



**Board of Regents**

1860 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706  
(608)262-2324  
email: [board@uwsa.edu](mailto:board@uwsa.edu)  
website: <http://www.uwsa.edu>

DATE: February 28, 2019  
TO: Members of the Board of Regents  
FROM: Jess Lathrop, Executive Director and Corporate Secretary

**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 7, 2019

**10:00 a.m.**                      **All Regents—Symphony Room**

1. Calling of the roll
2. Approval of the minutes of the February 2019 meeting
3. Updates and introductions
4. Report of the President of the System
  - a. Update on recent events
  - b. Restructuring updates
5. Faculty spotlight: Showcasing the teaching, research and service of UW System faculty
6. Panel presentation and discussion: UW System Student Success Collaborative

12:00 p.m.                      Lunch – Sonata Room  
*A quorum of the Board of Regents may be present; no Board business will be conducted.*

**1:00 p.m.**                      **All Regents—Symphony Room**

7. 2019-21 Biennial Budget Update
8. Presentation and discussion: Higher education talent development initiatives and areas for opportunity and alignment
9. Federal higher education agenda and priorities
10. Regent Scholar Grant Awards

11. Review and approval of changes to the Board of Regents bylaws relating to one-day meetings, standing committees, and other technical changes  
[Resolution 11.]

12. Regent communications, petitions, and memorials

4:30 p.m.                    Regent and Chancellor Reception with Wisconsin Foundation and Alumni Association Members  
LaBahn Arena, 105 E. Campus Mall, Madison, Wisconsin

Event is by invitation only. Please contact [carrie.olson@wisc.edu](mailto:carrie.olson@wisc.edu) for more information.

*A quorum of the Board of Regents may be present; no Board business will be conducted.*

*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 Jess Lathrop, 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 Jess Lathrop in advance of the meeting. The meeting will be webcast at <http://www.wisconsin.edu/regents/board-of-regents-video-streaming/> on Thursday, March 7, 2019, from 10:00 a.m. to approximately 2:30 p.m.*

**UW SYSTEM STUDENT SUCCESS COLLABORATIVE  
NAVIGATE STUDENT SUCCESS MANAGEMENT SYSTEM**

**EXECUTIVE SUMMARY**

**BACKGROUND**

Ensuring and improving student success is central to the mission of the UW System. The UW System has made a major commitment to deploying a critical new set of tools and approaches under the rubric of the UW Student Success Collaborative to ensure that students will succeed at the highest level possible. The first of these new approaches is the EAB Student Success Navigate System.

On December 7, 2018, the Board of Regents approved a contract with the Education Advisory Board (EAB) to purchase the Navigate Student Success System. Navigate is an advising workflow and student planning management tool, which provides personalized guidance to students at key moments along their college journey. Navigate links administrators, advisors, deans, faculty, other staff, and students in a coordinated care network to proactively manage student success and deliver a return on tuition expenditures. Today's presentations will give the Regents the opportunity to learn more about the Navigate system and the UW System's program to improve student success.

**REQUESTED ACTION**

For information and discussion.

**DISCUSSION**

The success of students lies at the very core of the UW System's mission and ensuring that success has never been a greater challenge than it is today. Increasingly, UW students come from families that never attended postsecondary education and are of more limited economic means than students in the past. Even when these students have enrolled, they have tended not to succeed at the same rates as traditional students, often dropping out and bearing debt from the experience. Over the next decade, this group of students will constitute a larger and larger proportion of those the UW System seeks to serve. New populations call for new approaches to ensuring their success and the UW System has made a major commitment to innovation and aggressively pursuing that success.

The UW System is implementing the EAB Navigate System as part of the UW Student Success Collaborative program. The Navigate System, already in use at UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, and UW-Platteville, is a set of state-of-the-art tools which combine data and communication to allow advisers, student success staff and faculty to interact more effectively with students using evidence gathered from the student's experience on campus and supported

by best practice predictive analytics. When implemented, the adviser and the student will know more, be able to communicate more effectively, and will be able to more effectively find and deliver help when needed. The presentations today will illustrate how and why the UW System is pursuing these goals. It will also describe the challenges the UW System faces and how institutions are tackling them.

The presentation to the Board of Regents will be in two parts: a presentation from a national expert from EAB on the criticality of improving student success, and a panel from UW institutions with direct, first-hand experience in pursuing this approach.

Dr. Edward Venit, Managing Director, Educational Advisory Board, will discuss the urgency of improving success. He will focus on three areas: the coming demographic challenges for higher education in the Midwest and across the country, the evolution of approaches to student care and success, and the return that higher education institutions have seen. The presentation will provide a broad overview and context for all the work being done as part of the UW Student Success Collaborative. The Regents will have time to explore these issues with Dr. Venit and ask questions.

Following Dr. Venit's presentation, a panel from UW institutions that have already implemented the EAB System will engage in a question-and-answer session to allow the Board to explore the outcomes, benefits and challenges of this approach to student success. The panel will include:

- Johannes Britz, Provost, UW-Milwaukee
- John Koker, Provost, UW-Oshkosh
- Karen McLeer, Director of Retention and Academic Support, UW-Platteville
- Dr. Christine Navia, Associate Vice President, UW System Office of Student Success
- Dr. Benjamin Passmore, Associate Vice President, UW System Office of Policy Analysis and Research

The panel will explore the following three high-level questions:

- (1) Which groups of students are experiencing the most benefit from the advent of the EAB Student Success Collaborative?
- (2) Have they seen a return on investment from the EAB system?
- (3) What was the "lift" to implement and use the EAB System on campus?

The panel is extremely knowledgeable about this program and the Board will be able to use this opportunity to explore the actual experiences on the campuses and the support they will be able to provide the campus preparing to implement the Student Success Collaborative through the UW System.

**PERSPECTIVES ON HIGHER EDUCATION TALENT DEVELOPMENT  
INITIATIVES AND AREAS FOR OPPORTUNITY AND ALIGNMENT**

**BACKGROUND**

The UW System has been widely recognized as a leading talent pipeline for Wisconsin's workforce needs. Continued economic strength and historically low unemployment levels are causing increased demand for highly skilled graduates, with many positions going unfilled across a broad range of employment categories. State employers are finding the worker shortage impacts their capacity for business growth. In-depth discussions, including today's update, provide a forum for the Board of Regents to assess important policy issues they may not otherwise have an opportunity to address. These discussions are designed to provide the Board with helpful, current perspectives on topics of importance and can help to guide strategies, directions, and actions that may be pursued later.

**DISCUSSION**

As part of the University of Wisconsin's efforts to more closely align the resources of the university with the needs of the state, today's conversation focuses on efforts to strengthen talent development, attraction and retention initiatives and collaborations across multiple, statewide organizations and geographies. Rebecca Deschane, the UW System-Wisconsin Economic Development Corporation (WEDC) joint liaison for Talent Development, will lead this discussion. Key topics include efforts to connect students with career opportunities, internship initiatives, entrepreneurial programming, community engagement, and an update on the state's talent attraction marketing efforts.

**REQUESTED ACTION**

While panel discussions are not designed to lead to immediate action by the Board of Regents, today's discussion will serve to highlight issues and inform future decision-making.

**RELATED REGENT POLICIES**

None.

## **THE 2019 UNIVERSITY OF WISCONSIN SYSTEM FEDERAL AGENDA**

### **BACKGROUND**

In October of 2018, the University of Wisconsin System Office of Federal Relations set in motion the annual process to produce a well-honed federal agenda for the next congressional session. Thirty-five leaders from across the UW System met for two planning meetings to submit recommendations and help set the UW System's 2019 Federal agenda. The proposed priorities were reviewed by several levels, including by the President's cabinet and the UW System Chancellors. The proposed priorities urge the U.S. Congress to place a high priority on investments in student financial aid and research and development programs and include statements of policy to guide the UW System's federal advocacy efforts in the 1<sup>st</sup> session of the 116<sup>th</sup> Congress.

Kris Andrews, UW System Associate Vice President for Federal Relations, will provide a review of activities in 2018 for the 115<sup>th</sup> Congress, and an overview of the 2019 federal agenda.

### **REQUESTED ACTION**

For information.

### **DISCUSSION**

The following is an outline of UW System's Federal Agenda for 2019 (refer to the full document for details):

#### **1. Increase Higher Education Access, Affordability, Persistence, And Completion**

Financial aid funding is critical to student success as it plays an integral role in student access, retention, graduation, and ultimately employment. Research consistently demonstrates need-based grants, particularly Federal Pell Grants, are especially beneficial to college access, affordability, persistence, and completion for our neediest students, as well as thoughtful reforms to the student financial aid application and federal student loan programs. Therefore, the UW System recommends:

- a) Increasing grant funding including maintaining graduate and professional student support;
- b) Reforming and simplifying the financial aid application process including securing a long-term solution for the Perkins Loan program; and
- c) Adopting federal student loan programs that lead to increased graduation.

## 2. Invest in Research and Development

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

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

## 3. Attract Talent and Promote Diversity

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

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

## 4. Encourage Innovation at the Campus Level

To truly provide access to a higher education, institutions must provide alternative options to a traditional education as well as embrace the vast improvements in the functionality of online learning platforms. Yet, federal statutes and regulations that have arisen since World War II assume a traditional, classroom-based approach to learning. Statutes still revolve around traditional credit hours, semesters, and courses, making it extremely difficult to provide financial aid to students in direct assessment/competency-based education programs. The federal government can take steps to encourage innovation and remove any barriers to expand innovative practices while safeguarding students from bad actors. The UW System recommends:

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

5. Promote Campus Safety for all Students

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

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

6. Ensure Accountability and Taxpayer Stewardship

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

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

**RELATED REGENT POLICIES**

N/A





# Federal Agenda

FOR 2019



# TABLE OF CONTENTS

- Letter to Education Partners ..... 1
- Executive Summary ..... 3
- Goal 1: Increase Access, Affordability, Persistence, and Completion**
  - Higher Education Act (HEA) Reauthorization ..... 9
  - Financial Aid ..... 17
  - Veterans ..... 25
  - Workforce ..... 29
- Goal 2: Invest in Research and Development**
  - Budget and Appropriations ..... 35
  - UW System Federal Awards ..... 43
- Goal 3: Attract Talent and Promote Diversity**
  - Immigration/International ..... 49
- Goal 4: Encourage Innovation at the Campus Level**
  - Innovation ..... 55
- Goal 5: Promote Campus Safety for all Students**
  - Campus Safety ..... 59
- Goal 6: Ensure Accountability and Taxpayer Stewardship**
  - Regulatory Reform ..... 63
- UW System Economic Impact ..... 67
- UW System Facts ..... 73
- Board of Regents ..... 76
- UW System Federal Relations Council ..... 76
- Contact Information ..... 77

March 2019

Dear Friends of the University of Wisconsin System:

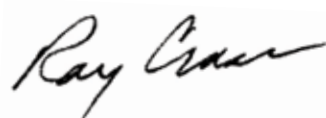
We are pleased to present you with the University of Wisconsin System's Federal Agenda for 2019. Our federal agenda aims to strengthen our important partnership with the federal government – a partnership that helps us meet our strategic goals of increasing enrollment and student success, spawning new technologies and startups, and strengthening the economies of our communities and state.

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

The UW System's Federal Agenda for 2019 can be accessed online at:  
[wisconsin.edu/government-relations/federal-relations/](http://wisconsin.edu/government-relations/federal-relations/).

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

Sincerely,



Ray Cross  
President  
University of Wisconsin System



# EXECUTIVE SUMMARY



# EXECUTIVE SUMMARY



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

The UW System Federal Relations Council identified six key goals:

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

The UW System is committed to this goal and is proud that its institutions graduated a record number of students in the 2017-18 academic year, including a record number of students of color. The UW System supports efforts to modernize the Higher Education Act (HEA) of 1965 to reflect contemporary ideals of higher education to provide improved access and affordability to high-quality post-secondary education ("HEA Reauthorization" tab).

Financial aid funding is critical to student success as it plays an integral role in student access, retention, graduation, and ultimately employment ("Financial Aid" tab). Research consistently demonstrates need-based grants, particularly Federal Pell Grants, are especially beneficial to college access, affordability, persistence, and completion for our neediest students, as well as thoughtful reforms to the student financial aid application and federal student loan programs. Therefore, the UW System recommends:

- a.** Increasing grant funding including maintaining graduate and professional student support;
- b.** Reforming and simplifying the financial aid application process including securing a long-term solution for the Perkins Loan program; and
- c.** Adopting federal student loan programs that lead to increased graduation.

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

## 2. INVEST IN RESEARCH AND DEVELOPMENT

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

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

## 3. ATTRACT TALENT AND PROMOTE DIVERSITY

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

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

## 4. ENCOURAGE INNOVATION AT THE CAMPUS LEVEL

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

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



## 5. PROMOTE CAMPUS SAFETY FOR ALL STUDENTS

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

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

## 6. ENSURE ACCOUNTABILITY AND TAXPAYER STEWARDSHIP

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

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

---

This document provides more detailed descriptions of UW System’s Federal Agenda for 2019, as well as supplementary information on the UW System’s economic impact on the Wisconsin economy (“UW System Economic Impact” tab). Our recommendations are guideposts. As other issues arise, the UW System will work with our congressional delegation and higher education partners to review and respond accordingly.



