



## Board of Regents

1860 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706  
(608)262-2324

DATE: March 6, 2017

TO: Members of the Board of Regents

FROM: Jane S. Radue, Executive Director and Corporate Secretary *JSR*

### PUBLIC MEETING NOTICE

Meeting of the UW System Board of Regents  
to be held at Gordon Dining and Event Center, 2<sup>nd</sup> floor,  
770 W. Dayton Street, Madison, Wisconsin  
on March 9, 2017

8:00 - 9:15 a.m. Subcommittee on Investments (Subcommittee of the Business and Finance Committee) – Concerto Room

9:00 - 9:30 a.m. Education Committee – Symphony Room

#### **9:30 a.m. All Regents – Symphony Room**

1. Calling of the roll
2. Approval of the minutes of the February 2017 meeting
3. Report of the President of the Board
  - a. Updates on recent and upcoming events
  - b. Technical updates to Regent Policy Documents  
[Resolution 3.b.]
4. Report of the President of the System
  - a. Biennial budget update
  - b. Good news from around the System
  - c. Other updates
5. Report of actions taken by the Education Committee
6. *Presentation and Discussion:* Dr. Michael Crow, President, Arizona State University – “Public Higher Education – Innovate or Underserve”

Lunch for Regents and guests – Overture Room

**12:45 p.m. (approx.) All Regents – Symphony Room (continued)**

7. *Presentation and Discussion:* Dr. Susan Baxter, Executive Director, California State University Program for Education and Research in Biotechnology (CSUPERB) – “A System-wide Biotechnology Community of Interest, Learning and Practice”
8. *Presentation and Discussion:* University of Wisconsin System Federal Priorities for 2017
9. Regent communications, petitions, and memorials

Followed by:

**10. All Regents – Concerto Room**

Move into closed session to: (a) consider a UW-Parkside honorary degree nomination, as permitted by s. 19.85(1)(f), Wis. Stats.; (b) consider a UW-Oshkosh honorary degree nomination, as permitted by s. 19.85(1)(f), Wis. Stats.; (c) confer with legal counsel regarding pending or potential litigation, as permitted by s. 19.85(1)(g), Wis. Stats.; (d) consider an annual personnel evaluation, as permitted by s. 19.85(1)(c), Wis. Stats.; and (e) consider personal histories or disciplinary data of specific persons and the investigations of charges against specific persons, which, if discussed in public, would be likely to have a substantial effect upon the reputation of such persons, as permitted by s. 19.85(1)(f), Wis. Stats.

Adjourn

*The closed session may be moved up for consideration during any recess in the regular meeting agenda or may be convened in the Symphony Room; if the closed session is moved up, the regular meeting will reconvene in open session following completion of the closed session.*

*Information about agenda items can be found during the week of the meeting at <https://www.wisconsin.edu/regents/meetings/> or may be obtained from Jane Radue, Executive Director, Office of the Board of Regents, 1860 Van Hise Hall, Madison, WI 53706, (608)262-2324. Persons with disabilities requesting an accommodation to attend are asked to contact Jane Radue in advance of the meeting. The meeting will be webcast at <http://www.wisconsin.edu/regents/board-of-regents-videostreaming/> on Thursday, March 9, 2017, from 9:30 a.m. until approximately 2:30 p.m.*

Approval of Technical  
Corrections to  
Regent Policy Documents

BOARD OF REGENTS

Resolution 3.b.:

That, upon the recommendation of the President of the University of Wisconsin System Board of Regents, the Board: (1) adopts the attached revisions to eleven Regent Policy documents to update obsolete titles and references to UW System Administrative Policies; and (2) authorizes the Executive Director and Corporate Secretary to make similar technical changes to the Regent Policy Documents in the future, to correct references to administrative policies, names or titles, and legal citations.

## **REGENT POLICY REVIEW TECHNICAL UPDATES TO REGENT POLICY DOCUMENTS**

### **BACKGROUND**

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. The Board has adopted these policies under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies.

In February 2011, the President of the Board of Regents formally announced the beginning of a process to review and update the RPDs. This process has resulted in updates and revisions to current policies, the elimination of obsolete policies, and the identification of areas in which new policies are needed.

At the March 9, 2017, Board of Regents meeting, the Board will be asked to approve a number of technical, non-substantive updates to several existing RPDs and to authorize similar updates in the future.

### **REQUESTED ACTION**

Adoption of Resolution 3.b., which approves revisions to eleven Regent Policy Documents and authorizes the Executive Director and Corporate Secretary to make similar non-substantive updates in the future, as appropriate.

### **DISCUSSION**

Occasionally, references included in Regent Policy Documents become outdated after the RPDs have been adopted. For example, a former reference to the Business Finance and Audit Committee should now be Business and Finance Committee. VTAE should now be WTCS.

In addition, a number of RPDs include references to UW System policy series and numbers that have since been changed. In particular, in the fall of 2016, UW System Administration updated the process for the development of systemwide administrative policies and procedures. As one consequence of this change, policies formerly existing separately in the Academic Information Series (ACIS), Academic Planning Statements (ACPS), Financial and Administrative Policies (FAPs), and Travel Series can now be found in a single policy numbering series, called UW System Administrative Policies ("SYS").

The attachment details proposed updates to eleven Regent Policy Documents.



The proposed resolution also seeks approval to make similar non-substantive adjustments to RPDs in the future, as the need may arise. The Executive Director and Corporate Secretary would be authorized to correct obsolete references in RPDs without requiring a Board vote; included would be administrative policies, names or titles, and legal citations (e.g., to reflect changes in federal law, Wisconsin Statutes, or the Wisconsin Administrative Code).

## **RELATED REGENT POLICIES**

RPD 4-12, “Academic Program Planning, Review, and Approval in the University of Wisconsin System”

RPD 7-1, “University of Wisconsin System Undergraduate Transfer Policy”

RPD 13-4, “University of Wisconsin Policy on Institutional and Employee Relationships with Educational Loan Lenders”

RPD 18-1, “Organization of Extension and Outreach Activity”

RPD 18-2, “Implementation of Regent Policy Document 18-1”

RPD 20-5, “Faculty Sabbatical Leave Program”

RPD 21-4, “Identity Theft Detection, Prevention, and Mitigation”

RPD 23-1, “Basic Health Module”

RPD 30-3, “Guidelines for Student Governance”

RPD 30-5, “Policy and Procedures for Segregated University Fees”

RPD 31-16, “Sudan Investment”

# ATTACHMENT

## PROPOSED REVISIONS TO REGENT POLICY DOCUMENTS

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
4-12	Academic Program Planning, Review, and Approval in the University of Wisconsin System	Related RPDs and Applicable Policies	<p>“...  <del>Academic Information Series 1.0 (ACIS 1.0): University of Wisconsin System Academic Program Planning and Review.</del></p> <p><del>Academic Information Series on Distance Education Standards for Academic and Student Support Services and Guidelines for Distance Education Credit Program Array and Approval (June 2009).</del></p> <p><del>Academic Planning Statement 1 (ACPS 1.0): University of Wisconsin Planning Principles (February 1975).</del></p> <p><del>Academic Planning Statement 1.1 (ACPS 1.1): Entitlement to Plan Supplement (February 1976).</del></p> <p><del>Academic Planning Statement 2 (ACPS 2): The Application of Job Market and Placement Information to Academic Planning (February 1975).</del></p> <p><u>UW System Administrative Policy 102, <i>Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting</i> (formerly ACIS 1.0)</u></p> <p><u>UW System Administrative Policy 150, <i>The Application of Job Market and Placement Information to Academic Planning</i> (formerly ACPS 2.0)”</u></p>
7-1	University of Wisconsin System Undergraduate Transfer Policy	Policy Statement, paragraph 2	<p>“The Board of Regents policy requires UW institutions to follow the principles, guidelines and administrative practices set out in the UW System Undergraduate Transfer Policy, as articulated in <del>Academic Information Series (ACIS) 6.0 and 6.2 (Revised June 2011)</del><u>UW System Administrative Policies (SYS) 135 and 140</u>, and the Universal Credit Transfer Agreement between the UW System and Wisconsin Technical College System (WTCS) as established in June 2014, and effective</p>

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
			<p>July 1, 2014. The full statement of the UW System’s undergraduate transfer policy and principles may be found at:</p> <p><del><a href="https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-undergraduate-transfer-policy/">https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-undergraduate-transfer-policy/</a></del><u>UW System Administrative Policy 135, <i>UW System Undergraduate Transfer Policy</i> (formerly ACIS 6.0);</u></p> <p><del><a href="https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-guidelines-for-articulation-agreements-between-uw-system-institutions-and-wtcs-districts/">https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-guidelines-for-articulation-agreements-between-uw-system-institutions-and-wtcs-districts/</a></del><u>UW System Administrative Policy 140, <i>UW System Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts</i> (formerly ACIS 6.2); and</u></p> <p><del><a href="https://www.wisconsin.edu/transfer/universal-transfer/">https://www.wisconsin.edu/transfer/universal-transfer/</a></del><u>Universal Credit Transfer Agreement (UCTA).”</u></p>
		Policy Statement, paragraph 3	<p>“The Board of Regents endorses the principles and guidelines outlined in <del>ACIS 6.0, 6.2</del><u>SYS 135 and 140</u>, and the Universal Credit Transfer Agreement:...”</p>
		Oversight, Roles & Responsibilities	<p>“The UW System Office of Academic and Student Affairs is charged with coordinating systemwide transfer policy and procedures, and with implementing and ensuring institutional compliance with <del>ACIS 6.0 and 6.2</del>, as revised in June 2014<u>SYS 135 and 140</u>, and within the Universal Credit Transfer Agreement between UW System and WTCS, as established in June 2014, and effective July 1, 2014. Substantive changes to <del>ACIS 6.0 and 6.2</del><u>SYS 135 and 140</u> are to be brought to the Board of Regents for its review.”</p>
		Related Regent and UW System Policies	<p>“...  <del>Academic Information Series 6.0, University of Wisconsin System Undergraduate Transfer Policy (revised June 2015)</del><u>UW System Administrative</u></p>

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
			<p><u>Policy 135, UW System Undergraduate Transfer Policy (formerly ACIS 6.0)</u></p> <p><del>Academic Information Series 6.2, University of Wisconsin System Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts, (revised June 2011)</del><u>UW System Administrative Policy 140, UW System Guidelines for Articulation Agreements between UW System Institutions and WTCS Districts (formerly ACIS 6.2)</u>”</p>
13-4	University of Wisconsin System Policy on Institutional and Employee Relationships with Educational Loan Lenders	Obligations of UW Employees 5.2	<p>“UW employees may, in order to improve service to students, participate on an advisory council of an educational loan lender, but may not receive compensation or reimbursement from the lender for any costs incurred as part of such participation, consistent with <del>UW Financial Administration Policy F-30</del><u>UW System Administrative Policy 515, Vendor-Sponsored Education Programs (formerly F30).</u>”</p>
		6.0 Related Regent Policies and Sources of Law	<p>“Wis. Stats. § 19.41, et seq., Code of Ethics for Public Officials and Employees  UWS 8, Wis. Adm. Code  ER-MRS 24, Wis. Adm. Code.  <del>UW Financial Administration Policy F-30</del><u>UW System Administrative Policy 515, Vendor-Sponsored Education Programs (formerly F30)</u>”</p>
18-1	Organization of Extension and Outreach Activity	Paragraph 2	<p>“...11. The recently developed program evaluation process, wherein every program is evaluated within an eight year cycle, should continue to have as one of its objectives a determination whether the program being evaluated is consistent with the mission of University of Wisconsin--Extension; does not inappropriately duplicate programs being offered by other state agencies, including specifically <del>VTAE</del> <u>WTCS</u> and DPI; or more appropriately should be offered by others....”</p>

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
		Paragraph 2	<p>“The Board of Regents also:...</p> <p>13. Makes no attempt, at this time, to alter current policies with regard to off-campus credit courses (ACIS-3); and the relevant portions of the Regents’ 1973 and 1978 policies should remain intact (Resolution 3287 (5/85))...”</p> <p><u>Proposal:</u> Add note to 18-1 that ACIS-3 was superseded by ACIS 5.4, which was later changed to UW System Administrative Policy (SYS) 130, <i>Programming for the Non-Traditional Market in the UW System</i>.</p>
18-2	Implementation of Regent Policy Document 18-1	Paragraph 1	<p>“...5. Encouragement of interaction and cooperation between University of Wisconsin-Extension and other state agencies and the <del>VTAE</del> <u>Wisconsin Technical College</u> System to avoid duplication of effort and to maximize effective use of state resources.”</p>
		Paragraph 4	<p>“...1. Review and update ACIS-5 to respond to the foregoing Regent policy directives....”</p> <p><u>Proposal:</u> Add note to RPD 18-2 that ACIS 5 was later changed to UW System Administrative Policy (SYS) 125.A, <i>Administrative Guidelines for UW System Implementation of Regent Policy on Integration between UW-Extension and the UW Institutions</i>.</p>
		Paragraph 4	<p>“...8. Report to the University of Wisconsin System President by December 1, 1988, on implementation of the Working Group recommendations, and on the proposed modifications of ACIS-5. The President of the University of Wisconsin System shall review the progress of integration and the recommendations of the University of Wisconsin Colleges and Extension Chancellor and the University of Wisconsin System Vice President’s Working Group, and shall inform the Board by its February 1989 meeting of modifications of ACIS-5 and other measures taken to implement Regent policy....”</p>

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
			<u>Proposal</u> : Add note to RPD 18-2 that ACIS 5 was later changed to UW System Administrative Policy (SYS) 125.A, <i>Administrative Guidelines for UW System Implementation of Regent Policy on Integration between UW-Extension and the UW Institutions</i> .
20-5	Faculty Sabbatical Leave Program	Paragraph 1	<p>“The Board approves amendments to Academic Planning Statement (ACPS) 3.3, guidelines governing the faculty sabbatical program.”</p> <p><u>Proposal</u>: Add note to RPD 20-5 that ACPS 3.3 was later changed to UW System Administrative Policies (SYS) 160 and 160.A.</p>
21-4	Identity Theft Detection, Prevention, and Mitigation	4.0 Identify Theft Prevention Program, 4.2 Identification of “Covered Accounts”	“...Covered accounts at UW System institutions include, but are not limited to, accounts established under the Federal Perkins Loan Program, and approved partial tuition payment plans (see <del>F44—Tuition and Fee Policies for Credit Instruction</del> <u>UW System Administrative Policy 805, Tuition and Fee Policies for Credit Instruction</u> (formerly F44), Attachment C.2)...”
23-1	Basic Health Module	Funding Options and Strategies, Paragraph 1	“...Student segregated fees are the preferred primary funding source for student health services and health education/wellness programs ( <del>Student Services Funding—G15</del> ) <u>UW System Administrative Policy (SYS) 822, Student Services Funding</u> )...”
		Funding Options and Strategies, Paragraph 1	“...General program revenue is the preferred primary funding source for counseling services including personal individual, group, crisis intervention, and AODA counseling; outreach and prevention; and consultation with faculty and staff regarding student problems ( <del>Student Services Funding—G15</del> ) <u>SYS 822, Student Services Funding</u> )...”
		Funding Options and Strategies, Paragraph 2	“... <del>Financial and Administrative Policy, Segregated University Fees—F50</del> <u>UW System Administrative Policy 820, Segregated University Fees</u> (formerly F50), specifically describes

RPD	TITLE	SECTION	PROPOSED CHANGES TO REPLACE OUTDATED REFERENCES
			appropriate categories of segregated fee expenditures for the operations and activities of institution health and counseling services...”
30-3	Guidelines for Student Governance	Guidelines, A. General Principles, Item 5, Paragraph 2	“(University of Wisconsin System guidelines concerning the approval and administration of segregated fees are contained in the <del>Financial Policies and Procedures Papers (FPPP)</del> series <u>UW System Administrative Policies (SYS)</u> , see e.g., <del>FPPP #37 “Segregated University Fee Policy.”</del> <u>SYS 820, <i>Segregated University Fees</i>.</u> )”
30-5	Policy and Procedures for Segregated University Fees	Paragraph 1	“...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 <del>FPPP 37</del> <u>UW System Administrative Policy 820, <i>Segregated University Fees</i></u> ;...”
31-16	Sudan Investment	Oversight, Roles and Responsibilities	“...The Regent Business, <u>and Finance and Audit</u> Committee is responsible for determining if the conditions for expiration have been sufficiently met.”

## **PUBLIC HIGHER EDUCATION -- INNOVATE OR UNDERSERVE**

### **BACKGROUND**

Michael M. Crow became the 16<sup>th</sup> president of Arizona State University (ASU) on July 1, 2002. An elected fellow of the American Association for the Advancement of Science (AAAS) and the National Academy of Public Administration, and member of the Council on Foreign Relations and U.S. Department of Commerce National Advisory Council on Innovation and Entrepreneurship, Dr. Crow is the author of books and articles analyzing science and technology policy and the design of knowledge enterprises and higher education institutions and systems. Crow received his PhD in Public Administration (Science and Technology Policy) from the Maxwell School of Citizenship and Public Affairs, Syracuse University. Dr. Crow's presentation to the Board of Regents is entitled, "Public Higher Education – Innovate or Underserve.

### **REQUESTED ACTION**

For information only

### **DISCUSSION**

Dr. Crow is guiding the transformation of ASU into one of the nation's leading public metropolitan research universities, an institution that combines the highest levels of academic excellence, inclusiveness to a broad demographic, and maximum societal impact, a model he terms the "New American University." He has committed the university to sustainability, social embeddedness, and global engagement, and championed initiatives leading to record levels of diversity in the student body.

### **RELATED REGENT POLICIES**

Not applicable.



## **A SYSTEM-WIDE BIOTECHNOLOGY COMMUNITY OF INTEREST, LEARNING, AND PRACTICE**

### **BACKGROUND**

Dr. Susan M. Baxter, has served as executive director of the California State University (CSU) Program for Education and Research in Biotechnology ([www.calstate.edu/csuperb](http://www.calstate.edu/csuperb)) since March 2007. In this role, she is responsible for strategic planning and new initiatives related to the life sciences across the 23 campuses of the CSU system. Currently she serves on boards at Biocom Institute and the California Life Sciences Institute, the nonprofit arms of two California biotechnology industry associations. In addition Dr. Baxter manages the National Science Foundation-funded CSU Innovation Corps (I-Corps<sup>TM</sup>), a system-wide entrepreneurship education program.

Before joining CSUPERB, Baxter served as chief operating officer at the National Center for Genome Resources, where she managed a portfolio of state- and federally-funded projects providing software for collaborative genome and population genetics research teams. Previously she was vice president of research and genome analysis at GeneFormatics, an early-stage, venture-backed biotechnology company, and a tenured researcher at the New York State Department of Health's Wadsworth Center, where she ran a National Institutes of Health-supported research group. Dr. Baxter began her career at Monsanto Agricultural Company where she received an Achievement Award for product development. Dr. Baxter received a doctorate in chemistry from Northwestern University and a bachelor's degree in chemistry from the University of Virginia. Her presentation to the Board of Regents is entitled, "A System-wide Biotechnology Community of Interest, Learning and Practice."

### **REQUESTED ACTION**

For information and discussion.

### **DISCUSSION**

The California State University created the Program for Education and Research in Biotechnology (CSUPERB) in 1987 to support multi-campus collaboration and foster active learning system-wide. Today the program provides seed funding for researchers, nascent academic entrepreneurs and curriculum designers, convenes an annual biotechnology symposium, and partners with industry on workforce development projects. The presentation will explain how CSUPERB is structured, how campuses benefit, and how this community plays a role in strategic initiatives.

### **RELATED REGENT POLICIES**

Not applicable.

## **THE 2017 UNIVERSITY OF WISCONSIN SYSTEM FEDERAL AGENDA**

### **BACKGROUND**

Every year, the University of Wisconsin System's Office of Federal Relations prepares a report outlining the System's agenda of federal priorities for the upcoming year. Prior to being submitted to the Board of Regents for adoption, the proposed agenda was reviewed at several levels throughout the System.

The identified federal priorities build on the System's strategic framework, "2020*FWD*: Moving Wisconsin and the World Forward," a commitment to inspire, connect, and convene with the people, businesses, and communities of the State of Wisconsin and beyond.

Federal investments in education and research are essential to higher education nationally and to the University of Wisconsin System. Federal support touches each and every institution in the UW System. It helps all campuses to attract and retain promising students, faculty and staff, and helps them contribute to Wisconsin's economy. The federal funds that support research on UW campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in the state.

Two-thirds of all students enrolled in the UW System receive some form of financial aid. In 2015-16, federal sources provided 72% of that financial aid. The Pell Grant program provided \$141 million to almost 37,000 Wisconsin resident undergraduates (31% of resident undergraduates), with an average grant of \$3,817.

