while 67 percent of white students had demonstrated financial need.

The combined average aid provided for multicultural students was \$9,978; higher financial need among multicultural students results in higher aid awarded. Of the aid awarded to multicultural students, 50 percent was in the form of loans and 48 percent was in the form of grants with the remainder consisting of work aid. In contrast, 72 percent of aid was in the form of loans and 27 percent in the form of grants for white students.

Table 2
UW System Financial Aid Recipients' Need Profile by Race/Ethnicity
2005-06

	Number of Recipients	^{1, 2} Average Financial Aid Need	^{1, 2} Average Financial Aid Received	³ Percent of Aid in Grants	*Percent of Aid in Loans
Asian	4,184	\$13,759	\$9,291	51%	46%
African American	4,406	\$14,742	\$10,912	46%	52%
American Indian	1,047	\$12,574	\$9,935	59%	40%
Latino/Hispanic	2,866	\$13,482	\$9,559	43%	55%
Subtotal	12,503	\$13,973	\$9,978	48%	50%
Unknown	3,103	\$15,443	\$7,988	32%	67%
White	89,917	\$10,210	\$7,554	23%	76%
Total	105,523	\$10,861	\$7,854	27%	72%

¹ - Average financial need is based on students with need as defined by federal methodology.

² - Averages are compiled based on individuals, not categories.

³ - Work aid comprised the remaining percentage of financial aid.

Source: UW System Office of Budget and Planning

⁸ Additional financial aid program descriptions and statistics can be found in the 2005-06 Student Financial Aid Informational Memorandum published in January 2007 by the Office of Policy Analysis and Research.

Minority/Disadvantaged Financial Aid Programs

UW System administers two financial aid programs that target multicultural and economically disadvantaged students. The Lawton Undergraduate Minority Retention Grant (LUMRG) Program provides assistance to degree-seeking undergraduates, and the Advanced Opportunity Program (AOP) awards are for students seeking advanced degrees.

In 2005-06, the LUMRG program provided assistance to 3,121 undergraduates, with an average award of \$1,678. The AOP program provided assistance to 568 graduate students seeking advanced degrees, with an average award of \$10,717 (Table 3).

Table 3
UW System Minority and Disadvantaged Student Financial Aid Programs
2005-06

	Lawton Undergraduate Minority Retention Grant (LUMRG)		Advanced Opportunity Program (AOP)	
	# Recipients	Average \$	# Recipients	Average \$
African American	1,114	\$1,702	199	\$10,261
Hispanic	726	\$1,653	122	\$13,325
American Indian	253	\$1,483	32	\$12,005
Asian American	1,005	\$1,723	69	\$10,313
Unknown	23	\$1,478	52	\$14,024
White	n/a	n/a	94	\$6,323
Total	3,121	\$1,678	568	\$10,717

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program

The LUMRG Program began in 1986-87, and provides need-based assistance to African American, Hispanic/Latino, American Indian, and statutorily defined Southeast Asian American students who are U.S. citizens or permanent residents. Eligible students may be sophomores, juniors, or seniors who are Wisconsin residents or Minnesota Reciprocity students. Students must be enrolled in six or more credits and in good standing. The LUMRG program replaces loan aid with grant aid when possible. For additional information on undergraduate financial aid, see Appendix B.

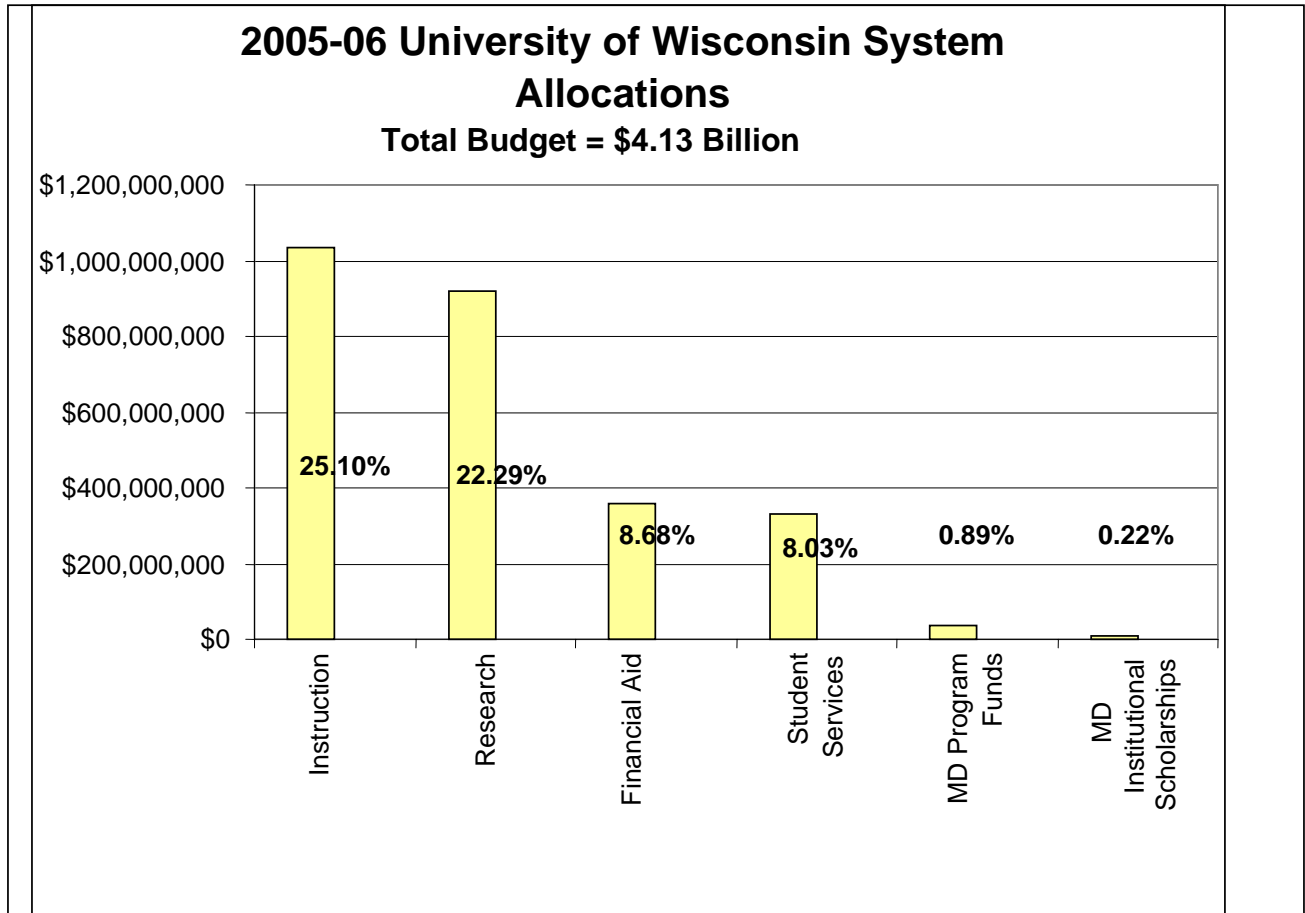
In 2005-06, students could receive LUMRG grants up to a maximum of \$3,000 per year, and were eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a "last dollar" basis; all other grants or fellowships are awarded first. The total fund amount in 2005-06 was \$5.2 million. For additional information on undergraduate level financial aid, see Appendix B.

The Advanced Opportunity Program (AOP)

The AOP Program began in 1973-74 to promote the recruitment and retention of multicultural and economically disadvantaged students seeking degrees at the graduate and advanced professional levels. Eligible students must be U.S. citizens or permanent residents, with preference given to Wisconsin residents. The total fund amount in 2005-06 was \$6.1 million. For additional information on graduate level financial aid, see Appendix C.

APPENDICES

Appendix A



Appendix B

Undergraduate Financial Aid

		Financial Need		Total Aid		Grants		Loans	
Undergraduate		#	\$	#	\$	#	\$	#	\$
Asian American	Dependent	2,473	\$30,743,948	2,765	\$24,499,573	2,230	\$13,933,519	1,890	\$9,788,497
	Independent	771	\$10,800,363	784	\$7,715,385	681	\$3,954,184	582	\$3,635,367
	Unknown	0	\$0	239	\$1,074,094	214	\$777,251	25	\$250,919
	Total	3,244	\$41,544,311	3,788	\$33,289,052	3,125	\$18,664,954	2,497	\$13,674,783
African American	Dependent	2,018	\$26,793,499	2,301	\$22,390,005	1,872	\$11,731,479	2,001	\$10,249,781
	Independent	1,361	\$20,066,058	1,381	\$15,377,122	1,224	\$6,730,240	1,247	\$8,505,256
	Unknown	0	\$0	156	\$1,524,865	140	\$1,298,682	21	\$201,683
	Total	3,379	\$46,859,557	3,838	\$39,291,992	3,236	\$19,760,401	3,269	\$18,956,720
American Indian	Dependent	392	\$3,865,677	530	\$4,566,332	430	\$2,629,644	382	\$1,887,152
	Independent	336	\$4,458,954	353	\$3,690,936	327	\$2,300,883	233	\$1,359,890
	Unknown	0	\$0	47	\$397,688	42	\$334,077	4	\$51,311
	Total	728	\$8,324,631	930	\$8,654,956	799	\$5,264,604	619	\$3,298,353
Latin Hispanic American	Dependent	1,265	\$14,367,303	1,613	\$13,653,298	1,120	\$5,781,780	1,348	\$7,592,722
	Independent	649	\$8,745,692	665	\$6,992,602	569	\$3,187,495	560	\$3,744,358
	Unknown	0	\$0	205	\$1,121,442	196	\$992,264	13	\$120,044
	Total	1,914	\$23,112,995	2,483	\$21,767,342	1,885	\$9,961,539	1,921	\$11,457,124
Unknown	Dependent	634	\$6,218,503	1,157	\$6,243,520	724	\$1,755,319	754	\$4,369,718
	Independent	494	\$6,148,198	539	\$5,217,332	340	\$1,655,856	454	\$3,502,037
	Unknown	0	\$0	529	\$2,713,213	488	\$2,269,763	89	\$443,450
	Total	1,128	\$12,366,701	2,225	\$14,174,065	1,552	\$5,680,938	1,297	\$8,315,205
White	Dependent	39,367	\$315,734,879	59,738	\$396,235,034	24,858	\$79,132,450	54,168	\$308,177,292
	Independent	14,248	\$173,796,201	14,921	\$142,226,251	10,808	\$50,110,490	13,120	\$90,746,684
	Unknown	0	\$0	6,379	\$25,224,771	5,627	\$17,183,396	790	\$7,318,763
	Total	53,615	\$489,531,080	81,038	\$563,686,056	41,293	\$146,426,336	68,078	\$406,242,739

Source: Office of Policy Analysis and Research

Appendix C

Graduate Financial Aid

		Total Need		Total Aid		Grants		Loans	
Graduate		#	\$	#	\$	#	\$	#	\$
Asian American	Dependent	0	\$0	8	\$27,973	8	\$27,973	0	\$0
	Independent	265	\$6,735,544	275	\$4,948,227	108	\$754,176	253	\$4,150,540
	Unknown	0	\$0	113	\$609,440	112	\$570,440	1	\$39,000
	Total	265	\$6,735,544	396	\$5,585,640	228	\$1,352,589	254	\$4,189,540
African American	Dependent	2	\$20,935	2	\$24,529	1	\$1,461	2	\$23,068
	Independent	477	\$9,994,918	506	\$8,145,822	232	\$1,910,541	454	\$6,199,768
	Unknown	0	\$0	60	\$615,630	58	\$602,130	2	\$13,500
	Total	479	\$10,015,853	568	\$8,785,981	291	\$2,514,132	458	\$6,236,336
American Indian	Dependent	0	\$0	5	\$7,842	5	\$7,842	0	\$0
	Independent	89	\$1,948,495	96	\$1,572,555	70	\$693,206	76	\$875,262
	Unknown	0	\$0	16	\$166,151	16	\$166,151	0	\$0
	Total	89	\$1,948,495	117	\$1,746,548	91	\$867,199	76	\$875,262
Latin Hispanic American	Dependent	0	\$0	3	\$5,793	3	\$3,043	1	\$2,750
	Independent	268	\$6,305,047	282	\$4,765,065	128	\$1,129,611	252	\$3,595,787
	Unknown	0	\$0	98	\$858,644	94	\$799,144	5	\$59,500
	Total	268	\$6,305,047	383	\$5,629,502	225	\$1,931,798	258	\$3,658,037
Unknown	Dependent	0	\$0	0	\$0	0	\$0	0	\$0
	Independent	437	\$11,801,486	464	\$9,212,203	141	\$975,281	440	\$8,106,955
	Unknown	0	\$0	414	\$1,401,154	401	\$1,222,120	14	\$179,034
	Total	437	\$11,801,486	878	\$10,613,357	542	\$2,197,401	454	\$8,285,989
White	Dependent	8	\$76,202	275	\$258,130	262	\$158,647	13	\$99,483
	Independent	6,979	\$129,124,660	7,505	\$112,259,300	1,383	\$4,254,747	7,306	\$107,069,049
	Unknown	0	\$0	1,099	\$3,041,208	1,056	\$2,674,937	48	\$366,271
	Total	6,987	\$129,200,862	8,879	\$115,558,638	2,701	\$7,088,331	7,367	\$107,534,803

Source: Office of Policy Analysis and Research

Appendix D

M/D Budget and Expenditure Comparisons 1998-99 to 2005-06

	<u>1998-99</u>	<u>2005-06</u>	<u>% Change</u>
Students of Color	11,891	14,931	25.57%
Fund 402	\$5,939,563	\$8,416,503	41.70%
Other State Funds			
Reallocated	\$5,635,578	\$10,296,424	82.70%
Extramural Funds	\$7,907,964	\$18,120,795	129.15%
Institutional Scholarships	<u>\$3,100,459</u>	<u>\$8,533,498</u>	<u>175.23%</u>
Total M/D Funds	\$22,583,564	\$45,367,220	100.89%
Total Budget (All Funds)	\$2,721,789,178	\$4,130,326,633	51.75%
GPR/Fee Total Budget	\$1,361,994,343	\$1,851,396,140	35.93%

REVISED 2/26/07

I.2. Business, Finance, and Audit Committee

Thursday, March 8, 2007
Wyllie Hall, Galbraith Room 363
UW-Parkside

10:15 a.m. All Regents

- Governor's 2007-09 Operating Budget Recommendations
- Report of the Commission on Enhancing the Mission of the UW Colleges

11:15 p.m. Education Committee (All Regents Invited)

- Chippewa Valley Technical College Associate Degree of Liberal Arts and Science [Resolution I.1.a.]