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

# HEA REAUTHORIZATION



# HEA REAUTHORIZATION



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

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

## 1. ACCESS AND AFFORDABILITY

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

Students and families in Wisconsin need financial assistance to make obtaining a UW degree a reality. In the 2017-18 academic year, 85,000 UW System students received a student loan. The Pell Grant program provided \$133 million to almost 34,000 Wisconsin resident undergraduates (29 percent of resident undergraduates), with an average grant of \$3,950. In 2017-18, Wisconsin resident undergraduates in the University of Wisconsin System faced an unmet need of \$9,749 after accounting for family contributions and state/federal need-based financial aid. Almost three-fourths, or 71 percent, of Wisconsin resident baccalaureate recipients had student loan debt averaging \$30,724.

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

## UW SYSTEM RECOMMENDS:

### Increasing grant aid

- Reinstating the annual inflation-based index increase for the Pell Grant award.
- Transferring funding to the Pell Grant to raise the maximum award amount for students if programs are cut or eliminated because of efforts to simplify financial aid programming.
- Issuing the Pell Grant Payment Schedule (known as the Pell Chart) earlier to help families plan better for college costs.

- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs to students; consider establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.
- Continuing Federal Supplemental Educational Opportunity Grants (SEOG). In 2017-18, SEOG awarded \$10.2 million in grants to almost 15,994 UW System students.

### Simplifying the FAFSA

- Simplifying the Free Application for Federal Student Aid (FAFSA) form. The UW System supports Senate Bill 3611, bipartisan legislation that was introduced in the 115th Congress, which would amend the IRS Code and HEA to allow true data sharing between the IRS and Department of Education for the purpose of completing the FAFSA.
- Simplifying the application for financial aid, such as streamlining and codifying the needs assessment by raising the adjusted gross income, requiring consumer testing of the forms, and making it available on mobile devices.
- Solidifying the use of Prior-Prior Year (PPY) income information as the baseline for future simplification efforts.

### Updating student loan options

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



payments or working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle to make their payments.

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

- Renewing or replacing the Perkins Loan Program to reduce the financial aid “gap” created by the expiration of the program. The estimated loss of Perkins results in roughly 11,479 UW System students losing \$29.3 million in financial aid every year. The loss of Perkins has put undue strain on our students and families in Wisconsin and nationwide.

### **Supporting graduate education programs**

- Increasing funding for Federal Work-Study (FWS) and enabling graduate students to have the opportunity to participate in the FWS program while they are in school. In 2017-18, 7,760 University of Wisconsin System students received \$11,848,269 in Federal Work Study funding, for an average award of \$1,527.

### **Increasing authorization levels for TRIO and GEAR UP**

- Expanding access for the TRIO program to all eligible students. TRIO is an important program for maintaining access to quality educational programs for low-income and first-generation students in Wisconsin. In FY2018, UW System institutions received \$12.6 million in competitive TRIO program grants and served 6,555 students.
- Expanding access to GEAR UP, a program enacted to build on federal and private initiatives to provide assistance to precollege students. GEAR UP projects aim to provide comprehensive mentoring, counseling, and support services to entire cohorts of low-income students in a school. The Wisconsin program began in 1999 when GEAR UP was first enacted. Wisconsin GEAR UP students consistently achieve college enrollment at rates well above the state average for low-income students. Under the last round of applications, Wisconsin did not receive a GEAR UP grant. Wisconsin will submit a GEAR UP proposal during the next round of applications.

### **Increasing the numbers of high-quality teachers**

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

### **Reauthorizing international education programs**

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

## 2. INNOVATION

*(also see “Innovation” tab)*

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

### UW SYSTEM RECOMMENDS:

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

## 3. REGULATORY REFORM

*(also see “Regulatory Reform” tab)*

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

### UW SYSTEM RECOMMENDS:

- Simplifying the FAFSA.
- Consistently and clearly defining student aid eligibility rules and strategically aligning them with the aid programs to increase consumer understanding and greatly reduce errors in the administration of aid.
- Streamlining student loan repayment plans.
- Supporting the goals of the gainful employment rules to keep programs at for-profit colleges accountable. However, the UW System urges Congress to streamline the regulations to ensure key pieces of information are captured that are of value to consumers. Any new gainful employment regulations should be subject to extensive consumer testing.





- Ensuring new accountability metrics differentiate public non-profit colleges and universities from for-profit institutions.
- Removing barriers to innovation for direct assessment/competency-based education (CBE) programs.
- Codifying Prior-Prior Year (PPY) data.
- Ensuring states can continue to collaborate and participate in reciprocity agreements, such as the State Authorization Reciprocity Agreement (SARA), and cautioning against allowing additional regulations beyond SARA by states or the federal government.

## 4. CAMPUS SAFETY

*(also see “Campus Safety” tab)*

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

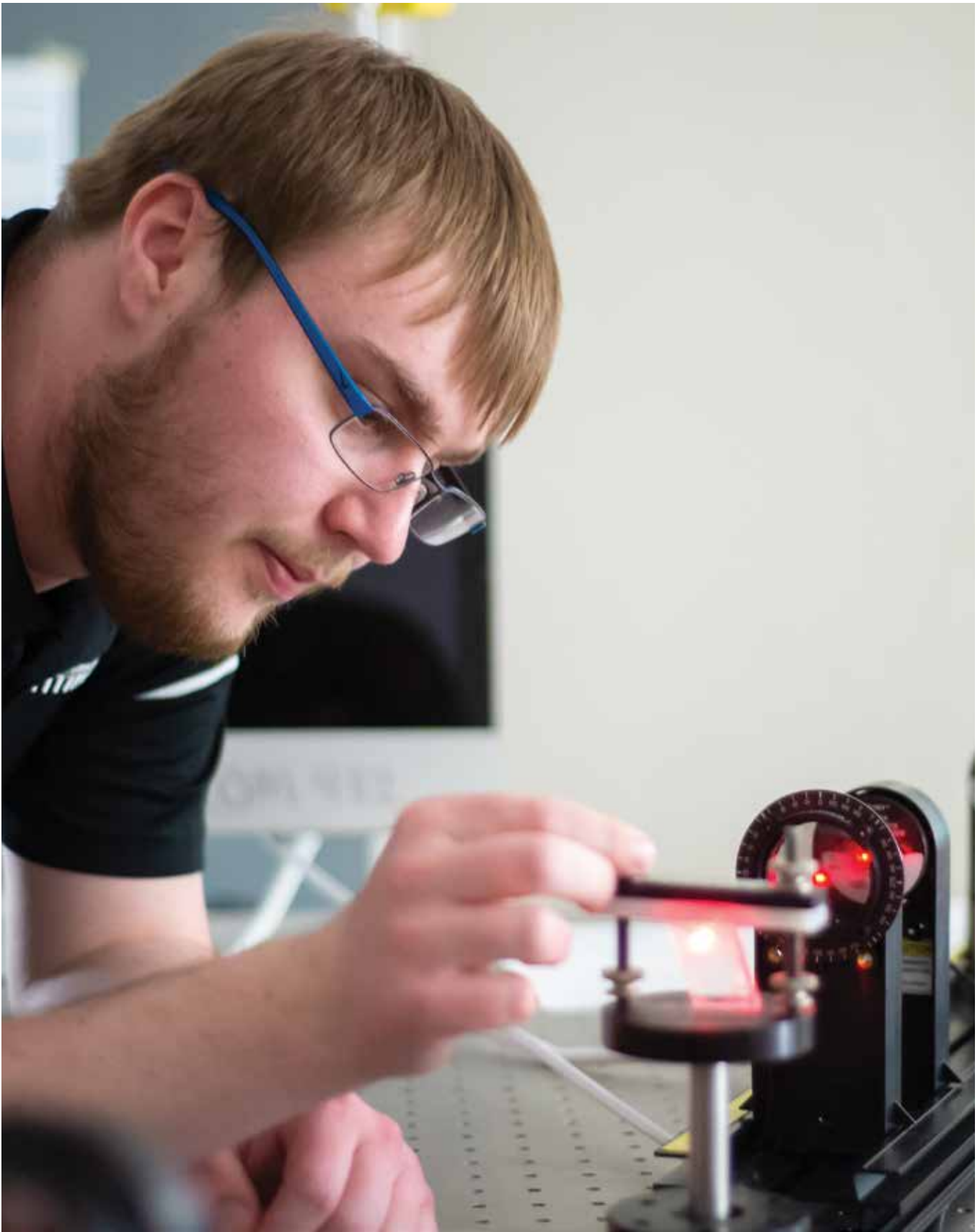
### UW SYSTEM RECOMMENDS:

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

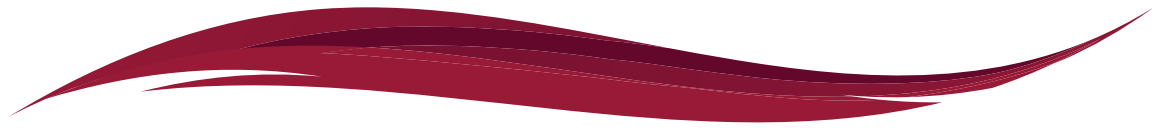


GOAL 1: INCREASE ACCESS, AFFORDABILITY, PERSISTENCE, AND COMPLETION

# FINANCIAL AID



# FINANCIAL AID

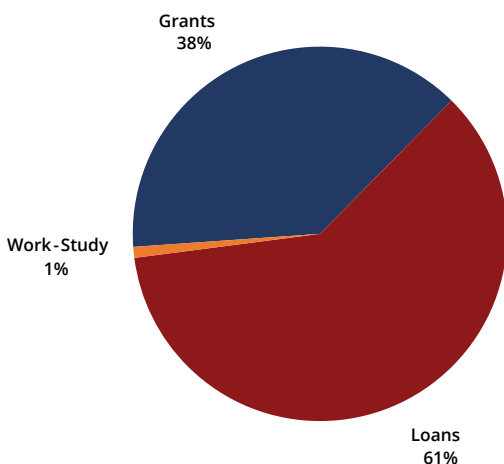


In 2017-18, over two-thirds (69 percent) of UW System undergraduates, or 103,122 students, received some form of financial aid. Undergraduate and graduate students received \$1.3 billion in financial aid in 2017-18 (the most recent year for which data are available), including \$481.2 million in grants, \$813.7 million in loans, and \$11.8 million in work-study funding.

## FINANCIAL AID, ALL TYPES

While UW System tuition continues to be frozen, financial aid provides a critical source of funding for a student's education and students still have tremendous unmet financial need. UW System institutions serve many low-income students and families with high levels of need (see Figure 1).

**AID FOR WISCONSIN UNDERGRADUATES 2017-18**



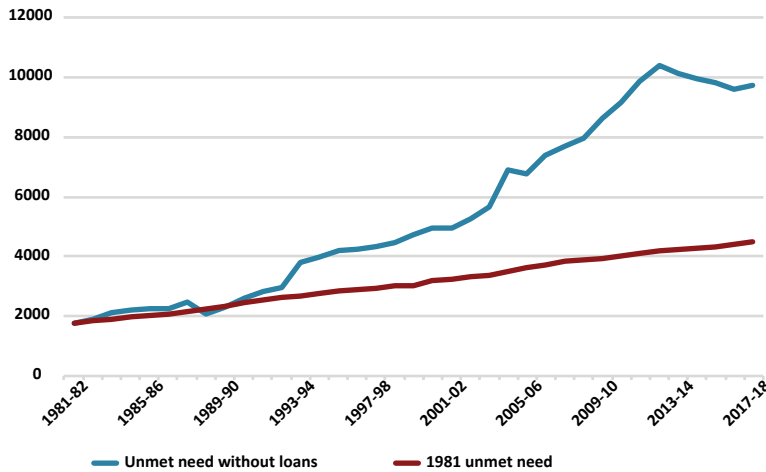
**Figure 1: Aid for Wisconsin Undergraduates, 2017-2018.**

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

## UNMET NEED

In 2017-18, Wisconsin resident undergraduates in the UW System faced an unmet need of \$9,749 after accounting for family contributions and state/federal need-based financial aid (see Figure 2).