Total federal expenditures by the UW System, including direct student loans, were \$1.68 billion in 2015-16. Those expenditures equate to more than 27 percent of the UW System's overall budget.

At the March 9, 2017 Board of Regents meeting, Kris Andrews, UW System Associate Vice President for Federal Relations, will present a review of 2016 and an overview of 2017 priorities.

### **REQUESTED ACTION**

For information. Federal priorities are submitted to Board members for adoption by passive review.

### **DISCUSSION**

During the forthcoming 1<sup>st</sup> session of the 115<sup>th</sup> Congress, it is expected that several key issues will dominate national attention: health care, tax reform, defense spending, and the federal budget deficit. Expected increases in defense spending will likely come at the expense of non-defense discretionary funding, which includes a majority of higher education priorities.

Action items on the higher education agenda at the federal level are expected to include reauthorization of the Higher Education Act (HEA) and action on bipartisan recommendations to simplify and make more effective the regulation of U.S. colleges and universities.

Against that backdrop, the UW System's key priorities for 2017 include:

- Funding of federal financial aid for students, including extension of the Perkins Loan program;
- Sustained funding for research and development; and
- Relief from burdensome federal regulations.

**Financial Aid:** In 2015-16, 37,000 Wisconsin resident undergraduate students attending a UW System institution received a Pell Grant, averaging approximately \$3,800. Without that aid, low- and moderate-income Wisconsin students would likely be priced out of a college education. Further, with the growth in the number of “non-traditional” students and the push in Wisconsin for three-year degrees, the UW System supports the return of year-round Pell Grants.

The Federal Perkins Loan program, meanwhile, provides low-interest loans to students based on financial need. The program expired in 2015 and was extended to Sept. 30, 2017, with the understanding that forthcoming legislation would consolidate federal grant and loan programs. To date, that consolidation – which the UW System supports – has not occurred. In the event Congress does not complete reauthorization of the Higher Education Act by the end of September, the System would urge that the Perkins Loan program be extended until an HEA reauthorization bill can be brought to the President for signature.

**Research and Development:** Federal research and development funding in all its forms helps drive academic quality and economic advantage for Wisconsin. In fact, Reuters ranked the UW System as #13 among its top 100 most innovative universities in the world in 2016. Federal funding for research supports a myriad of opportunities for students to engage in undergraduate research experiences that enhance their learning experience as well as their skill sets for entering the future workforce, benefiting both employers and employees.

Many university-based research discoveries have commercial application. The UW System facilitates technology transfer by encouraging the disclosure of inventions and other intellectual property and then licensing and/or patenting promising inventions. In 2015, UW System institutions generated 528 disclosures, 88 new licenses for technologies and 174 U.S. patents. Federal funding at the National Institutes of Health, National Science Foundation, U.S. Department of Agriculture, and U.S. Department of Energy are vital to this work. The UW System recommends their continued support.

**Regulatory Reform:** The need for reform of the higher education regulatory system is profound. While oversight of taxpayer funding must continue, burdensome or excessive over-regulation imposes significant compliance costs on colleges and universities nationwide. UW-Madison is most significantly impacted; however, all UW institutions are subject to statutory, regulatory, and sub-regulatory requirements. Often with good intentions, federal oversight of

higher education has evolved and expanded considerably over time. Streamlining, consolidating and even eliminating federal reporting and regulatory requirements are strongly urged by the UW System. The attached report provides the most comprehensive documentation UW System has ever provided to help aid Congress in its review.

Additionally, as the fiscal year 2018 federal budget is developed, the UW System recommends the following:

- Protecting funding for the Corporation for Public Broadcasting;
- Protecting funding for the Economic Development Administration;
- Protecting funding for the National Endowment for the Humanities;
- Ensuring support for innovative education programs such as dual enrollment and competency-based education; and
- Ensuring federal funding to manage the development and execution of charter schools.

The full UW System agenda of federal priorities for 2017 includes more detailed descriptions of the UW System's recommendations. It also includes supplementary information on the importance of federal financial aid to student success; key federal funding by appropriations subcommittee and agency; key federally-funded UW System initiatives that advance discovery, innovation and student and community impact; and recommended regulatory reform agenda items.

This publication offers UW System's priorities as guideposts. As other issues arise, the System will work with its higher education partners and congressional delegation to review and respond accordingly.

## **RELATED REGENT POLICIES**

N/A



# Federal Priorities

FOR 2017



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March 2017

Dear Education Partner:

We are pleased to submit to you the University of Wisconsin System's Federal Priorities for 2017. We especially want to thank Wisconsin's congressional delegation for its work on our behalf.

The UW System's federal priorities are organized into the following categories:

1) FY2018 Budget and Appropriations, 2) the Higher Education Act Reauthorization Legislative Priorities, 3) Other Legislative Priorities, and 4) Regulatory Priorities.

The appendices provide information that supplements UW System's Federal Priorities:

- Appendix A highlights the importance of federal financial aid to student success.
- Appendices B and C highlight the researchers, innovators, and entrepreneurial thinkers who – with federally funded support – are keeping the UW System moving forward as an economic engine for the state.
- Appendix D addresses the importance and potential impact of streamlining federal regulations on the effectiveness and efficiency of the UW System.

The federal government is an essential partner of the UW System and Wisconsin, helping us meet our strategic goals of increasing enrollment and student success, spawning new technologies and startups, and educating the citizens of Wisconsin for the 21st century. Thanks in large part to federal investment in knowledge and research, the UW System is widely recognized as a world-class system of higher education.

The UW System's Federal Priorities for 2017 can be accessed online at:  
[wisconsin.edu/government-relations/federal-priorities/](http://wisconsin.edu/government-relations/federal-priorities/).

This publication offers UW System's priorities as guideposts—as other issues arise, we will work with our higher educational partners and congressional delegation to review and respond accordingly.

If you have any questions, please contact me directly or Associate Vice President for Federal Relations Kris Andrews at 608-263-3362 or [kandrews@uwsa.edu](mailto:kandrews@uwsa.edu).

We look forward to working with you in 2017 and beyond.

Sincerely,



Ray Cross  
President, University of Wisconsin System

# EXECUTIVE SUMMARY

The University of Wisconsin System is made up of two doctoral universities (UW-Madison and UW-Milwaukee), 11 comprehensive four-year universities, 13 UW Colleges two-year campuses, and statewide UW-Extension. The UW System is one of the largest systems of public higher education in the country, serving approximately 180,000 students each year and employing more than 39,000 faculty and staff statewide.

The UW System's federal priorities build on the UW System's strategic framework, "2020FWD: Moving Wisconsin and the World Forward," a commitment to inspire, connect, and convene with the people, businesses, and communities of the State of Wisconsin and beyond. Through this vision, we will reinvigorate our economy and enhance the quality of life for all of our citizens.

Every year, the UW System's Office of Federal Relations prepares a report outlining the System's agenda of federal priorities for the upcoming year. Prior to being submitted to the Board of Regents for adoption, the proposed agenda was reviewed at several levels throughout the System.

Federal investments in education and research are essential to higher education nationally and to the University of Wisconsin System. Federal support touches each and every institution in the UW System. It helps all campuses to attract and retain promising students, faculty and staff, and helps them contribute to Wisconsin's economy. The federal funds that support research on UW campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in the state.

Two-thirds of all students enrolled in the UW System receive some form of financial aid. In 2015-16, federal sources provided 72% of that financial aid. The Pell Grant program provided \$141 million to almost 37,000 Wisconsin resident undergraduates (31% of resident undergraduates), with an average grant of \$3,817.

Total federal expenditures by the UW System, including direct student loans, were \$1.68 billion in 2015-16. Those expenditures equate to more than 27 percent of the UW System's overall budget.

## RECOMMENDATIONS FOR 2017

During the forthcoming 1st session of the 115th Congress, it is expected that several key issues will dominate national attention: health care, tax reform, defense spending, and the federal budget deficit. Expected increases in defense spending will likely come at the expense of non-defense discretionary funding, which includes a majority of higher education priorities.

Action items on the higher education agenda at the federal level are expected to include reauthorization of the Higher Education Act (HEA) and action on bipartisan recommendations to simplify and make more effective the regulation of U.S. colleges and universities.

Against that backdrop, the UW System's key priorities for 2017 include:

- Funding of federal financial aid for students, including extension of the federal Perkins Loan program;
- Sustained funding for research and development; and
- Relief from burdensome federal regulations.

**Financial Aid:** In 2015-16, 37,000 Wisconsin resident undergraduate students attending a UW System institution received a Pell Grant, averaging approximately \$3,800. Without that aid, low- and moderate-income Wisconsin students would likely be priced out of a college education. Further, with the growth in the number of "non-traditional" students and the push in Wisconsin for three-year degrees, the UW System supports the return of year-round Pell Grants.

The Federal Perkins Loan program, meanwhile, provides low-interest loans to students based on financial need. The program expired in 2015 and was extended to Sept. 30, 2017, with the understanding that forthcoming legislation would consolidate federal grant and loan programs. To date, that consolidation – which the UW System supports – has not occurred. In the event Congress



does not complete reauthorization of the Higher Education Act by the end of September, the UW System would urge that the Perkins Loan program be extended until an HEA reauthorization bill can be brought to the President for signature.

**Research and Development:** Federal research and development funding in all its forms helps drive academic quality and economic advantage for Wisconsin. In fact, Reuters ranked the UW System as #13 among its top 100 most innovative universities in the world in 2016. Federal funding for research supports a myriad of opportunities for students to engage in undergraduate research experiences that enhance their learning experience as well as their skill sets for entering the future workforce, benefiting both employers and employees.

Many university-based research discoveries have commercial application. The UW System facilitates technology transfer by encouraging the disclosure of inventions and other intellectual property and then licensing and/or patenting promising inventions. In 2015, UW System institutions generated 528 disclosures, 88 new licenses for technologies and 174 U.S. patents. Federal funding at the National Institutes of Health, National Science Foundation, U.S. Department of Agriculture, and U.S. Department of Energy are vital to this work. The UW System recommends their continued support.

**Regulatory Reform:** The need for reform of the higher education regulatory system is profound. While oversight of taxpayer funding must continue, burdensome or excessive over-regulation imposes significant compliance costs on colleges and universities nationwide. UW-Madison is most significantly impacted; however, all UW institutions are subject to statutory, regulatory, and sub-regulatory requirements. Often with good intentions, federal oversight of higher education has evolved and expanded considerably over time. Streamlining, consolidating and even eliminating federal reporting and regulatory requirements are strongly urged by the UW System. The attached report provides the most comprehensive documentation UW System has ever provided to help aid Congress in its review.

The full UW System agenda of federal priorities for 2017 includes more detailed descriptions of the UW System's recommendations. It also includes supplementary information on the importance of federal financial aid to student success; key federal funding by appropriations subcommittee and agency; key federally funded UW System initiatives that advance discovery, innovation, and student and community impact; and recommended regulatory reform agenda items.

This publication offers UW System's priorities as guideposts. As other issues arise, the UW System will work with its higher education partners and congressional delegation to review and respond accordingly.

# PRIORITIES FOR 2017

## PART I: BUDGET AND APPROPRIATIONS PRIORITIES

Federal investments in education and research are essential to higher education nationally and to the University of Wisconsin System. Federal support touches each and every institution in the UW System. It helps all our campuses attract and keep promising students, faculty and staff, and helps them realize their potential in contributing to Wisconsin's economy. The federal funds that support research on our campuses drive innovation and growth in Wisconsin businesses and help yield well-paying jobs in our state.

### A. FEDERAL STUDENT AID

*(For details, see Appendix A, "Federal Financial Aid for Students in the UW System")*

#### FEDERAL PELL GRANTS

Affordable higher education for all students is made possible through federal student aid. In the UW System, 67 percent of UW System students – more than 119,000 individuals – received financial aid in the 2015-16 academic year. The Pell Grant, the largest federal need-based grant program, makes it possible for tens of thousands of students to attend UW System institutions each year. In 2015-16, almost 37,000 Wisconsin resident undergraduates received a Pell Grant, with an average award of \$3,817.

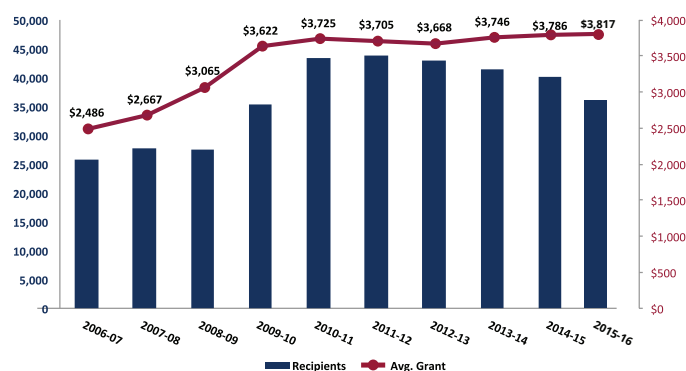
The Federal Pell Grant program remains the foundational federal student aid program. Without it, potentially thousands of students every year would miss out on the benefits of a college education. The program has benefited tremendously from small changes over the years, including the addition of a mandatory inflation-adjusted add-on to the maximum award and the temporary expansion to allow students to pursue their education year-round.

But there's more to be done to improve the program for the nation's neediest students.

#### UW SYSTEM RECOMMENDS:

- 1. Strengthening and sustaining funding for the Pell Grant program.**
- 2. Retaining the mandatory inflation-adjustment to the maximum award.** Beginning in award year 2013-14, the annual inflation-adjusted add-on to the Pell Grant maximum award has provided a valuable increase to the Pell Grant, which has seen its purchasing power erode over the years. However, the current inflation adjustment provision expires after award year 2017-18, meaning the maximum Pell Grant award will thereafter be frozen at \$5,920 absent congressional action.
- 3. Shifting the Federal Pell Grant program to full mandatory funding.** The annual federal budget and appropriations process adds unnecessary uncertainty to a program that plays a vital role in the lives of thousands of students every year. Pell Grants should be protected from the annual appropriations process by moving the funding stream from the discretionary year-to-year allocation to mandatory funding.

UW System Pell Grant History



## CAMPUS-BASED AID PROGRAMS

Even with financial aid, the average unmet need after grants and scholarships for Wisconsin resident undergraduates is almost \$10,000. The data clearly suggests that substantial financial need among our current students creates an additional hurdle to completing a college degree.

In addition to Pell Grants, the UW System relies on – and strongly supports – the Supplemental Education Opportunity Grant (SEOG), Federal Work-Study (FWS), and the Federal Perkins Loan program to support students in financing their college experience.

In 2015-16, SEOG provided almost \$9.6 million in grants to 16,012 UW System students. Federal Work-Study provided \$11.3 million in aid to 7,814 UW System students. Perkins Loans, which are low-interest loans to help financially needy students, provided \$25.5 million in loans to 13,672 UW System students.

All three of these programs are administered at the institutional level and require an institutional match of federal funds. The federal SEOG provides additional grant aid to low-income undergraduate students, often on top of a Pell Grant award. Federal Work-Study provides aid to both undergraduate and graduate/professional students with need in the form of wages from on- or off-campus employment. Finally, the Federal Perkins Loan program provides loans out of institutionally-based revolving funds to needy students.

We are pleased that late in 2015, Congress extended the Federal Perkins Loan program for two years while it undertakes efforts to review the federal grant and loan programs.

### UW SYSTEM RECOMMENDS:

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- 1. Bolstering investment in SEOG.** In Academic Year 2013-14, the average federal SEOG award stood at \$598, a decline from \$778 in Academic Year 2001-02. After adjusting for inflation, average SEOG award amounts have declined by approximately 47% since award year 1993-94. SEOG stands as a worthy use of federal dollars, as the program requires contributions from institutions to leverage federal support, an existing and effective form of institutional risk-sharing. In a period of financial austerity, SEOG stretches the federal dollar further in support of the neediest students.
- 2. Boosting funding for Federal Work-Study.** The FWS Program enjoys broad, bipartisan support—and rightly so. Work-study supports needy students while also providing valuable work experience. However, federal support for FWS remains relatively flat with annual appropriations

still hovering around FY 2001 levels. Like SEOG, FWS stretches federal investments further by requiring matching funds from institutions and work-study employers.

## OTHER STUDENT AID

The Higher Education Act funds programs and initiatives aimed at mitigating social and cultural barriers to higher education access and completion faced by educationally and economically disadvantaged students. TRIO, GEAR UP and McNair programs are essential to promoting access and persistence in higher education. Certain tax laws, such as the American Opportunity Tax Credit and the Lifetime Learning Credit, are designated to help families pay educational expenses

### UW SYSTEM RECOMMENDS:

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- 1. Continuing American Opportunity and Lifetime Learning Tax Credits.** The American Opportunity Tax Credit, which expires in December 2017, allows families to claim qualified educational expenses up to \$2,000. This credit is aimed at undergraduate college students, and it is available for up to four years of post-high school education. The Lifetime Learning Credit is aimed at a broader range of students, including graduate students and those who go back to school for further training.
- 2. Increasing support for TRIO, GEAR UP, and McNair.** These programs are critical to encouraging and supporting low-income and first-generation students in their efforts to pursue and succeed in postsecondary education. These programs provide support services, such as college awareness counseling, academic tutoring, and mentoring. TRIO programs also provide support services for first-generation and low-income students once they have enrolled in college to help them persist and succeed in reaching their goals. The McNair Scholars Program supports low-income students and increases the availability of undergraduate research opportunities at two- and four-year institutions. Undergraduate research plays a significant role in promoting persistence in postsecondary study and increased completion rates, especially among students from disadvantaged backgrounds. Undergraduate research also can help graduates with their technology knowledge, critical thinking, teamwork, communication, work ethic and problem-solving skills – skills that employers need when hiring.

# PRIORITIES FOR 2017

## PART I: BUDGET AND APPROPRIATIONS PRIORITIES — CONTINUED

### B. KEY FEDERAL RESEARCH FUNDING

*(For details, turn to Appendix B, “Key Federal Funding by Appropriations Subcommittee and Agency in the UW System”)*

Research contributes to knowledge and also enhances the learning experiences of students. It is closely aligned with the mission of the University of Wisconsin System. In an era when innovation is king and “knowledge-based” solutions are being pursued for economic growth, it is essential that UW-Madison’s status as a top-five research university, UW-Milwaukee’s role as the state’s only public, urban research university, and the growing research capacity of our four-year comprehensive campuses be maintained. This work has never been more important.

As elected officials make decisions about appropriate spending levels for Fiscal Year 2018 and beyond, the UW System strongly supports full funding for research, especially at the National Institutes of Health (NIH) and the National Science Foundation (NSF).

#### UW SYSTEM RECOMMENDS:

- 1. Assuring strong funding of NIH-supported research.** NIH is the largest and most critical source of research funds for the UW System, and provides over half of UW-Madison’s hundreds of millions of dollars in federal research funding. NIH-supported research is critical to Wisconsin’s and the nation’s future health and success, and it underpins all of the clinical breakthroughs of the recent past and into the future.
- 2. Maintaining the federal commitment to the NSF.** The NSF supports basic research and strengthens education in sciences and engineering through programs of grants to UW’s universities and colleges. The NSF is the second largest research-funding source at UW System. The NSF is our nation’s greatest tool for the promotion

and advancement of scientific, mathematical, and engineering research and education, which are critical to growing a highly skilled, competitive workforce in science and engineering for Wisconsin.

- 3. Supporting the highest possible funding levels for U.S. Department of Agriculture (USDA) Research, Education and Extension Programs.** The investment that the federal government makes provides educational programming and research in all 72 counties of Wisconsin. The Smith-Lever formula funds provided by the federal government are required to be matched dollar-for-dollar by state and county/tribal funds. In addition, the federal government provides funding for the Expanded Food and Nutrition Program, as well as important capacity funding for agricultural and forestry research and the competitive Agriculture and Food Research Initiative. These investments allow UW-Madison, and Cooperative Extension in particular, to address issues facing agricultural enterprises, businesses, communities, families, and youth throughout Wisconsin.
- 4. Supporting the nation’s investment in the U.S. Department of Energy’s basic science programs and facilities.** Of particular importance is support for the Office of Science. New materials, energy efficiency technologies, advanced energy sources, high performance scientific computing, engineering, and STEM education and fellowship programs are all funded through the Office of Science. The Department of Energy is one of the largest research funding sources at UW-Madison, where the Great Lakes Bioenergy Research Center is headquartered.

### C. OTHER KEY FEDERAL FUNDING

*(For details, turn to Appendix B, “Key Federal Funding by Appropriations Subcommittee and Agency in the UW System”)*

It is widely recognized that the new Administration will inherit a significant federal budget deficit and that fundamental changes are needed for the solvency of our government’s long-term fiscal path. As decisions

are weighed, we are asking our elected officials to consider the important benefits and services provided by the Corporation for Public Broadcasting, the Economic Development Administration, the National Endowment for the Humanities, and the Charter Schools Program.

