

MEMORANDUM

TO: Working Group Participants

FROM: Regent Guy A. Gottschalk

RE: Materials for February 4, 2004, meeting

DATE: January 29, 2004

Enclosed are materials for the February 4, 2004, meeting, including:

1. Cover letter with meeting times and locations.
2. "Regent Study Process" -- an outline of potential end products and timeline.
3. Summary of the January 7, 2004, meeting of the five subgroups
4. January 7 Working Groups minutes synopses
5. Memo from Sharon Wilhelm, Director of the Office of Planning, Analysis and Research, and related Financial Aid Information Memorandum.
6. Memo from Frank Goldberg, Assistant Vice President of Planning, Analysis and Research and related "Accountability Report."
7. Steering Committee minutes
8. Committee-specific information

The "Regent Study Process" and the Summary of the meeting of the five subgroups will help steer the process and the work products of the study, including the Final Report.

Thank you.



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

January 28, 2004

TO: Each Regent Study working group participant

FROM: Judith A. Temby

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

MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at the Pyle Center, 702 Langdon Street, Madison, on February 5, 2004.

Thursday, February 5, 2004

9:00 a.m. - Presentation on Transforming Instructional Delivery, by Alan Guskin,
Co-Director and Senior Scholar, Project on the Future of Higher Education
For all participants in Charting a New Course for The UW System
Pyle Center, room 325/326

10:00 a.m. - 10:30 a.m. - Joint Working Group meeting:

- Achieving Operating Efficiencies
- Re-Defining Educational Quality

Pyle Center, room 325/326

10:00 a.m. - 12:30 p.m. - Working Groups - Charting a New Course for the UW System

- Revenue Authority and Other Opportunities, Pyle Center, room 226
- The Research and Public Service Mission, Pyle Center, room 225
- Our Partnership with the State, Pyle Center, room 112

10:30 a.m. - 12:30 p.m. -

- Achieving Operating Efficiencies reconvene, Pyle Center, room 213
- Re-Defining Educational Quality reconvene, Pyle Center, room 111

12:30 - 1:00 p.m. - Box Lunch

- Presentation on UW Colleges Online Program
All Charting a New Course participants invited to attend
Pyle Center, room 325/326

1:00 p.m. - Annual Accountability Report
All Charting a New Course participants invited to attend
Pyle Center, room 325/326

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

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

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Regent Study Process

I End Products:

1. April: Report with budget related recommendations. One consolidated report with a set of recommendations related to the budget with explanations, and key supporting data.
2. June: A final merged and integrated document with an executive summary that includes non-budget related recommendations in addition to the budget recommendations that were part of the April report.

II Timeline: Budget Related Recommendations

1. February 5 meeting of subcommittees: Each subcommittee discusses and decides on budget related recommendations that it will forward for inclusion in report.

Responsible parties: Subcommittee chairs working with staff.

2. February 9 – 18: Subcommittee staff prepare drafts of budget related recommendations in brief descriptions for each recommendation addressing:
 - Description of budget recommendation and required funding source.
 - Who would benefit and how?
 - What theme is addressed by the recommendation: i.e. Quality, Access, and Serving Wisconsin.

Responsible parties: Subcommittee staff.

3. March 4 meetings of subcommittees: Each subcommittee finalizes its brief budget related recommendations.

Responsible parties: Subcommittee chairs working with staff.

4. March 8-12: Staff merge subcommittee brief budget related recommendations into one document. (Submit to Guy, Katharine, and Toby)

Responsible parties: Senior Vice President Olien working with subcommittee staff.

5. March 12: Merged document of budget related recommendations sent to steering committee for review.

Responsible parties: Board of Regents staff.

6. March 15-18: Steering Committee teleconference to approve draft budget related recommendations document.

Responsible parties: Board of Regents staff working with Regents Gottschalt and Marcovich.

7. March 24: Merged budget related recommendations document sent to full Board as part of April meeting packet.

Responsible parties: Board of Regents staff.

8. April 1-2: Approval of budget related recommendations document by appropriate Board committee(s) and full Board.

Responsible parties: Board of Regents staff working with Board.

III Timetable: Final report (note: UWSA staff will develop a format for the consolidated final report prior)

1. April 1 meetings of subcommittees: Each subcommittee discusses and agrees upon preliminary recommendations to be included in its final report.

Responsible parties: Subcommittee chairs working with staff.

2. April 5-28: Subcommittee staff prepares draft subcommittee reports in format to be agreed upon.

Responsible parties: Subcommittee staff.

3. May 6 meetings of subcommittees: Each subcommittee finalizes its report.

Responsible parties: Subcommittee chairs working with staff.

4. May 10-14: Staff draft merged final report. (Executive Summary Data to Guy). Guy will draft Executive Summary.

Responsible parties: Senior Vice President Olien working with subcommittee staff.

5. May 14: Draft merged final report to Steering Committee for review.

Responsible parties: Board of Regents staff.

6. May 17-21: Steering Committee teleconference to approve draft final report.

Responsible parties: Board of Regents staff working with Regents Gottschalk and Marcovich.

7. May 26: Final Report sent to full board as part of June meeting packet.

Responsible Parties: Board of Regents staff.

8. June 3-4: Approval of final report by appropriate Board committee(s) and full Board.

Responsible parties: Board of Regents staff working with Board.