Figure 2. Average Unmet Need without Loans

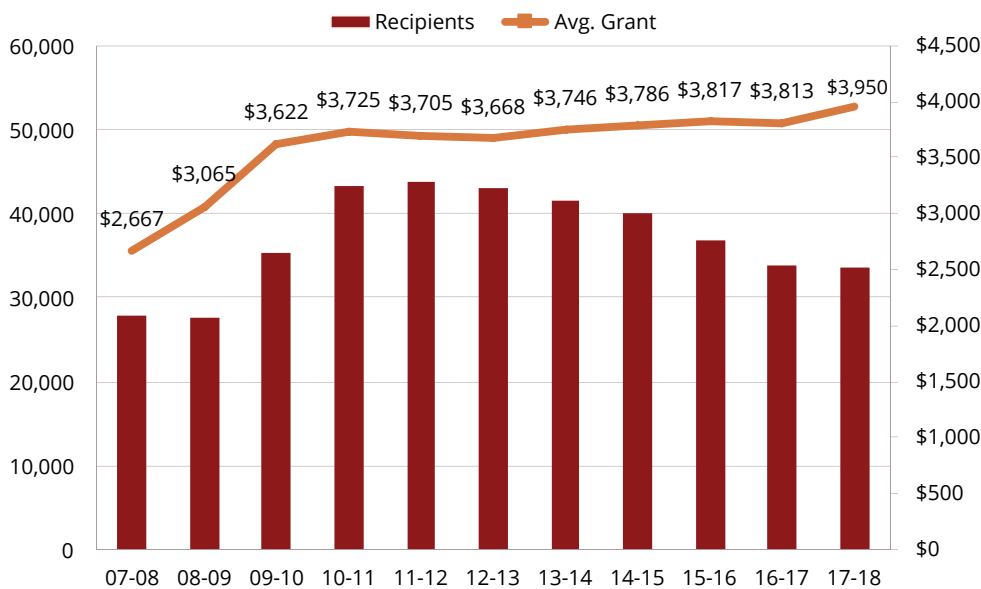


For those students who had need based on the federal formula that determines need, the current unmet need after federal, state, and institutional grants have been awarded is currently \$9,749 per student, after decreasing for two straight years. From 1981 through 1992, the unmet need remaining after 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 increased much faster than the rate of inflation, leading to increased debt.

## PELL GRANT

The Federal Pell Grant program is the single largest grant program available to UW System undergraduates. The number of Pell awards to UW System resident undergraduates declined in 2017-18 to 33,656 recipients. The average Pell award for these recipients was \$3,950, a small increase (see Figure 3).

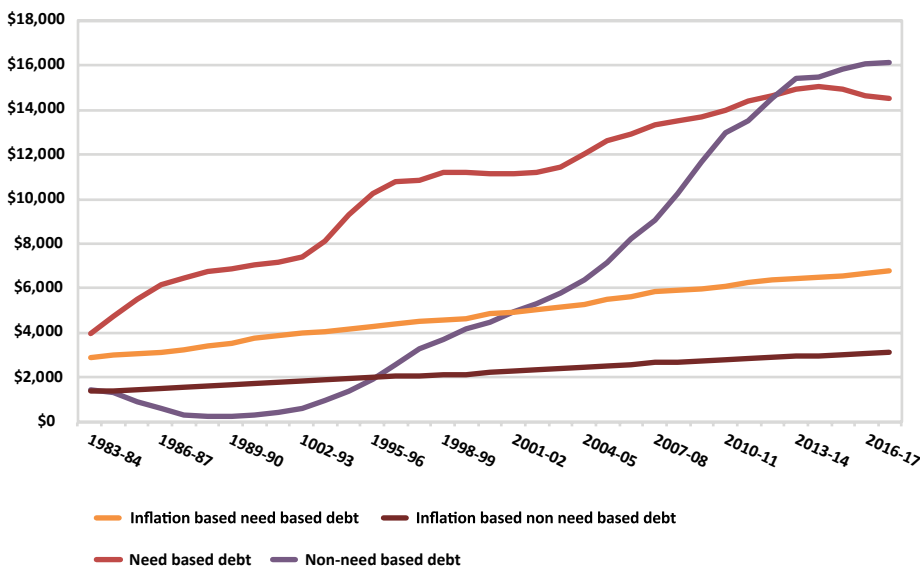
Figure 3. UW Pell Grant History



## LOAN DEBT AT GRADUATION

Loan aid comprises the largest component of financial aid to UW students. In 2017-18, 87 percent of the loans received by UW System students originated with the federal government. Of all federal loans, 66 percent were non-need-based. After graduating with a bachelor's degree, 71 percent of UW students had student loan debt averaging \$30,724, which is a slight decrease from 2016-17 when the average loan debt was \$30,771 (see Figure 4). In addition, the UW System has approximately 20,000 graduate and professional degree-seeking students, many of which rely on federal unsubsidized loans. Maintaining federal support for UW System graduate and professional students who demonstrate financial need is also a priority.

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



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

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

## FINANCIAL AID TO MEET STUDENT POPULATION NEEDS

UW System enrollments remain at high levels with a headcount of 174,516 students in the fall of 2017. Wisconsin residents made up 77 percent of undergraduate enrollment in fall 2018, and we provided access for 29,421 adult, non-traditional students. The traditional audience for higher education is shifting. UW System students are more diverse, older, often the first in their family to attend college, and increasingly come from disadvantaged and underserved backgrounds. A larger group of military veterans is arriving at our campuses with the new GI Bill in hand. It is important to have a financial aid program that is simple to navigate and adequately meets the needs of these families.

## UW SYSTEM RECOMMENDS:

### Increasing Pell Grants and flexibility

- Reinstating the annual inflation-based index increase for the Pell Grant award.
- Transferring funding to the Pell Grant to raise the maximum award amount for students if programs are cut or eliminated because of efforts to simplify financial aid programming.
- Issuing the Pell Grant Payment Schedule (known as the Pell Chart) earlier to help families plan better for college costs.
- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs to students; consider establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.

### Simplifying the FAFSA

- Simplifying the Free Application for Federal Student Aid (FAFSA) form. The UW System supports Senate Bill 3611, bipartisan legislation that was introduced in the 115th Congress, which would amend the IRS Code and HEA to allow true data sharing between the IRS and Department of Education for the purpose of completing the FAFSA.
- Simplifying the application for financial aid, such as streamlining and codifying the needs assessment by raising the adjusted gross income, requiring consumer testing of the forms, and making it available on mobile devices.
- Solidifying the use of Prior-Prior Year (PPY) income information as the baseline for future simplification efforts.

### More campus-based aid programs

- Securing a long-term solution for the Perkins Loan Program either by its renewal or replacement to reduce the financial aid “gap” created by the expiration of the program. It has been estimated the loss of Perkins results in roughly 11,479 UW System students being short \$29.3 million every year. The loss of Perkins has put undue strain on our students and families.
- Working with the Department of Education and Congress to return each university’s portion of the Perkins Loan cancellation funds in an equitable, fair, and timely manner.
- Creating a funding solution for the approximately \$1.2 million yearly loss Administrative Cost Allowance (ACA) that Perkins provided to campuses. We encourage Congress and the Department of Education to pay schools to service out the remaining Perkins Loans that campuses hold.
- Continuing Federal Supplemental Education Opportunity Grants (FSEOG). In 2017-18, FSEOG awarded \$10.2 million of grants to 15,994 UW System students.

Unreimbursed Perkins Loans Cancellation Estimation	
Madison	719,310
Milwaukee	174,952
Eau Claire	1,006,658
Green Bay	78,062
La Crosse	207,413
Oshkosh	163,941
Parkside	36,000
Platteville	71,641
River Falls	296,475
Stevens Point	587,520
Stout	298,103
Superior	22,983
Whitewater	139,054
Total	3,802,112



- Increasing funding for Federal Work-Study (FWS) and enabling graduate students to have the opportunity to participate in the FWS program while they are in school. In 2017-18, 7,760 University of Wisconsin System students received \$11,848,269 in Federal Work Study funding, for an average award of \$1,527.

## Updating student loan options

- Simplifying and consolidating the array of federal loan repayment plans.
- Continuing the subsidized student loan program if Congress moves to consolidate grant and loan programs.
- Solidifying support for the Public Service Loan Forgiveness program.
- Setting reasonable annual and aggregate loan limits to discourage over borrowing but opposing any limits that are too strict and would push students to riskier private loans.
- Eliminating loan origination fees.
- Restoring subsidized loan eligibility for graduate and professional students.
- Supporting student loan refinancing programs that allow student loan borrowers to refinance at more favorable interest rates.
- Stopping the harmful impact of capitalizing interest on Direct Stafford Loans and Federal Family Education Loans (FFEL).
- Continuing the Pay As You Earn (PAYE) program, as well as a move to PAYE as the default option for student loan repayment. PAYE allows graduates to make affordable payments on their student loans based on income and helps graduates who are underemployed struggling to make payments or are working in valuable professions that offer modest salaries. The UW System also supports efforts to move students automatically to PAYE as either the default repayment program or if students struggle with payments under the standard 10-year federal loan repayment plan.



## TRIO

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

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

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

**VETERANS**



# VETERANS



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

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

Nearly 5,000 veterans currently attend UW System institutions. Eligible students are covered by the Wisconsin GI Bill, the most comprehensive state higher education benefit for veterans and their families in the nation. Under the Wisconsin GI Bill, the UW System provides over \$24 million annually in tuition remissions and related payments to student veterans and the spouses and children of disabled veterans. To further aid the transition and ensure efficient use of their valuable state and federal benefits, veterans also receive priority registration at all UW System institutions.

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

In 2018, the UW System alerted Wisconsin’s congressional delegation to ongoing problems at the U.S. Department of Veterans Affairs (VA) concerning implementation of section 107 of the Harry W. Colmery Veterans Education Assistance Act, P.L. 115-48. The VA’s interpretation of section 107 to require class-by-class ZIP code level determinations, and the extensive IT changes necessitated by this interpretation, resulted in inexcusable delays in the payment of veterans’ housing and tuition benefits. UW System campuses were reporting that student housing payments were being delayed two months. We are pleased that legislation was introduced and passed by the U.S. Congress and signed into law by the President that (1) ensures the VA’s ability to fully implement the law for the 2020 spring semester and, most importantly, (2) GI bill housing benefits will continue to be based on the U.S. Department of Defense’s Basic Housing Allowance rates until the law is fully implemented.

## UW SYSTEM RECOMMENDS:

### Supporting “Troops to Teachers”

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

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

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

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

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

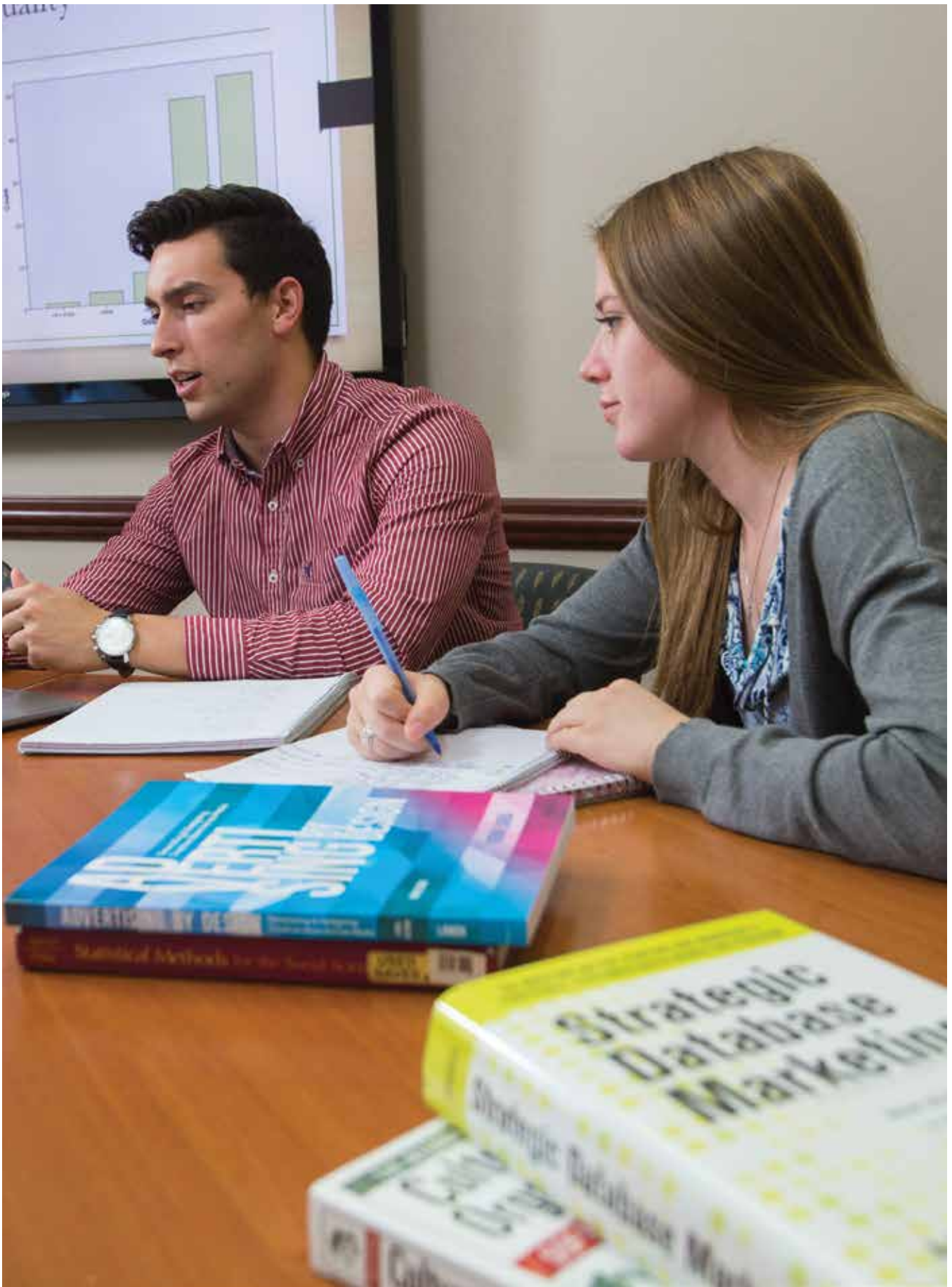
### Supporting the Centers of Excellence for Veteran Student Success (CEVSS) program