## UW SYSTEM RECOMMENDS:

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- 1. Protecting funding for the Corporation for Public Broadcasting.** The Corporation for Public Broadcasting supports Wisconsin Public Radio and Wisconsin Public Television, which comprise a statewide public broadcasting service reaching 98% of Wisconsin residents. It serves our state's residents with unique and highly valued programming, which more than 450,000 listeners and almost 500,000 viewers depend on to connect them to our state's information, civic, education (including pre-K and K-12 classroom services), and cultural resources.
- 2. Protecting funding for the Economic Development Administration (EDA).** The EDA investments in the public and private sector encourage job growth and business expansion related to manufacturing, information technology, infrastructure, and communities that have been severely impacted by automotive industry restructuring and innovations in science and health care. Key EDA-funded programs in Wisconsin have focused on historically underserved small, rural, and medium-sized communities and inner city neighborhoods by building sustainable economic development efforts in those areas that continue to lag in the economic recovery.
- 3. Protecting funding for the National Endowment for the Humanities (NEH).** The NEH benefits all of the institutions of the UW System and funds direct grants to Wisconsin communities, as well as other organizations, such as the Wisconsin Humanities Council, which supports projects and public programs in the humanities statewide. The NEH is the largest single source of support – and remains one of the only sources of support – for faculty research and outreach in the humanities.
- 4. Supporting funding for the Charter Schools Program.** Wisconsin has been a vanguard in the effort to provide educational opportunities to students, families, and our communities. In 2016, the Office of Educational Opportunity was created to support high-quality charter schools by authorizing and partnering with other charter authorizers. The UW System is well-positioned to compete for and pursue federal funding to help create new public schools, replicate proven public school models, and provide support to Wisconsin's professional educators.

## D. ADDITIONAL INVESTMENT IN FEDERAL RESEARCH PROJECTS

*(For details, see Appendix C, "Discovery, Innovation, and Student and Community Impact in the UW System")*

Discovery, innovation, and student and community engagement are propelled by federal government support. Federal funding encourages collaborations between federal agencies and UW institutions that have a scientific, economic, and workforce impact on Wisconsin. Companies and organizations rely on universities for research that leads to an educated population and economic growth. Additional investment in federal research will allow university-based and university-driven research to grow in scope and impact for Wisconsin and the nation.

## UW SYSTEM RECOMMENDS:

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- 1. Investing in energy-water research at the U.S. Departments of Energy, Defense, Homeland Security, and the Environmental Protection Agency.** The UW System seeks investments in key research initiatives underway on its campuses that relate to energy and water. Initiatives that could benefit from more investment include the development of next generation lithium ion batteries; micro-grid energy production stations serving military bases; micro-sensors capable of identifying harmful chemical or biological agents in air and water; and detection of nano-particle infiltration into water and food systems. Significant progress has already been made at our campuses in all of these areas, but continued federal funding is required for this progress to continue and grow. UW-Milwaukee is well-positioned to undertake this work.
- 2. Investing in capacity-building at non-Land Grant Colleges of Agriculture and Natural Resources.** The UW System seeks an investment in a competitive grants program at the U.S. Department of Agriculture to build capacity among non-Land Grant Colleges of Agriculture and Natural Resources. As our state and nation seek to increase food production and graduate more agriculture professionals, this funding is critical. Our universities at Platteville, River Falls, and Stevens Point already contribute significantly to these efforts.
- 3. Investing in Computer Science Technology and Cybersecurity.** The UW System seeks an investment at the National Science Foundation, U.S. Department of Homeland Security, Department of Defense, and Federal Aviation Administration for research and training in software security and cyber-analytics. These techniques will secure our critical infrastructure and provide increased capability for cyber-intelligence. UW-Madison is well-positioned to undertake this work.



# PRIORITIES FOR 2017

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE PRIORITIES

Helping people go to college has been the central purpose of the Higher Education Act (HEA) since it was first adopted in 1965. The HEA's primary goals are getting people into and successfully through higher education and enhancing and improving the quality of American higher education. With its emphasis on broadening opportunity and improving quality, the UW System offers the following recommendations for consideration during the upcoming HEA reauthorization.

### A. ACCESS

Wisconsin and the nation need a larger segment of high school graduates to attend and complete college, and more adult or non-traditional students to enter or return to college to complete their degrees.

To that end, it is essential that the Higher Education Act reauthorization address the significant need for financial aid to both allow and increase access to postsecondary education.

#### UW SYSTEM RECOMMENDS:

**1. Extending the Perkins Loan program until the financial aid system and student loans can be more broadly reformed through HEA reauthorization.** The Federal Perkins Loan program is set to expire on September 30, 2017. To participate in the program, institutions contribute at least one-third of the necessary funds to establish a revolving loan fund to serve students with unmet need. Over the years, institutions have contributed significant institutional resources to their revolving loan funds to support their students. The Perkins Loan program is self-sustaining and does not cost the federal government any money, as institutions have not received federal capital contributions to their revolving funds in the decade since FY 2006. In 2015-16, 13,672 Perkins awards were made to UW System students, totaling \$25.4 million.

- 2. Simplifying the Free Application for Federal Student Aid (FAFSA).** The National Association of Student Financial Aid Administrators (NASFAA) developed a model that would simplify the Free Application for Federal Student Aid (FAFSA) process while still ensuring program integrity and accurate targeting of federal funds. NASFAA's model makes the aid application process much easier for the neediest students. Under the proposal, students and families participating in a federal means-tested benefits program, such as Supplemental Nutrition Assistance Program (SNAP) and/or Supplemental Security Income (SSI), would not have to again prove they are needy. Instead, they would be automatically eligible for the maximum Pell Grant award. From there, the remaining applicants would enter additional financial information based on their predicted financial strength.
- 3. Restoring year-round Pell Grants.** With the growth of "non-traditional" students along with the push in Wisconsin for three-year degrees, the UW System supports the return of year-round Pell Grants. Eliminated due to budgetary reasons in 2011, the year-round Pell Grant would provide students with access to an additional scheduled Pell Grant award in an academic year so that students who wish to study at an accelerated pace, such as summer courses, have the funds to do so. The UW System encourages implementation of year-round Pell in a more manageable fashion in the future by allowing students to decide how to tailor their education within the Pell lifetime cap.

### B. AFFORDABILITY

More and more Wisconsin students and their families need financial help to make obtaining a UW System degree a reality (*see chart on page 9*). Both the number of students with need and the amount of need are growing. As a result, students have more loans and more unmet need. In the 2015-16 academic year, 92,000 UW System students received a student loan.

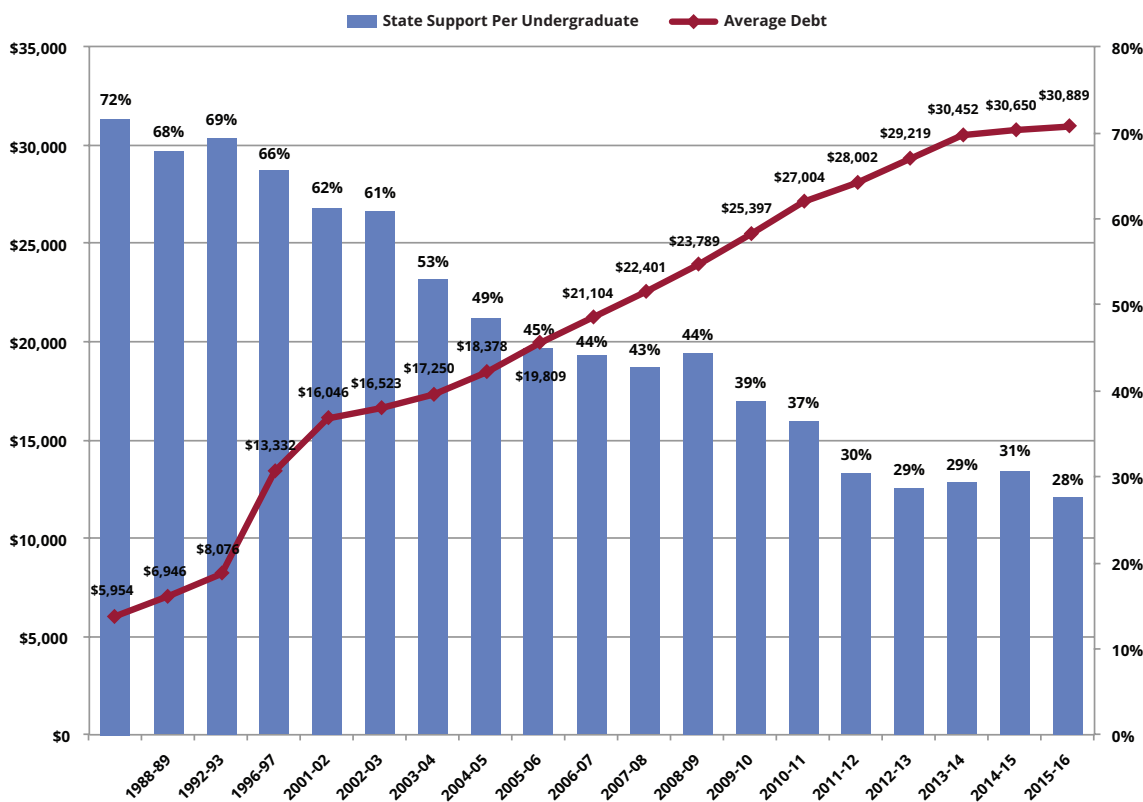
In 2015-16, 73 percent of Wisconsin resident baccalaureate recipients had student loan debt averaging \$30,889 and student unmet need after grants and scholarships of \$9,992, nearly doubling in the last decade.

Although the percentage of students graduating with loan debt has increased in the past several years, the three-year student loan default rate for UW System students (4.5%) remains low compared to the national average (11.3%). Overall, the vast majority of student loan borrowers remain committed to making their loan payments. Programs such as Pay As You Earn and the Revised Pay As You Earn, which cap a borrower's payments at 10% of a borrower's income and forgive any remaining balance on student loans after 20 years of qualified repayment, are important. Programs that allow student loan borrowers to refinance at more favorable interest rates and income-based repayment plans make it easier for students to deal with debt.

## UW SYSTEM RECOMMENDS:

- 1. Supporting continuation of subsidized student loan program, if Congress moves to consolidate grant and loan programs.** Subsidized loan programs reduce student debt by paying interest while students attend college. Elimination of subsidized loan programs would greatly exacerbate student debt and impact default rates and the ability of graduates to make home and other major purchases or start their own business.
- 2. Supporting student loan refinancing programs that allow student loan borrowers to refinance at more favorable interest rates.** The UW System supports efforts to allow students to repay student loans at low interest rates in order to decrease student debt and avoid loan defaults.

### Growing Student Debt Compared to Decreasing State Support per UW System Student



*Decreasing state support per student has contributed to increased tuition to cover a greater share of the cost to educate a student. These tuition increases, in turn, have led to higher levels of unmet need and loan debt.*

# PRIORITIES FOR 2017

## PART II: HIGHER EDUCATION ACT REAUTHORIZATION LEGISLATIVE PRIORITIES — CONTINUED

- 3. Supporting continuation of the Pay As You Earn (PAYE) program, as well as a move to PAYE as the default option for student loan repayment.** With possible consolidation of student repayment programs, the UW System supports continuation of the PAYE program, along with the standard 10-year federal loan repayment plan. PAYE allows graduates to make affordable payments on their student loans based on income, and helps graduates who are underemployed struggling to make payments or are working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle with payments under the standard 10-year federal loan repayment plan.
- 4. Increasing direct loan limits.** Current loan limits differ by year and do not adequately reflect student needs as measured by the total cost of attendance. As a result, too many students rely on private loans to meet their educational costs. Increasing Direct Loan limits would decrease total student loan costs and provide the benefits of Direct Loans for all students' educational costs.
- 5. Restoring subsidized loan eligibility for graduate and professional students.** Graduate students are not eligible for Federal Subsidized Stafford Loans. As a result, interest accrues on federal loans for graduate students, who are only eligible for unsubsidized loans, while they are in graduate school. The lack of in-school interest subsidy harms needy students in their pursuit of an advanced degree and leads to increased debt.
- 6. Eliminating loan origination fees.** Origination fees on student loans increase on an annual basis. Currently, origination fees withhold a portion of a student's loan proceeds while still requiring repayment, with accrued interest of the full loan amount, before the deduction of fees. Many students do not know that loan origination fees even exist, and many are blindsided when told they need to budget for as much as several thousand dollars to account for the fees.
- 7. Consolidating and simplifying the federal loan repayment plans.** The number of federal student loan repayment options confuses borrowers. Consolidating the various income-contingent repayment plans into a single plan will help borrowers understand the benefits and protections inherent in our federal student loan repayment system.
- 8. Exempting all loan forgiveness from the calculation of gross income for income tax purposes.** Currently, forgiveness and discharge under the vast majority of federal student aid programs and provisions must be included as income for income tax purposes. Taxing borrowers on the amount of forgiveness creates a sudden financial hardship for borrowers receiving forgiveness. At the moment borrowers should finally be emerging from their debts, they are abruptly faced with a significant lump-sum cost. This could have a significant financial impact on borrowers who can least afford it—those borrowers in income-based repayment programs because of limited financial resources.



## C. EDUCATIONAL PIPELINE/ DUAL ENROLLMENT

As part of overall efforts to increase access and affordability in the educational pipeline, the UW System's 2020FWD strategic framework calls for the expansion of its Dual Enrollment/College Options program to provide additional opportunities for students to complete college coursework while in high school. This would include identifying ways to deliver such courses in small high schools and rural areas. Unfortunately, students enrolled in elementary or secondary schools are not eligible for aid from the federal student aid program, even if the student is simultaneously enrolled in an eligible college program.

In related action, as part of the 114th Congress, bipartisan legislation was introduced in the Senate and House that would amend the Higher Education Act (HEA) to expand access to dual and concurrent programs across the country. The legislation, through grants awarded to eligible institutions, would help the UW System expand its Dual Enrollment/College Options in high school.

### UW SYSTEM RECOMMENDS:

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- **Examining pilot programs to provide financial aid for Dual Enrollment/College Options programs.**
- **Awarding competitive grants to support Dual Enrollment/College Options programs.**

## D. INNOVATION/COMPETENCY- BASED EDUCATION AND DIRECT ASSESSMENT

The UW System believes that innovation in higher education is critical. As the job market becomes ever more fluid, the need for college-educated adults grows. With improvements in technology, the functionality of online learning platforms improves. Yet, federal statutes and regulations that have arisen since World War II assume a traditional, classroom-based approach to learning. Because federal statutes governing Title IV student financial aid programs still revolve around the traditional credit hour and time on task, providing financial aid to students in competency-based and direct assessment programs has been extremely difficult.

### UW SYSTEM RECOMMENDS:

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- **Modifying “HEA Section 103: Distance Education”** to provide a modern definition of distance education that recognizes that most educational models blend technologies and methods used for distance education and in regular classrooms. A modern definition would include interactive technology and a better blending of technology and access to faculty.
- **Updating the current definition of “regular and substantive interaction”** used for Title IV eligibility, to focus on regulating the educational environment leading directly to student learning outcomes vs. inputs of traditional teaching (such as time spent in class). An outdated definition of “regular and substantive interaction” is the single most significant restriction on innovation for competency-based and direct assessment programs.
- **Amending Title IV requirements to enable students to engage in various academic modalities simultaneously**, i.e., taking assessments in competency-based and direct assessment programs while also enrolling in traditional, online and/or face-to-face classes. This will allow students much greater flexibility in how they learn, increase access to higher education, and improve outcomes.
- **Amending Title IV requirements so that students, particularly non-traditional, can access the entire spectrum of federal student aid funds** with greater ease when enrolling in and completing employment-directed alternative credentials that are shorter than one year in length.

# PRIORITIES FOR 2017

## PART III: OTHER LEGISLATIVE PRIORITIES

### A. CAMPUS SAFETY

At universities across the country, there is significant attention being paid to campus safety and, in particular, sexual assault and violence. How institutions of higher education prevent and respond to allegations of sexual misconduct is critical.

While the UW System has had a longstanding and comprehensive policy framework in place to prevent and respond to incidences of sexual misconduct, UW System President Ray Cross in 2014 called for a systemwide task force on sexual violence and harassment to recommend actions to further coordinate policy development and enhance educational efforts to promote awareness of related issues. President Cross adopted the task force's recommendations, including mandatory sexual violence and harassment training for all employees, the creation of an inter-educational collaborative to share research and methods for addressing sexual violence and harassment, and the development of a new UW System website that readily connects victims of sexual assault services with support services at their institutions.

The UW System supports all efforts at the federal level that tangibly address the pervasive, societal problem of sexual assault and violence and provide a clear, collaborative and proper role for institutions of higher education in confronting these challenges.

#### UW SYSTEM RECOMMENDS:

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- **Establishing a cohesive framework with federal partners**, in cooperation with universities and colleges, to address the challenges caused by sexual assault and violence.
- **Other specific regulatory requests**, as described in Appendix D, "Regulatory Reform."

### B. IMMIGRATION/INTERNATIONAL

The November 2016 election results sparked renewed interest in immigration reform. The UW System stands ready to work with the new Administration and Congress to enact comprehensive immigration reform.

In the first session of the 115th Congress, there are efforts to enact a measure, commonly referred to as the "Bar Removal of Individuals who Dream and Grow our Economy" (BRIDGE) Act, which would provide temporary relief from deportation and work authorization to Deferred Action for Childhood Arrivals (DACA) recipients or DACA-eligible individuals while Congress debates legislation addressing a permanent solution. UW System supports this legislation which has a broad base of support in Congress. The UW System also supports reforms of the non-immigrant visa process, particularly the H-1B visa, which would enhance our nation's recruitment and retention of highly skilled international students and employees (*see Appendix D, "Regulatory Reform," for details*).

Further, Title VI International Education programs address critical national needs in foreign language and regional expertise, as well as fostering general cultural and historical understanding. The ability to function in a global society has never been more important. An individual's ability to live and work in a dynamic world community requires a basic understanding of, respect for, and appreciation of cultural differences. In addition to the on-campus presence of international students and faculty, UW System institutions offer international exchange and study abroad opportunities to help students gain these valuable skills. Sharing international exchange opportunities with other UW System institutions also allows students to take advantage of specialized programs offered by other universities.

Many of the students who attend the UW System's freshman-sophomore UW Colleges campuses cannot afford an international study abroad experience. There are barriers, especially at the federal level, for our two-year colleges to compete for study abroad funding, particularly in the current era of limited availability of funds and growing competition for those funds.

#### UW SYSTEM RECOMMENDS:

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- **Supporting the “Bar Removal of Individuals who Dream and Grow our Economy” (BRIDGE) Act.** The UW System supports the BRIDGE Act, which would provide temporary relief from deportation and work authorization to Deferred Action for Childhood Arrivals (DACA) recipients or DACA-eligible individuals while Congress debates legislation addressing a permanent solution.
- **Reaffirming the historical support of Congress** for those collegiate-level programs which have been recognized by the National Academies of Sciences as the “foundation for international and foreign language education in the United States.”
- **Amending Title VI** to specifically state that allocations for the Undergraduate International Studies and Foreign Language program funds administered by the Office of Postsecondary Education include funding for two-year colleges to plan, develop, and carry out programs to improve undergraduate instruction in international studies and foreign languages.
- **Authorizing and funding a program to encourage international teacher exchanges** to foster the cultural, linguistic and historical understanding and experience necessary for high-quality teaching in our increasingly diverse schools.

## C. VETERANS

The UW System is committed to serve Wisconsin veterans and their families who have earned and deserve our support. Just over 5,000 veterans currently attend UW System institutions and eligible students are covered by the Wisconsin GI Bill, the most comprehensive state higher education benefit for

veterans in the nation. In addition to benefits, many UW System institutions have opened student veteran centers to focus on the academic and social supports that veterans find useful as they transition to college life. To further aid the transition and ensure efficient use of their valuable state and federal benefits, veterans also receive priority registration at all UW System institutions.