UW System
Charting a New Course for UW System
Summary of January 7, 2004 Meeting of the Five Subgroups

Select Three Common Themes

1. **Quality**
 - ****Stop/restore GPR reductions**
 - Student education and experience
 - Retain and attract quality faculty and staff
 - Diversity

2. **Access**
 - Trend in income gap
 - Tuition and financial aid – integrated strategy

Revenue Enhancements

 - More non-residents, without taking spaces for Wisconsin residents
 - Differential and other tuition options

Collaborations: K-12 and Tech System

3. **Serving Wisconsin directly – state and student needs.**

Efficiencies and collaborations

 - Technology focus
 - Self insurance

Potential Structures for organizing information:

Organize this final report around:

- Three common themes

Organize budget around:

- Student needs
- Faculty quality and pay

Next Steps:

Jan

Develop an outline for an executive summary. Include:

- Analysis and consensus items
- Action items
- Three common themes
- Indicate what we can do ourselves and what we need help with

March-May

Use the outline for each subcommittee to:

- Report each month on what they have to offer to develop the main concepts
- For March BOR – identify those things that help the budget case. Action items go through standing committees.
- For May BOR – Completed report, in the format of the outline provided. Action items go through standing committees.

June-?

Adopt a formal document –

Two documents:

1. Executive Summary

2. Full Report

Document will have appendices that include:

- Data and information from the subgroups
- Examples and stories

Continue communication strategy.

Charting a New Course for UW System

Key Issues by Subgroups – January 7, 2004

Revenue

- Stop the reduction of GPR – number one issue
- Attract new non-residents
- Tuition and student markets
 - Non-traditional students
 - Non resident students
 - Cohort tuition
 - Differential by undergraduate program
 - Per credit tuition
- Impact on grants if GPR is reduced
- Risk Management – efficiencies

Efficiency

- Capital buildings
- Procurement
- Cash management
- Operations
- Campus efficiencies
 - Auxiliary fund management
 - Info technology management
 - Purchasing/contracts
 - Travel
 - Incentives for efficiency
- System Structure
- Collaboration between UW Colleges and the Wisconsin Technical College System (WTCS), and among UW institutions.
- Delivery of Instruction

Education Quality

- Measures of quality education
 - Long term
 - Short term: faculty/staff ratio is critical, and engaged students
 - Early warning indicators
- Effective communication of the importance of quality education and impact on the state
- Use the measures to make strategic decisions

- Access and Quality
 - Protect quality. Easier to build the size of a quality institution than to recover lost quality.

But access is also important, hence the argument to not reduce/restore funding.

Research/Service

- Identify what people know and value about the University
- Identify research and service needs and barriers to access.
- Communicate the value and resource needs for research and service
- Enhance research value across the System
- Diversity – create a more diverse pool of grads
- Liberal arts and skills of graduates
- Role of students in research/service.

Partnership with the State

- Access – who are we serving, not serving?
 - Trends in economic background of the students
 - Adults.
- Legislative and executive relationships
- Student financial aid

February 28, 2004

Memorandum

To: Charting A New Course For the UW System – all participants

From: Guy A. Gottschalk

Re: Synopsis of Minutes of the January 7, 2004 meetings

Revenue Authority and Other Opportunities Working Group

After Regent Axtell called the meeting to order, the group heard a presentation on options to increasing revenues from tuition. The UW System currently utilizes the following tuition programs, all of which afford opportunities to increase revenues: standard tuition increases, campus differentials, program differentials, per-credit tuition, distance education pricing, service based pricing, and corporate college or other contract coursework.

Cohort tuition is another option that the System does not currently employ. Cohort tuition can be structured to lock in tuition levels for entering freshman cohorts, or so that modest future tuition increases are built in and known by students when they enter the System.

The discussion then focused on ways of attracting non-resident students, who benefit the System in the long term. It was agreed that innovative ideas for attracting non-residents should not jeopardize access for resident students. The group is considering the development of resolutions for regent consideration that would address non-resident tuition increases for the future, and to provide more tuition flexibility to campuses, with the requirement that they still meet tuition revenue targets.

Federal Relations Action Items that had been previously discussed were reviewed, and the group decided not to bring these items forward pending further revisions and refinement.

Additional information on per-credit tuition was discussed, and it was suggested that the group consider recommending a per-credit pilot program at one or more institutions. Such pilots could be revenue-neutral or revenue-generating, and should be structured so as to adversely affect a bare minimum of students and to positively affect drop rates and thus enhance access.

Looking forward to future meetings, the group listed the following priorities to be addressed before its work is completed:

- Stemming the dramatic decline of GPR support.
- Examining what standard tuition increase is necessary for the coming academic year.
- Increasing the numbers of non-resident students.
- Encouraging experiments on higher tuition for higher cost programs.
- Developing risk management recommendations in February.
- Finding ways of retaining research “stars” and high-performing faculty.

As stated above, risk management will be the primary topic of the February meeting. As time allows, Federal Relations items and tuition and time-to-degree issues will also be discussed.

Achieving Operating Efficiencies Working Group

At Regent Bradley’s request, Regent Olivieri chaired the meeting and began by asking for the presentation of a paper on UW System missions and programmatic focus, and whether or not the System’s resources are aligned with its mission. While a direct answer to the question is not easily determined, the paper offered several ways of examining the issues. It was pointed out that mission statements are frequently not tied to strategic planning, which should be considered when aligning resources with missions. An analysis of whether missions include certain key components, and periodic mission review would also be helpful. A lengthy discussion then ensued on missions and program array, and on recommendations that the group should consider in this regard.

The group then took up instructional delivery systems, and it was noted that in February an all-participant session would address these matters, since technology touches on topics of interest to several Working Groups.

A report on collaborative academic programs among UW institutions was then heard, and it was noted that a long history of successful collaborations exists. Several examples were noted, as well as examples of collaboration with institutions outside of the System, and even outside of the state. It was suggested that staff bring forward a recommendation on this for consideration.