12:15 a.m. Lunch

1:00 p.m. Physical Planning and Funding Committee (All Regents Invited)

- UW-Parkside: Campus Master Plan Presentation

1:30 p.m. Joint session of Business, Finance, and Audit and Physical Planning and Funding Committees - Library Overlook Lounge 272

- a. Recommendations from Segregated Fee Review Follow-up Committee [Resolution I.2.a.]

1:45 p.m. Business, Finance, and Audit Committee – Library Overlook Lounge 272

- b. Approval of Minutes of the February 8, 2007 Meeting of the Business, Finance, and Audit Committee
- c. UW-Parkside Presentation: Administrative Efficiencies and Economic Development
- d. Evaluation of Targeted Tuition Programs and Extension of Return to Wisconsin Program [Resolution I.2.d.]
- e. 2007-08 Annual Distribution Adjustments [Resolution I.2.e.]
- f. Consideration of Salary Adjustments for Senior Academic Leaders to address Recruitment and Retention Challenges for Chancellors at UW-Whitewater and UW-River Falls, and a Provost at UW-Green Bay [Resolution I.2.f.]
- g. Audit Related Issues
 - (1) Program Review: Options for Board Oversight of Major Information Technology Projects
 - (2) Quarterly Status Update

h. Committee Business

i. Report of the Vice President

j. Additional items, which may be presented to the Committee with its approval

Recommendations from Segregated Fee Review Follow-Up Committee

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.a.

That, upon the recommendation of the President of the University of Wisconsin System, Regent Policy 88-6, "Policy and Procedures for Segregated University Fees," be amended to read as follows:

1. The Board reaffirms that the institutions are responsible for defining the allocable and non-allocable portions of the student fee and that only allocable fee disputes may be brought before the Board for resolution, in accordance with the Student Governance Guidelines and FPPP 37;
2. The Board affirms that:
 - students shall be given an opportunity to review and offer advice concerning the budget of each activity and program that is funded primarily with non-allocable segregated fees.
 - Each campus administration shall, in consultation with its student governance groups, develop specific procedures to ensure that there is an opportunity for the Segregated University Fee Advisory Committee (SUFAC) to conduct a timely and meaningful review of the non-allocable segregated fee budget. A copy of these procedures, signed by appropriate campus administrators and student representatives, shall be filed with the UW System President's designee. The agreed upon procedures shall be consistently followed from one year to the next and any changes to those procedures will be documented and filed with the UW System President's designee. Consistent with section B.1 of Regent Policy 86-4, "Guidelines for Student Governance," the President's designee shall mediate if a campus administration and its student representatives cannot reach agreement upon the procedures to be followed.
 - Each campus administration shall also develop, in consultation with its student governance groups, a format for presenting non-allocable segregated fee funded budgets to SUFAC that is standardized within an institution to the greatest extent possible.
 - Any proposed major remodeling or major new construction project as defined by section 20.924(1)(a), *Wis. Stats.*, that will increase the non-allocable portion of the segregated university fee on any campus shall be

reviewed by the Chancellor with appropriate student representation. There will be specific action by the SUFAC on the project in question, which will be presented as part of the required information for the Regents at the time the project is advanced for approval.

- Any proposed redirection of segregated fees assessed for debt service payments that are ending shall be specifically highlighted when non-allocable segregated fee budgets are presented to SUFAC for review.
 - The status of all major capital projects for which fee collection has begun, but construction has not, shall be explicitly discussed by campus administrators with SUFAC when non-allocable fee budgets are presented for review.
 - All ad hoc system-wide committees and task forces formed to deal with issues of segregated fee support shall have student membership.
3. Any appeals to the Board for resolution of irreconcilable differences between the students and the chancellor on the recommended disposition of allocable segregated fees should be filed in the Office of the System President by April 1; and
4. The Board adopts the following criteria for appeals for inclusion in the “Student Governance Guidelines”:

In considering an appeal, the Board will ask the following questions:

- Has the item been defined by the institution, in consultation with the students, as an allocable fee?
- Has the chancellor discussed the difference(s) with the students and provided an opportunity for the students to reconsider their recommendation?
- Does the student-proposed budget item require the university to violate any statute, administrative code, policy, or contract?
- Is the basis for the chancellor’s decision substantial (i.e., are there significant policy or management reasons for differing from the students’ recommendation)?
- Is the expenditure related to a legitimate education purpose within the meaning of section 36.27(1), *Wis. Stats.*?

RECOMMENDATIONS FROM SEGREGATED FEE REVIEW FOLLOW UP COMMITTEE

EXECUTIVE SUMMARY

BACKGROUND

On May 4, 2006 the Board of Regents' Business, Finance, and Audit Committee and Physical Planning and Funding Committee jointly discussed the Office of Operations Review and Audit program review report entitled, "UW Segregated Fees: Policies, Practices, and Student Participation." At its June 8, 2006 meeting the Business, Finance, and Audit Committee directed that a work group be appointed and assigned the task of identifying implementation options for each of the report's five recommendations as well as options to enhance student participation in decisions involving the use of segregated fees for capital building projects.

A work group consisting of five students, including Regent Shields, and four campus administrators met three times between October and December, 2006 to formulate implementation recommendations; the work group was assisted by staff from several UW System Administration offices. The work group forwarded its recommendations to Vice President Durcan in mid-January who then circulated those recommendations for comment among the chancellors and other campus administrators and the presidents of each institution's student government. The work group's recommendations were well received by those responding and are presented here for Regent approval with only minor modifications.

REQUESTED ACTION

Approval of Resolution I.2.a. This resolution would amend Regent Policy Document 88-6, "Policy and Procedures for Segregated University Fees" as stated.

DISCUSSION AND RECOMMENDATIONS

The audit included five recommendations relating to:

- Cash Accumulation for Capital Projects
- Expiration of Debt Service Payments
- SUFAC Review of Non-Allocable Budgets
- Identifying the Segregated Fee Impact When Capital Projects Are Considered
- Presentation of Segregated Fees in the Annual Operating Budget

In addition, the audit report discussed the desirability of enhancing student participation in decisions involving the use of segregated fees for capital building projects.

The audit recommendations and the implementation recommendations are described in the report that follows. In response to the first three recommendations, the work group has recommended adding language to Regent Policy 88-6, “Policy and Procedures for Segregated University Fees.” Additional language is also recommended with respect to enhancing student participation in decisions involving the use of segregated fees for capital building projects. The accompanying resolution presented for Regent action incorporates the full text of how the revised Regent Policy 88-6 would read if the proposed revisions are adopted. **Attachment A** shows a mark-up of the current and proposed policy.

In response to the latter two recommendations, the work group has agreed upon formats for additional materials to be included in the Annual Operating Budget that will clarify segregated fee impacts. **Attachment B** is the format for a new form that would be included in the Annual Operating Budget whenever fee collection for a new capital project is proposed. **Attachment C** is the format for a new form that would be included in the Annual Operating Budget showing the current and proposed segregated fee for each campus broken down not only by major program/activity but with the fee split between “Operations” and “Major Projects.” The “major projects” line is defined to include all capital projects previously approved by the Board that have already been enumerated or that will require enumeration in accordance with section 20.924(1)(a), *Wis. Stats.* The amount reported on this line will include not only amounts collected to meet debt service payment but also amounts collected for the purpose of accumulating a future cash payment toward the project and amounts collected for project-related cash disbursement in the current budget year.

RELATED REGENT POLICIES

Regent Policy Document 86-4, “Guidelines for Student Governance”

Regent Policy Document 88-6, “Policy and Procedures for Segregated University Fees”

RECOMMENDATIONS FROM SEGREGATED FEE REVIEW FOLLOW-UP COMMITTEE

BACKGROUND

On May 4, 2006 the Board of Regents Business, Finance, and Audit Committee and Physical Planning and Funding Committee jointly discussed the Office of Operations Review and Audit program review report entitled, “UW Segregated Fees: Policies, Practices, and Student Participation.” At its June 8, 2006 meeting the Business, Finance, and Audit Committee directed that a work group be appointed and assigned the task of identifying implementation options for each of the report’s five recommendations as well as options to enhance student participation in decisions involving the use of segregated fees for capital building projects.

A work group consisting of five students, including Regent Shields, and four campus administrators met three times between October and December, 2006 to formulate implementation recommendations; the work group was assisted by staff from several UW Administration offices. The work group forwarded its recommendations to Vice President Durcan in mid-January who then circulated those recommendations for comment among the chancellors and other campus administrators and the presidents of each institution’s student government. The work group’s recommendations were well received by those responding and are presented here for Regent approval with only minor modifications.

AUDIT AND WORK GROUP RECOMMENDATIONS

The audit included five recommendations and, in addition, discussed the desirability of enhancing student participation in decisions involving the use of segregated fees for capital building projects. The audit recommendations and the implementation recommendations are described below. Several of the implementation recommendations call for adding language to Regent Policy 88-6, “Policy and Procedures for Segregated University Fees.” **Attachment A** is how the revised Regent Policy 88-6 would read if the proposed revisions are adopted.

Cash Accumulation for Capital Projects

The auditor’s report recommended that the Board of Regents and UW System Administration provide guidance to UW institutions on when segregated fee collection should begin for capital projects (page 33). The committee was asked to suggest one or more options for when the advance collection of fees for major capital projects might commence.

The work group concluded that there is no single, “one size fits all” point in time in the capital planning and development process when advance collection of fees should or should not begin. When advance fee collection should appropriately begin can depend on numerous project-specific variables. However, some advance cash accumulation is necessary to pay for planning

costs. In addition, the availability of cash at the time of construction reduces the need to bond and thus decreases the overall cost to students by reducing the interest paid on debt financing. While some students prefer not to pay for facilities that they will not have the opportunity to use, they themselves benefit from the use of facilities paid for by their forbearers.

Since segregated fee levels are established by the Board of Regents through adoption of the Annual Operating Budget, any fee increase associated with major capital projects can begin to be collected only pursuant to this Board action. Consistent with the work group's recommendations regarding the presentation of segregated fees increases in the Annual Operating Budget (described below), the reasons for changes in segregated fees will be more clearly identified in the materials presented to the Board of Regents, not only in the narrative but on the summary schedule showing the breakdown in the fee total and changes in fees. Accordingly, the status and anticipated timetable for projects for which new fee authority is being requested will be clearly identified in Annual Operating Budget materials presented for Board approval.

No policy changes are required to implement this recommendation since it is accordance with current practice. However, the implementation of the other recommendations referenced above will provide greater transparency regarding when fees will begin to be collected for specific projects and at what stage in a project's development cycle this will occur.

In addition to the foregoing, the work group recommends that Regent Policy 88-6 be amended to require that the status of all projects for which fee collection has begun, but construction has not, be explicitly discussed by campus administrators with SUFAC when non-allocable fee budgets are presented for review. This recommendation is intended to address concerns regarding occasional situations where the project timeline or scope changes significantly.

Expiration of Debt Service Payments

The auditor's report recommended UW campus administrators, if they are not currently doing so, request student advice before using segregated fees for other purposes when the debt for which the fees were being collected is retired (p. 34). The committee was asked to formulate options for how these fees could be handled.

Regent Policy 88-6 requires that students be given an opportunity to review and offer advice concerning the budget of each activity and program that is funded primarily with non-allocable segregated fees. The work group recommends that Regent Policy 88-6 be amended to direct that any proposed redirection of fees assessed for debt service payments that are ending be specifically highlighted when non-allocable segregated fee budgets are presented to SUFAC for review.

SUFAC Review of Non-Allocable Budgets

The auditor's report recommended that UW institutions that are not currently doing so consider: (a) involving students as much as possible in the early stages of budget development for

segregated fee-funded operations; (b) customizing and standardizing budget materials for the Segregated Fee Allocation Committee (SUFAC); and (c) submitting all non-allocable budgets to the SUFAC for review (pp. 18-20). The committee was asked to recommend a best practice related to this recommendation.

Regent Policy 88-6 already requires that students be given an opportunity to review non-allocable fee budgets, reading, in pertinent part, as follows:

- Students shall be given an opportunity to review and offer advice concerning the budget of each activity and program that is funded primarily with non-allocable segregated fees.
- Every effort should be made to provide sufficient time for students to formulate allocable segregated fee budgets, and to review non-allocable segregated fee budgets as provided in institutional policies.

The work group concluded that, due to the variation in student governance structures, no single set of procedures can serve as a “best practice” for all institutions to follow. Therefore, to address the concern cited by the audit, the committee recommends that Regent Policy 88-6 be amended by replacing the second bulleted point above with the following:

- Each campus administration shall, in consultation with its student governance groups, develop specific procedures to ensure that there is an opportunity for SUFAC to conduct a timely and meaningful review of the non-allocable segregated fee budget. A copy of these procedures, signed by appropriate campus administrators and student representatives, shall be filed with the UW System President’s designee. The agreed upon procedures shall be consistently followed from one year to the next and any changes to those procedures will be documented and filed with the UW System President’s designee. Consistent with section B.1 of Regent Policy 86-4, “Guidelines for Student Governance,” the President’s designee shall mediate if a campus administration and its student representatives cannot reach agreement upon the procedures to be followed.