#### UW SYSTEM RECOMMENDS:

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- **Continuing dialogue with the U.S. Department of Veterans Affairs (VA)** around the innovations proposed in the Veteran and Service Member Education Benefit Data Flow Re-Engineering Project developed by the National Student Clearinghouse (NSC) in partnership with institutions of higher education, Student Veterans of America (SVA) and the National Association of Veterans Programs Administrators (NAVPA). Initially, this project will allow the NSC to submit student data to the VA in the same way NSC submits student data to the U.S. Department of Education. If realized, the project can improve efficiency, accuracy, and produce data to improve student outcomes and free campus staff to address higher level student needs.
- **Supporting innovative competency-based and alternative degree programs** that attract student veterans and which may also help to alleviate student debt.
- **Restoring payments made by the VA to institutions** to support the cost of administering benefit programs and attending VA-sponsored training conferences. This is particularly important at a time when public institutions of higher education are struggling with cuts to state funding.
- **Supporting the VA classification of hybrid or blended classes as “in residence”** rather than “distance learning” to reduce reporting errors and allow for an accurate calculation of the Basic Allowance for Housing.
- **Supporting the use of VA benefits for developmental courses that are delivered online.** The VA currently prevents the use of benefits to support enrollment in these courses.
- **Launching joint efforts between the VA and the Department of Education** in consistently recognizing an institution's published academic calendar as the basis for establishing the first date of an academic term.

# PRIORITIES FOR 2017

## PART IV: REGULATORY REFORM PRIORITIES

While regulations play an important role in ensuring institutional accountability and responsible stewardship of taxpayer dollars, excessive and burdensome federal regulations also impact the ability of colleges and universities to maximize operational capabilities.

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

- **“Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education”**—A report of a task force of college and university presidents and chancellors appointed to study federal regulation and identify potential improvements: [https://www.help.senate.gov/imo/media/Regulations\\_Task\\_Force\\_Report\\_2015\\_FINAL.pdf](https://www.help.senate.gov/imo/media/Regulations_Task_Force_Report_2015_FINAL.pdf)
- **“The Cost of Federal Regulatory Compliance in Higher Education: A Multi-Institutional Study”**—A study in which 13 institutions nationwide participated to measure how the cost to comply with federal regulations varies across different segments of postsecondary education: [news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf](https://news.vanderbilt.edu/files/Regulatory-Compliance-Report-Final.pdf)
- **“Optimizing the Nation’s Investment in Academic Research: A New Regulatory Framework for the 21st Century”**—A congressionally mandated report issued by the National Academies of Sciences, Engineering and Medicine in September 2015 highlighting expansion of federal research regulations and requirements: [www.nap.edu/read/21824/chapter/1](http://www.nap.edu/read/21824/chapter/1)

The following is a compilation of UW System priorities for regulatory reform. (See Appendix D, Regulatory Reform,” for specific issue and proposed remedy details)

### UW SYSTEM RECOMMENDS:

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#### 1. Accreditation

- Providing accreditors with clear authority to design and implement a system of “differentiated review” within the regulatory framework of the Higher Education Act.
- Providing for alternative pathways to accreditation for innovative, nontraditional programs at established institutions. At a minimum, regional accreditors should work with such programs to map customized routes to accreditation that better match the programs.

#### 2. Affordable Care Act (ACA)

- Exempting full-time students from the ACA’s employer mandate.
- Reviewing the ACA definition of “full time” to permit temporary employees to work full time for periods up to six months without requiring an employer offer of affordable health insurance.

#### 3. Campus Crime and Security

- Eliminating the requirement to include a safety tip in a timely warning.
- Narrowing the definition of “non-campus property.”
- Eliminating foreign and overnight-trip reporting entirely.
- Clarifying that sub-regulatory guidance by the U.S. Department Office of Civil Rights is recommended, but not mandatory, to adhere to.
- Consolidating all definitions of reporting incidents into the Uniform Crime Reporting program to ensure any future crime definitions derive from there.

- Providing institutions the clear authority to rely upon their own professional judgment in determining both what constitutes a “continuing threat” and when they have the information needed to release a warning, provided it is consistent with the spirit of the law.

#### 4. Fair Labor Standards Act

- Removing the automatic indexing of the salary threshold to inflation if the rule proceeds toward implementation.

#### 5. Financial Aid

- Codifying “Prior-Prior” year data.
- Encouraging the U.S. Department of Education to assume exit counseling responsibility. At a minimum, institutions making a good faith effort to reach out to such students should be considered to have met their exit counseling obligations.
- Eliminating the 150% Direct Subsidized Loan limit or, at a minimum, only apply the 150% rule at the undergraduate level.
- Removing origination fees from sequestration. At a minimum, link changes in origination fees to the beginning of the academic year (July 1), not the federal fiscal year (October 1).
- Removing the proration requirement for the last enrollment period for students in programs that are at least one academic year in length.
- Changing Title IV regulations to accommodate quality competency-based education programs.
- Creating and inserting a definition of “competency-based education” in the Higher Education Act or associated regulations.
- Updating the definition of “correspondence program.”
- Changing assumption that federal Title IV aid is always applied to institutional charges first. At a minimum, exclude fee waivers issued by institutions.

#### 6. Gainful Employment

- Streamlining regulations to provide only the key pieces of information most useful to consumers. In addition, any proposed gainful employment disclosure should be subject to extensive consumer testing.

#### 7. Grants and Contracts

- Modifying the effort reporting regulations to be less onerous.
- Reviewing the new monitoring and reporting requirements to eliminate duplication.
- Developing risk-based regulations and remove unnecessary rules.
- Strengthening the coordination and better align federal requirements across federal agencies.

#### 8. Immigration

- Creating Standard Occupational Classification (SOC) codes specific to post-doctoral researchers.
- Simplifying the green card self-petition process for U.S.-educated graduates.
- Modifying rules to permit the use of an institution’s normal wage scale or the prevailing wage, whichever is lower, for H1B applications.

#### 9. Teacher Preparation

- Delaying implementation of final regulations until a more thorough review by Congress and other stakeholders can occur.

#### 10. 1098-T Reporting

- Maintaining current reporting exemptions for reporting on nonresident aliens and students whose qualified expenses are paid under a formal billing arrangement where the institution does not maintain a financial account for the student (primarily dual-enrollment and contract education students).
- Objecting to adding two new data elements to the 1098-T.



# APPENDIX A

## FEDERAL FINANCIAL AID IN THE UW SYSTEM

University of Wisconsin System undergraduate and graduate students received \$1.3 billion in financial aid in 2015-16 (the most recent year for which data are available). Of this total, they received \$466.6 million in grant funding, borrowed \$844.9 million in student loans, and received \$11.6 million in work study funding.

While this financial aid funding provides critical support in reducing the price for UW System students and increasing affordability, there is still tremendous unmet financial need. UW System institutions are seeing greater numbers of students with higher levels of need due to declines in student incomes and assets, which are the primary determinants of financial need and aid eligibility.

In 2015-16, over two-thirds (70%) of UW System undergraduates, or 108,253 students, received some form of financial aid. The federal Pell Grant program is the single largest grant program available to UW System undergraduates. The number of Pell awards to UW System resident undergraduates declined in 2015-16 with 37,000 recipients. The average Pell award for these recipients was \$3,817, a small increase.

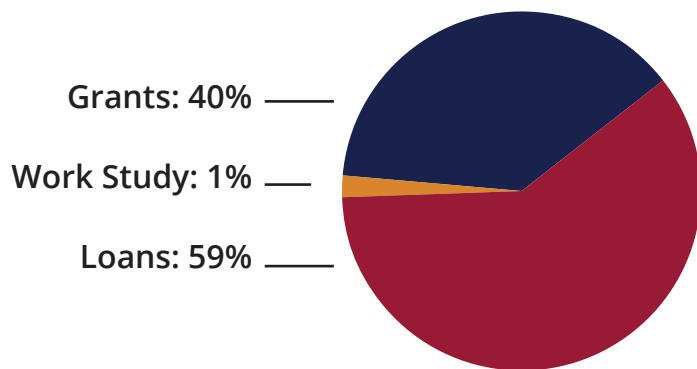
Loan aid comprises the largest component of financial aid to UW students. In 2015-16, the federal government provided 85 percent of loans to undergraduates, with 57 percent of federal loans to this group being non-need-based. Seventy-three percent of resident undergraduates had loan debt at graduation. The average loan debt of these borrowers was \$30,889, an increase from 2014-15 when average loan debt was \$30,650.

The traditional audience for higher education in the United States is shifting. Our students are increasingly first generation college-goers of color, are older, and are from disadvantaged and underserved backgrounds. A larger group of racially and ethnically diverse military veterans is arriving at our campuses with the new GI Bill in hand.

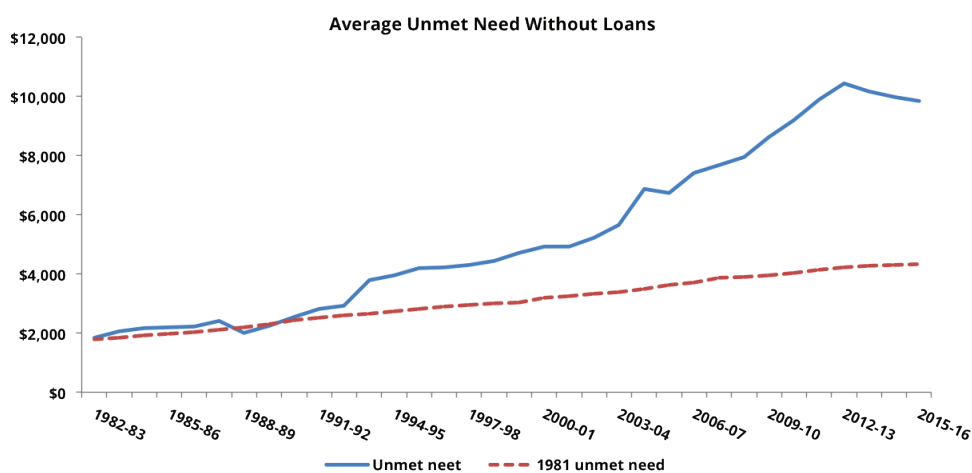
UW System enrollments remain at high levels with a headcount of 178,571 students in the fall of 2015. The UW System plans to increase the number of degrees granted and, especially, seeks to increase representation by students of color and lower-income students – the fastest growing segment of college-age students.

In addition, the UW System provided access for 31,883 adult, non-traditional students in the fall of 2015. Wisconsin residents made up 78 percent of undergraduate enrollment in fall 2015, and over 80% of Wisconsin residents who earn a bachelor's degree from the UW System remain in the state after graduation. At the University of Wisconsin System, we are working to double the amount of private, need-based financial aid.

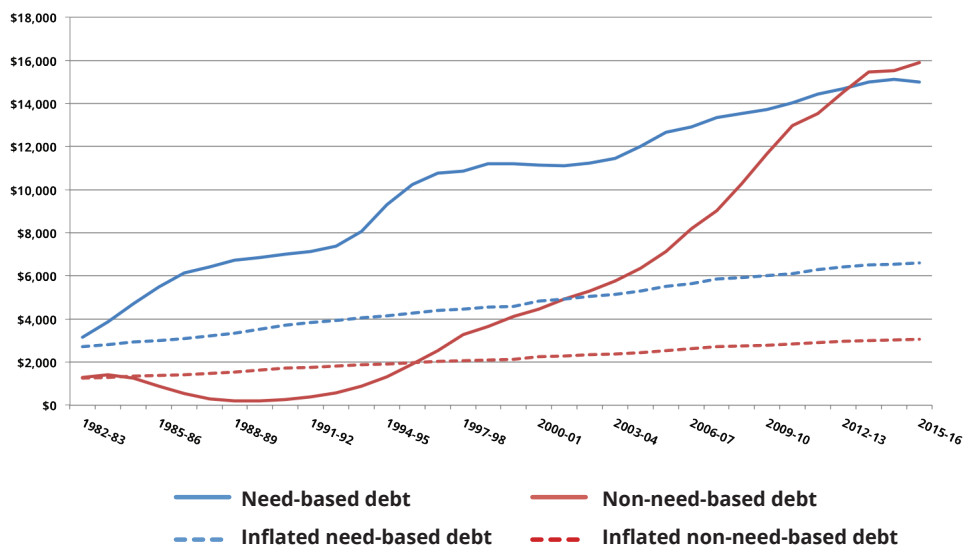




**FIGURE 1: Aid for Wisconsin Undergraduates, 2015-2016.**  
*The financial aid that Wisconsin resident undergraduates receive is primarily in the form of loans, more than half of which are unsubsidized. Aid that does not have to be paid back (grants and work study) accounts for 41 percent of all aid dollars distributed to Wisconsin resident undergraduates.*



**FIGURE 2. Unmet Need without Loans.** *For those students who had need based on the federal formula that determines need, the current unmet need after federal, state, and institutional grants have been awarded is currently \$9,844 per student, after decreasing for two straight years. From 1981 through 1992, the unmet need remaining after grants were awarded closely followed the Consumer Price Index, indicating that the burden to students remained unchanged relative to their purchasing power. However, from 2002 until 2013-14 the unmet need after grant aid has increased much faster than the rate of inflation, leading to increased debt.*



**FIGURE 3. Loan Debt at Graduation for Wisconsin Undergraduates.** *In the past 30 years, the loan debt that graduates have at the time they graduate has changed from being mostly subsidized loans that fall within the federal definition of "need-based" debt to being nearly evenly split between need-based and non-need-based debt. There are several reasons for this, including inadequacies in the federal formula to determine need and growing economic hardship for parents and student.*

# APPENDIX B

## KEY FEDERAL FUNDING BY APPROPRIATIONS SUBCOMMITTEE AND AGENCY

### SUBCOMMITTEE ON AGRICULTURE, RURAL DEVELOPMENT, FOOD AND DRUG ADMINISTRATION, AND RELATED AGENCIES

#### DEPARTMENT OF AGRICULTURE (USDA)

##### SUBAGENCY

Food and Nutrition Service

##### PROGRAM

Supplemental Nutrition Assistance Program (SNAP)  
Administrative Grants

##### DESCRIPTION

Provide federal financial aid to state agencies for costs incurred to operate SNAP.

##### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Nutrition Education Program for SNAP-eligible audiences

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##### SUBAGENCY

National Institute of Food and Agriculture

##### PROGRAM

Cooperative Extension Activities

##### DESCRIPTION

Extension activities provide funding to the nation's land-grant colleges and universities to disseminate practical applications obtained from agricultural research innovation. Specifically, these funds are provided to land-grant colleges and universities to support faculty members who teach, conduct research, and provide outreach and technical assistance to farmers. This funding also requires matching funds from the state.

##### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Smith-Lever, Expanded Food and Nutrition Education Program

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##### SUBAGENCY

National Institute of Food and Agriculture

##### PROGRAM

Research and Education

##### DESCRIPTION

The Capacity Building Grants for Non-Land Grant Colleges of Agriculture (NLGCA) program supports programs that maintain and expand the capacity to conduct education, research, and outreach activities relating to agriculture, renewable resources, and other similar disciplines. NLGCA institutions may use the funds to conduct education, research, and outreach activities relating to agriculture, renewable resources, and other similar disciplines.

##### EXAMPLES OF AWARDS DISBURSED

UW-River Falls: A Multi-Generational Approach to Increasing the Resilience of Agricultural, Natural, and Social Landscapes

UW-Platteville: Incorporating Dairy Livestock into Agroecosystem Research

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##### SUBAGENCY

National Institute of Food and Agriculture

##### PROGRAM

Agriculture and Food Research Initiative (AFRI)



## DESCRIPTION

Competitive grants program to provide funding for fundamental and applied research, extension, and education to address food and agricultural sciences.

## EXAMPLES OF AWARDS DISBURSED

UW-Extension: Growing Knowledge to Solve Water Problems

UW-Platteville: Regulation of Nuclear Cation

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## SUBAGENCY

Rural Utilities Service

## PROGRAM

Research and Development

## DESCRIPTION

Provide much-needed infrastructure or infrastructure improvements to rural communities, including water and waste treatment, electric power, and telecommunications services. All of these services play a critical role in helping to expand economic opportunities and improve the quality of life for rural residents.

## EXAMPLES OF AWARDS DISBURSED

UW-Oshkosh: Solid Waste Management (\$81,732)

## SUBCOMMITTEE ON COMMERCE, JUSTICE, SCIENCE, AND RELATED AGENCIES

### DEPARTMENT OF COMMERCE (DOC)

## SUBAGENCY

National Institute of Standards and Technology (NIST)

## PROGRAM

Manufacturing Extension Partnership

## DESCRIPTION

Establish, maintain, and support manufacturing extension centers and services, the functions of which are to improve the competitiveness of firms accelerating the usage of appropriate manufacturing technology by smaller U.S.-based manufacturing firms, and partner with the states in developing such technical assistance programs and services for their manufacturing base.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: Stout Manufacturing Outreach Center

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## SUBAGENCY

Economic Development Administration

## PROGRAM

University Center Program

## DESCRIPTION

Focus on advancing regional commercialization efforts, entrepreneurship, innovation, business expansion in Wisconsin's innovation cluster, and building a high-skilled regional workforce.

## EXAMPLES OF AWARDS DISBURSED

UW-Stout: Discovery Center

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## SUBAGENCY

National Oceanic and Atmospheric Administration (NOAA)

## PROGRAM

Sea Grant Support

## DESCRIPTION

Support the establishment and operation of major university centers for marine resources research, education, and training and to support marine advisory services.

## EXAMPLES OF AWARDS DISBURSED

UW-Green Bay: Quantifying Coastal Wetland - Nearshore Linkages in Lake Michigan for Sustaining Sport Fishes

UW-La Crosse: Refining our Understanding of Methylmercury Production & Bioavailability in the Saint Louis River Estuary

UW-Milwaukee: A Tale of Two Beaches: Bridging the Research and Policy Gap to Improve Urban Beach Ecosystem Health



# APPENDIX B — CONTINUED

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## SUBAGENCY

National Oceanic and Atmospheric Administration (NOAA)

## PROGRAM

Coastal Zone Management

## DESCRIPTION

Assist states in the development, acquisition, monitoring, research, education, operation, and facilities construction for National Estuarine Research Reserves for the purpose of creating natural field laboratories to gather data and make studies of, and educate people about the natural and human processes occurring within the estuaries of the coastal zone.

## EXAMPLES OF AWARDS DISBURSED

UW-Extension, UW-Superior: Lake Superior National Estuarine Research Reserve Operations

## NATIONAL SCIENCE FOUNDATION (NSF)

## PROGRAM

Education and Human Resources

## DESCRIPTION

Support programs across all levels of education in Science, Technology, Engineering and Mathematics (STEM). Specifically, the account supports activities that unite school districts with institutions of higher learning to improve precollege education. Funding through this account supports activities pertaining to student instruction, curriculum development, laboratory training, and instructional improvement.

## EXAMPLES OF AWARDS DISBURSED

UW-River Falls: Research on Optimizing Testing Feedback for Improved Student Learning; Development of a STEM Teaching Certification Program

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## PROGRAM

Research and Related Activities

## DESCRIPTION

Address NSF's three strategic goals: (1) People: Developing a diverse, internationally competitive and globally engaged workforce of scientists, engineers, and well-prepared citizens; (2) Ideas: Enabling discovery across the frontiers of science and engineering, connected to learning, innovation, and service to society; and (3) Tools: Providing broadly accessible, state-of-the-art science and engineering facilities and shared research and education tools.

Research is funded primarily through the following directorates:

- Biological Sciences
- Engineering
- Mathematical and Physical Sciences
- Geosciences

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Advanced LIGO Data Handling; NanoGrav Physics Frontier Center; Quantitative Prediction of Sliding Friction; Biology with X-ray Lasers; Acquisition of a Superconducting Rock Magnetometer

UW-Stout: Metacommunity Models

UW-Oshkosh: Mantle Cascade Arc

UW-Eau Claire: Division of Earth Sciences; Division of Materials Research; Division of Integrative Organismal Systems

UW-La Crosse: Research for Experience for Undergraduate (REU) Site: UW-La Crosse REU in Mathematical Ecology; Conference Experience: Participation Support for Undergraduates; Graduate Research Fellowship Program; Priming the PUMP: Preparing the Upper Midwest for Principles of Computer Science; Investigation of the Solubilities and Glass Formation Properties of Carboxylate Salts Important in the Upper Troposphere; Optimizing the Performance of Quantum-Dot-Based Single-Photon Detectors; Phylogenomics of Cypridinidae (Ostracoda): Evolutionary Origins of Bioluminescence and Complex Behavioral Displays

## SUBCOMMITTEE ON ENERGY AND WATER DEVELOPMENT, AND RELATED AGENCIES

### DEPARTMENT OF ENERGY

#### SUBAGENCY

Office of Science

#### PROGRAM

Financial Assistance Program

#### DESCRIPTION

Provide financial support for the delivery of scientific discoveries and major scientific tools to transform our understanding of nature and to advance the energy, economic, and national security of the United States.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Molecular-Level Design of Heterogeneous Chiral Catalysts

UW-Eau Claire: Early Career Research

## SUBCOMMITTEE ON FINANCIAL SERVICES AND GENERAL GOVERNMENT

### EXECUTIVE OFFICE OF THE PRESIDENT

#### PROGRAM

High Intensity Drug Trafficking Areas Program

#### DESCRIPTION

Reduce drug trafficking and drug production in the United States by (A) facilitating cooperation among federal, state, local, and tribal law enforcement agencies to share information and implement coordinated enforcement activities; (B) enhancing law enforcement intelligence sharing among federal, state, local, and tribal law enforcement agencies; (C) providing reliable law enforcement intelligence to law enforcement agencies needed to design effective enforcement strategies and operations; and (D) supporting coordinated law enforcement strategies which maximize use of available resources to reduce the supply of illegal drugs in designated areas and in the United States as a whole.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Support the Milwaukee HIDTA office

### SMALL BUSINESS ADMINISTRATION

#### PROGRAM

Small Business Development Centers

#### DESCRIPTION

Provide management counseling, training, and technical assistance to the small business community through Small Business Development Centers.