A review of administrative efficiencies from previous meetings was revisited, with an eye to focusing on topics that might play into the budget process. It may well be advisable to demonstrate improved efficiencies to forestall additional funding cuts. In this regard, the need to show not only improved efficiencies but also enhanced per capita incomes and economic development to legislators is important.

Regent Olivieri then listed five priorities that Regent Bradley wishes to cover by the March meeting: 1) capital building programs; 2) procurement; 3) cash management; 4) auxiliary fund management; and 5) efficiency measures identified in previous studies. Several other topics for further discussion were also discussed.

Research and Public Service Working Group

Regent Davis convened the meeting, and began with a review of the group's agenda in light of the need to address budget-related topics in time for the March meeting.

Presenters then discussed the UW-Madison's PEOPLE program, which seeks to address the low high school graduation rates among minority students and to increase the pool of these students who will be qualified to gain admission and to succeed. It was posited that taking such a program System-wide could have a major impact for minority students in Wisconsin's urban areas.

The Milwaukee Partnership Academy, another approach to similar problems, was then described. Data measuring the success of this program is being analyzed and will be presented at a future meeting.

It was noted that a proposal to increase access to associate and baccalaureate degrees for place-bound and other non-traditional students has been developed by UW-Colleges and UW-Extension, and the group was asked to take up this proposal in February.

Draft preliminary recommendations including research, communication, public service, liberal arts and diversity were discussed, and it was agreed that the liberal arts piece might be more appropriate for the **Educational Quality Group**. Several suggestions regarding the recommendations were made, and budget staff will be invited to the March meeting to assist the group with the resource requirements associated with the draft recommendations.

Our Partnership With the State Working Group

Regent Walsh opened the meeting by revisiting Senator Darling's suggestion to create a forum for legislators and UW officials to work on economic development and other issues. Regent Walsh and President Lyall intend to meet with the Senator, and perhaps other legislators, to plan a direction for such a forum. There was a consensus that a more formal relationship with state government would be beneficial, and that important initial topics should include financial aids, as well as economic development. Financial aids options will be presented to the group in February.

The effectiveness and goals of the *UW System Accountability Report* were discussed, including its origins as a report aimed at legislators and its evolution into a continuous improvement document for internal use. The group was urged to develop a fuller understanding of the report and its potential, external uses.

It was stated that a part of our partnership with the state is to meet state needs, and that on-going communication is essential to determining what those needs are and to determining what resources are required to help meet them.

The group plans to discuss its executive summary in February and to focus on generating budget-related proposals by March, including those related to financial aid and non-traditional students.



Office of Policy Analysis and Research

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January 28, 2004

To: All regents Study Working Group Participants

From: Sharon Wilhelm, Director

For background purposes and our continuing discussion on financial aid, I thought you might find the attached information helpful.

<http://www.uwsa.edu/opar/orblist.htm>



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January 28, 2004

To: All Regents Study Working Group Participants

From: Frank Goldberg, Associate Vice President

Attached is the 2003-04 edition of *Achieving Excellence*, the UW System accountability report. President Lyall will be discussing this document at the 1:00 pm session of the Board of Regents on Thursday, February 5, 2004. All participants in the Charting the Future of the UW System study are invited to attend this meeting.

<http://www.uwsa.edu/opar/account/index.htm>

CHARTING A NEW COURSE FOR THE UW SYSTEM

STEERING COMMITTEE MEETING

January 7, 2004

Madison, Wisconsin
The Lowell Center
Lower Level Dining Room
10:00 a.m.

Present: Regent Gottschalk, Chair; Regent President Marcovich, Regent Axtell, Regent Bradley, Regent Davis, Regent Mohs, President Lyall, Senior Vice President Olien, and Chancellor Sorensen

Unable to attend: Regent Walsh

In introductory remarks, Regent Gottschalk outlined the agenda for the meeting, which would begin with reports from working group chairs. After that, there would be discussion of working group focus and alignment to avoid duplicating efforts or omitting important topics. Then participants could discuss how the working groups will report to the Board of Regents, how the Board will take action on their recommendations, what the final report should look like, and who will be the primary audiences for that report.

In closing, Regent Gottschalk stated that, while it may be the conclusion that no amount of new efficiencies or new revenue streams can take the place of adequate state support of the instructional mission, it is very important to look carefully for those efficiencies and revenues before considering such actions as restricting enrollments to protect quality.

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Working Group on Revenue Authority and Other Opportunities

Regent Axtell, Chair, indicated that the working group is considering matters in five general areas: Tuition, GPR, federal funding, risk management, and how to increase educational opportunities for nurses.

With regard to tuition, he noted approval by the Board in the mid-1990s of the basic principle of differential tuition. Several forms of tuition are being reviewed, including per-credit tuition, differential tuition for higher cost undergraduate programs, and cohort tuition. Also being considered are ways to attract more non-traditional students and more non-resident students.

Concerning GPR, Regent Axtell indicated that the working group will recommend sending the message that the downward spiral in GPR support must be stopped or all but the well-do-do will be priced out of higher education.

With respect to federal funding, he noted that the working group had been advised that prospects are bleak for large amounts of additional money from this source. In addition, the university may lose some faculty who obtain large grants due to current budgetary belt tightening.

In the area of gifts, he noted that support may decline because donors do not want their gifts used to replace state dollars. In addition, gifts usually are restricted to areas of the donor's choosing.

Concerning the severe nursing shortage, he indicated that one idea is to form a coalition of hospitals, health maintenance companies and other private health care organizations to fund scholarships, possibly with a state match.

Indicating that the non-traditional student market presents a growth opportunity, he said questions concern how to reach these potential students and how to price programs, perhaps on a cost-plus basis.