In addition, the work group recommends that the following language be added to Regent Policy 88-6 to address the concern regarding the consistency of the budget presentation format:

- Each campus administration shall also develop, in consultation with its student governance groups, a format for presenting non-allocable segregated fee funded budgets to the SUFAC that is standardized within an institution to the greatest extent possible.

Identifying the Segregated Fee Impact When Capital Projects Are Considered

The auditor’s report recommended that when UW institutions request Board of Regents approval of capital projects funded with segregated fees, the institutions incorporate the amount of segregated fees included in program revenue, as well as a schedule of estimated fees that will be assessed for the projects (p. 30). The committee was asked to ratify the presentation format

developed to implement this recommendation by the UW System Office of Capital Budget and Planning.

The work group reviewed and agreed upon the format for a new form proposed by the UW System Office of Capital Budget and Planning (see **Attachment B**) that would be included in the Annual Operating Budget whenever segregated fee collection for a new project is proposed.

Presentation of Segregated Fees in the Annual Operating Budget

The auditor's report recommended that when UW institutions submit their proposed segregated fee rates to the Board of Regents for approval, the institutions include a breakdown of rates by program/activity, identifying fees assessed for debt service on capital projects separately from fees for regular student services (p. 30). The committee was asked to ratify the presentation format developed to implement this recommendation by the UW System Office of Budget Planning.

The work group reviewed several options and agreed upon the format shown in **Attachment C** which shows the current and proposed segregated fee for each campus broken down not only by major program/activity but with the fee split between "Operations" and "Major Projects." The "major projects" line is defined to include all capital projects previously approved by the Board that have already been enumerated or that will require enumeration in accordance with section 20.924(1)(a), *Wis. Stats.* The amount reported on this line will include not only amounts collected to meet debt service payment but also amounts collected for the purpose of accumulating a future cash payment toward the project and amounts collected for project-related cash disbursement in the current budget year.

Student Participation in Decisions Regarding Major Capital Projects

During its May 4, 2006, discussion, members of the Board of Regents' Business, Finance, and Audit Committee and the Physical Planning and Funding Committee expressed interest in a segregated fee process that is transparent and discussed student referenda as one option for student participation in decisions about fees for major capital projects. The committee was asked to identify options for methods of student consultation that are most appropriate for major capital projects, considering the size of the fee increase and other factors.

The work group noted that the requirement for student consultation on major remodeling or new construction projects is not specifically established by a Regent Policy document but rather as follows in section IV.5 of the UW System's Financial and Administrative Policy F37, "Segregated Fee Determination and Distribution:"

Any proposed major remodeling or major new construction project as defined by section 20.924(1)(a), *Wis. Stats.*, that will increase the non-allocable portion of the {segregated university fee} on any campus shall be reviewed by the Chancellor with appropriate student representation. There will be specific action by the SUFAC on the project in

question, which will be presented as part of the required information for the Regents at the time the project is advanced for approval.

The committee concluded that, much as is the case with respect to the review of non-allocable budgets, no single set of procedures can serve as a “best practice” for all institutions to follow in gauging student support for all major new capital initiatives. In particular, the committee discussed the pros and cons of student referenda at length and, with one member demurring, concluded that referenda should not be routinely required as a matter of Regent policy. The arguments favoring requiring referenda were as follows:

- A referendum in which all students have the opportunity to vote is ostensibly the most democratic method to assess the level of student support for new or remodeled facilities that will increase student fees.
- A clear result emerges from a referendum.
- Some institutions already conduct referenda, and Regents and other decision makers may favor systemwide consistency.

Arguments against requiring referenda were as follows:

- Ensuring adequate facilities for the next generation of students is a management responsibility and asking current students to self-impose fees for facilities which they themselves will likely never use is not the best way to ensure that the long term interests of the institution and its future students are served.
- While student consultation is critical, at all levels of governance in our country, most decisions are typically made by well-informed, democratically elected representatives rather than by plebiscite.
- The cost of assuring an informed student body can strain the time, expertise and resources of student governance groups and low participation rates can call into question the validity of referenda results.
- Depending upon the particulars of each individual project, more effective methods of student consultation are available, and understanding the importance that the Board of Regents places upon student consultation and support, campus managers will not fail to solicit and attain meaningful student input before bringing major capital initiative to the Board for approval.

To address the concern cited by the audit, the committee recommends that the language now found in F37 be included in Regent Policy 88-6. While the particulars of the consultation process may differ not only from campus to campus but from project to project, the committee is

confident that campus management will not risk the rejection of a campus initiative by failing to follow a well thought out and well ordered process each time.

CONCLUSION

Thanks are due to the following individuals who served on the work group that was asked to develop implementation options for the recommendations contained in the review of segregated fees performed by the Office of Operations Review and Audit:

Tom Shields, Student Regent
Zach Frey, UW-Madison
Louie Kirleis, UW-Parkside
Samantha Prah, UW-Milwaukee
David Wilder, UW-Whitewater
Mick Viney, UW-Platteville Assistant Chancellor for Student Affairs
Steve Summers, UW-Whitewater Deputy Assistant Chancellor for Student Affairs
Andy Soll, UW-Eau Claire Vice Chancellor for Business and Student Services
Bill Richner, UW-Madison Assistant Vice Chancellor for Auxiliary Services

The work group considered a variety of options and arrived at its recommendations by consensus. Implementation of the work group's recommendations will help to enhance the process by which students provide input into the establishment of non-allocable segregated fees and greater clarity for members of the Board of Regents when establishing segregated fee rates in the Annual Operating Budget.

Attachment A RPD 88-6 with proposed revisions

88-6 POLICY AND PROCEDURES FOR SEGREGATED UNIVERSITY FEES

History: Res. 4052 adopted 5/6/88.

The following recommendations included in the document entitled “Segregated University Fees Policies and Procedures” dated May 1988 are approved:

1. The Board reaffirms that the institutions are responsible for defining the allocable and non-allocable portions of the student fee with particularity and that only allocable fee disputes may be brought before the Board for resolution, in accordance with the Student Governance Guidelines and FPPP 37;
2. The Board affirms that:
 - students shall be given an opportunity to review and offer advice concerning the budget of each activity and program that is funded primarily with non-allocable segregated fees;
 - .
 - Each campus administration shall, in consultation with its student governance groups, develop specific procedures to ensure that there is an opportunity for the Segregated University Fee Advisory Committee (SUFAC) to conduct a timely and meaningful review of the non-allocable segregated fee budget. A copy of these procedures, signed by appropriate campus administrators and student representatives, shall be filed with the UW System President’s designee. The agreed upon procedures shall be consistently followed from one year to the next and any changes to those procedures will be documented and filed with the UW System President’s designee. Consistent with section B.1 of Regent Policy 86-4, “Guidelines for Student Governance,” the President’s designee shall mediate if a campus administration and its student representatives cannot reach agreement upon the procedures to be followed
 - Each campus administration shall also develop, in consultation with its student governance groups, a format for presenting non-allocable segregated fee funded budgets to SUFAC that is standardized within an institution to the greatest extent possible.
 - Any proposed major remodeling or major new construction project as defined by section 20.924(1)(a), Wis. Stats., that will increase the non-allocable portion of the segregated university fee on any campus shall be

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reviewed by the Chancellor with appropriate student representation. There will be specific action by the SUFAC on the project in question, which will be presented as part of the required information for the Regents at the time the project is advanced for approval.

- Any proposed redirection of segregated fees assessed for debt service payments that are ending shall be specifically highlighted when non-allocable segregated fee budgets are presented to SUFAC for review
- The status of all major capital projects for which fee collection has begun, but construction has not, shall be explicitly discussed by campus administrators with SUFAC when non-allocable fee budgets are presented for review.

- all ad hoc system wide committees and task forces formed to deal with issues of segregated fee, support shall have student membership.

3. Any appeals to the Board for resolution of irreconcilable differences between the students and the chancellor on the recommended disposition of allocable segregated fees should be filed in the Office of the System President by April 1; and
4. The Board adopts the following criteria for appeals for inclusion in the “Student Governance Guidelines”:

In considering an appeal, the Board will ask the following questions:

- Has the item been defined by the institution, in consultation with the students, as an allocable fee?
- Has the chancellor discussed the difference(s) with the students and provided an opportunity for the students to reconsider their recommendation?
- Does the student-proposed budget item require the university to violate any statute, administrative code, policy, or contract?
- Is the basis for the chancellor’s decision substantial (i.e., are there significant policy or management reasons for differing from the students’ recommendation)?
- Is the expenditure related to a legitimate education purpose within the meaning of section 36.27(1), *Wis. Stats.*?

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**The University of Wisconsin System
20xx-xx Biennium
SEGREGATED FEE IMPACT STATEMENT
Major Projects**

1. Project:

2. Institution:

3. Estimated Project Cost:

4. Brief Project Description:

5. Estimated Project Schedule:

Board of Regent Approval or Request for Funding
Architect Selection
Start Construction
Final Completion

6. Segregated Fee Justification

This narrative should include:
Justification of the projected segregated fee increase
Timing and amount of increase in segregated fee: dollars/years
Approval process used at the institution and results

7. Previous action

University of Wisconsin System
Segregated Fees
200x-0x Academic Year
(Major Projects are those that have been or will be enumerated)
 *NOTE: NUMBERS ARE FOR SAMPLE PURPOSES ONLY-NOT ACTUALS

	<u>Child Care</u>	<u>Intercollegiate Athletics</u>	<u>Municipal Services</u>	<u>Organized Activities</u>	<u>Parking</u>	<u>Recreational Center</u>	<u>Recreational Sports</u>	<u>Stadium/ Arena</u>	<u>Student Life</u>	<u>Student Union/ Center</u>	<u>Transit/ Bus Pass Program</u>	<u>University Health Services</u>	<u>Other</u>	<u>Total</u>
Campus 1														
2005-06 Operations	12.28	-	-	86.60	-	-	47.36	-	-	162.96	62.12	250.68	-	622.00
2006-07 Operations	13.90	-	-	87.42	-	-	48.96	-	-	170.58	63.78	261.36	40.00	686.00
Dollar Change	1.62	-	-	0.82	-	-	1.60	-	-	7.62	1.66	10.68	40.00	64.00
2005-06 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2006-07 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	40.00	40.00
Dollar Change	-	-	-	-	-	-	-	-	-	-	-	-	40.00	40.00
Total Change	1.62	-	-	0.82	-	-	1.60	-	-	7.62	1.66	10.68	80.00	104.00
Explanation of Changes Above the 4.5 Percent Threshold and New Major Projects: Segregated fee rates increased \$40.00 for the new Student Activity and Health Center, approved by the students and Board of Regents in 1999. The new fee funds debt service payments on the Center for 20 years. Health Center and Student Union fees also increased due to higher supply and expense costs, compensation, and maintenance.														
Campus 2														
2005-06 Operations	21.20	131.70	6.80	74.00	-	34.50	-	-	-	205.50	91.10	135.80	25.00	725.60
2006-07 Operations	22.10	136.70	7.00	73.20	-	36.00	-	-	-	208.00	98.40	149.80	27.00	758.20
Dollar Change	0.90	5.00	0.20	(0.80)	-	1.50	-	-	-	2.50	7.30	14.00	2.00	32.60
2005-06 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2006-07 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dollar Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change	0.90	5.00	0.20	(0.80)	-	1.50	-	-	-	2.50	7.30	14.00	2.00	32.60
Campus 3														
2005-06 Operations	10.84	61.19	18.50	70.91	-	-	23.19	-	-	298.00	20.00	96.87	-	599.50
2006-07 Operations	10.91	65.26	18.50	69.87	-	1.11	23.64	-	-	311.00	20.00	99.21	-	619.50
Dollar Change	0.07	4.07	-	(1.04)	-	1.11	0.45	-	-	13.00	-	2.34	-	20.00
2005-06 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2006-07 Major Projects	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dollar Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change	0.07	4.07	-	(1.04)	-	1.11	0.45	-	-	13.00	-	2.34	-	20.00
Campus 4														
2005-06 Operations	-	184.87	14.06	59.36	-	-	21.35	-	101.85	271.18	-	82.70	12.65	748.02
2006-07 Operations	-	195.96	13.37	63.75	-	-	21.35	-	106.44	280.67	-	85.84	(19.38)	748.00
Dollar Change	-	11.09	(0.69)	4.39	-	-	-	-	4.59	9.49	-	3.14	(32.03)	(0.02)
2005-06 Major Projects	-	-	-	-	-	-	-	-	-	400.00	-	-	-	400.00
2006-07 Major Projects	-	-	-	-	-	-	-	-	-	400.00	-	-	-	400.00
Dollar Change	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change	-	11.09	(0.69)	4.39	-	-	-	-	4.59	9.49	-	3.14	(32.03)	(0.02)

Extension of the Return to
Wisconsin Tuition Program

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.d.

Whereas, the Board of Regents approved the Return to Wisconsin tuition program in November 2003 as a pilot program to offer discounted tuition to children of alumni who reside out of state; and

Whereas, the Return to Wisconsin tuition program:

- Provides a modest increase in funding per student for Wisconsin residents without additional GPR appropriations;
- Attracts high quality undergraduate students without displacing Wisconsin resident students;
- Addresses “brain gain” interests by increasing the number of high quality students coming to Wisconsin for their education and potentially staying for their careers;
- Increases the geographic diversity of the student body to enrich the educational experience of all; and
- Creates stronger ties with alumni, possibly resulting in greater future giving; and

Whereas, the Return to Wisconsin tuition program enrolled 36 nonresident children and/or grandchildren of alumni in 2005-06, and 49 in 2006-07;

Therefore, be it resolved that, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the extension of the Return to Wisconsin tuition program at UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Whitewater for an additional three years.