#### EXAMPLES OF AWARDS DISBURSED

UW-Extension administers The Small Business Jobs Act Program. It is a collaborative program with most campuses in the UW System participating.



# APPENDIX B — CONTINUED

## SUBCOMMITTEE ON THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES

### ENVIRONMENTAL PROTECTION AGENCY

#### SUBAGENCY

Office of Water

#### PROGRAM

Great Lakes Program

#### DESCRIPTION

Restore and maintain the chemical, physical, and biological integrity of the Great Lakes Basin Ecosystem.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Identification and Quantification of Sanitary Sewage Contamination in the Milwaukee Estuary AOC

UW-Green Bay: Targeted Sediment Reduction in the Lower Fox River Watershed

### DEPARTMENT OF INTERIOR (DOI)

#### SUBAGENCY

U.S. Geological Survey

#### PROGRAM

National Cooperative Geologic Mapping Program

#### DESCRIPTION

Produce geologic maps of areas in which knowledge of geology is important to the economic, social, or scientific welfare of individual states. StateMap supports: (1) projects which produce new geologic maps with attendant explanatory information including correlation of map units, description of map units and symbols, stratigraphic columns, geologic sections, and other pertinent information; and (2) projects which compile existing geologic data in a digital form for inclusion in the National Digital Geologic Map Database.

#### EXAMPLES OF AWARDS DISBURSED

UW-Extension: Geologic Mapping of Priority Areas in Wisconsin

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#### SUBAGENCY

Fish and Wildlife Service

#### PROGRAM

Great Lakes Restoration

#### DESCRIPTION

Provide technical and financial assistance to implement the highest priority actions in order to protect and restore the Great Lakes. Priority actions are to: identify, protect, conserve, manage, enhance or restore habitat or species on both public and private lands within the Great Lakes Basin.

#### EXAMPLES OF AWARDS DISBURSED

UW-Green Bay: Restoring Fish Habitat in Green Bay's Wequiock Creek Estuary

UW-La Crosse: Methylmercury Dynamics in Northwestern Minnesota Wildlife Refuge Wetlands

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#### SUBAGENCY

National Park Service

#### PROGRAM

Natural Resource Stewardship

#### DESCRIPTION

Evaluate and improve the health of watersheds, landscapes, and marine and coastal resources, sustain biological communities on the lands and waters in parks, and actively endeavor to improve the resiliency of these natural resources and adapt them to the effects of climate change.

#### EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Nearshore Research in Great Lakes National Parks



## SUBCOMMITTEE ON LABOR, HEALTH AND HUMAN SERVICES, EDUCATION AND RELATED AGENCIES

### CORPORATION FOR NATIONAL AND COMMUNITY SERVICE

#### PROGRAM

Volunteers in Service to America

#### DESCRIPTION

Supplement efforts of private, nonprofit organizations, and federal, state, and local government agencies to eliminate poverty and poverty-related problems by enabling persons from all walks of life and all age groups to perform meaningful and constructive service as volunteers.

#### EXAMPLES OF AWARDS DISBURSED

UW-Extension, UW-Parkside: Wisconsin Campus Compact VISTA Project

### DEPARTMENT OF EDUCATION (DOED)

#### SUBAGENCY

Office of Student Financial Assistance Programs

#### PROGRAM

Student-Based Aid: Federal Direct Student Loans

#### DESCRIPTION

Federal Direct Student Loans provides loan capital directly from the federal government to vocational, undergraduate, and graduate postsecondary school students and their parents.

#### EXAMPLES OF AWARDS DISBURSED

In 2015-16, 88,751 UW System students received a Federal Direct Student Loan. The average loan received was \$7,102

#### SUBAGENCY

Office of Student Financial Assistance Programs  
Program

Student-Based Aid: Pell Grants

#### DESCRIPTION

The Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education.

#### EXAMPLES OF AWARDS DISBURSED

Approximately 43,500 students at UW campuses receive Pell Grant assistance, averaging \$3,818 per recipient.

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#### SUBAGENCY

Office of Student Financial Assistance Programs

#### PROGRAM

Campus-Based Aid: Federal Perkins Loans

#### DESCRIPTION

Perkins Loans are need-based student loans offered by the U.S. Department of Education to assist American college students in funding their post-secondary education. Perkins Loans may be forgiven for teachers working in low-income schools, as well as for teachers specializing in shortage areas such as math, science, and bilingual education.

#### EXAMPLES OF AWARDS DISBURSED

More than 13,500 students at UW campuses receive Perkins Loans, averaging more than \$1,850 per recipient.

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#### SUBAGENCY

Office of Student Financial Assistance Programs

#### PROGRAM

Campus-Based Aid: Federal Work Study (FWS)

#### DESCRIPTION

Federal Work Study provides part-time jobs for students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study.

#### EXAMPLES OF AWARDS DISBURSED

Almost 8,000 students at UW campuses receive Work Study Assistance, averaging over \$1,450 per recipient.



# APPENDIX B — CONTINUED

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## SUBAGENCY

Office of Student Financial Assistance Programs

## PROGRAM

Campus-Based Aid: Supplemental Education Opportunity Grants (SEOG)

## DESCRIPTION

Supplemental Education Opportunity Grants are for undergraduate students with exceptional financial need. Pell Grant recipients with the lowest expected family contributions are given priority status for these grants.

## EXAMPLES OF AWARDS DISBURSED

More than 16,000 students at UW campuses receive Supplemental Education Assistance, averaging more than \$596 per recipient.

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## SUBAGENCY

Office of Postsecondary Education

## PROGRAM

TRIO Programs

## DESCRIPTION

TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds.

TRIO services are provided through the following six programs:

- The Educational Opportunity Centers program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education.
- The Ronald McNair Program prepares participants for doctoral studies through involvement in research and other scholarly activities.
- Student Support Services provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students enrolled in postsecondary education.
- Talent Search provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to pursue a postsecondary education.
- Upward Bound provides fundamental support to participants in their preparation for college entrance and success in postsecondary education.
- Upward Bound Math and Science Program funds specialized math and science centers designed to strengthen the math and science skills of participating students.

## EXAMPLES OF AWARDS DISBURSED

Student Support Services: UW Colleges, UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stout, UW-Superior

Talent Search: UW Colleges, UW-Milwaukee, UW-Stout

Upward Bound: UW-Eau Claire, UW-Green Bay (UB and UB-RCMS), UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stevens Point, UW-Superior, UW-Whitewater

McNair Post-Baccalaureate Achievement: UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Oshkosh, UW-River Falls, UW-Stout, UW-Superior, UW-Whitewater. The McNair Scholars Program at UW-Whitewater (ED Award P217A120290) serves 30 low-income, first-generation, and underrepresented students each year. Participants are identified, recruited, and selected from an eligible population



of more than 1,000 sophomores, with a focus on students with grade point averages of 2.75 or higher, are majoring in the STEM disciplines, receive strong recommendations, express an interest in earning Ph.D.s, and demonstrate motivation to attend graduate school directly after earning their bachelor's degrees.

Educational Opportunity Center: UW-Milwaukee

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#### SUBAGENCY

Office of Special Education and Rehabilitative Services

#### PROGRAM

Promoting Readiness of Minors in Supplemental Security Income

#### DESCRIPTION

Foster improved education, and post-secondary outcomes for children ages 14-16 who receive Supplemental Security Income (SSI) by supporting improved coordination of various services.

#### EXAMPLES OF AWARDS DISBURSED

UW-Stout: PROMISE Evaluation

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#### SUBAGENCY

Office of Special Education and Rehabilitative Services

#### PROGRAM

Rehabilitation Services-Vocational Rehabilitation Grants to States

#### DESCRIPTION

Assist states in operating comprehensive, coordinated, effective, efficient and accountable programs of vocational rehabilitation.

#### EXAMPLES OF AWARDS DISBURSED

UW-Stout: OOS Eligibility

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#### SUBAGENCY

Office of Special Education and Rehabilitative Services

#### PROGRAM

Special Education - Personnel Development to Improve Services and Results for Children with Disabilities

#### DESCRIPTION

Help address state-identified needs for highly qualified personnel -- in special education, related services, early intervention, and regular education

-- to work with infants, toddlers, and children with disabilities; ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

#### EXAMPLES OF AWARDS DISBURSED

UW-La Crosse: Preparation of Highly Qualified Adaptive Physical Education Personnel

UW-Milwaukee: Redesign Initiatives

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#### SUBAGENCY

Office of Elementary and Secondary Education

#### PROGRAM

Mathematics and Science Partnerships

#### DESCRIPTION

Improve the academic achievement of students in mathematics and science by encouraging states, institutions of higher education, local educational agencies, and elementary and secondary schools to participate in programs that improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to improve mathematics and science teacher education; focus on the education of mathematics and science teachers as a career-long process; bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve those teachers' teaching skills; develop more rigorous mathematics and science curricula that are aligned with challenging state and local academic achievement standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and improve and expand training of mathematics and science teachers, including by training such teachers in the effective integration of technology into curricula and instruction.

#### EXAMPLES OF AWARDS DISBURSED

UW-La Crosse: Integrating Technology, Engineering, Arts, & Mathematics with Science (iTEAMS)

UW-Milwaukee: Core Math Partnership

UW-Oshkosh: Improving Teacher Quality

UW-Parkside: Math and Science Partners

# APPENDIX B — CONTINUED

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## SUBAGENCY

Office of Elementary and Secondary Education

## PROGRAM

Civil Rights Training and Advisory Services

## DESCRIPTION

Provide technical assistance and training services to school districts and other responsible governmental agencies to cope with educational problems occasioned by race, sex, religion, and national origin desegregation.

## EXAMPLES OF AWARDS DISBURSED

UW Colleges: Talent Search Program

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## SUBAGENCY

Office of Postsecondary Education

## PROGRAM

Higher Education - Institutional Aid

## DESCRIPTION

Help eligible colleges and universities to strengthen their management and fiscal operations and to assist such institutions to plan, develop, or implement activities including endowment building to strengthen the academic quality of their institutions.

## EXAMPLES OF AWARDS DISBURSED

UW-Stevens Point: Strengthening Academic Success: More Graduates for Wisconsin

## DEPARTMENT OF HEALTH & HUMAN SERVICES (DHHS)

## SUBAGENCY

Administration for Children and Families

## PROGRAM

Foster Care Title IV-E

## DESCRIPTION

The Title IV-E Foster Care program helps states, Indian tribes, tribal organizations and tribal consortia (tribes) to provide safe and stable out-of-home care for children under the jurisdiction of the state or tribal child welfare agency until the children are returned home safely, placed with adoptive families, or placed in other planned arrangements for permanency. The program provides funds to assist with the costs of foster care maintenance for eligible children; administrative costs to manage the program; and training for public agency staff, foster parents, and social work students interested in careers in public or tribal child welfare, and certain private agency staff.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee, UW-Green Bay, UW-Oshkosh: Child Welfare Staff & Foster Parent Training

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## SUBAGENCY

Administration for Children and Families

## PROGRAM

Head Start

## DESCRIPTION

Promote school readiness by enhancing the social and cognitive development of low-income children, including children on federally recognized reservations and children of migratory farm workers, through the provision of comprehensive health, educational, nutritional, and social and other services; and involve parents in their children's learning and help parents make progress toward their educational, literacy and employment goals. Head Start also emphasizes the significant involvement of parents in the administration of their local Head Start programs.

## EXAMPLES OF AWARDS DISBURSED

UW-Oshkosh: Head Start program for the surrounding area



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## SUBAGENCY

National Institutes of Health

## PROGRAM

Research Funding

## DESCRIPTION

Provide research funding in many areas, including: Academic Research, Aging Research; Alcohol Research Programs; Allergy, Immunology and Transplantation Research; Biomedical Research and Research Training; Blood Diseases and Resources Research; Cancer Biology Research; Cancer Centers Support Grants; Cancer Detection and Diagnosis Research; Cancer Treatment Research; Cardiovascular Diseases Research; Child Health and Human Development Extramural Research; Drug Abuse and Addiction Research Programs; Extramural Research Programs in the Neurosciences and Neurological Disorders; Medical Library Assistance; Mental Health National Research Service Awards for Research Training; Mental Health Research Career/Scientist Development Awards; Microbiology and Infectious Diseases Research; Minority Health and Health Disparities Research; National Center for Advancing Translational Sciences; National Center for Research Resources; NIH Office of Research on Women's Health; Nursing Research; Oral Diseases and Disorders Research; Research Related to Deafness and Communication Disorders; Trans-NIH Recovery Act Research Support.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Image-Based Numerical Predictions of Hemodynamics following Vascular Intervention; Measuring Energy Expenditure in Children with Spina Bifida and Down Syndrome

UW-La Crosse: Effects of Hibernation on Hemostasis in 13-Lined Ground Squirrels; Role of Endogenous CRF Peptides in the Gut in Stress-Related Colonic Dysfunction; Structural Impact of Methionine Oxidation in Muscle Proteins

UW-Eau Claire: Exploring the Dynamics of Prolyl-tRNA Synthetases: Towards Developing a Screening Method for Species-Specific Inhibitors

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## SUBAGENCY

Health Resources and Services Administration

## PROGRAM

Nursing Student Loans and Nurse Faculty Loan Program

## DESCRIPTION

Increase educational opportunities by providing long-term, low-interest loans to students in need of financial assistance and in pursuit of a course of study in an approved nursing program; provide

loans to students enrolled in eligible advanced degree nursing programs (master's or doctoral) with an education component(s) that will prepare the student to teach.

## EXAMPLES OF AWARDS DISBURSED

447 students at UW-Madison, UW-Milwaukee, and UW-Oshkosh received nursing student loans ranging from \$500 to \$4,000 in 2015-16.

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## SUBAGENCY

Substance Abuse and Mental Health Services Administration

## PROGRAM

Substance Abuse and Mental Health Services-Projects of Regional and National Significance

## DESCRIPTION

Expand the availability of effective substance abuse treatment and recovery services available to improve the lives of those affected by alcohol and drug additions, and to reduce the impact of alcohol and drug abuse on individuals, families, communities and societies and to address priority mental health needs of regional and national significance and assist children in dealing with violence and traumatic events through by funding grant and cooperative agreement projects.

## EXAMPLES OF AWARDS DISBURSED

UW-Milwaukee: Youth-Oriented Substance Abuse and Trauma (YOSAT) Counseling Program

UW-Eau Claire: Suicide Prevention



# APPENDIX B — CONTINUED

## DEPARTMENT OF LABOR

### SUBAGENCY

Occupational Safety & Health Administration

### PROGRAM

Occupational Safety and Health-Susan Harwood Training Grants

### DESCRIPTION

Provide occupational safety and health training and education to employees and employers, particularly in the recognition, avoidance and abatement of workplace hazards.

### EXAMPLES OF AWARDS DISBURSED

UW-River Falls: Center for Dairy Safety

## SUBCOMMITTEE ON TRANSPORTATION, HOUSING AND URBAN DEVELOPMENT, AND RELATED AGENCIES

## DEPARTMENT OF TRANSPORTATION (DOT)

### SUBAGENCY

Maritime Administration

### PROGRAM

Research and Development

### DESCRIPTION

Oversee international and national maritime related standards, rules and regulations, as well as related research and development activities.

### EXAMPLES OF AWARDS DISBURSED

UW-Superior: Ballast Water Treatment Systems Testing (\$909,820)

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### SUBAGENCY

Research and Innovative Technology Administration

### PROGRAM

University Transportation Centers Program

### DESCRIPTION

Provide grants to nonprofit institutions of higher learning for the purpose of establishing and operating university transportation centers that conduct research, education, and technology transfer programs addressing regional and national transportation issues.

### EXAMPLES OF AWARDS DISBURSED

UW-Superior, UW-Milwaukee: collaborate with UW-Madison's Center for Freight and Infrastructure Research and Education

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### SUBAGENCY

National Highway Traffic Safety Administration

### PROGRAM

National Priority Safety Programs

### DESCRIPTION

Encourage states to address national priorities for reducing highway deaths and injuries through occupant protection programs, state traffic safety information system improvements, impaired driving countermeasures, passage of effective laws to reduce distracted driving, implementation of motorcyclist safety programs, and the implementation of graduated driving licensing laws.

### EXAMPLES OF AWARDS DISBURSED

UW-Whitewater: Seat Belt Survey







# APPENDIX C

## DISCOVERY, INNOVATION, AND STUDENT AND COMMUNITY IMPACT

*The following is a snapshot of key University of Wisconsin System initiatives that advance discovery, innovation, and student and community impact made possible through federal investment.*

*For more details about federally funded initiatives at each University of Wisconsin institution, visit: [wisconsin.edu/government-relations/federal-priorities/](http://wisconsin.edu/government-relations/federal-priorities/).*

### DISCOVERY

The following are examples of federal grants being used to advance fundamental, basic research with possible commercial applications.

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**UW-Milwaukee** Distinguished Professor of Engineering Junhong Chen is working on two programs involving nanotechnology, which is the study of how atoms interact in materials. The work is made possible through grants from the National Science of Foundation and the U.S. Department of Energy. Chen has created nanomaterials that he is using to make barely visible, low-cost and highly sensitive gas sensors, biosensors, and water sensors. He has created different nanomaterials for use in producing sustainable energy. He founded the startup company NanoAffix Sciences, LLC, to commercialize these products.

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**UW-Eau Claire** chemistry professors Dr. Sanchita Hati and Dr. Sudeep Bhattacharyay received funding from the National Institutes of Health to study the fundamental question of enzymology: how protein dynamics impact their function. Because aminoacyl-tRNA synthetases are crucial for protein biosynthesis in all living organisms, they have emerged as attractive targets for antibacterial, antiparasitic, and antiviral drug development. A combined theoretical and experimental study aims to produce a detailed characterization of the interplay of protein motions and its function, which could aid in designing and developing drug molecules against these promising targets.

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**UW-Eau Claire** materials science professor Dr. Matt Jewell received funding from the U.S. Department of Energy to improve superconductor technologies. The project will help enable the creation of a brand new class of magnet, the kind used in magnetic resonance imaging and large-scale scientific devices. Reliable high-temperature superconductors can make these devices more accessible to medical centers and can allow scientific research facilities to perform well beyond their current limitations. The grant provides support for collaborative work with national laboratories and an area R&D technology firm, establishing new relationships between the university and the materials science industry.

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**UW-Green Bay** Professor of Physics Brian Welsch received National Science Foundation funding to study coronal mass ejections (CMEs). Coronal mass ejections drive the strongest disturbances in the heliosphere, and are the principal cause of severe space weather events. This project engages undergraduate students to employ data analytics to investigate the relationship between emerging magnetic fluxes in CME source active regions and the speeds of subsequent CMEs. Recent work suggests that the emergence of new or additional magnetic flux across the photosphere and into the corona might play a role in supplying both the energy for and the triggering of CMEs.

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Supported by a National Institutes of Health Academic Research Enhancement Award from the National Institute on Aging, **UW-La Crosse** biology professor Dr. Jennifer Klein's research engages over 100 undergraduates in examining age-related muscle degeneration at the molecular level. The work will help advance understanding of a broad range of human degenerative diseases, including age-related muscle dysfunction and the aging process at the molecular level.

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**UW-Oshkosh** biology professor Toivo Kallas is working on a National Science Foundation funded project that targets bioengineering of a newly discovered, ultra-fast growing cyanobacterium for enhanced carbon capture and chemical production. This project provides research opportunities for undergraduate students in the fields of photosynthesis and carbon capture, while modeling a unique business incubation model through NSF's Small Business Innovation Research program.

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**UW-Parkside** assistant professor of biological sciences Dr. Greg Richards was awarded a National Institutes of Health grant to study the molecular regulation and physiological function of cellular metabolic stress in the bacterium *Escherichia coli*. By studying how the bacterium regulates its response to this stress, Richards may discover new methods to harm pathogenic bacteria and treat diseases. The Academic Research Enhancement Award (AREA) grant would additionally allow financial support to take on the training of graduate and undergraduate students. In upper-level courses (300 and above), Richards trains students to interpret hypothesis-driven experimental data in peer-reviewed research articles, as well as in oral and written communication of scientific results.