The largest potential revenue source, Regent Axtell observed, is the non-resident student market. Noting that these students recently had been priced out of the market, he indicated that relevant questions concern how to attract more of them to UW campuses and at what price. The working group had decided to focus on options that could produce the most dollars. In that regard, he noted that the per-credit option probably would be revenue neutral but could be tried on individual campuses.

The working group also was considering what to do if there should be another budget cut. What is clear, he noted, is that double-digit tuition increases cannot continue.

In conclusion, Regent Axtell urged that the final report of the Charting a New Course project have the most concise executive summary possible – creative, succinct, powerful and clear. Background information could be provided in appendix form.

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Working Group on Achieving Operating Efficiencies

Regent Bradley, Chair, indicated that the working group began by narrowing the scope of its work and looked at past efforts to achieve efficiencies.

Three reports had been presented on areas that could represent major savings:

1. Improving the capital building program;
2. Procurement;
3. Cash management.

In all three areas, it is recognized that the university is part of the broader state government and that what the university does has impacts on other agencies and goals.

Regent Bradley reported that the working group then looked at how other universities and states operate, but the results did not illuminate a clear path because of the large differences among states in terms of such factors as numbers of private colleges.

While business models of efficiency do not fit the university situation well, the working group has a compilation of definitions created by others and will work toward finding one that applies well in these circumstances, recognizing that efficiency includes a quality component, not just the lowest cost.

With regard to internal campus operations, the working group looked at management in four areas: auxiliary funds, information technology, parking, and travel. The intent is to look for substantial savings, not just small efficiencies that can be made.

The working group now is looking at the broader system structure and what incentives exist for operating efficiently. Collaborations with the UW Colleges and the Technical Colleges will be considered with an eye toward whether there are appropriate incentives for campuses to work more closely together.

In February, the working group will hear from Alan Guskin on the subject of whether efficiencies can be derived from different instructional delivery systems. The group also will examine the link between missions and resources and consider whether there are better ways of using campus capacities, including faculty workload, student support services and use of campus facilities and resources.

Working Group on Re-defining Educational Quality

Regent Mohs, Chair, began his remarks by noting that the work of the all groups is being undertaken against a backdrop of the importance of providing quality education. It is recognized that it is more difficult to measure success in higher education than in business, particularly since it is manifested over time as people progress through life.

Short-term measures include inputs such as student/faculty ratios, which indicate such things as whether there is time to give and grade essay exams and research papers. In this regard, there are early warning signs that the university is moving in the wrong direction.

Regent Mohs noted that there are both internal and external audiences concerned with educational quality. With regard to internal audiences, there often is normal resistance to change that would need to be overcome with persuasive explanations about the need to make changes to maintain quality. External audiences include the Legislature, Governor and other key stakeholders who would need to be persuaded as well.

In February, the working group planned to address the matter of access, with recognition that goals of high quality and high access can conflict when resources are lacking. In that situation, Regent Mohs felt it would be preferable to reduce the size of the faculty and enrollment in order to retain an excellent but smaller university system that can be rebuilt at a later time. On the other hand, he commented that failure to reduce size would adversely affect quality and hurt students, adding that once a university goes into decline, it takes much longer to rebuild.

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Working Group on Research and Public Service

Regent Davis, Chair, reported that the working group first reviewed what the university currently does in the areas of research and public service. The group then met with stakeholders from business, community leadership and labor around the state to find out what they consider major issues and needs. Another step was to meet with legislators at the Capitol who provided valuable perspectives. In addition, presentations on WARF, WiSys, and other matters were made to the group.

On the basis of what had been learned, Regent Davis indicated that the working group is focusing on a few key areas and is looking for a bold initiative to move the university forward. Those areas include:

- How to communicate more effectively with decision makers and stakeholders;
- Enhancing the role of research across the UW System;
- Focusing on diversity and producing the diverse talent needed by businesses, many of which have international interests;

- Focusing on the liberal arts in order to produce graduates who meet the need for employees who are well-rounded and who think analytically, communicate well and work effectively with others.

In conclusion, Regent Davis stated that the purpose is to better position the UW to meet the needs of its stakeholders.

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Working Group on Our Partnership with the State

General Counsel Pat Brady reported that the working group has been focusing on two themes:

- Access – who is being served and not served by the university
- Relationships with the Legislature and the Executive Branch

In the area of access, the group is looking at the adverse impact of rising tuition on lower income students and possible financial aid solutions. Another element of access concerns service to the adult population, which also has an impact on economic development.

In the area of relationships with state officials, a helpful meeting had been held with legislators. The group is working on a suggestion by Senator Darling that a more formal means of continuing communication be established.

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In discussion following the status reports, Regent President Marcovich expressed concern about the timetable for the Charting a New Course project. Noting that budget considerations are beginning next month, he suggested that the project be completed by the end of March in order to make its results available for the upcoming budget

While he did not think the entire project could be completed that soon, Regent Gottschalk indicated that budget-related items could be taken up first, and those that are not immediately budget related could continue to be considered.

Regent Mohs and Regent Amato agreed with the importance of moving up the time frame for the report to the beginning of the budget process.

Associate Vice President Freda Harris noted that statutory change recommendations could be brought forward later and still fit into the budget timeframe, while recommendations involving funding requests are more pressing.

Expressing agreement with Regent Gottschalk, Regent Davis observed that the Charting a New Course project represents a vision for the university's future that goes beyond the budget process.

Regent Marcovich asked that recommendations on budget-related items and an executive summary be completed by the end of March, so that they would be available for budget discussions with the Governor and legislators.

Regent Pruitt agreed with moving up the time frame and suggested developing themes that could drive the budget, such as the educational gap for people of different income levels and attracting more non-resident students.