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



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

# WORKFORCE





# WORKFORCE

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

## TEACHER PREPARATION

Training quality teachers is the key to training a diverse and educated workforce. Specifically, we need to overcome the current shortage of teachers in key geographic and subject areas – including science, technology, engineering, and mathematics (STEM). Recently, the Wisconsin Department of Public Instruction (DPI) issued emergency licenses or permits to 2,435 teachers, 162 administrators, and 62 pupil services personnel. Over half of these educators filled positions in one of the following areas: Cross-Categorical Special Education, Elementary Education, Bilingual-Bicultural Education, English as a Second Language, Reading Teacher Specialist, or Administrator. The Supply & Demand for Public School Teachers in Wisconsin Report (2018) found:



- The “diversity gaps” (the difference between the percentage of teachers and the percentage of students of a particular race/ethnicity) remained relatively unchanged among African Americans, and it grew larger for Hispanics.
- Attrition rates among teachers in low-supply vacancies and minority educators are excessive, and an inquiry into the causes of attrition merits immediate attention.
- Novice teachers, primarily those from and educated in Wisconsin, make up nearly a third of all district applicants. Thus, cultivating a pipeline of in-state novice educators should be a strategic priority.
- In low-supply licensure categories, the external-to-internal applicant ratio is closer to 1:1, suggesting that policies that increase the labor supply may be warranted for these positions.

## UW SYSTEM RECOMMENDS:

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

- This is the only federal initiative dedicated to reforming and strengthening educator preparation at institutions of higher education. This program enabled reform and innovation in 68 programs in 28 states across the nation, including Wisconsin. TQP grantees commit to offering not only two or more years of induction support to their graduates placed in these schools, but also professional development for all educators in these sites. This deepens the partnership between a high-need school or district and an institution of higher education. TQP programs prepare teachers in high-need fields, and if it is a residency program, the participants commit to teaching in the school or school district where they were trained for three years.

### Retaining TEACH grants

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

### Supporting Personnel Preparation grants

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

## NURSING SHORTAGE

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

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

The obvious solution is to grow the number of graduates by admitting more students to nursing programs. But the problem in Wisconsin and across the country is a shortage of nurse educators, which is the primary reason for limiting the number of admissions. UW System baccalaureate nursing programs are currently denying admission

to 50-80% of their qualified applicants annually. This rate of denial is consistent with national trends. In 2017, nursing schools across the country turned away over 64,000 qualified applicants from undergraduate and graduate nursing programs (Nursing Shortage Fact Sheet, 2017).

Two-year colleges and technical schools can only address a small portion of the nursing shortage, because health care organizations prefer to hire registered nurses with a Bachelor of Science degree in nursing (BSN). The research is clear that hospitals with more BSN-prepared nurses on staff experience lower mortality rates (Building the Case for More Highly Educated Nurses). This finding supports the Institute of Medicine's recommendation that 80 percent of the nursing workforce should have a baccalaureate degree in nursing by 2020 (The Future of Nursing: Leading Change, Advancing Health, 2010).



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

## UW SYSTEM RECOMMENDS:

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

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

## STEM

A well-educated science, technology, engineering, and mathematics (STEM) workforce is a significant contributor to maintaining the competitiveness of Wisconsin and the United States in a global economy. In 2017-18, there were 9,821 STEM graduates in Wisconsin. However, business leaders in Wisconsin, as in the rest of the country, need access to more STEM talent to stay competitive. It is estimated that between 2017 and 2027, STEM jobs will grow by 8 percent in Wisconsin – double the 4 percent rate of all other jobs.

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

The National Science Foundation (NSF) is one of the largest institutions that funds research and educational programs in STEM for underrepresented minorities. Of the more than 40,000 funding proposals received each

year, NSF provides funding for more than 2,000 colleges and universities. Wisconsin institutions of higher education have 15 active NSF S-STEM awards and six active Robert Noyce Teacher scholarship program awards seeking to “encourage talented science, technology, engineering, and mathematics majors and professionals to become K-12 mathematics and science (including engineering and computer science) teachers.”

The data indicate that UW System graduates with bachelor’s degrees are filling key shortages in high-need STEM fields such as health care, science, and engineering. In 2017-18, the UW System produced more than 9,800 STEM graduates and about 3,600 health care graduates.

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

## UW SYSTEM RECOMMENDS:

### Continuing support for federal STEM education and research

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

GOAL 2: INVEST IN RESEARCH & DEVELOPMENT

# BUDGET & APPROPRIATIONS



# BUDGET & APPROPRIATIONS



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

The UW System received more than \$900 million from federal sources, including almost \$600 million for research and more than \$185 million for student financial aid in FY2018, investments that are critical to carrying out our education, research, and public service missions (see “UW System Economic Impact” tab).

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

## FEDERAL INVESTMENT IN STUDENT FINANCIAL AID

### UW SYSTEM RECOMMENDS:

#### Increasing Pell Grants and flexibility

- Reinstating the annual inflation-based increase for the Pell Grant award.
- Transferring funding to the Pell Grant to raise the maximum award amount for students if programs are cut or eliminated because of efforts to simplify financial aid programming.
- Establishing a second round of institution-based experiments to provide access to Pell Grants for eligible students participating in dual enrollment programs.
- Increasing affordability for dual enrollment students to reduce time to graduation and overall costs.

## Supporting campus-based aid programs

- Continuing Federal Supplemental Education Opportunity Grants (FSEOG). In 2017-18, FSEOG awarded \$10.2 million of grants to 15,994 UW System students.
- Increasing funding for Federal Work-Study (FWS). In 2017-18, 7,760 UW System students received \$11,848,269 in Federal Work Study funding, for an average award of \$1,527.
- Maintaining eligibility for graduate students in the FWS program.

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

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

## TRIO

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

# FEDERAL INVESTMENT IN RESEARCH AND DEVELOPMENT

## UW SYSTEM RECOMMENDS:

### Supporting the National Institutes of Health

- The National Institutes of Health (NIH) is UW System’s top federal research funding priority. Nearly half of UW System’s federal research funding support comes from NIH. We greatly appreciate that Congress has been a strong champion of increasing NIH funding in the last several fiscal years.

### Supporting the National Science Foundation

- Following closely behind the NIH in terms of priority is supporting the National Science Foundation (NSF). Every college and school across the UW System has a grant funded by either NIH or NSF, if not both agencies. NSF supports basic research and strengthens education in the sciences and engineering through programs of grants to the UW System’s universities and colleges. NSF is one of our nation’s greatest tools for the promotion and advancement of scientific, mathematical, and engineering research and education, which are critical to growing a highly skilled, competitive workforce in science and engineering for Wisconsin.
- Supporting funding for new centers and institutes through the NSF, which could be applicable to UW-Milwaukee’s and others’ efforts in the Northwestern Mutual Data Sciences Institute, Connected Systems Institute, Freshwater Collaborative of Wisconsin, and Advanced Materials Manufacturing, among other efforts.



## Expanding capacity-building for Primary Undergraduate Institutions

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

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

- The U.S. Department of Energy is one of the largest research funding sources at UW-Madison, where the Great Lakes Bioenergy Research Center is headquartered. The UW System supports continued investment in the Energy Department's basic science programs and facilities.

## Prioritizing the U.S. Department of Agriculture

- The U.S. Department of Agriculture's Research, Education and Extension programs provide critical funding that enables UW Cooperative Extension's educational programming and research in all 72 counties of Wisconsin. In Wisconsin, one in every 12 jobs is related to agriculture, and the industry annually contributes \$88.3 billion to the state's economy. The UW System is called upon to help the Wisconsin's agriculture industry, both to maintain a skilled workforce and to discover new innovations to advance the industry.





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

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

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

### **Fully supporting the National Oceanic and Atmospheric Administration**

- Wisconsin's economy is drive by water. Thus, the National Oceanic and Atmospheric Administration (NOAA) as well as water-related programming from multiple federal agencies for research, outreach, and education on water quality and water quantity issues affecting Wisconsin's citizens is critically important. UW-Milwaukee's School of Freshwater Sciences is the only such school in North America. Water research and training is embedded in all 13 four-year campuses of the UW System. Directed funding from programs through the National Oceanic and Atmospheric Administration, the Department of Agriculture Institute for Food and Agriculture, the Department of the Interior, the U.S. Geological Survey's National Institutes for Water Resources, the Cooperative Fish and Wildlife Research Units, the U.S. Environmental Protection Agency's Great Lakes Restoration Initiative, and other Water Research Grants allow university faculty, staff, and students to participate in cutting-edge research aimed at sustainable use of Wisconsin's Great Lakes, inland lakes and rivers, drinking water, water technology, water infrastructure, and groundwater. In addition, support for critical research of bridges as well as outreach between environmental and human health are made possible from the National Science Foundation and National Institutes of Health.

## Protecting funding for the Economic Development Administration

- Funding provided by the Economic Development Administration (EDA) has made resources available to help Wisconsin's historically underserved small, rural, and medium-sized communities as well as inner city neighborhoods by building sustainable economic development efforts in those areas that continue to lag in the economic recovery.

## Supporting the National Institutes of Standards and Technology

- The National Institutes of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) is a particularly important program that allows our institutions to provide Wisconsin companies with services and access to both public and private resources that enhance growth, improve productivity, and expand capacity. As a public-private partnership, the program delivers a high return on investment to taxpayers. For every dollar of federal investment, the MEP National Network generates \$17.9 in new sales growth for manufacturers and \$27.0 in new client investment. This translates into \$2.3 billion in new sales annually. And, for every \$1,500 of federal investment, the network creates or retains one manufacturing job.

## Continuing to fund the Small Business Development Center network

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

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

- Both the SBIR and STTR programs provide more than \$2.5 billion annually in grants from 11 federal agencies designed to help small businesses create and commercialize new innovations and technologies. Wisconsin stands out in that Wisconsin businesses that are Phase I or Phase II recipients of federal SBIR/STTR funding may apply for a matching grant from the Wisconsin Economic Development Corporation, leveraging important funding to grow early-stage companies and Wisconsin's technology sector.

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

- The Fiscal Year 2018 Omnibus Appropriations Bill allocated more than \$4.65 billion throughout the government to work with states and localities to fight the opioid epidemic. This funding, and subsequent funding, is directed toward continued opioid prevention, treatment, and law enforcement initiatives. Various campuses within the UW System have responded with a number of initiatives to help combat this health crisis and are working with statewide partners to address the problem.