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**UW-Platteville** researcher Dr. Dennis Busch is working on multiple USDA-funded research programs investigating sustainable intensification of farming systems. The research programs include the Global Farm Platform and the USDA ARS Long-term Agroecosystem Research Network. These programs focus on the development and testing of sustainable, resilient, and profitable farm systems by creating data sets and coordinated research projects across large geographical areas. The research leverages the extensive water monitoring infrastructure Busch has established at UW-Platteville's Pioneer Farm, much of it using federal funding, with the ultimate goal of empowering farmers to make data-driven and sound environmental and economic decisions.

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**UW-Platteville** professor Dr. Evan Larson and his students are using the tree rings of ancient pines to reconstruct over 400 years of human and fire history in the Boundary Waters Canoe Area Wilderness (BWCAW). This research, supported by two National Science Foundation grants, is uncovering the fundamental role that people played in the development of what many believe to

be pristine wilderness. This work is informing fire management in the BWCAW and across the region. Recognizing the legacy of human activities across the BWCAW and elsewhere is an important step for improving the management of natural areas across our country.

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Faculty in the Plant and Earth Science Department at **UW-River Falls** (UWRF) were recently awarded three separate grants from the U.S. Department of Agriculture (USDA), totaling more than \$800,000. The projects will not only enhance UWRF student learning but will also engage and benefit growers, producers, area residents, and youth. The first project will support the development of new cold-hardy, seedless grape cultivars for the existing wine grape industry, which could rival the cranberry industry for economic importance in Wisconsin. The second project will fill a need in the Crops and Soils program for forage/soil quality and grazing management field instrumentation. The third project will enable creation of a regional model of community sustainability, gathering multi-generational input on land management models that protect environmental quality while maintaining economic productivity.

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**UW-Stevens** Point chemistry professors Nathan Bowling and Erin Speetzen were awarded a National Science Foundation collaborative research grant to study new methods of crystal design and new strategies for the development of discotic liquid crystals. This research is designed specifically to advance research in macromolecular and supramolecular structures, with projects designed to be accessible to undergraduate student researchers. Over 25% of the funding for this research project is for undergraduate student stipends, providing them with training in their field necessary for future success.

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# APPENDIX C — CONTINUED

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**UW-Stout** was awarded a National Science Foundation (NSF) grant to purchase three-dimensional photogrammetric light stage instrumentation. This equipment allows UW-Stout mathematics, statistics, and computer science researchers to acquire precise measurements of an object's three-dimensional shape as a digital model, allowing for better analysis and understanding of the object. The equipment will have a significant impact on research across the university, including diverse physical sciences, mathematics, humanities and the arts, game design, and development disciplines.

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Dr. Andy Breckenridge of **UW-Superior** received a National Science Foundation grant for his work on a project to document the response of the former ice sheet that covered the North American mid-continent to rapid climate changes that occurred at the end of the last ice age, and to test the role of increased freshwater influx to the Atlantic Ocean as a possible trigger for these rapid climate changes. Such a record enhances our ability to predict the response of ice sheets to modern climate change. The work will be showcased for the general public via a permanent indoor exhibit at Voyageurs National Park in Minnesota.

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**UW-Whitewater** and **UW-Madison**, through support from the National Institutes of Health, are collaborating to identify potentially promising new therapeutics to prevent blindness caused by glaucoma. Studies have shown that by inhibiting a specific protein pathway, glaucoma and other neurodegenerative diseases may be treated and potentially prevented from causing cell death and eventual blindness. (Molecular mechanisms of retinal ganglion cell death, a collaborative project between the UW-Whitewater and UW-Madison.)

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## INNOVATION

The following are examples of federal grants being used to carry out applied research for a specific state, business and/or client-driven purpose.

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**UW-Milwaukee** Distinguished Professor of Chemistry James Cook, with funding from the National Institutes of Health (NIH), has designed drugs that treat anxiety, but are not habit-forming. He has applied the work to treatments for schizophrenia, neuropathic pain, Alzheimer's disease, alcohol dependence, and asthma. His work has received substantial research funding from NIH's National Institute on Alcohol Abuse and Alcoholism. Several of his therapeutic compounds have been licensed for commercial development.

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**UW-Eau Claire** psychology professor Dr. Jennifer Muehlenkamp received funding from the National Institutes of Health to advance the field of suicide prevention, while also providing clinicians with specific information that will help better and more quickly identify those young people who are moving toward suicide in thoughts and actions. Suicide is the second leading cause of death for college students, but it is unclear what specific psychological features exist or change over time that make some — but not all — young adults who self-injure move toward suicidal behaviors. Research on mechanisms and markers of suicide risk can be translated into assessment and intervention strategies.

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**UW-Green Bay** professors of environmental science Kevin Fermanich and Mathew Dornbush received funding from the Natural Resource Conservation Service to link soil health within actively farmed fields to the environmental quality of surface runoff and tile drainage in the Great Lakes Basin. By partnering with a number of federal and state agencies across the Great Lakes, this collaborative project seeks to build an integrated picture of the relationship between soil biological and physical

properties and down-slope water quality to create a first of its kind, multi-basin evaluation of the effectiveness of farm conservation practices on Great Lakes water quality.

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**UW-La Crosse** chemistry and biochemistry professor Dr. Kristofer Rolhus works with collaborators and support from the U.S. Fish and Wildlife Service and the National Park Service to study methylmercury cycling in waters of the western Great Lakes region. Methylmercury is a potent neurotoxin for humans and wildlife. Understanding its behavior in the environment helps inform resource decision-making and minimize harmful exposures. Current projects are looking to determine what factors control methylmercury production in wetlands, lakes, and streams, as well as investigate the extent of historical contamination by human activity. Federal support is administered through the Cooperative Ecosystem Studies Unit Network.

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**UW-Oshkosh's** Environmental Research and Innovation Center (ERIC) operates water-testing laboratories in Wisconsin. These facilities have partnered with communities in all Great Lakes–bordering counties and over a dozen inland counties to address a number of water-related issues. These efforts have led to over \$8 million in research funding from a variety of federal and state funding sources for water research over the past several years. These funds have been reinvested in the local communities via the reengineering of recreational water infrastructure at usually no cost to the community. Additionally, these activities have resulted in numerous scientific advances, increased water quality along the Great Lakes, increased public usage of the lakeshore, increased economic benefit to the communities hosting these resources, and a protection of public health. The projects have supported over 300 paid student internships and have helped build capacity by partnering with municipal and business clients to meet previously unmet needs.

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**UW-Parkside** was awarded an Economic Development Association grant amendment to further support initiatives of the Alliance for Regional

Development (Alliance), a nonprofit corporation that carries out recommendations of the OECD Territorial Review: The Chicago Tri-State Metropolitan Area. The Chicago Tri-State Territorial Review is the first of its kind conducted by the OECD in the U.S. The grant amendment will allow the Alliance to develop a “phase II” with emphasis on transportation and workforce. UW-Parkside will serve a critical leadership role with the Alliance and Chancellor Deborah Ford will continue to provide strategic direction to the Alliance Board of Directors.

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**UW-Platteville** faculty member Dr. Thomas Zolper is using U.S. Geological Survey (USGS) funding to work with senior undergraduate engineering students to develop techniques that prevent the spread of aquatic invasive species. The students are working with USGS Upper Midwest Environmental Sciences Center employees on three separate projects. One project pioneers the use of carbon dioxide as a chemical barrier to prevent the migration of bigheaded carp into the Great Lakes. Two more projects are developing technologies to specifically deliver control agents to species of carp and invasive mussels that are choking off native and economically desirable species in Midwest waterways.

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**UW-Platteville** faculty member Dr. Rami Reddy is using USDA block grant funding to develop markets for a specialty crop, baby ginger. Baby ginger is economically viable and potentially profitable in Wisconsin but no systematic studies have been done to estimate its market potential. The goals of the project are to improve cultivation methods, identify markets, and educate growers and consumers about baby ginger and its benefits.

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Along with other partners, **UW-River Falls** (UWRF) will play a key role in a new business incubator being





# APPENDIX C — CONTINUED

developed thanks to a \$1.4-million grant to the City of River Falls from the U.S. Economic Development Administration. UWRF will provide a director for this hybrid entrepreneurial center and coordinate access to faculty and student talent. The incubator will serve as a platform for commercializing university research while reinforcing UWRF's partnerships within the local business community. Additionally, Occupational Safety and Health Administration (OSHA) recently funded a UWRF dairy farm safety awareness and education training program, an important innovative contribution focused on protecting Wisconsin's immigrant dairy farm workers.

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**UW-Stevens Point's** Wisconsin Institute for Sustainable Technology was awarded a U.S. Department of Commerce/Economic Development Administration grant to demonstrate the feasibility of commercializing valuable chemicals from the residual materials from the production and processing of specialty vegetable crops. The researchers will partner with vegetable producers, processors, researchers, and economic development specialists and trade associations to use vegetable waste from processing to create "green" chemicals, including pigments, anti-oxidants, and organic acids.

---

**UW-Stout** was awarded funding by the U.S. Department of Commerce National Institute of Standards and Technology (NIST) to assist Wisconsin's small- and medium-sized manufacturers in their efforts to streamline and grow their companies. Under NIST's Manufacturing Extension Partnership program, UW-Stout's Discovery Center and Manufacturing Outreach Center will extend technical assistance and applied research to assist companies in realizing measurable financial and employment impacts. In the past year, this assistance has included the collaborative efforts of 178 UW-Stout faculty and students.

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**UW-Stout** was awarded a grant from the U.S. Department of Commerce Economic Development Administration (EDA) to advance high-growth entrepreneurship, cultivate innovation, and build

a high-skill, high-wage workforce. Under EDA's University Center program, UW-Stout's Discovery Center and FabLab will work with individuals, groups, and companies throughout Wisconsin to support business expansion and assist in regional efforts to commercialize innovations. The target audiences are entrepreneurs, researchers, scientists, industry, and public and private economic development organizations throughout Wisconsin, with an emphasis on those in the state's most distressed communities.

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Located at **UW-Superior**, the Lake Superior Research Institute's ongoing work to evaluate the potential of ballast treatment technologies for minimizing the introduction of aquatic invasive species from commercial ships is supported by funding from the U.S. Department of Transportation Maritime Administration and the Great Lakes Restoration Initiative. The purpose of the project is to determine which technologies are most effective, while providing a realistic, economical, timely, and environmental solution to a complex problem. Ballast water treatment is of particular importance to Duluth-Superior, which receives the largest volume of ballast water discharge of any port on the Great Lakes.

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**UW-Whitewater**, with support from the Department of Defense, Office of Naval Research, is working with Dartmouth College to enhance military commanders' ability to make optimal warfare and search/rescue decisions. Constructing and applying a cognitive model, the research has defined the data, process, and experience a commander needs to make optimal defense-related decisions. (Dynamic Context-Centric Commander's Decision Support (C3DS) through Real-time Inverse Reinforcement Learning, collaborative research between UW-Whitewater and Dartmouth College.)



## STUDENT AND COMMUNITY IMPACT

The following are examples of federal grants being used to impact the education of students and the well-being of communities.

**UW-Milwaukee** Associate Professor and Health Sciences Director Brooke Slavens is working to reduce pain and upper-body injuries among veterans and children who use wheelchairs and other mobility devices. A National Institutes of Health grant supports the development of wheels geared like those on multispeed bikes to reduce stress on wheelchair users' torso, shoulder, elbow, and wrist. The new wheels will be tested in partnership with the VA Medical Center in Milwaukee. Another study, funded by the National Science Foundation, is aimed at developing devices to prevent shoulder, wrist, and other injuries among people who use walkers and crutches. Slavens is also working with the U.S. Department of Education as part of a national center focused on developing and bringing to market additional technology and tools to help children with severe orthopedic disabilities.

**UW-Eau Claire** psychology professor Dr. Jennifer Muehlenkamp received funding from the Substance Abuse and Mental Health Services Administration to create a multidisciplinary integrative campus program aiming to prevent suicide, particularly among high-risk groups of students. Suicide is a huge concern on college campuses; approximately 1,100 students are lost to suicide each year across

the nation. The grant will support new programming and projects that promote mental health, including evidenced-based training for faculty, staff, and student leaders on campus to recognize suicide risk among peers and how to respond to them.

**UW-Eau Claire** philosophy and religious studies professors Dr. Matt Meyer and Dr. Kristin Schaupp received funding from the National Endowment for the Humanities to help first- and second-year college students explore the enduring question: What is happiness? As part of the initiative, a new philosophy course will be developed that investigates the ideas of happiness and well-being from a multicultural and multidisciplinary approach, including ancient and modern, religious, philosophical and psychological, and individual and societal. Students not only learn new ideas and theories about happiness but also apply and integrate what they have learned in their own lives and the lives of others.

**UW-Eau Claire** received funding from the U.S. Department of Education to support a Ronald E. McNair Postbaccalaureate Achievement Program that serves 27 participants per year. Project offerings include research seminars, colloquia, internships, tutoring, and an intensive six-week summer research institute. The goal of the McNair program is to increase the attainment of PhD degrees by students from underrepresented segments of society, including first-generation low-income individuals and members from racial and ethnic groups historically underrepresented in graduate programs.

**UW-Green Bay** Professor of Social Work Gail Trimmerger, through UW-Green Bay's Behavioral Health Training Partnership, received Department of Health & Human Services funding to provide crisis training to improve the recognition of and services available to individuals with dementia. This project targets county and agency-identified staff from a 19-county region in northeastern Wisconsin with the intent of improving the proper recognition of dementia by caregivers, assuring that crisis caregivers possess a foundational understanding of current best practices, enhancing participant understanding of relevant legal structures, and developing a sustainable method for generating and disseminating dementia-related resources to partner organizations.



# APPENDIX C — CONTINUED

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Supported by a U.S. Department of Education Office of Special Education Programs five-year grant, **UW-La Crosse** teacher education professor Dr. Garth Tymeson directs a program that prepares graduate and undergraduate scholars to be adapted physical education itinerant specialists for students with disabilities in PK-12 schools. Future teachers learn to provide special education instruction in physical education to support gross motor and health-related fitness/wellness for individuals of all abilities, and engage with the community through the university's Center on Disability Health and Adapted Physical Activity, which provides physical activity, adapted sport, and education programs for community members with disabilities. The program has been preparing specialists to serve students with disabilities for five decades.

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**UW-Oshkosh** Education Professor Katherine Henn Reinicke is working on a U.S. Department of Education funded project titled "Excellent Schools: Teaching and Research for English Learner Achievement." This grant will license 80 in-service and 40 pre-service teachers in English as a Second Language and/or bilingual education by the end of a five-year project period. Ultimately, the goal of the project is to help ensure academic success, high school graduation, and post-secondary education for English language learners.

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**UW-Oshkosh** received funding through the National Science Foundation Robert Noyce Teacher Scholarship Program to support students interested in teaching careers in math or science. Financial assistance can be used for tuition, books, educational materials, and mentoring activities. These activities are essential to preparing highly qualified math and science teachers needed who can address documented needs in Wisconsin and elsewhere. This scholarship program assists students transitioning into careers as math and science teachers through the Alternative Careers in Teaching (act!) program and provides professional development funding for those who have completed this teacher licensure program. Benefits to Wisconsin include retaining STEM professionals in

the region and developing their talents as teachers. Of 130 individuals admitted to the act! program, 12 hold a terminal degree, 33 a master's degree and 85 a bachelor's degree. STEM professionals admitted hold majors in genetics, microbiology, wood and paper science, chemical engineering, geology, environmental science, economics, law, and mathematics.

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**UW-Parkside** was awarded a National Science Foundation WiscAMP Small Grant to increase the number of baccalaureate degrees awarded to underrepresented minority (URM) students in STEM fields. The program provides paid research opportunities for six students during the summer between their sophomore and junior years. On average, 73% of URM students in STEM fields at UW-Parkside are retained after the first year. The retention drops to 50% after year two. Providing paid research opportunities is critical in retaining a higher percentage of URM students. Especially for first-generation and URM students, financial aid significantly reduces the pressure to earn money during the summer to support their education or contribute to family expenses.

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**UW-Platteville** was awarded two TRIO Student Support Services grants, effective for the years 2015-2020. The first grant serves 300 first-generation and income-eligible students, as well as students with documented disabilities. The second grant serves 100 students with disabilities, many of whom are from low-income backgrounds. Both programs provide comprehensive support services that include tutoring, academic coaching, course selection assistance, assistance in completing the FAFSA and locating scholarships, and assistance with the pursuit of graduate studies. The goal of these programs is to retain and graduate the students who are served.

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**UW-Platteville** is nearing the end of a National Science Foundation STEM Talent Expansion Program (STEP) grant project aimed at increasing the number of students graduating with undergraduate STEM degrees through increased recruitment and retention of students, especially traditionally underrepresented students. The STEP project builds on the success of existing programs, some of which are also NSF-funded. A structure is being provided to increase networking opportunities including mentoring, advising and research; promote career development through research and professional travel; and support career selection and job placement.

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Several National Science Foundation (NSF) funded projects are impacting the education of students at **UW-River Falls** (UWRF) and beyond. In 2014, NSF funded the development of the novel STEMteach graduate program which is enabling STEM professionals and recent graduates with STEM degrees to become science, math, and computer science teachers. This intensive, one-year program is already reducing the shortage of qualified STEM teachers for middle schools and high schools. Another NSF-funded project involves investigating the role of testing feedback to promote and support learning in general chemistry. Findings could be applicable nationwide and transferable to other STEM disciplines. Finally, UWRF has been a

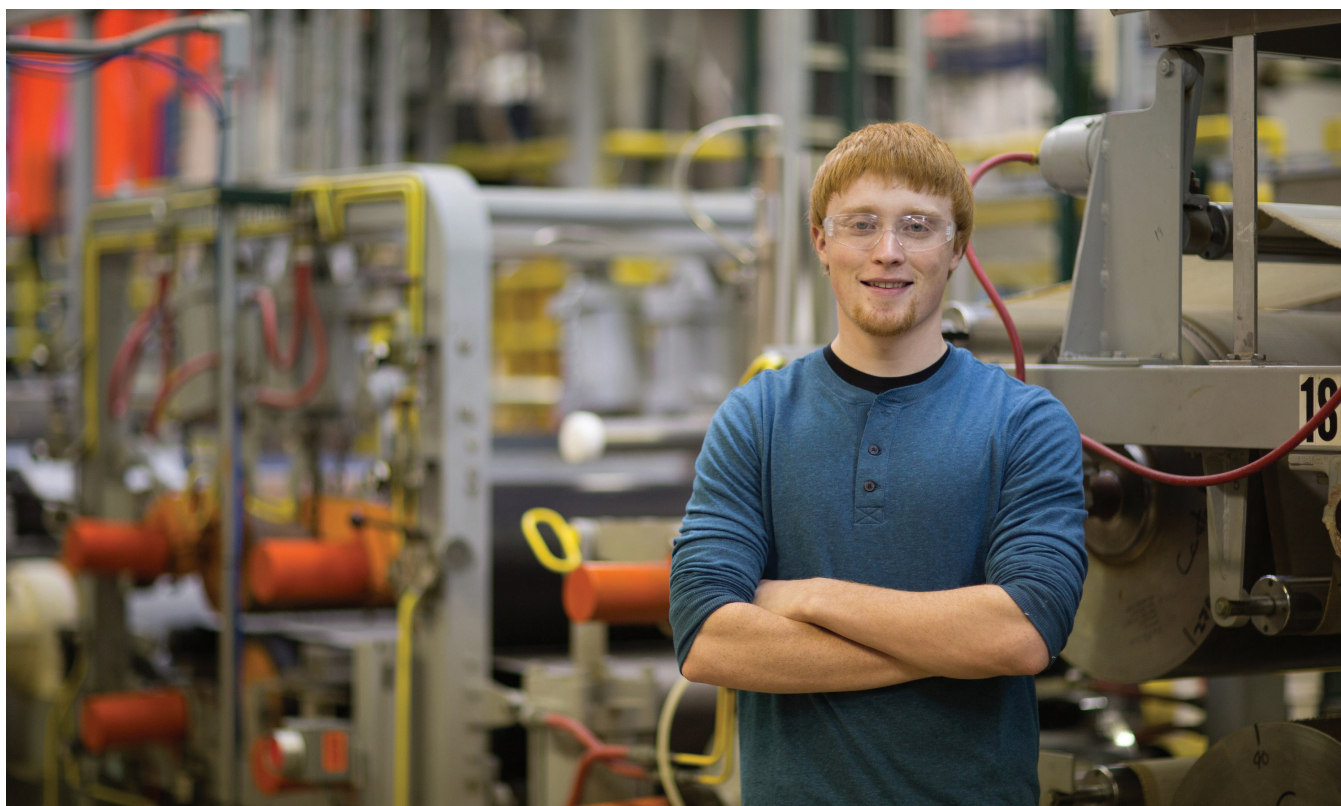
member of the NSF-funded IceCube Collaboration (and AMANDA) since 1998 and is one of only two undergraduate programs participating. The IceCube project has provided undergraduate, two-year colleges, and Upward Bound students with an introduction to cutting-edge research for the last 18 years.