Regent Axtell indicated that the Working Group on Revenue Authority and Other Opportunities could produce a list of budget-related items in the requested time frame.

Messages that the group would want to convey are:

1. That the erosion of GPR support should be stopped;
2. That tuition revenue from nonresident students should be enhanced, and that Wisconsin students would not be displaced in the process.
3. That star quality researchers should be protected and kept in Wisconsin

Work is ongoing in quantifying revenues that might be obtained from higher tuition for higher cost programs and a consultant's study is under way on risk assessment.

It was noted by Chancellor Wells that this is the first step in a strategic planning process that will drive campus strategic planning as well.

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Discussion on Working Group Focus and Alignment

Regent Olivieri commented that the issue of increasing the number of health care workers might be a topic for the Partnership with the State Working Group, rather than the Revenue Authority Working Group.

With regard to nontraditional students, he questioned whether increasing their numbers would result in increased revenue generation. Rather, he felt it is a question of who is served.

In the area of federal relations, he suggested discussing the increased amounts of funding that are earmarked for particular institutions and projects.

With assistance from Maury Cotter, UW-Madison Director of Strategic Planning, the following common themes were identified:

- Ending reductions in GPR funding
- Student access, including access for lower income students
- Tuition options for nonresident students
- Risk management
- Tuition and financial aid
- Serving the needs of Wisconsin

- Efficiencies
- Maintaining quality
- Retaining quality faculty and preventing further decreases in numbers of faculty
- Technology focus
- Partnerships: WTC System, K-12 schools and UW Colleges

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Working Group Communication with the Board of Regents and Board Action on Working Group Recommendations

Regent Gottschalk proposed that actions items go to the appropriate standing committees of the Board, while non-action items be incorporated into the final report to be approved by the Board.

Regent Mohs added that the campuses should be given direction so that their actions can be aligned with the Board's decisions. He observed that it is important to support efforts to do what is necessary to protect quality.

President Lyall pointed out that within common themes are mixtures of actions that can be taken by the university itself and actions for which the help of others will be needed, such as budgetary and statutory language items. There should be balance, she said, between these two types of efforts.

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Final Report Format

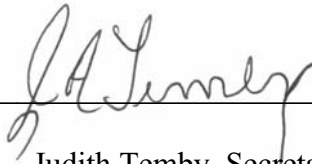
Regent Gottschalk expressed agreement with Regent Axtell's proposal for a concise and compelling executive summary, followed by a document containing rationale, actions, matters of consensus, and other information.

Regent Mohs suggested inclusion of supporting statistics and stories where appropriate.

Chancellor Wells distributed a chart for possible use as an organizational tool in the report.

The discussion concluded and the meeting was adjourned at 12:00 noon

Submitted by:



Judith Temby, Secretary

Minutes010704.doc

**Revenue Authority and Other Opportunities Working Group
Of The
Board of Regents of the University Of Wisconsin**

Agenda

February 5, 2004
Pyle Center, Room 226

- 10:00 a.m. Federal Relations Review
 Kris Andrews, Vice President for Federal Relations
- 10:10 a.m. Differential Tuition Follow-up
 Freda Harris, Associate Vice President for Budget & Planning
 Andy Richards, Assistant Vice President for Budget & Planning
- 10:30 a.m. Risk Management Report
 Consultant, Arthur Gallagher and Company
 Ruth Anderson, Assistant Vice President
 Division of Administrative Services Director, UW System
- 12:00 p.m. Performance bonds
 Professor David Trechter, UW-River Falls
- 12:15 p.m. Vote on action items
 Per Credit Tuition Resolution
 Federal Relations Resolution
- 12:30 p.m. Adjourn

Federal Relations Action Items

Many UW System institutions -- especially UW-Madison, which ranks number two in the country in total R & D expenditures -- receive a great deal of federal funding. UW System will do everything it can to sustain that funding level. That said, the Revenue Authority Working Group believes there is a strong role for UW System to pursue additional federal opportunities.

To capture more federal funds coming to UW System institutions, the working group recommends:

Action items for UW System institutions could include:

1. To facilitate increased federal funding, the following steps should be taken:
 - a. A self-analysis should be conducted by those institutions which have not yet done so to identify and assess barriers and opportunities to capturing additional federal resources. The analysis should be performed internally by each campus.
 - b. Each institution should establish a strategic plan to reduce and eliminate barriers and enhance opportunities to capture additional federal resources.
 - c. The institutional analysis and strategic plan to address barriers and enhance opportunities should be presented to the Federal Relations Council by June 30, 2004.
 - d. Each institution should set goals to maximize federal aid. The institutions should report annually on their activities to the Board of Regents and Federal Relations Council.

2. Each UW System institution should forge strategic partnerships with other educational institutions, state agencies, and private entities, and develop a more comprehensive, collaborative effort in seeking federal funds. UW System should develop the infrastructure to assist institutions in seeking partnerships.

Action items for UW System could include:

3. UW System institutions should collaborate, when practical, in seeking federal grants and funding, and a system to reward collaboration should be established. NIH and NSF are encouraging more proposals that are collaborative and interdisciplinary in nature and have some outreach and application components. This will also result in greater cooperation among UW System institutions and will extend the economic benefits of increased federal aid to all communities throughout Wisconsin.

4. The Board of Regents, Chancellors and senior UW System administration officials should engage and work with the Wisconsin Congressional Delegation and their staff in cooperatively identifying and pursuing additional federal funding opportunities.

5. UW System Administration should develop a program and the necessary infrastructure to assist institutions in identifying and applying for available federal grants.
6. Financial aid plays a significant role in enabling individuals to pursue higher education. Almost five of every six financial aid dollars (81%) to UW students were provided or underwritten through a federal program, the largest grant program being the federal Pell grant. Therefore, the federal Congressional delegation should be encouraged to support Pell grant funding increases by at least the rate of inflation.