EVALUATION OF TARGETED TUITION PROGRAMS 2005-06 THROUGH 2006-07

EXECUTIVE SUMMARY

BACKGROUND

Nonresident undergraduate enrollments in the University of Wisconsin System declined by more than 900 students between 2001-02 and 2004-05, most likely as a result of dramatic increases in nonresident undergraduate tuition over the same period. This decrease in enrollments resulted in the loss of approximately \$13 million in tuition revenue annually. Nonresident tuition revenue covers the full costs of educating nonresident students, and also provides a tuition subsidy that supports the enrollment of additional resident students.

In response, the Board approved several initiatives aimed at bringing nonresident tuition more in line with rates charged by the UW System's peers. This document shows nonresident undergraduate enrollments in 2005-06 and 2006-07 for three Board of Regents approved programs:

- I. The Return to Wisconsin Tuition Pilot;
- II. The UW-Platteville Tri-State Initiative; and
- III. The Midwest Student Exchange Program (MSEP).

Additionally, the Return to Wisconsin tuition pilot is due for its three year review by the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.2.d., which would extend the Return to Wisconsin tuition program for an additional three years.

DISCUSSION

UW System nonresident undergraduate enrollments decreased by more than 900 students between 2001-02 and 2004-05, likely in response to dramatic increases to nonresident tuition rates during those same years. As a result, the UW System saw a decrease of approximately \$13 million in nonresident tuition revenue each year. This revenue would have covered the full costs of educating the nonresident students, and also would have provided an additional tuition subsidy to support the enrollment of additional resident students.

In response to this drop in nonresident enrollments, the Board of Regents approved three programs aimed at attracting more nonresident students to the UW System. The following table shows the enrollments of nonresident students admitted through each of these programs in 2005-06 and 2006-07. During the fall 2006 semester, nonresident undergraduate enrollments in these three programs totaled 547 FTE students.

**Nonresident Undergraduate FTE Enrollments
2005-06 through 2006-07**

	2005-06	2006-07	Change 05-06 to 06-07
I. Return to Wisconsin	36	49	13
II. UW-Platteville Tri-State Initiative	161	408	247
III. Midwest Student Exchange Program	0	90	90
Sub Total:	197	547	350

Additional information follows on the Return to Wisconsin, the UW-Platteville Tri-State Initiative, and the Midwest Student Exchange Program (MSEP) initiatives and their related enrollments.

I. Return to Wisconsin

In 2003 the Board of Regents approved the Return to Wisconsin tuition pilot program. This program offers discounted tuition to nonresident children and/or grandchildren of alumni at self-selected pilot institutions beginning in the fall 2004 semester. Participating institutions include Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, River Falls, Stevens Point, and Whitewater.

Tuition for eligible students is discounted to a rate equal to regular nonresident tuition less 25 percent, but not less than the projected cost of a student's education. The student continues to pay all fees, special course charges, room, board, and other expenses at rates applicable to all other students. As stipulated by the Board of Regents, the program is managed to ensure that Wisconsin resident students are not displaced by individuals participating in the program.

The Return to Wisconsin tuition pilot enrolled 36 students in 2005-06 and 49 students in 2006-07. The majority of these enrollments are at Whitewater, La Crosse, and Stevens Point.

The Return to Wisconsin tuition pilot is currently due for its three year review by the Board of Regents. Resolution I.2.d. would extend the Return to Wisconsin tuition program for an additional three years.

II. UW-Platteville Tri-State Initiative

In February 2004 the Board of Regents approved a workforce development initiative at UW-Platteville that established a special tuition for new students from Illinois and Iowa who enroll in fields that address the workforce needs of both new and established Wisconsin businesses. These fields include engineering, computer science, agriculture, industrial studies that emphasize construction management, business and accounting, and other workforce related professional and pre-professional degrees.

Incoming freshmen students enrolling through the Tri-State Initiative pay resident tuition and fees plus a \$4,000 premium. This premium was set to cover 100 percent of the marginal cost of instruction per student, basic expenses, and reserve requirements; and was designed to minimize cost as a factor for nonresident students when deciding whether to enroll at UW-Platteville.

The UW-Platteville Tri-State Initiative enrolled 161 students in 2005-06 and 408 students in 2006-07. Access for Wisconsin resident students has been maintained as Tri-State Initiative enrollments have increased.

III. Midwest Student Exchange Program (MSEP)

The Board of Regents gave the President of the UW System authority to enter into the Midwest Student Exchange Program (MSEP) in September 2005. The MSEP is an interstate initiative established by the Midwestern Higher Education Compact to increase interstate educational opportunities for students from its member states. At present, this tuition discount program includes the seven participating states of Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin. Illinois has recently joined as well, but no Illinois institution is participating at this time.

The MSEP provides an opportunity for nonresident students from participating states to attend UW System institutions at a reduced rate on a space available basis. Participating institutions have the ability to tailor the program to their individual campus needs. For example, an institution may select only those degree programs in which it wishes to increase enrollment.

Students who are enrolled in the program are charged 150 percent of the in-state resident tuition rate. A student's MSEP status is retained as long as he/she is enrolled in the program to which the student was originally admitted and the student is making satisfactory progress towards a degree.

Eau Claire, Green Bay, La Crosse, Platteville, Stevens Point, Stout, Whitewater, and UW-Marinette are currently participating in the MSEP program. Milwaukee and Oshkosh will begin participation during the 2007-08 academic year. During fall 2006, the first semester of UW System participation, 102 nonresident students enrolled across the UW System, with the majority enrolled at Green Bay, La Crosse and Stevens Point. Of these students, 90 are enrolled in undergraduate programs and 12 are enrolled in graduate programs.

2007-08 Annual
Distribution Adjustments

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2007-08 annual distribution adjustments. If subsequent legislative action modifies the first year funding noted, the UW System would distribute the changes according to the guidelines set forth in Sections I and II of the Annual Distribution Adjustments document.

**PRELIMINARY
2007-08 ANNUAL DISTRIBUTION ADJUSTMENTS
(Based on 2007-09 Executive Budget)**

Annual distribution adjustments are provided for those 2007-09 budget initiatives that affect first year (2007-08) funding. Items that affect funding beginning in the second year will be addressed in the 2008-09 Annual Distribution Adjustments next Spring.

Allocation methodologies for items that are new initiatives may be modified in 2008-09 if, after one year's experience, more appropriate criteria become evident.

I. DISTRIBUTION ADJUSTMENTS FOR NEW FUNDING

A. NEW UW SYSTEM DISTRIBUTION ADJUSTMENTS

**1. RECRUITMENT AND RETENTION OF FACULTY AND RESEARCH
ACADEMIC STAFF**

Senate Bill 40 (2007-09 biennial budget bill) provides an additional \$3,333,300 in 2007-08 to support competitive compensation for faculty and research academic staff in high-demand, and/or mission-critical academic disciplines. Funding will be distributed based on each institution's proportion of the approved, all funds October 2006 payroll base for faculty and research academic staff.

Guidelines for Use of Funds

- Use of funds is not limited to salary dollars and may include other non-salary recruitment needs, such as upgrading a laboratory, professional development, etc.
- Because of the critical need for funding to address competitive salary concerns, all recruitment and retention dollars should be used in the year allocated.
- Funding is not limited to matching outside offers but can be used to support proactive market based salary increases when those disparities can be documented.
- Recruitment and retention funding cannot be provided in an across-the-board fashion.

**2. LAWTON UNDERGRADUATE MINORITY RETENTION
GRANT/ADVANCED OPPORTUNITY PROGRAM (AOP)**

The budget bill increases funding for the Lawton Grant by \$376,100 and the AOP by \$362,300 in 2007-08. Total funding for 2007-08 will be allocated

based on each institution's proportion of a three-year rolling average headcount of minority students.

3. UTILITIES

The budget bill provides an increase of \$11,827,100 for utilities in 2007-08. The total budget (\$119.7 million) for utilities will be redistributed. The base level of funding is the 2005-06 expenditure level. The base is adjusted using the Department of Administration's (DOA) inflation scalars by commodity code. Funding for new space and other cost increases is added, based on the amounts funded in the biennial budget, by campus.

4. STUDENT TECHNOLOGY FEE

The 2007-09 biennial budget bill provides an additional \$123,800 in 2007-08 to meet student needs for instructional technology and information access. Allocation of this funding is proportional to 2006-07 combined academic year and summer session tuition budgets excluding the student technology fee.

B. INSTITUTIONAL INITIATIVES

Funding for institutional initiatives will be allocated to the designated institution based on gubernatorial and legislative intent.

1. BIOMEDICAL TECHNOLOGY ALLIANCE

The budget bill provides one-time funding of \$2,500,000 in 2007-08 to support the Biomedical Technology Alliance. Funding will be allocated to UW-Milwaukee.

2. ISLET TRANSPLANTATION PROGRAM

The budget bill provides \$200,000 in 2007-08 to fund the Islet Transplantation program. Funding will be allocated to UW-Madison.

II. DISTRIBUTION ADJUSTMENTS FOR COMPENSATION

A. 2007-08 UNCLASSIFIED PAY PLAN

The 2007-09 unclassified pay plan has not yet been acted upon by the Joint Committee on Employment Relations (JCOER). Once JCOER has approved a pay plan increase, allocations will be made based upon the approved October 2006 payroll base.

B. 2007-08 CLASSIFIED PAY PLAN

The 2007-09 non represented classified pay plan has not yet been acted upon by JCOER. The 2007-08 allocations for permanent and project classified staff will be distributed to institutions at the non represented pay plan rate. Once JCOER has approved a pay plan increase, allocations will be made based upon the approved October 2006 payroll base.

Consideration of Salary Adjustments for a Senior Academic
Leaders to Address Recruitment and Retention Challenges
for Chancellors at UW-River Falls and UW-Whitewater and
Provost at UW-Green Bay

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Whereas, pursuant to ss. 20.923(4g) and 36.09(1)(j), Wisconsin Statutes, the salaries of UW System senior academic leaders must be set within the salary ranges established by the Board of Regents, and based upon a formula derived from the salaries paid by peer institutions to their academic leaders, and

Whereas in addition, section 36.09(1)(j), Wisconsin Statutes, authorizes the Board of Regents to increase chancellors' and other university senior academic leaders' salaries to address salary inequities or to recognize competitive factors in the periods between pay plan adjustments, and

Whereas at the February 2006 Board of Regents meeting the Business, Finance and Audit Committee endorsed the recommendation that the President of the UW System periodically perform a review and assessment of individual chancellors' salaries to determine whether there is a need for an adjustment to recognize competitive factors or correct salary inequities among senior academic leadership, as allowed by law, and

Whereas the Board of Regents affirms that leadership is critically important to the performance of our institutions and the students and citizens they serve and therefore places a high value on recruiting and retaining our outstanding senior academic leaders.

Now, therefore be it resolved;

That, upon recommendation of the President of the University of Wisconsin System, the annual salary for Chancellor Betz, Chancellor Saunders, and Provost Hammersmith be adjusted due to competitive market factors and equity reasons per the attached recommendation, effective March 9, 2007.

**CONSIDERATION OF SALARY ADJUSTMENTS FOR A
SENIOR ACADEMIC LEADERS TO ADDRESS
RECRUITMENT AND RETENTION CHALLENGES FOR
CHANCELLORS AT UW-RIVER FALLS AND UW-
WHITEWATER AND PROVOST AT UW-GREEN BAY**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with ss. 20.923(4g) and 36.09(1)(j), Wisconsin Statutes, the salaries of UW System senior academic leaders must be set within the salary ranges established by the Board of Regents, and based upon a formula derived from the salaries paid by peer institutions to their academic leaders. Senior academic leaders also are eligible to receive increases to their salaries conforming to the amounts approved by the state for general state employee pay plan adjustments, pursuant to s. 230.12(3)(e), Wisconsin Statutes. In addition, section 36.09(1)(j), Wisconsin Statutes, authorizes the Board of Regents to increase employees' salaries to address salary inequities or to recognize competitive factors in the periods between pay plan adjustments.

REQUESTED ACTION

Approval of Resolution I.2.d.

DISCUSSION

The Business, Finance, and Audit Committee recommended in their February 2006 meeting that the President of the UW System shall periodically conduct a review and assessment of individual chancellor's salaries, taking into consideration the evaluation of the performance of the chancellor in his/her current position, to determine whether there is a need for an adjustment in the salary due to competitive market factors and equity reasons. The Business, Finance, and Audit Committee endorsed this new process as a step in the right direction. The President of the UW System has therefore initiated this process and with this resolution is forwarding for approval base salary adjustment for one chancellor.