## Furthering collaboration through investments in research and development

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



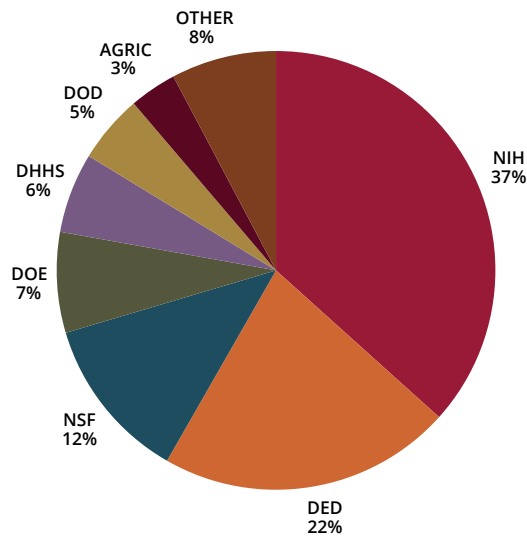
GOAL 2: INVEST IN RESEARCH & DEVELOPMENT

# UW SYSTEM FEDERAL AWARDS

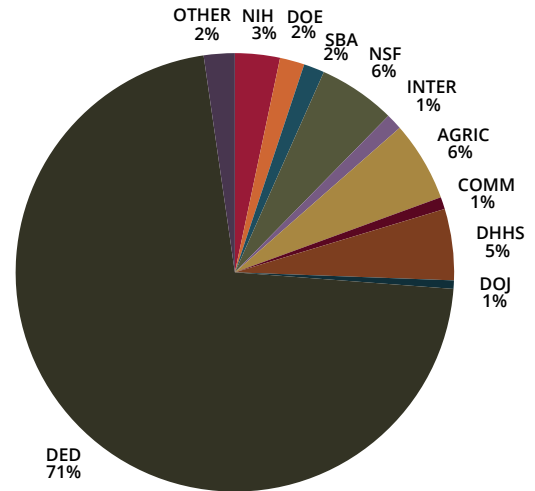


# UW SYSTEM FEDERAL AWARDS

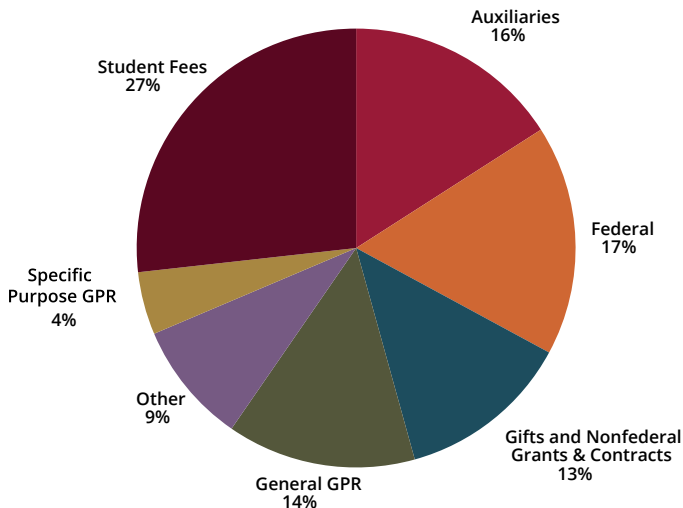
**FEDERAL AWARDS : \$902,514,319**



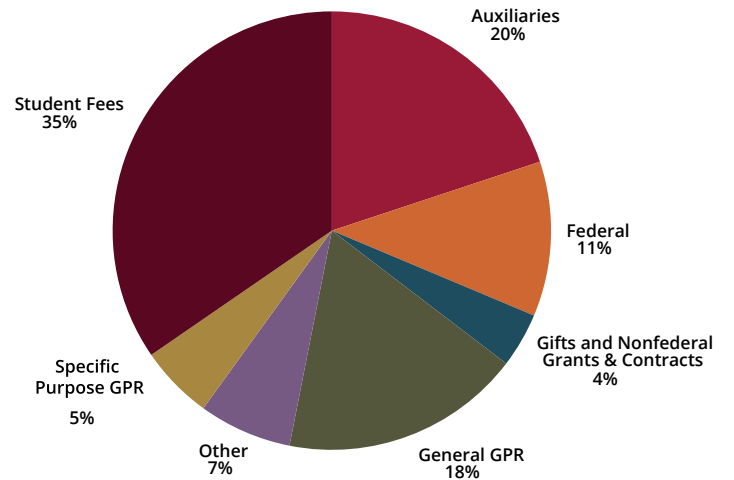
**FEDERAL AWARDS (without Madison): \$251,081,101**



**TOTAL REVENUES: \$5,639,888,194  
FEDERAL SOURCES: \$956,884,942**



**TOTAL REVENUES (without Madison): \$2,554,100,370  
FEDERAL SOURCES: \$291,691,772**



*Note: These four charts are from FY 2017-18 and exclude funding from the Direct Student Loan program.*

# UW SYSTEM FEDERAL AWARDS BY CAMPUS

## 2017

	Dept of Ag	Dept of Energy	EDA	NIH	NIST	NOAA	NSF
UW-Madison	17,391,180	59,730,775		287,332,137	391,177	14,807,772	93,095,225
UW-Milwaukee	492,761	2,011,802	5,725	6,556,278		539,220	11,744,029
UW-Eau Claire		150,000		402,161			435,584
UW-Green Bay	540,984					61,146	24,763
UW-La Crosse		35,000					76,998
UW-Oshkosh				352,133			1,292,248
UW-Parkside							
UW-Platteville	462,636						290,878
UW-River Falls	56,003						1,417,594
UW-Stevens Point	231,603	(40,584)					283,761
UW-Stout			5,300		899,368		631,182
UW-Superior						73,633	91,871
UW-Whitewater	24,809						2,999
UW Extension	11,834,870		150,000			619,322	
UW Colleges							13,683
Grand Total	31,034,846	61,886,993	161,025	294,642,709	1,290,545	16,101,093	109,400,815

## 2018

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



Pell	SBDC	SBIR/STTR	SEOG	TRIO McNair	TRIO Student Support Services	TRIO Upward Bound	Work Study	Total
15,982,109		644,191	2,269,353	69,475	527,572		1,558,864	493,799,829
30,900,063			1,764,820	261,864	315,416	972,452	954,944	56,519,374
9,168,295			754,258				1,136,232	12,046,530
7,228,812			460,261				370,260	8,686,226
7,879,312				226,085	389,120	394,530		9,001,045
6,194,790				226,600	385,635		70,821	8,522,227
7,500,712			463,849				129,364	8,093,925
7,572,000			322,000					8,647,514
6,230,042			327,547				451,812	8,482,998
10,733,373	20,754		688,429				1,068,728	12,986,064
8,718,675				226,600	575,727			11,056,852
3,482,515	18,858		180,085	220,000		257,500	254,300	4,578,762
6,464,106			566,584				522,510	7,581,008
	769,119							13,373,311
11,798,689			528,336				238,013	12,578,721
139,853,493	808,731	644,191	8,325,522	1,230,624	2,193,470	1,624,482	6,755,847	675,954,387

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



GOAL 3: ATTRACT TALENT & PROMOTE DIVERSITY

# IMMIGRATION/ INTERNATIONAL



# IMMIGRATION/INTERNATIONAL



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

The UW System has unfortunately seen significant decreases in international student enrollment at most of our universities. Excluding UW-Madison where international enrollments grew 11% since 2016, preliminary UW System data indicate international student enrollments dropped by 5.7% from 2016 to 2017 and an additional 5.6% in 2018 for the rest of the UW System.

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

## UW SYSTEM RECOMMENDS:

### Passing comprehensive immigration reform

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

### Reforming the H-1B Visa process

- This would enhance recruitment and retention of highly skilled international students and employees.

### Creating Standard Occupational Classification Codes specific to 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.

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

- 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.

### **Modifying rules to permit the use of an institution's normal wage scale or the prevailing wage, whichever is lower, for H-1B applications**

- Department of Labor rules currently require a prevailing wage rate be issued to those hired on an H-1B visa, regardless of the institution's normal wage scale. An unintended consequence of this is that institutions may be forced to pay those on H-1B visas a higher wage rate than domestic labor.

### **Reconsidering changes to increases in international fees**

- In 2018, the U.S. Department of Homeland Security (DHS) proposed seeking increases in fees for international student visas and new fees for schools' recertification. Under the proposed new rule, individual students on F visas will each be required to cover a \$150 additional fee cost (from \$200 to \$350). Students, visiting scholars, and visiting researchers on J visas will each personally be required to cover a \$40 fee increase (from \$180 to \$220). A calculation of the aggregate impact of the fee foreign students will pay is as much as \$1,383,500, potentially deterring potential international students from choosing a UW System institution. Further, the proposals impose new fees on schools accepting international students, estimated to be an additional approximate expense of up to \$40,000 for the 13 universities and 13 branch campuses of the UW System.

### **Rescinding the new U.S. Citizenship and Immigration Service (USCIS) policy**

- On August 9, 2018, USCIS issued guidance stipulating that individuals on student visas would immediately begin accruing unlawful presence in the United States if they left school or worked without authorization, even if they were never notified of the violation by USCIS or an immigration judge. Under the new policy, international students will be subject to removal and barred from re-entry for up to 10 years before they even know that they have violated the terms of their visa. The UW System asks that changes to the accrual of unlawful presence policy be rescinded.

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

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

## Supporting Fulbright and other educational and cultural exchange programs

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







GOAL 4: ENCOURAGE INNOVATION AT THE CAMPUS LEVEL

# INNOVATION



# INNOVATION



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

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

*Since inception, UW Flexible Option has offered nine degrees and certificates, served more than 3000 students, and graduated over 400 students. The federal government can take many steps to improve the flexibility of Title IV student financial aid disbursements and advance innovative learning models, like CBE, for students.*

## UW SYSTEM RECOMMENDS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL 5: PROMOTE CAMPUS SAFETY FOR ALL STUDENTS

# CAMPUS SAFETY



# CAMPUS SAFETY



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

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

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

Most recently, the President's Sexual Violence and Harassment Priorities Working Group has been created to review the current state of sexual harassment and sexual violence claims, compile training completion rates for both employees and students, and begin initial development of advanced training for those staff who are directly involved in this work (e.g. investigators, coordinators, intake specialists, etc.). Current institutional policies will be analyzed for both compliance and potential standardization across the system, with plans to develop a summary report of findings and recommendations for UW System's further consideration.

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

The UW System has submitted comments in conjunction with our national higher education partners. It is difficult to predict when the proposed rule will be finalized and effective, but we anticipate it to be finalized in early summer 2019. If this occurs, UW System will likely need to work over the summer of 2019 to revise its policies to come into compliance by the fall 2019 semester.

## UW SYSTEM RECOMMENDS:

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



GOAL 6: ENSURE ACCOUNTABILITY AND TAXPAYER STEWARDSHIP

# REGULATORY REFORM



# REGULATORY REFORM



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

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

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

- “Recalibrating Regulation of Colleges and Universities: Report of the Task Force on Federal Regulation of Higher Education”  
A report of a task force of college and university presidents and chancellors appointed to study federal regulation and identify potential improvements: [www.nccpsafety.org/resources/library/recalibrating-regulation-of-colleges-and-universities-report-of-the-task-fo](http://www.nccpsafety.org/resources/library/recalibrating-regulation-of-colleges-and-universities-report-of-the-task-fo)
- “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](http://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 federal research regulatory reform (also see “Financial Aid,” “Immigration/International,” “Innovation,” and “Campus Safety” tabs for regulatory reform recommendations in those areas):

## UW SYSTEM RECOMMENDS:

### Research regulatory reform

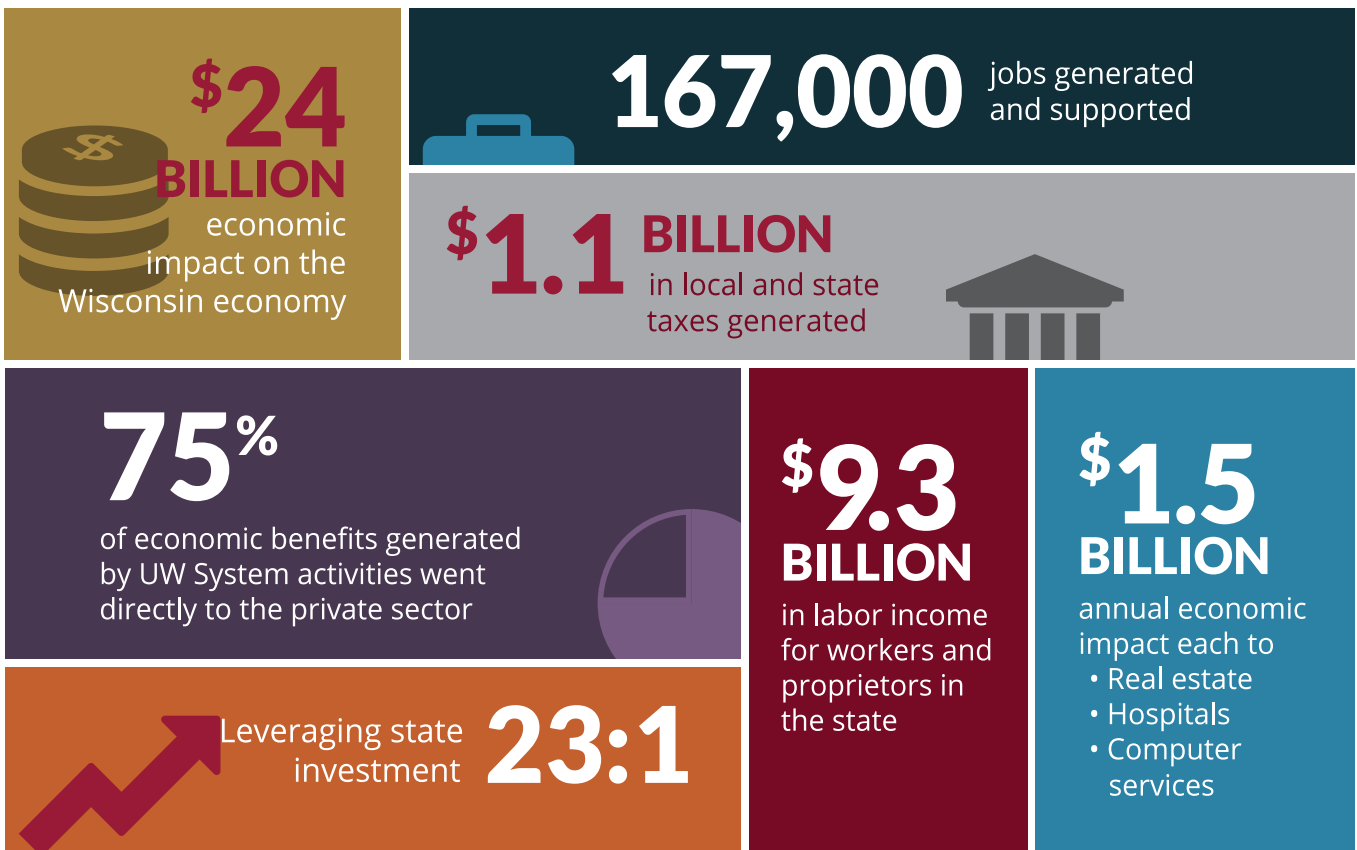
- Eliminating duplication from new monitoring and reporting requirements.  
The Uniform Guidance provides monitoring and reporting requirements for universities that act as the prime recipients of research awards and then pass through part of the programmatic activities to sub-recipients, including other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



# UW SYSTEM ECONOMIC IMPACT



# UW SYSTEM ECONOMIC IMPACT



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

# OVERALL ECONOMIC IMPACT OF UW SYSTEM ON THE WISCONSIN ECONOMY

The UW System had an economic impact of over \$24 billion for the 2016-17 fiscal year.