Action items for Wisconsin could include:

7. Wisconsin needs an overall coordinated plan to increase federal funding. The lack of coordination among state government, the university and the private sector hinders Wisconsin's effectiveness at the federal level. The UW System Office of Federal Relations should work with the State of Wisconsin Office of Federal Relations to create a SWAT team to develop a coordinated, comprehensive strategy for pursuing federal resources; i.e. obtaining national laboratories. Further, the State of Wisconsin needs a highly focused effort to ensure that all areas of state and local government have high-priority initiatives that maximize federal funds, including obtaining federal highway funds and increased funding of Medicaid and Medicare.
8. Wisconsin ranks well below the national average in the number of SBIR/STTR awards it receives each year. The SBIR program is administered by the Small Business Administration and is considered to be the largest "seed capital fund for the development of new products and processes." The STTR Award program provides funding to U.S. for-profit firms with fewer than 500 employees and is designed to encourage technological innovation within small business. This is an important source of potential funding for Wisconsin. A program to assist entities in applying for such funding, including training in grant writing, should be established to access these federal dollars.
9. Creation of a State of Wisconsin Opportunities Grant Fund, with state and/or private sector contributions, is recommended. More and more, there is a requirement at the federal level for matching funds. Such a fund will help to advance projects that have significant potential but which are stalled short of competition because of lack of matching funding.

January 28, 2004

Memorandum

TO: Revenue Committee Members

FROM: Roger Axtell

RE: Review of Our Agenda

Since we are now past the midpoint of our work I thought it would be helpful if I circulated a document prepared by the our staff which reflected both our progress to date and the remaining work we want to focus on in the remainder of our time working together. This document will also help those involved now in preparing the outline of the final study report.

Recommendations Adopted or at Final Stages for Consideration.

1. Wisconsin must stabilize state GPR support for higher education opportunity.

The group has found that after thoroughly examining all sources of potential revenues for the UW System that stabilization of State of Wisconsin GPR support is essential to ensuring the University of Wisconsin system institutions continue to offer the quality education its citizens require for their economic and social well being. An extension of the trend of marginalizing the state responsibility for funding higher education in Wisconsin will result in a faltering of educational quality and a reduction in access by citizens to their university system.

The committee thoroughly reviewed alternative revenue potential streams. It found there was no alternative to state tax support for instruction. Federal funding is restricted to financial aid for students and research. No federal dollars are available to fund instruction. Similarly, corporate dollars to UW institutions are restricted to very specific purposes. Likewise, private individuals and foundations provide funding that is critical to the campuses but there is no opportunity for increasing dollars raised in this area at the level required for quality instruction.

Just as federal and corporate dollars are restricted, foundations never make ongoing grants. They typically fund pilots they hope will have national replicability. Foundation funding then ends and the institutions must find other means of support to continue the programs. Likewise, private donors to the UW institutions invariably choose to support campus projects that they feel will add to improving the margin of excellence for an institution. Private donors nationally have shown no interest in funding basic educational expense they feel are the

responsibility of state governments and of students. The Federal budget situation is challenging with no likelihood of increased federal funding in a new program for instruction.

Benefit: The committee finds if Wisconsin's citizens are to compete and thrive in the increasingly competitive global marketplace; they must have access to top quality higher education opportunity. Twin reports from the Department of Administration demonstrate beyond question that Wisconsin faces serious demographic and economic challenges. If Wisconsin is to prosper and its citizens are to progress toward a per capita income level at or above the national average, Wisconsin's workforce must be trained for higher paying jobs. Corporations in new high growth industries such as bio-technology require a stable highly trained workforce. In this next century, prosperity is inextricably linked to individual and general workforce preparation. States such as Minnesota -- which in recent years, has moved past Wisconsin in terms of per capita income -- have concentrated their efforts on producing more college educated workers. Wisconsin has no choice but to do the same.

2. The University of Wisconsin System should re-examine the tuition rates charged undergraduate, non-residents, with a goal of charging a more competitive market price.

The committee examined revenues coming to the UW institutions from out-of-state students and found Wisconsin was losing significant opportunities for income because its undergraduate tuition rates were not competitive with the marketplace. Traditionally Wisconsin had been one of the more successful states using the concept of attracting non-residents who paid a premium for attending a UW campus. The state then used dollars generated from the non-residents to subsidize Wisconsin residents in terms of keeping in-state tuition low and also using out-of-state revenues to expand access for Wisconsin residents. University, executive branch, and legislative deliberations all endorsed this innovative financing model.

However, the committee found that in 2002, the Governor of Wisconsin, without consultation with the legislative branch of government or the University system dramatically increased out-of-state tuition through the use of the amendatory veto. Unfortunately, the Governor's action resulted in a drop in revenue rather than an increase. Most UW institutions have thus struggled with a loss in revenues from non-residents at the same time as they have dealt with massive GPR cuts. While the impact varies by institution, the problem has greatly added to fiscal challenges for several institutions in particular. The committee became aware of particular challenges at UW-Green Bay and UW-Stevens Point where the Governor's action dangerously destabilized the campus budget. We recommend the UW System work with the Governor and Legislature to address these problems.

Benefit: A re-examination of and restoration of out-of-state tuition models supported by Governors and legislatures for over four decades will have twin benefits. First, the committee finds a return to the traditional model will indeed increase revenue for the UW institution from

out-of-state sources. The committee finds that out-of-state tuition should be competitive in the higher education marketplace. Secondly, given Wisconsin's workforce needs, which can not be met from residents, given the state's demographic challenges, a market competitive nonresident tuition level will help Wisconsin attract the highly educated individuals it needs for its state economic objectives.