RELATED REGENT POLICIES

Regent Policy 94-4

Wisconsin Statutes, s. 20.923(4g), s. 36.09(1)(j), and s. 230.12(3)(e)

Peer Salary Comparisons for Non-Doctoral Chancellors

2006-07 Salary Range Calculated in Accordance with Board of Regents' Policy:

2004-05 peer group median salary:	\$199,400
CUPA-HR projects 3.3% increase in 2005-06	x 1.033
2005-06 projected peer group median:	\$205,980
Executive salary policy cost-of living adjustment	.95
Regents Salary Range Midpoint:	\$195,681
Regents Salary Range Minimum (90%):	\$176,113
Regents Salary Range Maximum (110%):	\$215,249

2004-05 Peer Group Salaries:

Wright State University	\$296,792
University of Akron	\$281,011
Western Michigan University	\$260,000
Central Michigan University	\$236,200
University of Northern Iowa	\$231,050
University of Illinois-Springfield	\$230,625
Western Illinois University	\$225,000
Northeastern Illinois University	\$225,000
Eastern Michigan University	\$222,000
University of Michigan-Flint	\$217,608
Oakland University	\$216,106
St. Cloud State University	\$207,700
Southern Illinois University-Edwardsville	\$205,800
Youngstown State University	\$203,520
Minnesota State University-Mankato	\$202,734
Chicago State University	\$200,448
University of Minnesota-Duluth	\$199,400
University of Michigan-Dearborn	\$197,828
Michigan Technological University	\$195,000
Minnesota State University-Moorhead	\$194,055
Winona State University	\$194,055
Purdue University-Calumet	\$188,100
Grand Valley State University	\$187,932
Indiana-Purdue University-Ft. Wayne	\$186,600
University of Southern Indiana	\$184,600
Saginaw Valley State University	\$181,335
Bemidji State University	\$179,855
Indiana University-Northwest	\$173,955
Eastern Illinois University	\$173,004
Ferris State University	\$170,000
Indiana University-Southbend	\$156,060
Indiana University-South East	\$156,060
Northern Michigan	\$150,000
Mean	\$203,922
Median	\$199,400

UW System Non-Doctoral Institution Chancellor Salaries 2/09/07

UW-Stout	\$195,264
UW-Oshkosh	\$193,814
UW-Platteville	\$191,899
UW-Green Bay	\$188,814
UW-Stevens Point	\$187,476
UW-Parkside	\$186,348
UW-La Crosse (2/1/2007)	\$184,000
UW-Superior	\$183,399
UW-Eau Claire	\$180,000
UW River Falls	\$178,507
UW-Whitewater	\$178,507
UW Colleges & Extension	\$178,000
Mean	\$184,836
Median	\$183,700

Peer Salary Comparisons for Non-Doctoral Vice Chancellors

2006-07 Board of Regents Senior Executive Salary Range:

2004-05 peer group median salary:	\$150,000
CUPA-HR projects 3.3% increase in 2005-06	<u>x 1.033</u>
2005-06 projected peer group median:	\$154,950
Executive salary policy cost-of living adjustment	<u>.95</u>
Regents Salary Range Midpoint:	\$147,203
Regents Salary Range Minimum (90%):	\$132,482
Regents Salary Range Maximum (110%):	\$161,923

2004-05 Peer Group Salaries:

University of Akron	\$195,750
University of Northern Iowa	\$186,400
Western Michigan University	\$185,400
Oakland University	\$177,300
University of Michigan-Dearborn	\$175,473
Purdue University-Calumet	\$169,950
Central Michigan University	\$166,860
Grand Valley State University	\$164,827
Wright State University	\$164,116
Eastern Michigan University	\$160,000
Western Illinois University	\$155,256
Saginaw Valley State University	\$154,163
Northern Michigan	\$153,000
Youngstown State University	\$152,982
Ferris State University	\$152,440
Eastern Illinois University	\$150,312
Chicago State University	\$150,000
Southern Illinois University-Edwardsville	\$148,224
Minnesota State University-Mankato	\$148,000
Indiana-Purdue University-Ft. Wayne	\$143,300
University of Minnesota-Duluth	\$140,736
Northeastern Illinois University	\$140,628
St. Cloud State University	\$139,822
Minnesota State University-Moorhead	\$139,660
Indiana University-Southbend	\$138,425
University of Michigan-Flint	\$136,629
Michigan Technological University	\$135,000
Bemidji State University	\$133,204
University of Illinois-Springfield	\$131,292
Winona State University	\$130,000
University of Southern Indiana	\$126,700
Indiana University-Northwest	\$126,000
Indiana University-South East	\$114,915

Mean	\$151,114
Median	\$150,000

UW System Non-Doctoral Institution Vice Chancellor Salaries 2/09/07:

UW-Stout	\$144,000
UW-Platteville	\$142,697
UW-Green Bay	\$141,594
UW-Oshkosh	\$141,262
UW-River Falls	\$139,500
UW-Superior	\$139,500
UW-La Crosse	\$138,002
UW-Parkside	\$138,002
UW-Extension	\$137,166
UW-Stevens Point	\$136,949
UW-Whitewater	\$135,453
UW Colleges	\$135,010
UW Eau Claire (Interim)	\$131,095

Mean	\$138,479
Median	\$138,002

Recommendation for Base Salary Adjustment for Chancellor Donald Betz

The following is an analysis of Chancellor Betz's salary compared to peers and the broader market for similar institutions and for internal equity considerations.

Chancellor Betz assumed his current position 07/01/05. His current salary is \$5,493 lower than the most recently hired chancellor (hired 2/1/07). Salary compression has resulted from our need to offer competitive salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Betz will set his salary \$10,174 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-River Falls' budget is the fourth smallest at \$86,239,226 for 2006-07.

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$176,113	\$195,681*	\$215,249
Peer Median		\$205,980	
CUPA HR Median for UW-River Falls		\$205,500**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

** Based on institutions of the similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions.

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,507

**Base increase requested effective
03/09/07 with Board approval \$7,000**

03/09/07 base salary \$185,507

Base Adjustment Percentage Increase 3.92%

Percent behind 2005-06 projected peer median (\$205,980) 9.94%

Percent behind CUPA median of comparable budget size (\$205,500) 9.73%

Recommendation for Base Salary Adjustment for Chancellor Martha Saunders

The following is an analysis of Chancellor Saunders's salary compared to peers and the broader market for similar institutions and for internal equity considerations.

Chancellor Saunders assumed her current position 08/01/05. Her current salary is \$5,493 lower than the most recently hired chancellor (hired 2/1/07). Salary compression has resulted from our need to offer competitive salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Saunders will set her salary \$9,174 below the approved range midpoint. The salary adjustment is made in recognition of her years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Whitewater's budget is the largest at \$173,153,492 for 2006-07.

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$176,113	\$195,681*	\$215,249
Peer Median		\$205,980	
CUPA HR Median for UW-Whitewater		\$232,599**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

** Based on institutions of the similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions.

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,507

**Base increase requested effective
03/09/07 with Board approval \$8,000**

03/09/07 base salary \$186,507

Base Adjustment Percentage Increase 4.48%

Percent behind 2005-06 projected peer median (\$205,980) 9.45%

Percent behind CUPA median of comparable budget size (\$232,599) 19.82%

Recommendation for Base Salary Adjustment for Provost Susan Hammersmith

In response to the request from Chancellor Bruce Shepard and based on a review of external market/competitive factors and internal salary equity considerations, a \$2,500 base adjustment for Provost Susan Hammersmith is recommended.

7/1/2006 Salary \$141,594

**Base increase requested effective
3/09/07 with Board approval \$2,500**

3/09/07 base salary \$144,094

Base Adjustment Percentage Increase 1.77%

Percent behind 2005-06 Projected peer median (\$154,950) 7.01%

Percent behind CUPA median of comparable budget size (\$148,800) 3.16%

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$132,482	\$147,203*	\$161,923
Peer Median		\$154,950	
CUPA HR Median for UW-Green Bay		\$148,800**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

**Based on institutions of the similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions..

Internal Salary Equity Considerations

- Susan Hammersmith is our fifth longest serving provost having assumed her current position 7/01/02.
- The salary increase requested will place her \$3,109 below the adjusted market based midpoint established with the BOR range effective 7/1/06 and \$7,220 below the JOCER approved maximum effective 7/1/06.
- Her proposed 3/09/07 salary is \$94 higher than the current highest paid comprehensive provost who was hired 7/1/06.

The March 9, 2007 increase for Provost Hammersmith of \$2,500 is justified based on external market/competitive factors and for the purpose of addressing internal salary equity among comprehensive provosts.

Office of Operations Review and Audit



Program Review

Options for Board Oversight of Major Information Technology Projects

February 2007

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EXECUTIVE SUMMARY

The Board of Regents Business, Finance, and Audit Committee requested that the UW System Office of Operations Review and Audit analyze alternatives for Board of Regents oversight of major information technology (IT) projects in the UW System. The request was prompted by the Appointment, Payroll, and Benefits System (APBS), which began in 2001 and was halted in 2006. This report provides an overview of types of information technology projects in the UW System and options for future Board of Regents oversight of IT projects.

Types of Information Technology Projects

The UW System has implemented various types of information technology projects since 1998, including five “enterprise” systems supporting core business processes of the organization. For these five projects, we reviewed project management structures and implementation approaches. A detailed review of implementation steps was not within the scope of this analysis. Among the five enterprise projects, APBS was the only project that was not implemented as planned.

During APBS implementation, the Common Systems Review Group, which has an oversight role with respect to systemwide IT projects, commissioned three separate assessments of APBS. Consultants noted problems with the APBS implementation process, such as the complexity of the project, a high number of customizations, and an inadequate project plan. In response to concerns about APBS, UW System executives have developed organizational, planning, and procedural changes for subsequent IT projects.

Options for Board of Regents Oversight

Board oversight practices in the UW System with respect to IT projects are generally similar to those of many other public universities. However, three practices have been adopted by other boards of public universities which are not in use in the UW System: major IT project approval, IT strategy approval, and review of regular project implementation status reports.

UW System Administration has made organizational, planning, and procedural changes in its approach to major IT projects. In recommending two enhancements to current practice, rather than a dramatically different process, we considered these changes, oversight practices at other universities, and the uncertain link between board approval and IT project success. The UW Board of Regents has received various types of IT-related information since 1998, but not through a systematic process. Therefore, the report recommends UW System management provide the Board of Regents with: 1) an inventory of the major information technology projects scheduled to be implemented in the UW System; and 2) regular status reports on project implementation, including progress toward meeting project benchmarks.

SCOPE

The University of Wisconsin (UW) System Office of Operations Review and Audit analyzed options for UW Board of Regents oversight of the implementation of major information technology (IT) projects. The analysis was requested by the Board of Regents Business, Finance, and Audit Committee, and was prompted by the halting of the Appointment, Payroll, and Benefits System (APBS) implementation.

The analysis focused on the appropriate oversight role of the Board of Regents on major IT project implementations. To gather information for this analysis, we: 1) analyzed the project management structures for current and past major IT project implementations; 2) interviewed UW project managers responsible for implementing these projects; 3) interviewed UW System Administration executives with significant responsibility for overseeing IT project implementations; 4) reviewed UW Board of Regents agendas and minutes to determine past Board oversight practices related to IT project implementations; and 5) reviewed board oversight practices at some other public universities. We also reviewed changes and actions that UW System executives have taken in direct response to concerns consultants raised regarding APBS implementation.

The Board of Regents Business, Finance, and Audit Committee requested a forward-looking analysis. The report provides an overview of APBS; a detailed review of the specific implementation steps of any of the IT projects, including APBS, was not within the scope of this analysis.

BACKGROUND

United States colleges and universities were expected to spend approximately \$7 billion on technology during 2006, according to a national technology survey by Market Data Retrieval, a provider of marketing information to the education sector. This amount represents a 35 percent increase from 2005.¹ The Campus Computing Project reported that in 2004, campus IT expenditures represented 7.3 percent of total campus expenditures.² Some university chief business officers and chief information officers see IT projects as sitting “side-by-side with brick-and-mortar initiatives as the largest investments a campus will make.”³

At the same time, individual IT project costs vary considerably. Among the more expensive and most complex IT projects are the enterprise systems, commonly referred to as enterprise resource planning (ERP) systems. An enterprise system is a software system designed to support and automate the core business processes of an entire organization. Enterprise systems share common data and practices across the organization. In higher education, administrative information systems, such as student records, admissions, financial aid, general ledger, accounts payable, accounts receivable, billing, grants management, payroll, and human resources are

¹ Market Data Retrieval. *The College Technology Review, 2005-06 Academic Year*.

² Green, Kenneth C. “Technology and the Quest for Academic Productivity.” *Trusteeship*, May/June 2004.

³ Goldstein, Philip, Mark Olson, and Richard N. Katz. “IT: What’s IT Worth?” *NACUBO Business Officer*, July 28, 2003.

typical enterprise systems or modules of an enterprise system. Some universities also implement course management and library systems. A survey of 63 companies by the Meta Group found that the average total cost of ownership of an enterprise system, including hardware, software, professional services, and internal staff, is \$15 million.⁴

Implementation of some enterprise systems can pose significant challenges. Colleges and universities participating in an EDUCAUSE annual Current Issues Survey have listed implementation of enterprise systems as one of their top five issues in each of the past five years.⁵ Contrary to popular opinion, EDUCAUSE found that the majority of more than 470 institutions participating in a study of enterprise systems completed their systems on time or ahead of schedule. However, the study also noted that large and multi-campus institutions were less likely to complete implementation on time and on budget,⁶ with project delays, missed project milestones, and cost overruns being more frequent occurrences.

The UW System's APBS was one of five enterprise systems implemented in the UW System since 1998. APBS implementation began in 2001, and UW System executives halted implementation in July 2006. In November 2006, the Board of Regents Business, Finance, and Audit Committee requested that the Office of Operations Review and Audit identify and analyze alternatives for Board oversight of future projects.

DISCUSSION

The focus of this analysis was on identifying options for the UW System Board of Regents' consideration in providing oversight of major IT project implementations. The analysis provides: 1) a summary of the types of IT projects and enterprise systems implemented in the UW System during the past several years, including an overview of APBS; and 2) a description of current practices related to board oversight of IT projects in the UW System and at other public university systems. The report recommends steps for enhancing UW Board of Regents oversight.