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

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

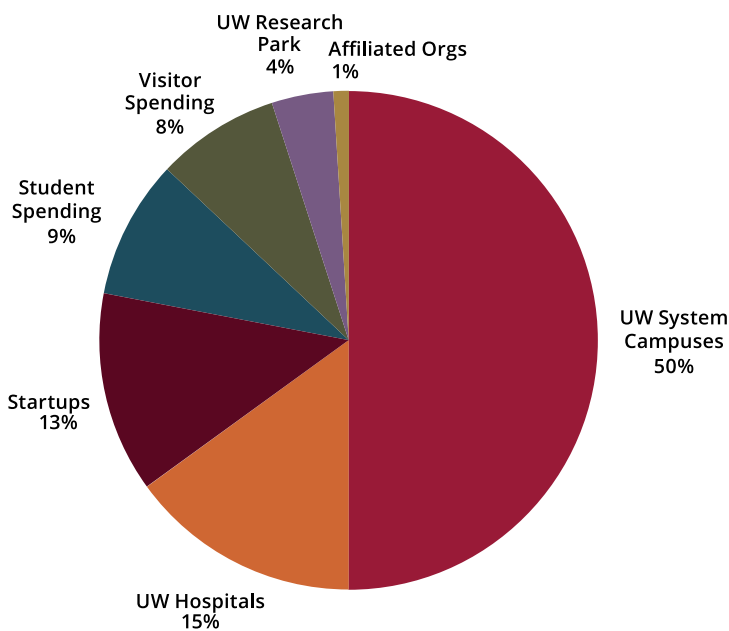
The third largest contributor to UW System's economic impact is startup companies, many of which are founded by professors and staff conducting research at the UW System. The data in this calculation comes from startups out of UW-Madison. Approximately 350 startups came from UW-Madison (not including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

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

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

Another large contributor to UW System's economic impact is visitor spending. Visitors include sports fans, conference attendees, service workers and vendors, film and music event attendees, parents and relatives visiting students, visitors to UW employees, visitors to UW hospital patients, prospective students and parent visitors, and

**Figure 1. Major Contributors to UW System Economic Impact**





sports camp attendees. The overall economic impact of these visitors in 2016-17 was nearly \$2 billion.

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

## BEYOND THE TRADITIONAL NUMBERS

### Wisconsin Workforce and Talent Base

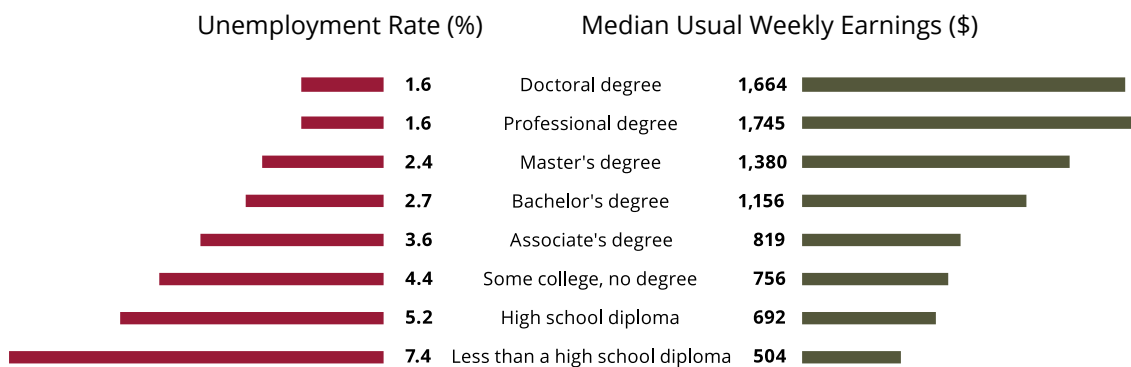
In 2016-17, UW System campuses conferred a total of 27,459 bachelor’s degrees. Surveys from prior-year graduating classes indicate that a very high percentage of recent graduates stay and work in Wisconsin. For example, 91% of 2013-14 bachelor’s degree recipients lived in Wisconsin one year after graduation.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

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

### Wisconsin Tax Base

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

**Figure 2. Earnings and Unemployment by Educational Attainment**



Source: Department of Labor and Statistics

## Wisconsin Research and Innovation

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

Three affiliated UW System organizations are particularly important to innovation in the Wisconsin economy. The oldest and largest of these organizations is the Wisconsin Alumni Research Foundation (WARF).

Established in 1925, WARF facilitates the technology transfer needs of UW-Madison. From the discovery of Vitamin D to groundbreaking work with stem cells, WARF continues to convert UW-Madison research into commercial products or applications.

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

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

# UW SYSTEM FACTS



# 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 branch campuses, statewide extension, and UW Extended Campus. The UW System is one of the largest systems of public higher education in the country, serving more than 170,000 students each year and employing approximately 39,000 faculty and staff statewide.

## ENROLLMENT

More than 170,000 students enroll each year.

11% of UW System undergraduate students were non-traditional aged in fall 2017.

## ACCESS

31.0% of students graduating from high school in Wisconsin in 2017 enrolled at a UW System campus for fall 2017.

In 2017-18, UW System institutions offered 7,300 distance education courses.

## DEGREE TRENDS

In 2017-18, the UW System conferred 36,825 associate, bachelor's, master's, doctoral, and professional degrees – a record number and an increase of 13.4% over 10 years earlier.

Women earned 55.1% of degrees in 2017-18.

67.9% of fall 2011 full-time new freshmen graduated in six years or less.

## FINANCIAL AID

A total of 115,000 students received some form of financial aid in 2017-18. This is 66% of all students enrolled in the UW System.

Federal sources provided 69% of financial aid to UW System students in 2017-18.

The Pell Grant program provided \$133 million to almost 34,000 Wisconsin resident undergraduates in 2017-18.

Pell Grants were awarded to 29% of resident undergraduates in 2017-18. The average grant was \$3,950.

The average loan debt for a Wisconsin resident who had loan debt at graduation and received a bachelor's degree in 2017-18 was \$30,724.

The three-year average student loan default rate for the UW System was 5.1%, well below the national average of 10.8%.

## FEDERAL FUNDS

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

# Board of Regents

Regent Robert Atwell	Regent Mike Jones	Regent Jason R. Plante
Regent John Robert Behling, <i>President</i>	Regent Tracey L. Klein	Regent Ryan L. Ring
Regent Scott Beightol	Regent Regina Millner	Regent Carolyn Stanford Taylor
Regent José Delgado	Regent Janice Mueller	Regent Torrey Tiedeman
Regent Michael M. Grebe	Regent Drew Petersen, <i>Vice President</i>	Regent S. Mark Tyler
Regent Eve Hall	Regent Cris Peterson	Regent Gerald Whitburn

# UW System Federal Relations Council

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

Acknowledgments: In addition to the Federal Relations Council, the Federal Agenda for 2019 is made possible with support from the UW System Administration offices of Academic and Student Affairs, Economic Development, Finance, and Strategic Communications.

# 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 Administration	Karen Schmitt ( <i>interim</i> )	<a href="http://wisconsin.edu/offices/asa">wisconsin.edu/offices/asa</a>	608-262-3826
Budget and Planning	Robert G. Cramer	<a href="http://wisconsin.edu/offices/admin">wisconsin.edu/offices/admin</a>	608-262-4048
Capital Planning and Budget	Renee Stephenson	<a href="http://wisconsin.edu/offices/bp">wisconsin.edu/offices/bp</a>	608-262-6423
Federal Relations	Alexandria Roe	<a href="http://wisconsin.edu/offices/cpb">wisconsin.edu/offices/cpb</a>	608-265-0551
Finance	Kris Andrews	<a href="http://wisconsin.edu/government-relations">wisconsin.edu/government-relations</a>	608-263-3362
General Counsel	Sean P. Nelson	<a href="http://wisconsin.edu/offices/finance">wisconsin.edu/offices/finance</a>	608-262-1311
UW System Human Resources	Quinn Williams	<a href="http://wisconsin.edu/offices/gc">wisconsin.edu/offices/gc</a>	608-262-2995
UW HELP	Shenita Brokenburr	<a href="http://wisconsin.edu/ohrwd">wisconsin.edu/ohrwd</a>	608-263-4384
Board of Regents Office	Sir Williams ( <i>interim</i> )	<a href="http://uwhelp.wisconsin.edu">uwhelp.wisconsin.edu</a>	800-442-6459
	Jess Lathrop	<a href="http://wisconsin.edu/regents">wisconsin.edu/regents</a>	608-262-2324

## UW Institutions

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

# UW Campuses





## 2019 UW SYSTEM REGENT SCHOLAR GRANTS

### BACKGROUND

The UW System Regent Scholar program provides prestigious, one-time grants to individual faculty or campus programs that undertake undergraduate research projects having the potential to foster innovation, entrepreneurship, and talent development. Formally introduced in 2014, the program is designed to stimulate faculty-student collaborative research. Eligibility is open to all UW System campuses, supporting entrepreneurial ideas and innovative projects with goals of:

- Providing summer funding support for faculty to engage in research and other scholarly activities;
- Promoting stellar research experiences for undergraduate students, thus preparing a high-quality workforce;
- Stimulating research across all UW System campuses, ultimately driving regional economic development; and
- Recognizing superior and undergraduate research in the STEM disciplines and creative arts field at the Board of Regents level.

### 2019 GRANT RECIPIENTS

#### **Dr. Yijun Tang**

Associate Professor of Analytical Chemistry  
University of Wisconsin–Oshkosh  
Area of Research Focus: Medical Technology

Dr. Tang's project is titled, "*Enzyme-Free Glucose Sensors Composed of Molecularly Imprinted Polymers and Nanosized Metal Particles.*" These new glucose sensors have greater stability and effectiveness than the standard enzyme-based blood testing strips. They also last longer, are more accurate and more durable than current strips. Additionally, this product could be used to monitor glucose in other bodily fluids which would be too harsh for enzyme strips, or to test samples in food production.

#### **Dr. Gokul "Gopal" Gopalakrishnan**

Assistant Professor, Engineering Physics  
University of Wisconsin–Platteville  
Area of Research Focus: Biotechnology

Dr. Gokul's project, "*A Rapid, Customizable Technique for Pathogen Separation and Biomolecular Detection,*" is focused on developing a new technology for the rapid and simultaneous separation and concentration of different types of microscopic biological materials, such as proteins, viruses, and bacteria, by size and shape. Such a system, comprised of multi-filter stacks of silicon porous nanomembranes, could be used for field testing of groundwater contamination as well as separation of nanoscale biological samples in the lab.

## **Collaborative Project**

Area of Focus: Computer Science/Security

The following Regent Scholar recipients worked jointly on their project, titled “*Empirically Examining the Source Code Security and Vulnerabilities in General Purpose Software Systems.*” This multi-campus collaborative program helps software instructors better design and plan training courses and curriculum that provides secure coding practices for undergraduate students and software developers.

### **Dr. Saleh Alnaeli**

Assistant Professor, Department of Computer Science  
University of Wisconsin–Stout

Dr. Alnaeli’s research effort focuses on software security and addresses source code vulnerabilities through the application of automatic parallelization and multicore programming, the Internet of Things, and static analysis approaches.

### **Dr. Zaid Altahat**

Assistant Professor of Computer Science and Director of the App Factory  
University of Wisconsin–Parkside

Dr. Altahat’s research is focused on embedded software, software engineering, mobile and web apps, and agile methodologies.

Approval of Amendments to Update  
The Bylaws of the Board of Regents

BOARD OF REGENTS

Resolution 11.

That, upon the recommendation of the President of the Board of Regents of the University of Wisconsin System, the Board of Regents approves the attached amendments to the Bylaws of the Board of Regents.