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**UW-Stevens Point** professor Justin VanDeHey was awarded a U.S. Department of Interior grant to evaluate the St. Louis River lake sturgeon population with the goal of maintaining a self-sustaining population of this species that is important to the health of the Lake Superior ecosystem. This project will involve both graduate and undergraduate students, providing them with career-related experiences.

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**UW-Stout** is leveraging grants from the National Science Foundation Research Experiences for Undergraduates program and the U.S. Army Corps of Engineers (U.S. Department of Defense), as well as Wisconsin Department of Natural Resources funding to facilitate a comprehensive fresh water quality assessment and remediation plan to reduce toxic blue-green algae blooms in a 1,900-square mile watershed across 10 Wisconsin counties. The project is engaging undergraduate student researchers under the leadership of a diverse multi-disciplinary team of faculty researchers from biology, economics, and anthropology.





## APPENDIX C — CONTINUED

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**UW-Stout** is executing a National Science Foundation grant, engaging UW-Stout's student chapter of Engineers Without Borders and the UW-Stout Center for Applied Ethics, to examine the value of humanitarian service learning for undergraduate students. The grant will track the Engineers Without Borders project in Nicaragua to create a system of wells, pumps, and tanks to deliver water to village homes. The grant provides funding for student and faculty researchers from engineering and applied social sciences. The Center for Applied Ethics, in collaboration with UW-Stout's Discovery Center, will also assess outcomes of Engineers Without Borders projects from student chapters across the United States.

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**UW-Stout** was awarded a grant from the U.S. Department of Health and Human Services (DHHS) Centers for Disease Control to enhance curriculum in occupational safety and health, a key component to UW-Stout's M.S. Degree in Risk Control. This grant advances M.S. candidates' efforts through diversity recruitment, research stipends, and active participation in national events. These national meetings of industry organizations, including the American Industrial Hygiene Association and American Society of Safety Engineers, allow graduate students to present their research to, and serve as panelists with, peer industry professionals.

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The Jim Dan Hill Library at **UW-Superior** received the 2016 Governor's Archives Award for Archival Achievement for its work to preserve and document a collection of historical maritime materials from Fraser Shipyards in Superior. This project, which was made possible through a Maritime Heritage Grant from the National Park Service, has provided student opportunities for internships and a paid research assistantship, while creating public access to a collection that is significant to maritime history and culture in the region. The award recognized the library for preserving records valuable to the community and a local business, building upon the existing strength of the archives' holdings, and enhancing public awareness of the archives.

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The U.S. Department of Education through the Wisconsin Early Childhood Association is supporting a strong and highly successful partnership between **UW-Whitewater** and the Lac Courte Oreilles Ojibwa Community College. The partnership addresses an Ojibwa community-based need to support non-traditional student's pursuit of baccalaureate degrees and dual licensure in early childhood and special education. Through a truly collaborative program based on an effective articulation agreement, students in the local Ojibwa community will have access to a quality baccalaureate degree program. (Supporting Ojibwa Students Through Articulation to a 4-Year Degree Completion: A Story of Collaboration, Culture, and Complexity, research partnership between UW-Whitewater and the Lac Courte Oreilles Ojibwa Community College.)

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**UW-Washington County** will translate the successful pilot of the transfer program developed at Madison College to students, faculty, and resources to increase its number of underrepresented minority students who complete baccalaureate degrees in STEM at Wisconsin Alliance for Minority Participation (WiscAMP) institutions.

---

This program provides stipends to ease the financial burden and allow students to engage with academic, professional, and personal preparation for success in a 4-year STEM major. WiscAMP also supports student retention through academic and student support activities. **UW-Washington County** Associate Professor of Engineering Dr. Luis Rodriguez leads the program, and has been the lead math instructor for the WiscAMP Excel Summer program since 2009. (WiscAMP Scholars Program: NSF to **UW-Madison**, **UW-Waukesha** as Sub-awardee)







# APPENDIX D

## REGULATORY REFORM

Certain federal regulations are burdensome to aspects of higher education and its missions of teaching, research, and public service. The UW System looked at the broad federal regulatory framework – statutes and agency regulations – that most impinge upon higher education. We reviewed areas where we have provided comments to the federal government recently and obtained input from UW System institutions, with our hope that these recommendations will inform future policy deliberations about federal regulatory reform.

### ACCREDITATION

#### “DIFFERENTIATED REVIEW”

There is disagreement as to whether accrediting agencies can use a “differentiated review” process to review institutions with a record of stability and successful performance. This means that accreditors must devote the same amount of energy and resources to review institutions with histories of high performance as they do to review institutions with documented problems.

#### UW SYSTEM RECOMMENDS:

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*Provide accreditors clear authority to design and implement a system of “differentiated review” within the regulatory framework of the Higher Education Act.*

---

### ALTERNATIVE PATHWAYS

In general, the bureaucratic, overly prescriptive regulations surrounding recognition distract accreditors from the larger goals of accreditation and undermine the ability of well-established institutions to innovate. In particular, the prescribed accreditation steps and prescribed length of time required per step, aim only at traditional 2- and 4-year cohort-based traditional programs. They are particularly disincentivizing for innovative programs aimed at nontraditional students. For example, accreditors should allow the UW Flexible Option Program greater

flexibility as the program is being offered within the system of higher education, with UW-Extension leading the effort and working with multiple UW System institutions to offer degree programs through competency-based education that focuses on self-paced student learning vs. regulated “seat time.”

#### UW SYSTEM RECOMMENDS:

---

*Provide for alternative pathways to accreditation for innovative nontraditional programs at established institutions. At a minimum, Regional Accreditors should sit down with such programs to map customized routes to accreditation that better match them.*

---

## AFFORDABLE CARE ACT

Employees averaging 30 or more work hours per week are considered as full-time employees for purposes of the Affordable Care Act (ACA). Large employers must provide and offer to full-time employees (working 30 hours a week) affordable health insurance coverage by the first of the fourth month of employment or face potential penalties. For the UW System, the potential penalty risk in 2016 is approximately \$64,800,000 (i.e., \$2,160/employee x 30,000 employees) if we do not offer affordable coverage to 95% of our full-time employees. The two largest areas of risk are: (1) Student Hourly Employees and (2) Temporary Employment - Limited Term Employees

#### (1) Student Hourly Employees

Student hourly employees create the highest compliance concern for the ACA for the UW System. While the UW System is able to offer State Group Health Insurance Program to graduate assistants, the State of Wisconsin prohibits the UW System from offering health insurance to student hourly employees. UW System was forced to implement restrictions to limit hours of service for student hourly employees to 25 hours (excluding federal

work study hours) per week during class weeks. This created a hardship both for students and departments.

## (2) Temporary Employment - Limited Term Employees

The UW System has unique challenges in employing a temporary workforce (for example, coverage of a maternity leave for 4-5 months) and complying with the ACA. Most temporary workers are not eligible for health insurance unless they are expected to be employed for one year and are eligible for the Wisconsin Retirement System. The UW System cannot modify benefit eligibility criteria for the UW System's temporary workforce as a State of Wisconsin agency. Therefore, this group of employees creates a compliance concern for the Affordable Care Act.

### UW SYSTEM RECOMMENDS:

#### (1) Student Hourly Employees

*Exempt full-time students from the ACA's employer mandate. Regulations issued by the Treasury Department stated that the ACA's final employer shared responsibility requirement would apply to students working above 30 hours per week, excluding those on federal work study. This revision would remove a significant penalty risk for the UW System.*

#### (2) Temporary Employment - Limited Term

## Employees

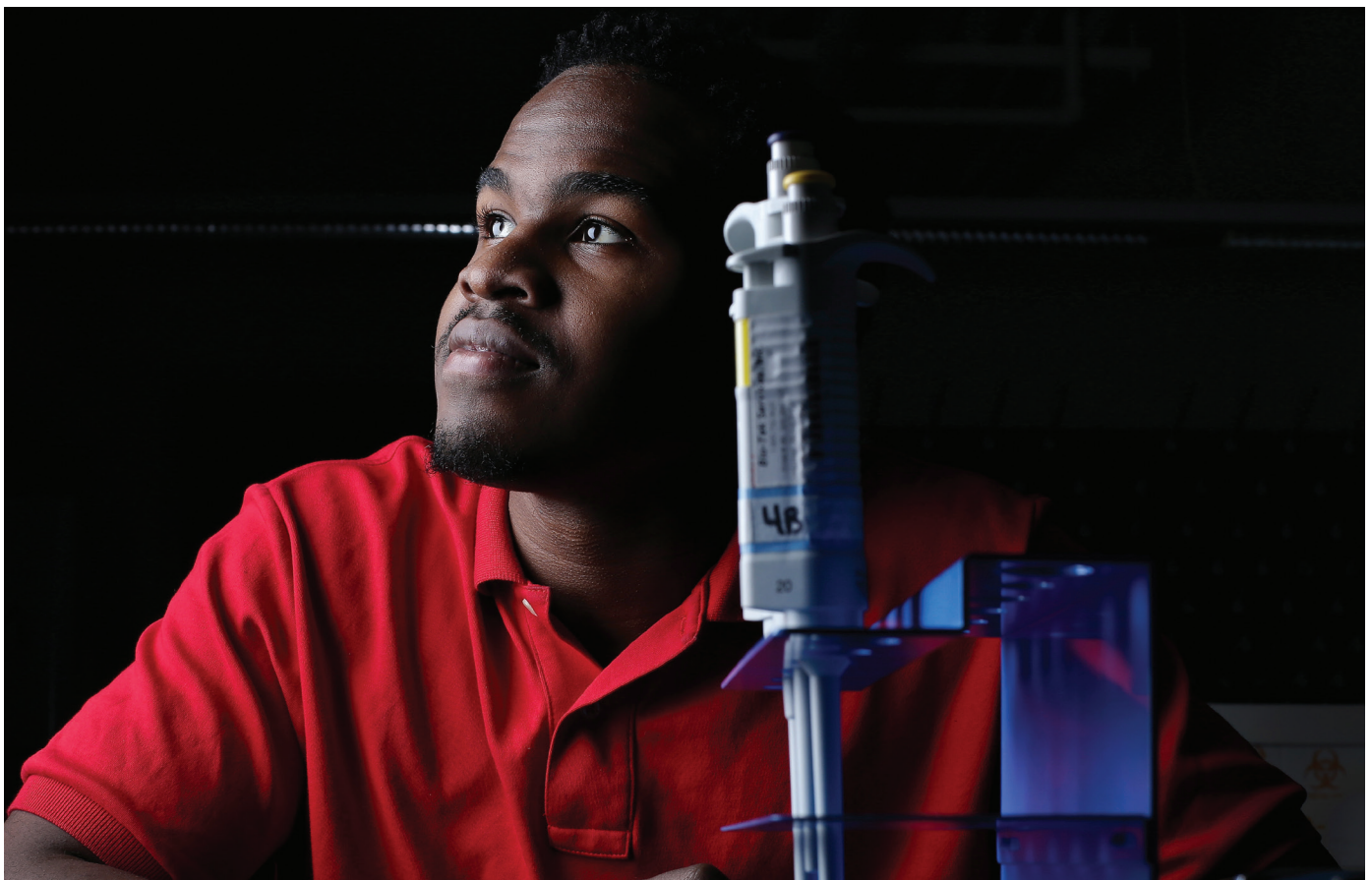
*Revise the ACA definition of "full time" to permit temporary employees to work full time for periods up to six months without requiring an employer offer of affordable health insurance.*

*If the above is not feasible, eliminate or substantially reduce the penalties associated with violations.*

## CAMPUS CRIME AND SECURITY

### DEFINITIONS

The Clery Act has been expanded to require institutions to report on a number of incidents which are defined in the Department's Clery Act regulations. Other incidents are defined in the Federal Bureau of Investigation's (FBI's) Uniform Crime Reporting program. There is administrative burden associated with trying to find definitions across multiple venues.





# APPENDIX D — CONTINUED

## UW SYSTEM RECOMMENDS:

*Consolidate all definitions of reportable incidents into the UCR and ensure any future crime definitions derive from there. This ensures that new crime definitions would be developed by experts in law enforcement and crime reporting protocols, providing a common definition for both local police and campus security officials.*

## TIMELY WARNINGS

The Clery Act requires institutions to have procedures for issuing Timely Warnings for Clery crimes occurring anywhere in the Clery geography as soon as information is available that suggests a serious or continuing threat to students and employees. It is unclear whether Timely Warnings must be issued for all Clery crimes and how the words “timely” and “continuing threat” are to be defined. Issuing Timely Warnings for certain crimes may compromise an ongoing police or campus investigation by alerting a suspect. In addition, Timely Warnings are likely to be ignored by students because of the sheer number they receive.

## UW SYSTEM RECOMMENDS:

*Provide institutions the clear authority to rely upon their own professional judgment in determining both what constitutes a “continuing threat” and when they have the information needed to release a warning, provided it is consistent with the spirit of the law. The Department of Education should not second-guess institutions that follow their own reasonable policies in making these determinations.*

## SAFETY TIP

Timely Warnings must also include a “safety tip,” which is usually unnecessary and can be wholly inappropriate. An example safety tip from one handbook cautions students “not to leave drinks unattended” and “to use the buddy system when socializing.” Including this type of information could be seen as blaming the victim of a crime.

## UW SYSTEM RECOMMENDS:

*Eliminate the requirement to include a safety tip in a Timely Warning. Institutions should include a safety tip only if, in their judgment, it is helpful and appropriate to do so.*

## NON-CAMPUS PROPERTY

Under the Clery statute, regulations, and guidance, institutions are required to report crimes that occur on “non-campus property.” The definition of non-campus property is extremely broad, requiring institutions to report statistics for locations that are either controlled by a recognized student organization or owned or controlled by the higher ed institution and used in support of the institution’s educational purpose or by students. This leads to reporting on hotel rooms and common areas where students regularly stay overnight for institution-sponsored trips, meeting spaces provided for a university club arranged through an email, an institutionally recognized fraternity house, the



stairwell of a building where the institution holds classes on Wednesday night, or on a ship where the institution conducts research. Counterintuitively, it doesn't require reporting on fraternity houses if the organization is not officially recognized by the institution – a data point the public may actually find to be important. Since the numbers are reported in aggregate, without differentiating between an overseas trip and a bowling alley down the street from campus, the data provides little useful information. Finally, out-of-town and foreign policy agencies seldom respond to these requests for information.

#### UW SYSTEM RECOMMENDS:

---

*Narrow the definition of “non-campus property.” Consider excluding properties such as medical clinics where the educational use is only incidental. Eliminate foreign and overnight-trip reporting entirely. Reporting requirements from branch campuses are appropriate.*

---

## SUB-REGULATORY GUIDANCE

The Department of Education, and in particular the Office of Civil Rights, has published significant guidance in the past few years and is enforcing that guidance as if it were law. However, none of the guidance has gone through the rule-making process. This has many implications, including the fact that the guidance has not had the benefit of comments by those who work in this area at universities, as well as continued uncertainty in the application and enforcement of such guidance.

#### UW SYSTEM RECOMMENDS:

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*Clarify that sub-regulatory guidance by the Office of Civil Rights is recommended, but not mandatory, to adhere to. Substantive guidance should go through the notice and comment rule-making process, with appropriate input from institutions of higher education.*

---

## FAIR LABOR STANDARDS ACT

The U.S. Department of Labor's rule allowing more workers to earn overtime pay was set to take effect on December 1, 2016, before the rule was enjoined by a federal judge in Texas. If the rule takes effect at a later date, the UW System has made appropriate preparations to do so. One concerning provision of the rule was the automatic indexing of the salary threshold to inflation in future years, creating uncertainty for colleges and universities in their budget and planning processes.

#### UW SYSTEM RECOMMENDS:

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*If the rule proceeds towards implementation, the automatic indexing of the salary threshold to inflation should be removed. The Department of Labor should go through the standard formal notice and comment process when making adjustments to the threshold levels.*

---

## FINANCIAL AID

### “PRIOR-PRIOR” YEAR

In the 1st Session of the 114th Congress, the Administration endorsed using income data from one year earlier, “Prior-Prior Year,” to file the Free Application for Federal Student Aid (FAFSA).

#### UW SYSTEM RECOMMENDS:

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*Codify “Prior-Prior” year data.*

---

## EXIT COUNSELING

According to the Department of Education, appropriately addressing exit counseling requirements is one of the most consistent mistakes made by institutions. The biggest issue historically has been the inability to find and counsel borrowers who withdraw or drop out from an institution without informing the institution. When student borrowers withdraw without informing institutions, institutions have difficulty finding them. It is not always the easiest to identify students and this is a very time-consuming process. Most schools just push students to complete the counseling via the federal website.

#### UW SYSTEM RECOMMENDS:

---

*Make the Department of Education assume exit counseling responsibility and counsel students directly through an interactive portal with an educational component. At a minimum, institutions making a good faith effort to reach out to such students should be considered to have met their exit counseling obligations.*

---

## 150% LIMIT

In July 2013, Congress limited the time that a student could borrow federally subsidized loans to 150% of “normal time” of a program. Students in a four-year program will not be eligible to borrow after six years regardless of if they have reached the cumulative borrowing cap for subsidized loans of \$23,500. The provision is especially punitive for

# APPENDIX D — CONTINUED

transfer students. However, the 150% limit does not apply to other federal programs. The National Association of Student Financial Aid Administrators (NASFAA) reports that some of its members spent up to \$111,000 per institution to administer this rule over a three-month period. The rule is extremely time consuming and burdensome for institutions. The satisfactory academic progress rules and annual/aggregate loan limits already address timely completion.

## UW SYSTEM RECOMMENDS:

---

*Eliminate the 150% limit or, at a minimum, only apply the 150% rule at the undergraduate level, as opposed to at a program or degree level, making it consistent with Pell restrictions.*

---

## ORIGINATION FEES

Origination fees on student loans increase on an annual basis. This is very confusing to students. Further, institutions are dealing with two burdens as a result of these increases. The first unintended problem is associated with timing. While a new financial aid award year starts July 1, annual increases on origination fees become effective at the start of the new federal year, October 1. This means that, although they are loans for the same academic year, loans disbursed before October 1 and those disbursed on or after that date will have different origination fees. Second, although the sizes of the changes in origination fees are very minimal, the software changes needed at the institution to address the changes are significant. Until sequestration, institutional financial aid software dealt with numbers up to two decimal places, or whole cents. Because of the small increases in origination fees, institutions now must deal with additional decimal places to deal with fractions of cents. While this may seem like a minor issue, this has led to expensive reprogramming of software or purchases of new software by institutions. Institutions have had to retool their systems to address changes totaling fractions of cents.

## UW SYSTEM RECOMMENDS:

---

*Remove origination fees from sequestration. At a minimum, link changes in origination fees to the beginning of the academic year (July 1), not the federal fiscal year (October 1).*

---

## PRORATION

The annual loan limits for undergraduate borrowers must be prorated if a borrower is enrolled in a program that is shorter than one academic year, or if the borrower is in a program that is a year or longer but is borrowing for a final enrollment period that is shorter than a full academic year. Proration for students in their final enrollment period is inconsistent with other loan limit policies, requires significant and unnecessary calculations for institutions, and penalizes students who are closest to program completion. It is difficult for institutions to find every student and confusing for students when they have to be told that they are eligible for less funds in their final term. As these students are about to graduate and enter the work force, they seem to be a good credit risk. It should be noted that institutions who have dispensed with this requirement in the “Experimental Sites” program have found no adverse effects.

## UW SYSTEM RECOMMENDS:

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*Remove the proration requirement for the last enrollment period for students in programs that are at least one academic year in length.*

---

## REGULAR AND SUBSTANTIVE INTERACTION IN COMPETENCY-BASED EDUCATION (CBE) PROGRAMS

The Department of Education links all federal financial aid to the “credit hour” through its regulation. This discourages the use of innovative models of education because federal aid is tied to student “seat time” vs. student learning. In addition, program standards are judged against the most traditional classroom format. In particular, the definition of “regular and substantive interaction”



ignores learning science and adaptive-learning technology. Finally, requiring financial aid disbursement in equal payments punishes self-paced student progress and creates the need for a complicated Return of Title IV (R2T4) section of the Federal Student Aid Handbook. Innovative programs such as the UW Flexible Option, built on the direct assessment of self-paced student learning (a form of competency-based education), do not fit current Title IV financial aid regulations.