3. The Revenue Committee recommends that the Board of Regents approve an innovative pilot program developed by UW-Platteville that targets non-resident recruitment to meet particular Wisconsin workforce needs.

Working with the Departments of Administration and Workforce Development, UW System Administration and the leadership of the Platteville campus developed an innovative program which would utilize the UW-Platteville campus more efficiently. The campus is significantly below its designed capacity. The administration found with relatively modest capital investments the campus can be utilized for a pilot program designed to produce a workforce which meets key needs of the Wisconsin business community in selected areas such as engineering. Out-of-state students would pay a premium and would for the first time fund capital construction on the campus. This program would not displace resident undergraduates.

Benefit: This innovative approach promises to be an attractive change in the institution's finance model which will benefit the entire state. In addition, the pilot will provide substantial economic benefits for southwestern Wisconsin, an area which has been especially challenged economically.

Area legislators and community leaders and the campus community are strongly supportive of proceeding with the pilot which may serve as a model for innovation for other UW institutions. Since the Platteville program was developed, other states with demographic challenges similar to Wisconsin are aggressively pursuing this model. Kentucky has had such a program in place for several years and has found the model sound fiscally.

4. The committee recommends both UW System Administration and the UW institutions continue their efforts to increase their success at obtaining federal research funding.

UW System institutions are wisely focusing on increasing their share of federal research dollars, despite soaring demands on federal spending and a growing federal budget deficit. Overall, in 2001-02, UW System institutions were awarded \$615.7 million in federal grants, contracts and awards, an increase of \$45.7 million over the previous year. According to National Science Foundation data, UW-Madison ranks sixth in the nation among public universities in federal research expenditures, eleventh in the nation including private colleges, and second in the

Big Ten. Securing more federal funds continues to be a high priority for UW System institutions.

Quality faculty members are essential if UW System is to continue to attract federal funding. At UW-Madison, 53 percent of faculty and staff receive some federal support. In a presentation to the Research and Public Service Working Group, Christine Clements, Dean of Business and Economics at UW-Whitewater, speaking about activities at a regional comprehensive campus, noted the institution's successful competition for more than \$6.7 million in external grants during FY02. She indicated that these activities resulted from entrepreneurial efforts by faculty and staff. Since 1992, UW System has lost 700 faculty members. The strategic rebuilding of the faculty, with the capacity to do research and scholarship in areas of state and national need, is an urgent task. Furthermore, increased financial support for research, adequate funding for libraries, improved facilities and infrastructure, and improvements in technology must be addressed. It should be noted that the committee recognizes not all UW institutions have research agendas. Creating an infrastructure for becoming competitive may not be cost effective at many UW institutions.

The committee endorses the UW System Administration objective of building more effective working relationships with the Wisconsin congressional delegation. Institutional goals and objectives in terms of obtaining federal funding must be shared with the delegation if the delegation is to be effective in working with all institutions. The UW System has prepared its annual *Federal Priorities* binder, which provides the Wisconsin Congressional delegation with an overview of the System, as well as our campus priorities and positions. UW-Madison also compiles an annual *Federal Initiatives* book.

Benefit: UW-Madison's impressive research success demonstrates the importance of an effective federal relations strategy. Furthering federal funding of all UW institutions will help advance the economies throughout Wisconsin.

AREAS FOR ADDITIONAL COMMITTEE DELIBERATION AND DECISION-MAKING

1. The Committee will continue its exploration in upcoming meetings of alternative tuition models with a goal of reviewing opportunities for maximizing revenue to build quality programs while preserving access and affordability.

The committee continues to examine different tuition models such as differential tuition by undergraduate discipline, per credit and cohort tuition.

2. The Committee is continuing an extensive examination of UW Risk management programs.

At the February meeting, Arthur J. Gallagher & Co. will present its final report examining efficiencies that might be achieved by shifting how the UW and State operate risk management programs. The committee goal is to see if expenses in this area can be trimmed with a goal of shifting those dollars directly to the classroom. The Sr. Vice President for Administration is working with his campus and system colleagues directly with the Department of Administration which is reviewing opportunities for change in the *state* program. The committee will hear the report and discuss its implications and then move toward adopting a recommendation related to risk management at its March meeting.

3. The Committee in February and March will discuss a concept of a tuition bond. This idea, developed by a campus representative to the Committee, is an innovative idea that will certainly provoke considerable thought and discussion.

Increasingly institutions are becoming aware that basic economic principles have far ranging effects on student behavior in terms of degree completion, speed of matriculation and other factors. Student behavior in each of those areas has a significant affect on both campus resources and access opportunities for other students. The concept of a tuition bond considers that how an individual finances his or her education may be a motivating factor for achieving academic success.

4. The Committee in March will discuss UW institutions' support from private individuals. While success in the area of development is affected by a variety of factors including the age of the institution, the disciplines it offers and the maturity of its development program, the Committee will address how institutions would benefit from sharing institutional best practices in the development area.

Development programs at the UW institutions vary greatly in terms of maturity, success and complexity. Past history, discipline mix, the age of the institution all make it impossible to set uniform targets for UW institutions for development purposes. That said, the Committee may discuss utilization of annual meetings of systemwide development staff both for professional development and sharing of institutional best practices.

Benefit: While donors identify with individual institutions as opposed to the system, the Committee believes institutions with similar histories and similar sized development programs could benefit from increased sharing of best practices. For example, each institution must now make complex decisions about investments in expensive donor tracking and gift recording data

systems. Multiple vendors often make the decisions especially challenging. The Committee may address the benefits from moving to a common systems approach for development as some UW institutions have done for business, student affairs and the Human Resources management. Such a collaborative approach to decision making by the smaller UW institutions may likely minimize risk and time spent on developing infrastructure, freeing development professionals to spend time identifying, cultivating, and soliciting donors.