## **UW SYSTEM BOARD OF REGENTS BYLAWS REVISIONS**

### **BACKGROUND**

The *Bylaws of the Board of Regents of the University of Wisconsin System* govern the activities of the Board, including the frequency of board meetings, duties of board officers and functions of board committees. The Board of Regents establish and revise Bylaws under the authority granted to the Board in Ch. 36, Wis. Stats., and the Board occasionally reviews the Bylaws to reflect statutory or operational changes or to make technical corrections. The Board may add or amend the Bylaws at any meeting of the Board by an affirmative vote of a majority of the Board members.

### **REQUESTED ACTION**

Approval of Resolution 11, amending the *Bylaws of the Board of Regents of the University of Wisconsin System*.

### **DISCUSSION**

According to the Association of Governing Boards of Universities and Colleges (AGB), bylaws are one of the primary policy documents that guide the governance of a university system, establishing the rules by which a governing board organizes itself and describing the board's responsibilities and structure. In AGB's publication, *Updating Board Bylaws: A Guide for Colleges and Universities*, author and former UW System President Robert M. O'Neil notes that "because of their centrality to board operations, bylaws must be kept current—consistent with state law and legal standards—and followed." He recommends that governing boards review their bylaws regularly, and at least annually.

This proposal includes several updates and minor revisions to improve clarity of the Board's bylaws, as well additional changes described below.

#### Chapter I, Section 2: Regular Meetings

A review of the bylaws of large university systems in other states found that most other systems require six or even fewer regular board meetings each year. The Board of Regents' Bylaws currently require the Board to hold six two-day meetings and two one-day meetings during the year, for a total of eight meetings. This proposed revision makes the one-day meetings optional, providing Board leadership with options to hold one-day meetings as needed.

### Chapter 1, Section 6: Parliamentary Rules and Order of Business

This proposal includes a new provision clarifying how the Board counts abstentions and recusals in determining a majority vote on matters coming before the Board. This provision is consistent with Robert's Rules of Order, current Board practice, and with provisions included in the bylaws of governing boards of other state university systems.

### Chapter 2, Section 6: Duties of the Secretary

Wisconsin statutes require the Board to hold meetings in compliance with Wisconsin's open meetings law, including notice requirements for public meetings. Each year in June, the Board adopts a 12-month calendar of meeting dates and locations for the upcoming calendar year, which it publishes and makes publicly available on its website shortly after adoption. The Board also provides notice of each individual meeting in compliance with Wisconsin's open meeting laws. In recognition of these Board practices, this proposal eliminates as unnecessary the reference to the Secretary providing at least ten days' notice of the regular meetings of the Board.

### Chapter III, Section 1, Item g: Committee on Collective Bargaining

In February 2017, the Board modified the name and function of the former Committee on Faculty and Academic Staff Collective Bargaining, replacing it with the Committee on Collective Bargaining. The Board made these changes in response to the repeal of the University of Wisconsin System Faculty and Academic Staff Labor Relations Act (Subch. VI, Chapter 111, Wis. Stats.), which was eliminated under 2011 Wisconsin Act 10. The repeal of the Act made the Committee on Faculty and Academic Collective Bargaining obsolete. However, the Board decided to rename and retain the committee to review collective bargaining contracts for certain other designated occupational groups as codified in the State Employment Labor Relations Act (Subch. V of Chapter 111, Wis. Stats.). The Board's intention was to convene the committee if necessary, but the Board has since determined that they do not need a separate committee to handle the duties associated with reviewing these contracts and this proposal eliminates the Committee on Collective Bargaining as unnecessary.

A copy of the proposed changes to the Bylaws is attached.

**Bylaws**  
**of the**  
**Board of Regents**  
**of the**  
**University of Wisconsin System**

Adopted 11-5-71, Last amended 12-07-2018

# Table of Contents

Subject	Page #
<b>CHAPTER I</b> .....	<b>1</b>
<b>MEETINGS AND BUSINESS OF THE REGENTS</b> .....	<b>1</b>
<i>Annual Meetings</i> .....	<i>1</i>
<i>Regular Meetings</i> .....	<i>1</i>
<i>Special Meetings</i> .....	<i>2</i>
<i>Place of Meetings</i> .....	<i>2</i>
<i>Quorum</i> .....	<i>2</i>
<i>Parliamentary Rules and Order of Business</i> .....	<i>2</i>
<b>CHAPTER II</b> .....	<b>3</b>
<b>OFFICERS OF THE BOARD AND THEIR DUTIES</b> .....	<b>3</b>
<i>Mode of Election</i> .....	<i>3</i>
<i>Duties of the President of the Board</i> .....	<i>4</i>
<i>Duties of the Vice President of the Board</i> .....	<i>4</i>
<i>Duties of the President Pro Tem</i> .....	<i>4</i>
<i>Duties of the Secretary</i> .....	<i>4</i>
<i>Assistant Secretaries</i> .....	<i>5</i>
<i>Trust Officer and Assistant Trust Officers</i> .....	<i>5</i>
<b>CHAPTER III</b> .....	<b>5</b>
<b>COMMITTEES OF THE BOARD</b> .....	<b>6</b>
<i>Duties of the Education Committee</i> .....	<i>8</i>
<i>Duties of the Business and Finance Committee</i> .....	<i>8</i>
<i>Duties of the Capital Planning and Budget Committee</i> .....	<i>8</i>
<i>Duties of the Executive Committee</i> .....	<i>9</i>
<i>Duties of the Personnel Matters Review Committee</i> .....	<i>9</i>
<i>Duties of the Committee on Student Discipline and Other Student Appeals</i> .....	<i>10</i>
<i>Duties of the Committee on Collective Bargaining</i> .....	<i>12</i>
<i>Duties of the Research, Economic Development, and Innovation Committee</i> .....	<i>12</i>
<i>Duties of the Audit Committee</i> .....	<i>13</i>
<b>CHAPTER IV</b> .....	<b>13</b>
<b>BYLAWS</b> .....	<b>13</b>
<i>Amendments</i> .....	<i>13</i>
<i>Suspension</i> .....	<i>14</i>
<b>CHAPTER V</b> .....	<b>15</b>
<b>SYSTEM ADMINISTRATION</b> .....	<b>15</b>
<i>President of the University of Wisconsin System</i> .....	<i>15</i>
<i>Vice Presidents</i> .....	<i>16</i>
<i>Staff Services to the Board of Regents</i> .....	<i>16</i>

**Bylaws  
of the  
Board of Regents  
of the  
University of Wisconsin System**

**CHAPTER I  
MEETINGS AND BUSINESS OF THE REGENTS**

**Annual Meetings**

Section 1. Each Annual Meeting of the Board of Regents of the University of Wisconsin System (“the Board”) shall be held, unless otherwise specially ordered, on the Thursday and Friday following the first Monday in June.

**Regular Meetings**

Section 2. Unless otherwise specially ordered, regular meetings of the Board shall be held at regular intervals six times each calendar year on the Thursday and Friday following the first Monday in a month, except that the August meeting shall be held on the Thursday and Friday following the third Monday. In addition, twice each year, a one-day meeting ~~shall~~may be held on the Thursday following the first Monday in a month. Annually, the Board shall adopt a 12-month calendar of meeting dates and locations, after consideration of a related recommendation from the Secretary of the Board.

If, in the judgment of the President of the Board, the Board’s business can be conducted during only one day of a previously-scheduled two-day meeting, then the President of the Board may cancel either the Thursday or Friday meeting, upon reasonable notice to the members of the Board. ~~Similarly, if, in the judgment of the President of the Board, the business needs of the Board suggest that a previously-scheduled one-day meeting may be cancelled, then~~



~~the President of the Board may cancel that one-day meeting, upon reasonable notice to the members of the Board.~~ A cancellation under this section may occur only if more than half of the members of the Executive Committee have consented and only for a regular meeting hosted by the Office of the Board of Regents, but not for a meeting hosted by a UW institution.

### **Special Meetings**

Section 3. A special meeting of the Board may be called at any time, upon request of at least five members of the Board or by the President of the Board. The notice calling any special meeting of the Board shall be sent by the Secretary to each member of the Board in writing, by mail, personal service or email, at least five days before the time of the meeting. If, in the judgment of the President of the Board, following consultation with available members of the Executive Committee, it is determined that a special Board meeting is required with notification of less than five days, but not less than two days, such a meeting may be called, provided the subject is limited and two-thirds of Board members have consented to the meeting.

### **Place of Meetings**

Section 4. Meetings of the Board shall be held in Madison, except that up to four meetings each year may be held at UW institutions throughout the [UW](#) System, on a rotating basis.

### **Quorum**

Section 5. A majority of the members of the Board shall constitute a quorum of the Board. A majority of the members of a committee of the Board shall constitute a quorum of that committee. *Ex-officio* members of Board committees shall not be counted in determining the number required for a quorum, but may be counted in determining that a quorum is present at a meeting of the committee.

## **Parliamentary Rules and Order of Business**

Section 6. General parliamentary rules as set forth in *Robert's Rules of Order*, current edition, and as modified by rules and regulations of the Board, shall be observed in conducting the business of the Board and its committees.

Except as otherwise provided in the Bylaws, Regent policies, or s. 15.07(4), Wis. Stats., all matters coming before the Board or relevant Board committees shall be determined by a majority of votes cast by Regents present, excluding abstentions and recusals. Upon the request of any Regent, the vote shall be by a call of the roll.

The agenda for all two-day meetings shall include at least the following:

- (1) Calling of the roll
- (2) Approval or amendment of the minutes of the proceedings of prior meetings
- (3) Report of the President of the Board
- (4) Report of the President of the UW System
- (5) Reports of standing committees
- (6) Communications, petitions, and memorials

## **CHAPTER II OFFICERS OF THE BOARD AND THEIR DUTIES**

Section 1. The officers of the Board shall consist of a president, a vice president, a secretary, and such assistant secretaries as the Board from time to time shall determine, and a trust officer and such assistant trust officers as the Board from time to time shall determine.

### **Mode of Election**

Section 2. The officers of the Board shall be elected by ballot at the annual meeting, and shall hold their respective offices for one year and until their successors shall be elected. Their terms of office shall begin immediately after the annual meeting at which they are elected. If there is only one nominee for each office, the election shall be by voice vote.

### **Duties of the President of the Board**

Section 3. The President of the Board shall preside at all meetings, shall appoint the members of all standing and special committees of the Board, shall be an ex-officio voting member of all committees, and shall discharge the ordinary duties of such officer in the pursuance of parliamentary law. The President of the Board shall, with the President of the UW~~niversity~~ System, sign all diplomas and, with the Secretary countersigning, shall sign all contracts and instruments authorized or issued by authority of the Board, except such contracts and instruments as the Board or its Executive Committee may authorize any officer or employee of the UW~~niversity~~ System to sign. The President of the Board shall, with the President of the ~~University of Wisconsin~~ System, present budget requests to the Governor and the Legislature and shall act as spokesperson for the Board before the Governor and before all legislative groups in matters of educational program planning, the use of existing facilities and personnel, budgetary issues, and building priorities.

### **Duties of the Vice President of the Board**

Section 4. The Vice President of the Board shall be an ex-officio voting member of all committees and shall, in the absence of the President, perform all the duties of the President.

### **Duties of the President Pro Tem**

Section 5. In the absence of the President and the Vice President, the Board may appoint a president pro tem, who shall perform the duties of presiding officer of the Board.

### **Duties of the Secretary**

Section 6. It shall be the duty of the Secretary to give ~~at least ten days'~~ notice of ~~the regular all~~ meetings of the Board consistent with the requirements of the open meetings law (Wis. Stat. §§ 19.81 to 19.98), to keep a record of the proceedings of the Board at all of its meetings, to keep a separate record of the proceedings of the Executive Committee, and a record of the proceedings of each of the standing committees; to keep the corporate seal and by countersigning execute with the President of the Board instruments and contracts ordered by the

Board; and to preserve all documents pertaining to his or her office. The Secretary shall perform such other duties as are imposed on him or her by law and the rules and orders of the Board.

The Secretary shall, as soon as practicable after the record of proceedings of meetings has been perfected, transmit, ~~by mail~~, to each Regent a copy of the record of the meetings of the Board, and of the committees thereof. The Secretary shall maintain an up-to-date codification of all policy actions of the Board as referred to in Section 1. of Chapter V of the Bylaws.

### **Assistant Secretaries**

Section 7. The Board shall, at the same time and in the same manner as it elects its Secretary, also elect such number of Assistant Secretaries as it shall deem necessary. The duties of the Assistant Secretaries shall be to assist the Secretary in the performance of his or her duties, and they shall perform such duties as may be assigned to them by the Secretary or the Board of Regents. In the absence of the Secretary, an Assistant Secretary shall act as and perform all the duties of the Secretary.

### **Trust Officer and Assistant Trust Officers**

Section 8. It shall be the duty of the Trust Officer to receive, manage, and maintain records of all trust funds of the ~~University of Wisconsin~~ System and to perform such other duties relating to trust funds as are imposed upon him or her by law and the rules and orders of the Board or the Business and Finance Committee of the Board. The Assistant Trust Officers shall assist the Trust Officer in the performance of his or her duties and shall perform such other duties as may be assigned to them by the Trust Officer, the Board or the Business and Finance Committee of the Board.