TYPES OF INFORMATION TECHNOLOGY PROJECTS

We identified IT projects implemented in the UW System during the past several years. The projects vary significantly in size and scope. Table 1 lists the IT projects under the auspices of the System's Common Systems Review Group, as well as other systemwide projects implemented since 1998. While some projects take a relatively short time to implement, others take many years.

⁴ Koch, Christopher. "The ABCs of ERP: Getting Started with Enterprise Resource Planning." <<http://www.cio.com/research/erp/edit/erpbasics.html>>.

⁵ EDUCAUSE. "Core Data Service Fiscal Year 2005 Report". <www.educause.edu/ir/library/pdf/pub8003g.pdf>.

⁶ Kvavik, Robert B, Karin Beecher, Judith Caruso, Paula King, John Voloudakis, and Lore-Anne Williams. "The Promise and Performance of Enterprise Systems for Higher Education." EDUCAUSE Center for Applied Research, Volume 4, 2002.

Table 1: UW System Major Information Technology Projects Since 1998

Project	Purpose	Implementation Status
<i>Projects Under the Auspices of the Common Systems Review Group</i>		
Application Tools: FirstLogic, Brio, Informatica	Provide application tools for data matching and extracting.	Completed.
Appointment, Payroll, and Benefits System (APBS)	Provide a single consolidated system for human resources, payroll, and other management functions.	Terminated.
Identification, Authentication, and Authorization (IAA)	Provide a central management tool for users' identification, using a single user name and password to access different UW applications.	Completed.
Kronos	Automate the process for employee timekeeping.	Completed.
Learning Management System (Desire2Learn)	Design, develop, deliver, and support learning using the Internet.	Completed.
PeopleSoft Shared Financial System (SFS)	Serve as the platform for financial functions, such as general ledger, purchasing, accounts payable, accounts receivable, asset management, and billing.	Ongoing.
PeopleSoft Student Administration System (SAS)	Serve as the platform for student services functions, including financial aids, student records, admissions, and registration.	Ongoing.
<i>Other Systemwide Projects</i>		
Library System	Provide students online access to their library records and UW library collections, and allow students to renew and recall items online.	Completed.
Microsoft Contract	Serve as a procurement vehicle to leverage purchases of Microsoft products and licenses.	Completed.
Oracle Contract	Serve as a procurement vehicle to leverage purchases and maintenance of Oracle database.	Completed.

Sources: UW Office of Learning and Information Technology, and Strategic Initiatives, Inc. consultants.

The Common Systems Review Group was originally established in 1998 to leverage resources in the UW System and was comprised of two Provosts, two Chief Business Officers, and two Chief Information Officers. Membership has expanded over time, and currently includes representation from all UW institutions. Representatives are appointed by the UW System Executive Senior Vice President, in consultation with the UW System President, Chancellors, and the Common Systems Review Group Chairs (UW System Vice President for Finance and UW System Chief Information Officer). The charge of the Common Systems Review Group has also expanded to include reviewing feasibility studies on potential new systems applications that are shared among most or all UW institutions, providing a “strategic road map” for all major IT projects, and reviewing and approving project plans and funding for ongoing common systems initiatives.

UW System institutions' IT systems and IT acquisition requests not under the auspices of the Common Systems Review Group are submitted to the Office of Learning and Information

Technology (OLIT) under Financial and Administrative Policy, “Computing Acquisitions Responsibility and Authority” (G20). The policy requires that System Administration review and approve all major project administrative systems and acquisitions in excess of \$250,000.

The UW System spent \$57.5 million on IT equipment leases, purchases, maintenance, and internal transfers for data processing services in FY 2006, according to the UW accounting system (Shared Financial System) data. Of that amount, \$8.9 million was spent on IT systems under the purview of the Common Systems Review Group. The total amount of \$57.5 million does not reflect all expenditures the UW System incurred for IT, as UW financial reporting systems do not capture IT costs incurred for all salaries and by academic and non-IT operating units. EDUCAUSE Core Data Service indicates that academic departments and operating units often spend significant amounts on IT.⁷ We examined UW System enterprise projects, generally, and focused on APBS in particular.

UW Enterprise Systems

APBS, as well as four other major IT systems in the past ten years, have been considered enterprise systems. As Table 2 shows, even though implementation may begin only at some UW institutions, these systems are eventually implemented at multiple or all UW institutions.

Table 2: Enterprise Systems Implemented in the UW System

Project	Implementation Cost	UW Institutions
Shared Financial System (SFS) – Original Implementation and Upgrades	\$13.8 million	Systemwide.
PeopleSoft – Student Administration System	\$15 million *	Green Bay, Madison, Milwaukee, Oshkosh, Parkside, Platteville, River Falls, Superior, Whitewater, and UW Colleges.
Library System	\$6 million	Systemwide.
Appointment, Payroll, and Benefits System (APBS)	\$26.3 million **	Planned for systemwide implementation. Halted in 2006.
Course Management System (Desire2Learn)	\$2.1 million	Systemwide.

*This amount includes only expenses incurred by the Common Systems Review Group from FY 2002 through 2006. Common Systems Review Group expenditures prior to FY 2002 and UW institution expenditures were not available. UW System Administration funds two-thirds of any external consulting services used on this project. UW institutions fund the license, hardware, one-third of any external consulting services, and the cost of local staff resources. UW System Administration funds certain infrastructure and consultant services.

**According to UW System management, the cost for APBS was \$26.3 million between 1996 and 2006. Total expenditures were \$28.4 million, with \$2.1 million representing salaries and fringes for UW staff who transferred within the UW System to work on the APBS project and for whom the System would have incurred similar costs.

We interviewed the project managers of each of the five listed systems, as well as the SFS Upgrade, about implementation approach and project management structure. While they reported encountering many challenges during project implementation, all of the projects, except APBS, were fully implemented and are currently functional.

⁷ Green, Kenneth C. *Follow the Money*. < <http://campustechnology.com/article.asp?id=8286>>.

Enterprise systems are implemented using either a “big-bang” or a phased approach. APBS was to be implemented using the big-bang approach. Big-bang implementation refers to having the new business processes turned on all at once among institutions implementing the system. In a phased implementation, live production occurs in stages. There are advantages and disadvantages to either approach. The Shared Financial System (SFS), library system, course management system, and student administration system were implemented using the phased approach. Some UW project managers that we interviewed attributed their project implementation success to the use of a phased approach in these projects.

Appointment, Payroll, and Benefits System Project Overview

APBS was intended to replace a mainframe payroll system (legacy system) operated and maintained by the UW Processing Center at UW-Madison. The goal of APBS was to consolidate payroll, appointment, and other human resources functions into a single system for the entire UW System, because the legacy system did not meet the needs of all UW institutions and was expensive to maintain. In 2000, after conducting a competitive procurement process, UW System Administration awarded a contract to purchase Lawson Software’s Human Resources software application. Although a detailed review of the specific APBS implementation steps was not within the scope of this project, we did gather information about: 1) project timelines; 2) project organization; and 3) implementation challenges.

Project Timelines

Implementation of the Lawson software application began in April 2001. The timelines for the major implementation phases were: 1) planning, April 2001 to June 2002; 2) design and build, April 2002 to December 2003; 3) preparation, October 2003 to October 2004; and 4) execution, October 2004 to January 2005.

APBS was scheduled to “go live” (begin functioning) in January 2005. Implementation of APBS eventually fell behind schedule. The planned go-live date was extended from January 2005 to April 2005. In October 2004, the Common Systems Review Group commissioned a consultant to review the timelines and costs for the April 2005 go-live schedule. This project management consultant identified a number of risks that would necessitate extending the go-live date to January 2006. In February 2005, UW System Administration executives put the project on hold pending a separate assessment of the ability of the Lawson software application to meet gaps in functionality identified by UW institutions.

Concurrent with the Lawson Assessment Project, UW institution chancellors approved a project to evaluate whether the Oracle/PeopleSoft application was a viable alternative for the UW System and requested an examination of the longer-term viability of the current legacy system. UW chancellors also recommended the UW System wait for the Wisconsin Department of Administration’s (DOA) choice of a software vendor for its Integrated Business Information System (IBIS) project.

DOA chose Oracle/PeopleSoft for the IBIS project in early spring 2006 and concluded contract negotiations in May of that year. In July 2006, UW System executives made the decision to halt implementation of the Lawson system, deciding instead to pursue the use of Oracle/PeopleSoft to meet the future need for a UW human resources/payroll/benefits system, and to work in collaboration with DOA.

Project Organization

APBS implementation was managed by the UW System Office of Human Resources. The project management structure consisted of project sponsors, a steering committee, the project manager, the project implementation team, and the Common Systems Review Group. Their responsibilities were as follows:

- *Two project co-sponsors*: The sponsors' responsibilities included reviewing and approving the project scope, assisting the project manager in overcoming organizational obstacles, advising the project manager, and monitoring and maintaining the priority of the project relative to other projects.
- *Steering committee*: The steering committee's responsibilities included monitoring project targets, such as implementation timelines and project costs; ensuring sufficient resources were available to the project team; approving the implementation plan; and making final decisions on organizational and software customization issues.
- *Project manager*: The project manager led the project; managed project resources, project implementation, and changes during implementation; reported to the steering committee; updated the Common Systems Review Group; and worked with software vendors, consultants, and UW stakeholders to address needs, problems, and conflicts.
- *Project implementation team*: A core team consisting of many subgroups representing different major business areas was responsible for analyzing, reviewing, and testing business processes for these areas.
- *Common Systems Review Group*: The Common Systems Review Group reviewed and oversaw the overall common systems budgets, developed contingency plans where needed, and provided status reports to the chancellors.

We compared the project management structure used for APBS implementation with the structure used in the implementation of four other UW enterprise systems. The project management structure in the five UW enterprise systems shared many similarities, with several differences. For example, the student administration system did not have a systemwide steering committee, although each UW institution implementing the system had a campus steering committee, and the library system did not involve the Common Systems Review Group. The student administration, library, and course management systems were managed by the office of the UW System Chief Information Officer (OLIT). SFS and subsequent upgrades were managed by the UW System Office of Financial Administration and, as noted, APBS was managed by the UW System Office of Human Resources.

We examined the project management structure for some enterprise systems at other university systems, including California State University, Indiana University, the University of Illinois, the University of Maine, the University of Massachusetts, the University of Minnesota, the Ohio State University, and the University of Tennessee. The management structure used for APBS and the enterprise systems at these other university systems share some general characteristics. Sponsors and steering committees are common. Some university systems establish an executive committee in addition to or in place of the steering committee and a project director in addition to the project manager, as shown in Table 3.

Table 3: Management Structures for Enterprise System Implementations at Some Higher Educational Institutions

Enterprise System	Sponsors	Steering Committee	Project Manager
California State University Common Management System (Human Resources)	√	CSU does not use a steering committee but uses an executive committee.	√ (Has a common systems director in addition to project manager.)
University of Illinois Human Resources System	√	√	√
Indiana University Student Information System and Human Resources System	√	√	√
University of Maine Project Enterprise	√	√	√ (Has a project director in addition to project manager.)
University of Massachusetts Human Resources, Financial, and Administrative System	√	√	√ (Also has a project director in addition to project manager.)
University of Minnesota Human Resources System	√	√ (Also has an executive oversight group in addition to the steering committee.)	√
Ohio State University Student Administration	√ (Has business sponsors in addition to executive sponsors.)	√	√
University of Tennessee Integrated R/2 Information System (Financial, HR/Payroll, Procurement)	√	√ (Also has an executive committee in addition to the steering committee.)	√ (Has a project director in addition to project manager.)

Sources: Institution websites, project charters, and staff.

Having similar project management structures does not automatically result in the same project outcome. Like APBS, various enterprise systems at the University of Minnesota and California State University have run into delays and cost overruns, even though these institutions believed that they had the appropriate framework for decision making. This indicates that the structure may not be the sole factor affecting the project outcome.

Implementation Challenges

Project managers of the other UW enterprise systems that were fully implemented attributed their projects' success to certain factors, which were absent in ABPS. First, relationships between the project team and customers are critical to project success. In the case of APBS, the relationship between the project team and various UW institutions suffered from some tensions, and support for the Lawson software was not unanimous. Second, communication to project implementation groups and stakeholders throughout the implementation process is essential. Communication from the APBS management team reportedly was inconsistent. Lastly, the other UW enterprise systems took the approach that business processes should be re-engineered to work with the selected system, rather than modifying the system to work with the current business processes. The scope of APBS was broader than all of the other UW enterprise systems, and APBS also had a high number of customizations.

The Common Systems Review Group commissioned three separate assessments of APBS during project implementation. After extending the go-live date from the original scheduled date of January 2005 to April 2005, the Common Systems Review Group charged a consultant with reviewing the costs and risks associated with the April 2005 go-live schedule.

The consultant assessing APBS implementation readiness noted various problems with the APBS implementation process. For instance, the steering committee was seen as having an effective decision-making process, but was also seen as not being consistently responsive to project needs or effective in evaluating changes. The sponsors and management team were viewed as not being adequately aware of the high level of customizations required to meet the needs of some UW institutions; the APBS project in itself was already complex, but the complexity was compounded by the high number of customizations. Also, the consultant identified various communication issues, observed a lack of a fully-defined and integrated project plan with realistic timelines and budget, and noted that the testing plan was not followed.

Changes Resulting from Concerns about APBS

To address concerns the consultant raised, and to enhance IT project implementation for future human resources and other enterprise systems, UW System management has made a number of organizational, planning, and procedural changes.

- **Organizational Changes:** Three major organizational changes were made. First, project executive committees for the UW System Service Center, formerly called the UW Processing Center, and SFS were established to approve strategies and major business process changes, as well as to address issues that may have broader implications. The UW System Service Center Executive Committee is chaired by the UW System Executive Senior Vice President. The SFS Executive Committee is chaired by the Vice President for Finance. The goal of this change is to provide the highest level of authority and close communication with the UW System President.