#### UW SYSTEM RECOMMENDS:

---

*Change Title IV regulations to accommodate quality competency-based education (CBE) programs, particularly related to “regular and substantive,” the definition of “correspondence program,” and how financial aid is disbursed.*

---

### COMPETENCY-BASED EDUCATION DEFINITION

Despite its existence for 40 years, no definition for “competency-based education” exists in the Higher Education Act. As a consequence, competency-based education is forced to be defined, regulatory speaking, by what it is not vs. what it is – i.e., compared against outdated definitions of “correspondence programs” and traditional, cohort-based, classroom-based residential education.

#### UW SYSTEM RECOMMENDS:

---

*Create and insert a definition of “competency-based education” in the Higher Education Act or associated regulations.  
Update the definition of “correspondence program.”*

---

### TITLE IV AID

The Department of Education assumes that federal aid is first applied to tuition in all circumstances. This does not take into account where tuition was waived by the institution. When a student whose fee was waived withdraws or drops, institutions, due to the Department’s assumption, pretend that the student actually paid their fees with federal funds and have to return the unearned portion of the federal aid. This is an artificial mechanism and one that leads to institutions having to send institutional funds to the Department. The Return of Title IV (R2T4) section of the Federal Student Aid Handbook is 128 pages with 77 pages of case studies, and is burdensome given the array of course, programmatic, and enrollment offerings. Furthermore, students who withdraw for a semester due to circumstances beyond their control frequently owe a school thousands of dollars as a result of the return of Title IV aid and face barriers to re-enrolling or transferring to another school.



# APPENDIX D — CONTINUED

## UW SYSTEM RECOMMENDS:

---

*Change assumption that federal Title IV aid is always applied to institutional charges first. At a minimum, exclude fee waivers issued by institutions.*

---

## GAINFUL EMPLOYMENT

Institutions are required to disclose extensive items of information about students enrolled in Gainful Employment (GE) programs. The items involve student-based information related to the institution, the GE program, as well as other programs in which the student is enrolled in a particular academic year. The regulations added for GE programs are extremely burdensome to produce, and the current volume and level of detail of the reporting requirements and the questionable relevance of the disclosures confuse rather than inform students, if students look at all. For example, all the requirements consume about half of a full-time position for the Financial Aid Office at one institution alone to oversee the 50 or so programs that fall under this classification.

## UW SYSTEM RECOMMENDS:

---

*Streamline regulations to provide only the key pieces of information most useful to consumers. In addition, any proposed GE disclosures should be subject to extensive consumer testing to determine whether the information is likely to be used in students' decision making.*

---

## GRANTS AND CONTRACTS

### EFFORT REPORTING

Effort reporting is an attempt to apply accounting principles to faculty research activities. It requires researchers to segment their time into reportable periods and to certify the level of effort devoted to any particular sponsored project. It fails to acknowledge the shared responsibilities, often inseparable, of faculty who are involved in teaching,

mentoring students, participating in the life of the university, and also performing research. It is estimated to cost UW-Madison \$1.8 million per year to meet effort reporting requirements. These expenditures deter investment in science and require repeated involvement of researchers while not strengthening the research enterprise.

## UW SYSTEM RECOMMENDS:

---

*Modify the effort reporting regulations to be less onerous.*

---

## NEW UNIFORM GUIDANCE

The new Uniform Guidance provides new monitoring and reporting requirements for universities who act as the prime recipients of research awards and who then pass through part of the programmatic activities to sub-recipients, including other universities. The new policy is far more prescriptive and burdensome than previous regulations. It is duplicative to require prime recipients to monitor and report on other research universities that regularly receive federal awards.

## UW SYSTEM RECOMMENDS:

---

*Review the new monitoring and reporting requirements to eliminate duplication.*

---

## REGULATIONS FOR HUMAN AND ANIMAL SUBJECTS

The burdens associated with protocols, training, and compliance with regulations for human and animal subjects are significant and have increased dramatically over the last 10 years.

## UW SYSTEM RECOMMENDS:

---

*Develop risk-based regulations and remove rules in this area that are unnecessary.*

---

## FUNDING BY TWO OR MORE FEDERAL AGENCIES

Many agencies respond individually to federal requirements. Therefore, expectations may differ dependent on funding source. This is burdensome to those who provide the training and to those who are funded by two or more federal agencies.

### UW SYSTEM RECOMMENDS:

---

*Strengthen coordination and better align federal requirements.*

---

## IMMIGRATION

### POST-DOCTORAL RESEARCHERS

Post-doctoral researchers are the backbone of research universities like UW-Madison and UW-Milwaukee, which provide training opportunities for recent graduates. These positions are often shoe-horned into fully professorial occupational classifications that do not reflect real-world wages for post-docs. Creating Standard Occupational Classification (SOC) Codes specific to post-doctoral researchers would allow UW System institutions to recruit and retain the best and brightest foreign post-docs.

### UW SYSTEM RECOMMENDS:

---

*Create Standard Occupational Classification (SOC) Codes specific to post-doctoral researchers.*

---

### GREEN CARD SELF-PETITION PROCESS

The green card self-petition process for U.S.-educated graduates should be simplified. This would reduce processing costs for UW System institutions and American employers and put the onus on foreign nationals to apply for a green card. This would take employers out of the way of the relationship between an immigrant and his or her attorney and family.

### UW SYSTEM RECOMMENDS:

---

*Simplify the green card self-petition process for U.S.-educated graduates.*

---

### H1B VISA WAGE SCALE

Department of Labor rules currently require a prevailing wage rate be issued to those hired on an H1B visa, regardless of the institution's normal wage scale. An unintended consequence of this is that

institutions may be forced to pay those on H1B visas a higher wage rate than domestic labor.

### UW SYSTEM RECOMMENDS:

---

*Modify rules to permit the use of an institution's normal wage scale or the prevailing wage, whichever is lower, for H1B applications.*

---

## TEACHER PREPARATION

The recently released teacher preparation regulations maintain a basic structure of evaluating teacher preparation programs based on a federally mandated framework that requires student learning outcomes measurement and linking such performance to Title IV federal student aid eligibility. Requiring every state to rate each of the 26,000 teacher preparation programs every year using four prescribed metrics is a demanding and costly enterprise for which there is little capacity and even fewer resources. Setting a precedent of tying access to federal student financial aid to a yet-to-be-determined rating system represents a significant policy shift which deserves a full vetting with all stakeholders and Congress. In conflict with the recently enacted, bipartisan Every Student Succeeds Act, the regulations call for an expansion of student assessments to include "non-tested grades and subjects," a policy that was clearly rejected by Congress in the new law.

### UW SYSTEM RECOMMENDS:

---

*Delay implementation of final regulations until a more thorough review by Congress and other stakeholders can occur.*

---

## 1098-T REPORTING

### REPORTING CHANGES

The Internal Revenue Service (IRS) recently ended a Notice of Proposed Rulemaking (NPRM) that calls for significant reporting changes for IRS Form 1098-T. The proposed new requirements for colleges and universities go beyond legislative changes enacted in 2015. Much of the new information proposed to collect misses the mark and will not bolster compliance efforts regarding the education tax credits.

Current exemptions for reporting on nonresident aliens and students whose qualified expenses are paid under a formal billing arrangements where the institution does not maintain a financial account for the student should not be eliminated.

# APPENDIX D — CONTINUED

## UW SYSTEM RECOMMENDS:

---

*Maintain current reporting exemptions for reporting on nonresident aliens and students whose qualified expenses are paid under a formal billing arrangement where the institution does not maintain a financial account for the student (primarily dual-enrollment and contract education students).*

---

## NEW DATA ELEMENTS

The IRS proposed adding two new data elements to the 1098-T. The first is to require schools to parse out the amount paid for Qualified Tuition and Related Expenses (QTRE) related to an academic year beginning in January, February, or March of the coming calendar year. Student accounting systems do not typically identify or track payments in this manner, and reporting dollar amounts of payments attributed to future terms would be difficult.

## UW SYSTEM RECOMMENDS:

---

*Object to adding two new data elements to the 1098-T.*

---

## REPORTING OF PAYMENTS

The IRS proposed changes for the reporting of payments received to qualified tuition and related expenses that apply payments to qualified tuition first. This may not reflect actual charges and payments on a student's account and creates artificial assumptions that may conflict with the order of payments at institutions.

## UW SYSTEM RECOMMENDS:

---

*Allow institutions to report on Form 1098-T the amounts which reflect actual payment application on a student's account.*

---

## ENROLLMENT REPORTING

The IRS proposed adding a box to Form 1098-T for the school to provide the number of months that the student was enrolled on a full-time basis. Institutions strongly oppose this provision as colleges and universities do not track student attendance or enrollment by month.

## UW SYSTEM RECOMMENDS:

---

*Postpone changes to reporting requirements for IRS Form 1098-T, Box 1 (Amounts Paid) for tax year 2017.*

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# UW SYSTEM FACTS

The University of Wisconsin System is made up of two doctoral universities (UW-Madison and UW-Milwaukee), 11 comprehensive four-year universities, 13 UW Colleges two-year campuses, and statewide UW-Extension. The UW System is one of the largest systems of public higher education in the country, serving approximately 180,000 students each year and employing more than 39,000 faculty and staff statewide.

## ENROLLMENT

Approximately 180,000 students enroll each year.

14% of UW System undergraduate students were non-traditional aged in fall 2015.

## ACCESS

31.7% of students graduating from high school in Wisconsin in 2015 enrolled at a UW System campus for fall 2015.

In 2015-16, UW System institutions offered 6,600 distance education courses.

## DEGREE TRENDS

In 2015-16, the UW System conferred 36,487 associates, bachelor's, master's, doctoral, and professional degrees.

Women earned 54.6% of degrees in 2015-16.

66.2% of fall 2009 full-time new freshmen graduated in six years or less.

## FINANCIAL AID

A total of 119,000 students received some form of financial aid in 2015-16. This is 67% of all students enrolled in the UW System.

Federal sources provided 72% of financial aid to UW System students in 2015-16.

The Pell Grant program provided \$141 million to almost 37,000 Wisconsin resident undergraduates in 2015-16.

Pell Grants were awarded to 31% of resident undergraduates in 2015-16. The average grant was \$3,817.

The average loan debt for a Wisconsin resident who had loan debt at graduation and received a bachelor's degree in 2015-16 was \$30,889.

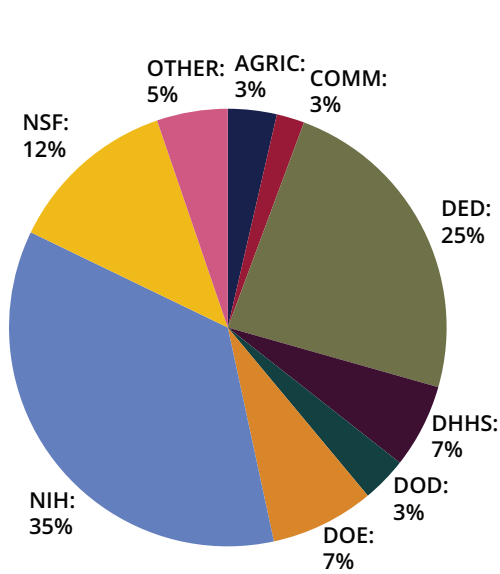
The three-year student loan default rate for the UW System was 4.5% for students graduating in fiscal year 2013, well below the national average of 11.3%.

## FEDERAL FUNDS

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

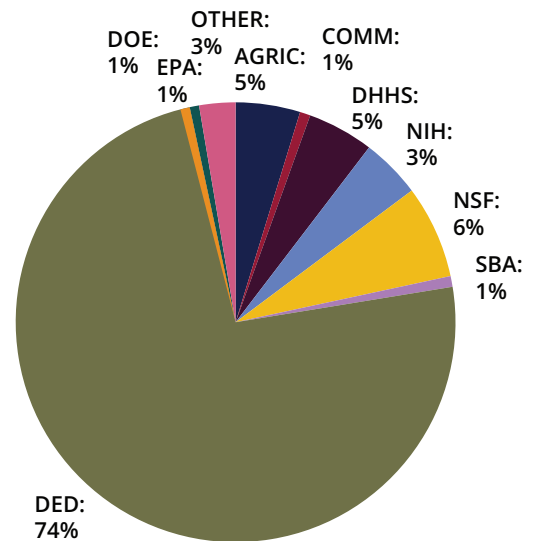


**Federal Awards: \$931,625,974**



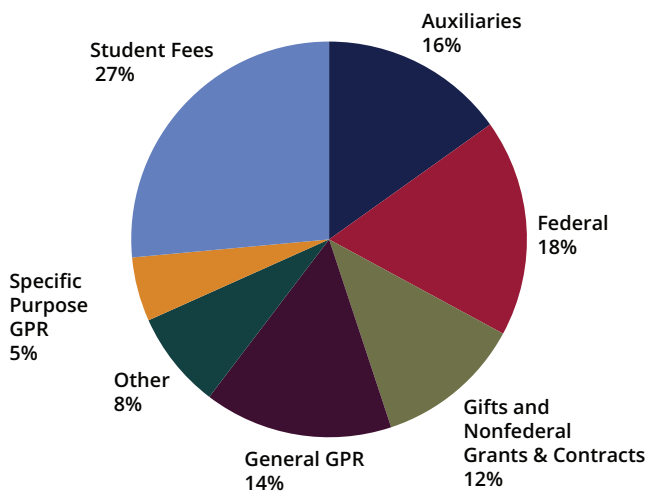
*All UW Institutions Fiscal Year 2015-16*

**Federal Awards (without UW-Madison): \$246,327,155**



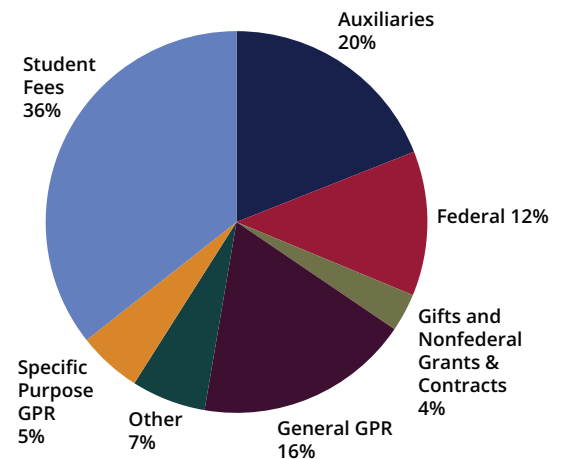
*FY 2015-16*

**Total Revenues: \$5,262,366,912**  
**Federal Sources: \$955,111,704**



*All UW Institutions Fiscal Year 2015-16*

**Total Revenues (without UW-Madison): \$2,463,073,570**  
**Federal Sources: \$297,256,384**



*FY 2015-16*

**Note:** These four charts exclude funding from the Direct Student Loan program.

## BOARD OF REGENTS

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# CONTACT INFORMATION FOR UW SYSTEM OFFICES AND INSTITUTIONS

## System Offices

	Officer	Website	Phone
President's Office	Ray Cross	<a href="http://wisconsin.edu/president">wisconsin.edu/president</a>	608-262-2321
Academic and Student Affairs	James P. Henderson	<a href="http://wisconsin.edu/offices/asa">wisconsin.edu/offices/asa</a>	608-262-3826
Administration	Robert G. Cramer	<a href="http://wisconsin.edu/offices/admin">wisconsin.edu/offices/admin</a>	608-262-4048
Budget and Planning	Renee Stephenson	<a href="http://wisconsin.edu/offices/bp">wisconsin.edu/offices/bp</a>	608-262-6423
Capital Planning and Budget	Alexandria Roe	<a href="http://wisconsin.edu/offices/cpb">wisconsin.edu/offices/cpb</a>	608-265-0551
Federal Relations	Kris Andrews	<a href="http://wisconsin.edu/government-relations">wisconsin.edu/government-relations</a>	608-263-3362
Finance	Sean P. Nelson (as of 4/17/17)	<a href="http://wisconsin.edu/offices/finance">wisconsin.edu/offices/finance</a>	608-262-1311
General Counsel	Tomas Stafford	<a href="http://wisconsin.edu/offices/gc">wisconsin.edu/offices/gc</a>	608-262-6497
Human Resources/ Workforce Diversity	Shenita Brokenburr	<a href="http://wisconsin.edu/ohrwd">wisconsin.edu/ohrwd</a>	608-263-4384
UW HELP		<a href="http://uwhelp.wisconsin.edu">uwhelp.wisconsin.edu</a>	800-442-6459
Board of Regents Office	Jane Radue	<a href="http://wisconsin.edu/regents">wisconsin.edu/regents</a>	608-262-2324

## UW Institutions

	Chancellor or Regional CEO/Dean	Website	Phone
UW-Eau Claire	James Schmidt	<a href="http://www.uwec.edu">www.uwec.edu</a>	715-836-2327
UW-Extension	Cathy A. Sandeen	<a href="http://www.uwex.edu">www.uwex.edu</a>	608-262-3786
UW-Green Bay	Gary L. Miller	<a href="http://www.uwgb.edu">www.uwgb.edu</a>	920-465-2207
UW-La Crosse	Joe Gow	<a href="http://www.uwlax.edu">www.uwlax.edu</a>	608-785-8004
UW-Madison	Rebecca Blank	<a href="http://www.wisc.edu">www.wisc.edu</a>	608-262-9946
UW-Milwaukee	Mark Mone	<a href="http://www.uwm.edu">www.uwm.edu</a>	414-229-4331
UW-Oshkosh	Andrew J. Leavitt	<a href="http://www.uwosh.edu">www.uwosh.edu</a>	920-424-0200
UW-Parkside	Deborah Ford	<a href="http://www.uwp.edu">www.uwp.edu</a>	262-595-2211
UW-Platteville	Dennis J. Shields	<a href="http://www.uwplatt.edu">www.uwplatt.edu</a>	608-342-1234
UW-River Falls	Dean Van Galen	<a href="http://www.uwrf.edu">www.uwrf.edu</a>	715-425-3201
UW-Stevens Point	Bernie L. Patterson	<a href="http://www.uwsp.edu">www.uwsp.edu</a>	715-346-2123
UW-Stout	Bob Meyer	<a href="http://www.uwstout.edu">www.uwstout.edu</a>	715-232-2441
UW-Superior	Renée Wachter	<a href="http://www.uwsuper.edu">www.uwsuper.edu</a>	715-394-8223
UW-Whitewater	Beverly A. Kopper	<a href="http://www.uww.edu">www.uww.edu</a>	262-472-1918
UW Colleges	Cathy A. Sandeen	<a href="http://www.uwc.edu">www.uwc.edu</a>	608-262-3786
Baraboo/Sauk County	Charles Clark	<a href="http://www.baraboo.uwc.edu">www.baraboo.uwc.edu</a>	608-355-5200
Barron County	Keith Montgomery	<a href="http://www.barron.uwc.edu">www.barron.uwc.edu</a>	715-234-8176
Fond du Lac	Martin Rudd	<a href="http://www.fdl.uwc.edu">www.fdl.uwc.edu</a>	920-929-1100
Fox Valley	Martin Rudd	<a href="http://www.uwfox.uwc.edu">www.uwfox.uwc.edu</a>	920-832-2600
Manitowoc	Martin Rudd	<a href="http://www.manitowoc.uwc.edu">www.manitowoc.uwc.edu</a>	920-683-4700
Marathon County	Keith Montgomery	<a href="http://www.uwmc.uwc.edu">www.uwmc.uwc.edu</a>	715-261-6100
Marinette	Keith Montgomery	<a href="http://www.marinette.uwc.edu">www.marinette.uwc.edu</a>	715-735-4300
Marshfield/Wood County	Keith Montgomery	<a href="http://www.marshfield.uwc.edu">www.marshfield.uwc.edu</a>	715-389-6500
Online and Distance Education	Michael Bartlett	<a href="http://www.online.uwc.edu">www.online.uwc.edu</a>	608-270-2771
Richland	Charles Clark	<a href="http://www.richland.uwc.edu">www.richland.uwc.edu</a>	608-647-6186
Rock County	Charles Clark	<a href="http://www.rock.uwc.edu">www.rock.uwc.edu</a>	608-758-6565
Sheboygan	Jackie Joseph-Silverstein	<a href="http://www.sheboygan.uwc.edu">www.sheboygan.uwc.edu</a>	608-459-6600
Washington County	Jackie Joseph-Silverstein	<a href="http://www.washington.uwc.edu">www.washington.uwc.edu</a>	262-335-5200
Waukesha	Jackie Joseph-Silverstein	<a href="http://www.waukesha.uwc.edu">www.waukesha.uwc.edu</a>	262-521-5200

# UW Campuses