The Trust Officer and Assistant Trust Officers are authorized and empowered to do all things necessary to affect the transfer, receipt or other disposition of gifts and bequests (i.e., assets that will become university trust funds) for the sole benefit of the Board of Regents of the ~~University of Wisconsin~~ System.

## **CHAPTER III**

## COMMITTEES OF THE BOARD

Section 1. There shall be ~~nine~~eight standing committees of the Board of Regents as follow:

- a. **Education Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.
- b. **Business and Finance Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.
- c. **Capital Planning and Budget Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.
- d. **Executive Committee** consisting of the President of the Board, who shall serve as Chair; the Vice President of the Board; the Chair of the Education Committee; the Chair of the Business and Finance Committee; the Chair of the Capital Planning and Budget Committee; the Chair of the Research, Economic Development and Innovation Committee; the Chair of the Audit Committee; the member of the Board who shall have most recently been the President of the Board; and one other member of the Board appointed by the President of the Board. In the event that there shall be no member of the Board who shall have previously been President of the Board, such

position on the Executive Committee shall be filled by a member of the Board appointed by the President of the Board.

- e. **Personnel Matters Review Committee** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members. The President shall designate the Chair of the Committee.
- f. **Committee on Student Discipline and Other Student Appeals** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members. The President shall designate the Chair of the Committee.

~~g. **Committee on Collective Bargaining** consisting of at least three members appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair of the Committee.~~

h.g. **Research, Economic Development, and Innovation Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

i.h. **Audit Committee** consisting of such members as are appointed annually thereto by the President of the Board following the annual meeting. The President and Vice President of the Board shall serve as ex-officio voting members and the President shall designate the Chair and Vice Chair of the Committee.

Special Regent committees may be created from time to time as necessity demands by an affirmative majority vote of the Board, and the President shall appoint the members thereto and the Chair thereof. A Special Regent Committee shall not be created for any matter which is properly before any of the standing committees.

Meetings of the committees may be called by the Chair or by the Secretary of the Board upon the request of two members, or upon the request of the President of the [UW](#) University System.

### **Duties of the Education Committee**

Section 2. The Education Committee shall have charge of consideration of all matters of an educational nature related to the instruction, research, and public service functions of the [UW](#) University System; the academic personnel; and to student services and welfare.

### **Duties of the Business and Finance Committee**

Section 3. The Business and Finance Committee shall have charge of consideration of all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel.

### **Duties of the Capital Planning and Budget Committee**

Section 4. The Capital Planning and Budget Committee shall have charge of consideration of all matters related to the physical environment of the [University of Wisconsin](#) System institutions, as outlined below:

- Establish standards and identify resources to maintain, renew and replace (when needed) existing capital assets
- Promulgate policies related to the development of the biennial capital budget
- Explore innovative funding strategies to help address the facilities needs of university campuses

- Establish policies for the appropriate use of internal and external sources of funds for capital needs
- Review long range development plans, master plans, and transportation plans
- Review campus boundaries and authorize real estate transactions
- Review design reports and authorize construction of capital projects
- Review namings of facilities
- Determine disposition of decommissioned facilities
- Ensure compliance with local, state and federal regulations related to zoning, environmental protection, physical safety and removal of architectural barriers

### **Duties of the Executive Committee**

Section 5. \_\_\_\_\_ The Executive Committee shall have the powers of the Board, when the Board is not in session, and shall provide for the execution of orders and resolutions not otherwise specially committed or provided for. A separate record of the proceedings of this Committee shall be kept by the Secretary, and the same shall be submitted to the Board for inclusion in the record at the next regular or special meeting.

### **Duties of the Personnel Matters Review Committee**

Section 6. \_\_\_\_\_ The President of the Board may refer faculty and staff personnel matters involving requests for hearing, petitions for review, and appeals to the Board to the Personnel Matters Review Committee.

- a. Mandatory review. Where an opportunity to be heard, a review or an appeal to the Board is required by s. 36.115(4), Wis. Stats.; by the Board's administrative rules, such as ss. UWS 4.08, 5.14(3) or 11.10, Wisconsin Administrative Code; or under Board policies, the Committee may conduct the hearing, review or appeal. All such proceedings shall be conducted upon the record of the matter created at the institutional or administrative levels. The Committee shall prepare recommended findings and a decision, and shall transmit them to the full Board for final action.
- b. Discretionary review. Where consideration of a matter by the Board is discretionary either under the Board's administrative rules, such as ss. UWS 5.14(2), 6.01(5), 6.02,



11.07, or 12.05(8), Wisconsin Administrative Code, or under Board policies, or on any other basis, it shall first be determined whether the request for Board consideration should be granted. In making the determination, the following factors shall be considered:

- (1) The case involves substantial constitutional claims;
  - (2) There is a serious concern that the chancellor has abused his/her discretion or exceeded his/her authority;
  - (3) The decision made at the institutional level could have systemwide implications; or
  - (4) The final institutional decision is based upon facts not supported by the record, resulting in material prejudice to the individual seeking review.
- c. If the Board determines that a request for Board consideration should be granted, the Committee may conduct the review or hearing. All such proceedings shall be conducted upon the record of the matter created at the institutional or administrative levels. The Committee shall prepare recommended findings and a decision, and shall transmit them to the full Board for final action.

#### **Duties of the Committee on Student Discipline and Other Student Appeals**

Section 7.        The President of the Board may refer requests for hearing, petitions for review, and appeals involving student discipline or student governance matters or student discrimination complaints under s. 36.12, Wisconsin Statutes, to the Committee on Student Discipline and Other Student Appeals.

- a. Student discipline matters.
  - (1) Under ss. UWS 14.10 and UWS 17.14, Wisconsin Administrative Code, the Board may, at its discretion, grant a review upon the record of the final institutional decision in a student discipline case. In such cases, - the Committee on Student Discipline and Other Student Appeals shall make an initial determination and recommendation to the full Board as to whether the request for review should be granted. A written request for review under

s. UWS 17.14, Wis. Admin. Code, must be submitted to the Secretary of the Board within 14 days of the final institutional decision. In determining whether to grant a request for review, the following factors shall be considered:

- (a) The case involves substantial constitutional claims;
- (b) There is a serious concern that the chancellor has abused his/her discretion or exceeded his/her authority;
- (c) The decision made at the institutional level could have systemwide implications; or
- (d) The final institutional decision is based upon facts not supported by the record, resulting material prejudice to the individual seeking review.

(2) The Committee's recommendation as to whether the request for review should be granted shall be transmitted to the Board for action. If the Board determines that the request for consideration should be granted, the Committee may conduct the review. All such proceedings shall be conducted upon the record of the matter created at institutional or administrative levels. Unless the request for review is withdrawn, the Committee shall prepare findings and a decision, and shall transmit them to the full Board for final action.

b. Student governance appeals.

- (1) Mandatory review. Where review of a student governance matter is required by the Board's policies, such as by Regent Policy Document 30-3, *Guidelines for Student Governance*, the Committee may conduct the review. All such proceedings shall be conducted upon the record of the matter created at the institutional or administrative levels. The Committee shall prepare recommended findings and a decision, and shall transmit them to the full Board for final action.
- (2) Discretionary review. Where review of a student governance matter is discretionary under the Board's policies, such as Regent Policy Document ~~86-4~~, *Guidelines for Implementation of s. 36.09(5), Wisconsin Statutes 30-3*,

*Guidelines for Student Governance*, the Committee shall first consider whether the request for Board review should be granted. In making that determination, the following factors shall be considered:

- (a) Whether there is a serious concern that the chancellor or the president has abused his/her discretion or exceeded his/her authority; or
  - (b) Whether the decision of the chancellor or the president could have systemwide implications.
- (3) Where the review of a student governance matter is discretionary, the Committee shall prepare a recommendation as to whether the request for review should be granted, and shall transmit it to the full Board for action. If the Board determines that a request for review should be granted, the Committee may conduct the review. All such proceedings shall be conducted upon the record of the matter created at the institutional or administrative levels. Unless the request for review is withdrawn, the Committee shall prepare a recommended decision, and shall transmit it to the full Board for final action.
- c. Appeals of decisions on student discrimination complaints.
- Mandatory review. Section 36.12 *Wisconsin Statutes*, affords students the right to appeal to the Board from institutional decisions on discrimination complaints. In such cases, the Committee may conduct the review. All such proceedings shall be conducted upon the record of the matter created at the institutional level. The Committee shall prepare recommended findings and a decision, and shall transmit them to the full Board for final action.

### ~~Duties of the Committee on Collective Bargaining~~

~~Section 8.—The Committee on Collective Bargaining shall have charge of consideration of all matters relating to collective bargaining under ch. 111, subch. V, Wis. Stats., “State Employment Labor Relations.”~~

### **Duties of the Research, Economic Development, and Innovation Committee**

Section ~~98~~. \_\_\_\_\_ The Research, Economic Development, and Innovation Committee shall have the following responsibilities:

- Adopt policies and develop strategies designed to strengthen the UW System’s overall contribution to the economic development of the state and to support professional development, outreach, and research at all UW System institutions within the context of their unique missions.
- Consider any matters related to the University’s role in enhancing its research enterprise and bolstering the state’s economy. Such matters may include the advancement and growth of basic, applied, and clinical research; technology transfer; entrepreneurship; industry partnerships; and the development of intellectual capital for the benefit of the state of Wisconsin.
- Highlight successful research and economic development efforts, partnerships, and innovations involving UW System institutions.
- Focus attention on the Board’s statutory responsibilities to report on and ensure accountability for research and economic development activities at UW System institutions.

#### **Duties of the Audit Committee**

Section ~~109~~. As outlined in the committee’s charter as adopted by the Board of Regents, the Audit Committee shall have charge of the oversight of: all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics.

## **CHAPTER IV**

### **BYLAWS**

#### **Amendments**

Section 1. These Bylaws may be added to or amended at any meeting of the Board by an affirmative vote of a majority of the members of the Board provided, however, that proposed amendments shall be specifically set forth in the notice of such meeting.

### **Suspension**

Section 2. The Bylaws or any of them may be suspended at any meeting by an affirmative vote of two-thirds of the total members of the Board and not otherwise.

## CHAPTER V SYSTEM ADMINISTRATION

### President of the University of Wisconsin System

Section 1. The President of the University of Wisconsin System has full executive responsibility for the operation and management of the [UW](#) System. He or she shall carry out the duties prescribed in Wisconsin Statutes for this office, and such other duties as may be assigned by the Board or be implicit in policy actions of the Board. The President of the [UW](#) System shall see to the appropriate staffing of [UW](#) System administrative offices, and direct and coordinate the activities of these offices as needed to fulfill his or her responsibilities.

\_\_\_\_\_ All items to be brought before the Board of Regents for action, except matters which come to the Board pursuant to its administrative rules or existing policies and those initiating in the Board itself, should reach the Board through the President of the [University of Wisconsin](#) System and carry his or her recommendation. If an item arises at or is related to an institution, the President shall ensure that it has first been through the established institution governance process and carries the Chancellor's recommendation; if it has not been through the institution governance process, the President shall request that it be so considered by the institution.

\_\_\_\_\_ On appeals of matters which have been through the institution governance process, the President shall verify that all institution procedures have been exhausted and will then determine whether, in the President's judgment, the Board of Regents should consider the matter. A decision by the President that the matter should not be considered by the Board can be appealed directly to the President of the Board. If the President of the Board determines that the matter should not be considered by the Board, any member of the Board may request that the matter be considered by the Board.

\_\_\_\_\_ A request that an item be considered by the Board which comes from other than the President or any member of the Board must be in writing. Persons making such requests shall be advised in writing of determinations by the President of the [UW](#) System and President of the Board regarding their requests. Failure by the President of the [UW](#) System or the President of the Board to act on a written request that an item be considered by the Board within sixty days of its receipt shall be deemed a denial of the request.

### **Vice Presidents**

Section 2. The President shall, with the approval of the Board, establish such vice presidential offices as may be necessary to provide administrative direction and coordination for the several major functions of [UW](#) System Administration as these are defined by the President and the Board. The President shall assign such responsibilities to each of the vice presidents as may best promote effective administration of the responsibilities of his or her office, and shall, with the approval of the Board, title each vice presidential office in the way best suited to designate its major area of concern.

### **Staff Services to the Board of Regents**

Section 3. The President shall, with the approval of the Board, designate a vice president as principal staff officer for the Education Committee; Business and Finance Committee; Capital Planning and Budget Committee; Research, Economic Development and Innovation Committee; and Audit Committee of the Board or, in the event of the unavailability of an appropriate vice president, an associate vice president or other major administrative officer to perform this function. The persons so designated shall provide to the committee such materials and papers as may be required for the agenda of the committee, and be prepared to respond to such other requests for information or interpretation as the committee or its members may require. The Vice Presidents shall designate staff to serve as recording secretaries of these five committees.