Second, an IT project director position was created in the Office of Learning and Information Technology, with the director reporting to the Chief Information Officer. The project

director, who was appointed in February 2007, will be responsible for ensuring that standard project management methods are followed during project implementations.

Third, future steering committees or advisory committees are expected to have greater representation from UW campuses and a more balanced representation between functional and technical users.

- *Planning Changes*: A number of changes will also be adopted for post-APBS project planning, according to UW System executives. Future IT projects are expected to include a more thorough planning process at the start of the project, which incorporates plans for managing project resources, budget, risk management, training, and communication. Future projects are expected to have a detailed project plan that is tied to the budget.
- *Procedural Changes*: Planned procedural changes include regular examination of implementation timelines by the IT project director, project management team, steering committee, Common Systems Review Group, executive committee, and UW senior executives. According to UW System Administration executives, the project director will work with all project managers to ensure adequate communication between the project team, steering committees, the Common Systems Review Group, and other project stakeholders. Audits by individuals external to project management are due to be conducted on major projects that require a year or more to implement.

The UW System has begun to implement some of these changes with the SFS 8.9 Upgrade, the first post-APBS enterprise system to be implemented. The SFS Executive Committee has met monthly and has engaged in project oversight. The SFS 8.9 Upgrade implementation is scheduled to be completed by March 2007. However, it will be some time before the impacts of all of the changes are realized.

OPTIONS FOR BOARD OVERSIGHT

We considered possible roles for the Board of Regents with respect to IT project implementation. We reviewed current Board of Regents practices with respect to oversight of IT projects and board oversight practices in other university systems, and we identified enhancements to current UW practices.

Current UW Board of Regents Oversight Practices

We reviewed selected Board of Regents agendas for the past ten years, as well as Board minutes for the past seven years, to gauge what information on IT project implementations has been provided to the Board of Regents. We also examined what actions the Board has taken with respect to the information received, and whether there was a pattern or systematic method of providing information to the Board.

Our review of agendas and minutes indicated that UW System management provided information on IT issues and IT development to the entire Board; the Education Committee; or

the Business, Finance, and Audit Committee, depending on the topic. The types of information provided included: 1) the UW System 2001-03 Information Technology Plan; 2) information on UW System IT priorities; 3) reports on IT planning efforts, such as Y2K, student and faculty technology use, and best business practices; and 4) reports on the implementation status of some IT projects, such as the Student Information System, the course management system, the library system, and the UW Processing Center merger. In each instance, the material was provided for information purposes only. Thus, the Board did not take formal action, and no action was requested.

Since this analysis was prompted by the developments related to APBS, we reviewed Board of Regents agendas and minutes for information provided to the Board specifically about APBS. Between 1996 and 2001, just prior to the start of project implementation, System Administration provided the Board with information on APBS project development. Board agendas and minutes did not include any information about APBS during project implementation. The most recent information about APBS provided to the Board was in 2006, after UW System executives had decided to halt implementation. The practice of not providing the Board with IT project status reports was not unique to APBS.

We could determine no particular pattern in the type, or timing, of information that was provided. UW System executives and project managers indicated that items have been brought to the Board on an as-needed basis, rather than as part of an overall IT-project status report.

Board Oversight Practices at Other University Systems

We researched board oversight practices at some public university systems and institutions and contacted some of these institutions to determine how their boards provide oversight of IT projects. Table 4 summarizes board oversight practices at these systems and institutions.

**Table 4: Summary of Board Oversight Practices
at Selected Public University Systems or Institutions**

System/Institution	IT Oversight Practice
University of Arizona System	Board approves all projects costing more than \$500,000. System Administration provides quarterly updates to the Board.
California State University System	Board approves an overall IT strategy. Board approval is not required for individual projects. Regular update is not required.
University System of Georgia	Board approves an overall IT strategy. Board approval is not required for individual projects. System Administration makes annual presentations to the Board on the status of projects included in the overall strategy.
University of Illinois System	Board approval is not required for individual projects, but all purchases above a certain threshold related to IT projects require prior Board approval. Threshold varies by types of purchases. Regular update is not required.
Indiana University	Board approves an overall IT strategy. Board approval is not required for individual projects. Regular update is not required.
Iowa Board of Regents	Board approval is not required for individual projects, but systemwide projects are expected to be brought to the Board. Iowa has not implemented a systemwide IT project. Regular update is not required.

System/Institution	IT Oversight Practice
University of Maine System	Board approval is not required for individual projects, but two projects were approved by the Board since 2000. System Administration brought one project for approval because of its costs. The other project needed capital to fund the project. System Administration provides annual updates to the Board.
University of Massachusetts System	Board approval is not required for individual projects. Regular update is not required.
University of Michigan	Board approval is not required for individual projects. Regular update is not required.
University of Minnesota	Board approval is not required for individual projects. Regular update is not required.
University of Missouri System	Board approval is not required for individual projects, but purchases and consultant agreements costing over \$500,000 require Board approval. System Administration used to update an ad hoc IT Committee once every two years, but the committee does not currently exist.
State University of New York System	Board approval is not required for individual projects. Regular update is not required.
University of North Carolina System	Board approval is not required for individual projects, but the board approves an overall strategic plan. Regular update is not required.
Ohio State University	Board approval is not required for individual projects, although the PeopleSoft Student Administration System was approved by the Board because of cost. Regular update is not required.
University of Tennessee System	Board approval is not required for individual projects. Regular update is not required.
University of Washington	Board approval is not required for individual projects. Regular update is not required.

Sources: Institution websites, board agendas and minutes, and institution staff.

By and large, the board oversight of IT projects at the UW System appears to be similar to oversight at many of the public university systems in our research. Board oversight of IT projects can occur before project implementation begins, during project implementation, or both. However, our analysis reveals three practices – two before project implementation and one during project implementation – which are not currently practiced in the UW System: major project approval, IT strategy approval, and regular implementation-status reporting.

- ***Major Project Approval:*** Major IT-project approval procedures elsewhere are similar to the UW System's major capital project practices, in that the Board approves project requests above a certain cost threshold.

We found this approval procedure for major IT projects at a number of universities. At the University of Arizona System, the Board must approve all IT projects costing more than \$500,000. The University of Illinois System Board of Regents does not approve IT projects, but must approve all IT hardware, software, and service purchases above a certain threshold; the threshold is different for different types of purchases. Similar to the University of Illinois, the University of Missouri System Board of Curators does not approve IT projects, but must approve all purchases costing more than \$500,000. At the University of Maine System and the Ohio State University, board approval is not required, but their human

resources (Maine) and student information (Ohio) systems were brought to the Board for approval because of their costs. Another project at the University of Maine System was also brought to the Board for approval because it needed financing.

- *Information Technology Strategy Approval:* At some universities, the boards approve an overall IT strategy or plan, rather than individual IT projects. We found this practice at the University of North Carolina System, Indiana University, and California State University System.
- *Regular Implementation Status Reporting:* At some universities, the boards receive regular updates on project implementation status. Management at the University of Maine System makes an annual presentation to the board's Finance/Facilities Committee as a way of updating the board on project implementation status. The University System of Georgia provides an annual project update summary to the board. At the University of Missouri System, the chief information officer updates the board on the status of project implementation once every two years.

We considered the appropriateness of each of these oversight methods for the UW System. We also considered the UW System's record of IT project implementation. Some chief information officers in other university systems we contacted indicated that while having the board approve individual large IT projects or an overall IT plan may appeal to the public, these practices do not necessarily increase the success of the projects.

In addition, having the Board approve individual IT projects might necessitate establishing a process similar to the capital planning and budget approval process, which could result in project implementation delays, increased staff workload, and increased costs. Approving an overall IT plan would not have the same disadvantages, but an overall IT plan is typically broader and may not necessarily include project budgets and timelines, making this type of approval less useful.

Recommended Board of Regents Oversight Practices

We researched the literature for effective board oversight of information technology projects. We also solicited assistance from the Association of Governing Boards of Universities and Colleges (AGB), requesting a search of the AGB's library resources on effective board oversight of IT project implementations. Our research revealed a significant amount of literature on board oversight in general, ranging from board roles and responsibilities to relations between the university president and the board. However, information specific to board oversight of IT projects was limited.

According to the literature we reviewed, IT initiatives enjoy greater success with board awareness of the initiatives, and the boards should "ask powerful questions" about their institutions' investment in and strategies for IT. At the same time, boards are typically advised to avoid "micromanagement." Furthermore, the literature suggests that board oversight of IT projects can be achieved through the same approaches used for effective board oversight of any

university operations, such as through questions about resource management, priority-setting, and the relevance of a given project to the university's mission.^{8, 9, 10, 11, 12}

Our analysis leads to the conclusion that a major overhaul of the current UW Board of Regents oversight practices is not necessary. This conclusion is based on our review of the literature, analysis of the UW System's record of implementing enterprise systems since 1998, the changes UW System Administration has initiated as a result of APBS, and board oversight practices at other university systems. Nevertheless, the halting of APBS suggests the need for enhancements to current practices:

1. ***We recommend UW System management provide the Board of Regents with an inventory of major IT projects scheduled for implementation in the UW System.*** Because of their potential systemwide impact, projects under the auspices of the Common Systems Review Group and other systemwide projects would be appropriate projects to bring to the Board. The project inventory could be updated whenever new projects are added.
2. ***We recommend UW System management provide regular status reports to the Board of Regents on project implementation.*** Appropriate information for implementation status reports might include: project costs, timelines, progress toward meeting established benchmarks, other accomplishments, and any significant changes in plans that will affect project costs and timelines. Reports could be provided at least annually.

If these reporting practices are adopted, the Board will need to determine which Board committee would appropriately have oversight responsibility for IT project implementations. We examined which committees of the boards at other universities have responsibilities for IT. Only the University of Arizona System and University System of Georgia have a separate IT committee. The Indiana University Board of Trustees established the Long-Range Planning Committee to support Indiana University's leadership in IT. The more common practice is to assign IT oversight responsibilities to the finance committee of the board.

One possibility for the UW System would be for the recommended information to be provided to the Business, Finance, and Audit Committee as part of the Vice President for Finance's regular report. This would provide the Business, Finance, and Audit Committee with a significant opportunity to ask questions, to seek clarification, and to direct UW System management to take necessary action for the purposes of minimizing the risks of project delays and cost overruns.

⁸ Heterick, Robert C. "Technological Change and Higher Education." *AGB Priorities*, Number 1, Spring 1994.

⁹ Association of Governing Boards of Universities and Colleges. "Policy Making and Administrative Oversight." Board Basics Series.

¹⁰ Association of Governing Boards of Universities and Colleges. "Searching for New Directions for IT Financing." *Trusteeship*, May/June 2001.

¹¹ Nolan, Richard, and F. Warren McFarlan. "Information Technology and the Board of Directors." *Harvard Business Review*, October 2005.

¹² Also see references 2, 3, and 7.

OFFICE OF OPERATIONS REVIEW AND AUDIT QUARTERLY STATUS UPDATE

BACKGROUND

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting; and (2) an update on Legislative Audit Bureau projects in the UW System.

REQUESTED ACTION

For information only.

MAJOR OFFICE OF OPERATIONS REVIEW AND AUDIT PROJECTS

- (1) Oversight of Information Technology (IT) Projects provides an inventory of recent major IT projects in the UW System, describes oversight and management structures for IT-project implementations, and provides policy options for Board of Regents oversight of systemwide projects. A report has been completed.
- (2) Textbook Costs describes trends in textbook costs and examines efforts to keep textbooks affordable for students. A report is being drafted.
- (3) Computer Security Policies, Procedures, and Practices examines how UW institutions structure and manage computer security functions and the extent to which adequate safeguards are in place to minimize the risk of unauthorized access to private information. Fieldwork is in progress.
- (4) Student Mental Health Services will provide information about mental health services UW System institutions provide, policies and procedures related to these services, and UW institutions' preparedness to address student mental health needs and mental health-related emergencies. Fieldwork is expected to begin in late spring.
- (5) Oversight of Student Organizations will identify efforts to manage risk and reduce liability associated with student organization activities. A report is being drafted.
- (6) Tuition Waivers will review policies and practices related to statutory and other tuition and fee remissions, waivers, and discounts. A report is being drafted.
- (7) Academic Fees audits are being conducted at each UW institution to determine the adequacy of policies, procedures, and internal controls related to the assessment and collection of student fees.

LEGISLATIVE AUDIT BUREAU PROJECTS

The Legislative Audit Bureau is working on the following projects related to the UW System:
(1) a statewide audit of implementation issues related to large information technology systems, including a project inventory and best practices review, is due to be completed in spring 2007;
and (2) the annual compliance audit of federal grants and expenditures for FY 2005-06 is underway and will be released in March 2007.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Physical Planning and Funding Committee

Thursday, March 8, 2007
Wyllie Hall, Galbraith Room 363
UW-Parkside

10:15 a.m. All Regents

- Governor's 2007-09 Operating Budget Recommendations
- Report of the Commission on Enhancing the Mission of the UW Colleges

11:15 p.m. Education Committee (All Regents Invited) – Galbraith Room 363

- Chippewa Valley Technical College Associate Degree of Liberal Arts and Science
[Resolution I.1.a.]

12:15 p.m. Lunch

1:00 p.m. Physical Planning and Funding Committee (All Regents Invited) – Galbraith Room 363

a. UW-Parkside: Campus Master Plan Presentation

1:30 p.m. Joint session of Business Finance and Audit Committee and Physical Planning and Funding Committee – Library Overlook Lounge 272

- Recommendations from the Segregated Fee Review Follow-up Committee
[Resolution I.2.a.]

1:45 p.m. Physical Planning and Funding Committee – Library Classroom/Wyllie 150J

b. Approval of the Minutes of the February 8, 2007 Meeting of the Physical Planning and Funding Committee

c. UW-Madison: Authority to Demolish the A. W. Peterson Building and the Food Research Institute Building for Purposes of Site Development
[Resolution I.3.c.]

d. UW-Stevens Point: Authority to Amend the Campus Boundary and Purchase an Improved Parcel of Land for Future Development Purposes
[Resolution I.3.d.]

e. Report of the Assistant Vice President

- Building Commission Actions
- Other

x. Additional items which may be presented to the Committee with its approval

Authority to Demolish the A. W. Peterson
Building and the Food Research Institute
Building for Purposes of Site Development,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to demolish the A.W. Peterson Office Building, located at 750 University Avenue and the Food Research Institute Building located at 1925 Willow Drive on the UW-Madison campus for a total estimated cost of \$1,096,400 Building Trust Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action March 2007

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to demolish the A.W. Peterson Office Building, located at 750 University Avenue and the Food Research Institute Building located at 1925 Willow Drive on the UW-Madison campus for a total estimated cost of \$1,096,400 Building Trust Funds.
3. Description and Scope of Project: This project will demolish and remove two buildings on the UW-Madison campus: the A.W. Peterson Office Building, located at 750 University Avenue and the Food Research Institute Building located at 1925 Willow Drive. Work will include abatement of all hazardous materials in each building. Wisconsin Asbestos and Lead Abatement Management System (WALMS) surveys have been done on each of the facilities.
4. Justification of the Request: Both buildings have outlived their useful lives, are in relatively poor condition, and do not meet current or future needs. The 73,500 GSF A.W. Peterson Office Building, located at 750 University Avenue, is the site for the new addition to the Chazen Museum of Art (DSF 06F1Z) which is scheduled to begin construction in 2009. Demolition is being requested now so that the site can be used as lay down space for the East Campus Utility project (DSF 06A1M). The building is currently unoccupied, and the campus is requesting that this building be the first of the two to be demolished.

The 56,400 GSF Food Research Institute, located at 1925 Willow Drive, will be vacant in late 2007 after current occupants have moved to the Microbial Sciences Building. The site will be used as staging space for the Lakeshore Residence Hall Development project (DSF 06K24) slated to begin construction in fall of 2008. Upon completion of that project, the area will become green space with landscape, hardscape, and improved pedestrian circulation.

5. Budget and Schedule:

Demolition Cost		\$573,000
Haz Mats		293,000
Total Demolition		866,000
Contingency	15 %	130,000
A/E Design Fees	7 %	60,600
DFD Mgmt Fees	4 %	39,800
Equipment/Other		0
Total Cost		\$1,096,400

SBC Approval	February 2007
A/E Selection	March 2007
Design Complete	June 2007
Bidding	August 2007
Peterson Demolition	September 2007
Food Science Demolition	January 2008

6. Previous Action: None.

02/07Peterson&FoodScienceBldgDemolition.doc

Project 07A3N

Authority to Amend the Campus Boundary and
Purchase an Improved Parcel of Land for
Future Development Purposes, UW-Stevens
Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to: (a) amend the campus boundary to extend one parcel west of existing campus land on Portage Street west of Isadore Street in the city of Stevens Point, and (b) purchase a 0.143 acre parcel of land and property improvements located at 1730 Portage Street in the city of Stevens Point at an acquisition cost of \$112,000, using Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

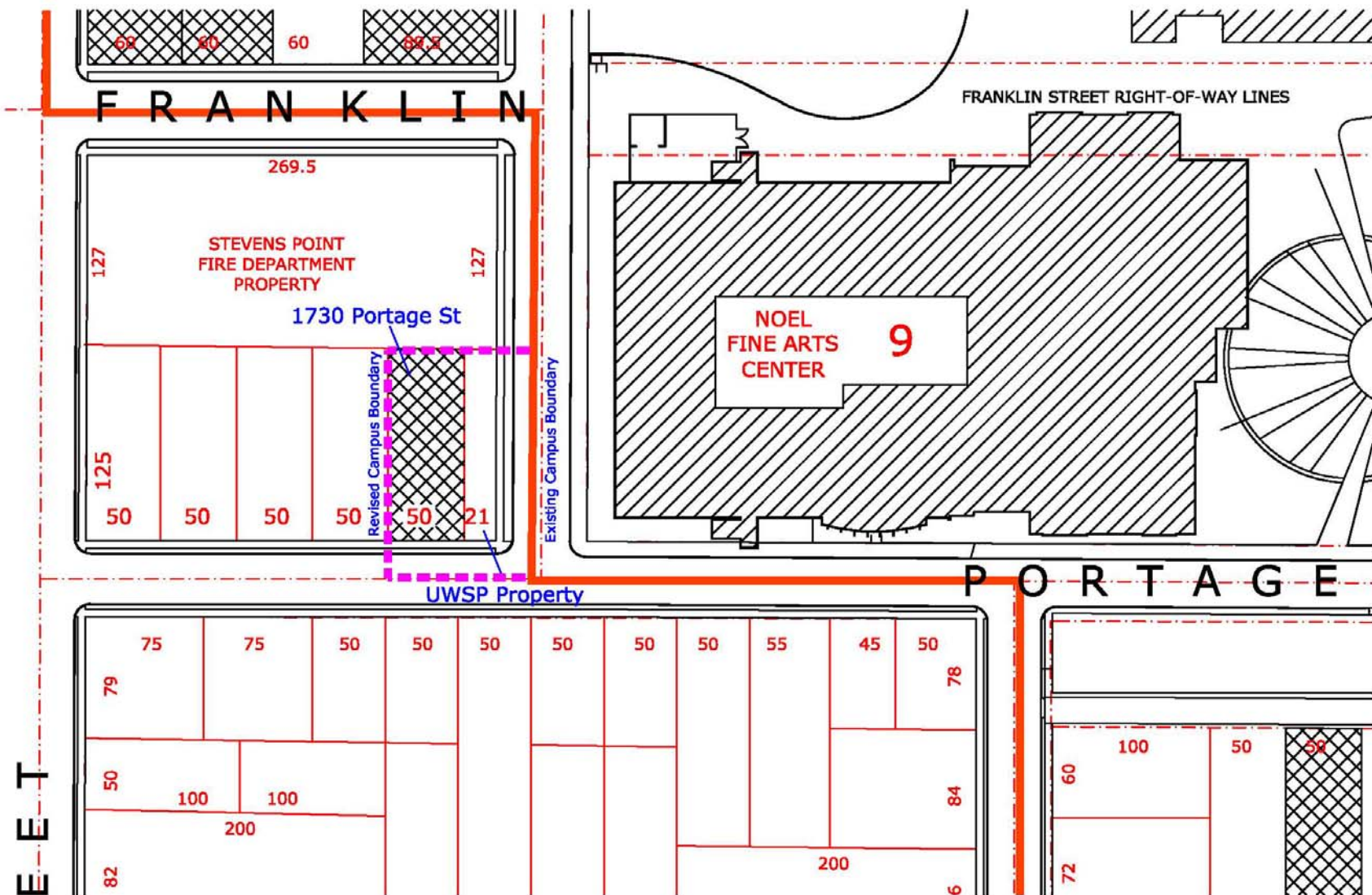
Request for Board of Regents Action March 2007

1. Institution: University of Wisconsin-Stevens Point
2. Request: Requests authority to: (a) amend the campus boundary to extend one parcel west of existing campus land on Portage Street west of Isadore Street in the city of Stevens Point, and (b) purchase a 0.143 acre parcel of land and property improvements located at 1730 Portage Street in the city of Stevens Point at an acquisition cost of \$112,000, using Program Revenue-Cash.
3. Description and Scope of the Project: This 0.143 acre parcel is located immediately adjacent to campus-owned land northwest of the intersection of Portage and Isadore Streets. The property is improved with a 1,976-square foot, two-story two-living unit, wood frame house and detached two-stall 360-square foot garage. The purchase price is the average of two independent market appraisals which are \$128,000 and \$96,000. The appraisals established an estimated fair market property value of \$112,000. There is no relocation cost associated with this acquisition. The property is vacant and being offered for sale to the university as part of an estate settlement. Representatives of the estate are willing to sell the parcel at the estimated fair market value.

An environmental audit for the property found no evidence of questionable contaminants or environmental hazards; non-friable asbestos containing material (ACM) is presumed to be present given the age and condition of some building materials observed.

4. Justification of the Project: In 2006 the UW-Stevens Point campus undertook the creation of a master plan targeting physical changes and development to meet campus needs over the next 20 to 30 years. A one block area northwest of the Portage and Isadore Streets intersection is part of a small number of boundary changes recommended for campus expansion in the draft plan. The entire master plan will be brought before the Board of Regents later this spring. The opportunity to purchase this parcel from a cooperative seller is considered advantageous; thus this request seeks approval to move forward with the purchase at this time. The sale of the house to another private party would likely result in its long term conversion for use as a student rental and potentially impede future campus development options.
5. Previous Action: None.

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REVISED 2/28/07

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

March 9, 2007
9:00 a.m.
UW-Parkside
Galbraith Room/363
Wyllie Hall
900 Wood Road
Kenosha, WI

II.

1. Calling of the roll
2. Approval of the minutes of the February 9, 2007 meeting
3. Report of the President of the Board
 - a. Report on the March 2, 2007 meeting of the Higher Education Aids Board
 - b. Report on the March 7, 2007 meeting of the Hospital Authority Board
 - c. Resolution of Appreciation: Regent Emeritus Gerard A. Randall, Jr.
 - d. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. UW-Parkside Presentation: Campus-Community Engagement
 - b. Additional items that the President of the System may report or present to the Board
5. Report of the Physical Planning and Funding Committee
6. Report of the Business, Finance and Audit Committee
7. Report of the Education Committee
8. Additional resolutions
 - a. Resolution of appreciation to UW-Parkside
9. Communications, petitions, and memorials
10. Unfinished or additional business
11. Move into closed session to consider a salary adjustment for UW-Extension provost and to consider an employment contract amendment for UW-Madison football offensive coordinator, as permitted by s.19.85(1)(c), *Wis. Stats*; to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats*; and to consider honorary degree nominations at UW-Oshkosh, as permitted by s.19.85(1)(f), *Wis. Stats*.

The closed session may be moved up for consideration during any recess called during the regular meeting agenda. The regular meeting will reconvene in open session following completion of the closed session.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - David G. Walsh
Vice President - Mark J. Bradley

STANDING COMMITTEES

Executive Committee

David G. Walsh (Chair)
Mark J. Bradley (Vice Chair)
Elizabeth Burmaster
Danae D. Davis
Milton McPike
Charles Pruitt
Jesus Salas
Christopher M. Semenas
Michael J. Spector

Business, Finance, and Audit Committee

Charles Pruitt (Chair)
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)
Elizabeth Burmaster
Peggy Rosenzweig
Brent Smith

Education Committee

Danae D. Davis (Chair)
Michael J. Spector (Vice Chair)
Judith V. Crain
Mary Quinnette Cuene
Thomas A. Loftus
Christopher M. Semenas

Physical Planning and Funding Committee

Jesus Salas (Chair)
Milton McPike (Vice Chair)
Jeffrey B. Bartell
Michael J. Falbo
Thomas P. Shields

Personnel Matters Review Committee

Michael J. Spector (Chair)
Jeffrey B. Bartell
Judith V. Crain
Danae D. Davis
Peggy Rosenzweig

Committee on Student Discipline and

Other Student Appeals

Brent Smith (Chair)
Milton McPike
Charles Pruitt
Christopher M. Semenas

OTHER COMMITTEES

Liaison to Association of Governing Boards

Eileen Connolly-Keesler

Hospital Authority Board - Regent Members

Milton McPike
Peggy Rosenzweig
Brent Smith

Wisconsin Technical College System Board

Peggy Rosenzweig, Regent Member

Wisconsin Educational Communications Board

Eileen Connolly-Keesler, Regent Member

Higher Educational Aids Board

Milton McPike, Regent Member

Research Park Board

Mark J. Bradley, Regent Member

Teaching Excellence Awards

Danae D. Davis (Chair)
Charles Pruitt
Jesus Salas
Christopher M. Semenas

Academic Staff Excellence Awards Committee

Eileen Connolly-Keesler (Chair)
Danae D. Davis
Milton McPike
Jesus Salas
Brent Smith

Public and Community Health Oversight and Advisory Committee

Patrick Boyle, Regent Liaison

Regent Meeting Improvement Committee

Eileen Connolly-Keesler (Chair)
Charles Pruitt

Committee Regarding Faculty/Academic Staff

Disciplinary Process

Michael J. Spector (Chair)
Peggy Rosenzweig
Brent Smith
Pat Brady
Walter Dickey
Chancellor Markee

Committee on Regent Response to the Legislative Audit Bureau Audit on Personnel Policies and Practices

Thomas A. Loftus (Chair)
Jeffrey B. Bartell
Eileen Connolly-Keesler
Judith V. Crain
Professor Chris Sadler
Chancellor Saunders
Academic Staff Representative Dennis Shaw

The Regents President and Vice President serve as ex-officio voting members of all Committees.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

2007 MEETING SCHEDULE

(Held in Madison unless otherwise indicated)

January 4th and 5th (cancelled, circumstances permitting)

February 8th and 9th

March 8th and 9th (at UW-Parkside)

April 12th and 13th (at UW-Oshkosh)

May 10th and 11th

June 7th and 8th (at UW-Milwaukee)

July 12th and 13th

August 23rd and 24th (cancelled, circumstances permitting)

September 6th and 7th

October 4th and 5th (at UW-River Falls)

November 8th and 9th

December 6th and 7th (hosted by UW-Madison)