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Achieving Operating Efficiencies Work Group
February 5, 2004
Agenda

10:00 a.m. - 10:30 a.m. - Joint meeting with Re-Defining Educational Quality Work Group to discuss instructional delivery, Pyle Center, room 325/326

10:30 a.m. - 12:30 p.m. - Achieving Operating Efficiencies Work Group reconvenes, Pyle Center, room 213

1. Approval of January 7, 2004 meeting minutes
2. Discussion with Alan Guskin: Transforming Instructional Delivery
3. Discussion: Preliminary Work Group recommendations
4. Review of Strategies and Components of Efficiency table
5. Other

Achieving Operating Efficiencies Work Group
February 5, 2003
Strategies and Components of Operational Efficiency

ISSUES	PRODUCTS/COMMENTS	TENTATIVE DUE DATE
1. Identifying significant unresolved issues from past studies on efficiency.	Report on past UW System efficiency measures, compiled by UW System staff, with specific discussions of: a. Cash management; b. State building program; and c. Procurement.	October 9, 2003 October 9, 2003 October 9, 2003 October 9, 2003
2. Defining "efficiency".	UW System staff are drafting a working definition.	March 4, 2004
3. Reviewing system structure, including: a. Centralization and regionalization; and b. Opportunities for internal efficiencies.	a. Report on the administrative structure, governance, and restructuring efforts of higher education in other states - UW System staff. b. Report on ideas for enhancing efficient UW operations - UW System staff.	November 6, 2003 December 4, 2003
4. Re-thinking instructional delivery, including: a. Relationships among the UW institutions, including distance education and general education; b. Relationships between UW System and its partners, including high schools and WTCS; and c. The basis upon which degrees are awarded (e.g., competency vs. number of credits).	a. --Report on collaborative academic programs. --Report on general education. --Report on distance education. b. --All-Regent session on credit transfer will be a starting point for discussion. --Report on high school programs - UW System staff. c. Alan Guskin presentation regarding reform in undergraduate education.	January 7, 2003 March 4, 2004 March 4, 2004 November 6, 2003 March 4, 2004 February 5, 2004
5. Examining better ways of using campuses' capacities, including: a. Faculty workload; b. Student support services; and c. Use of campus facilities and resources.	a. Report on faculty workload. b. Report on student support services. c. Report on campus facilities.	March 4, 2004 March 4, 2004 March 4, 2004
6. Examining the link between missions and resources, including: a. UW institutions' missions; and b. Relationship between academic programs and missions.	a. Report on institutional mission statements - UW System staff. b. Report on UW System program review process and "best practices" in other states - UW System staff.	January 7, 2004 December 4, 2003

WORKING DRAFT 1-28-04
Achieving Operating Efficiencies Work Group
Preliminary Recommendations

Budget-Related

1. Shorten the Capital Building Program process by modernizing statutes and procedures to better match delivery methods to situations. Benefits: Potential savings through avoidance of inflation and other process-related costs could be over \$400 million to the State of Wisconsin over a 20-year period.
2. Provide flexibility in the procurement process to allow the UW System to use higher education consortiums' contracts, such as the Big 10 Consortium contract for Office Services. Benefits: Over \$1 million of savings accruing to the State from the one consortium contact, with the System realizing over \$600,000.
3. Have the UW System assume all cash management and investment responsibilities currently performed for the UW System by the Wisconsin Department of Administration (DOA). This would be consistent with the operations of other higher education institutions, and UW System would be able to improve on the current interest earnings rate. Benefits: Interest earned now totals \$5 million annually, of which UW System receives \$2 million and DOA receives \$3 million. With UW System investing more aggressively, the interest earned could increase to \$15 million annually.
4. Establish pilot programs to promote administrative and programmatic collaboration on a regional basis. Benefits: Improved services to students, reduced costs.

Non-Budget-Related or Unknown Budget Impact

5. Implement a process, using consultants and campus staff, for examining administrative functions for improvement. The initial list of functional areas would include: auxiliary fund management, information technology management, purchasing and contract management, travel management, and human resources management. Benefits: Improved coordination, implementation of good business practices, and reduced costs. Similar reviews at other higher education institutions have resulted in total savings of \$10-\$15 million.
6. Refine the process and criteria for periodically reviewing the UW System mission and UW System institution missions. Benefit: Assurance that mission statements and resources are aligned, institutional distinctiveness is clear, and missions reflect the needs of students and the state.
7. Enhance the process for systematically reviewing current academic programs by: a) developing criteria that would trigger a review of a program, such as low enrollment, low graduation rates and state needs; and b) exploring programmatic cost drivers at all System

institutions. Benefits: Assurance of the efficiency of academic programs and improved resource allocation process.

8. Continue the process of System lateral reviews for specialized and/or professional programs. Benefits: Coordination, sharing of best practices, consideration of student needs, and potential cost savings.

Board of Regents Study
Re-Defining Educational Quality
February 5, 2004
10:00 a.m.

1. Joint meeting with Achieving Operating Efficiencies Work Group to discuss instructional delivery. Pyle Center, room 325/326.

(note: following the joint session, we continue our meeting in room 111)

2. Approve minutes of December 4, 2003 meeting.
3. Discussion: Process for completing study.
4. Discussion: Budget related recommendations.
5. Other.

AGENDA OF THE RESEARCH AND PUBLIC SERVICE WORKING GROUP OF
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Thursday, February 5, 2003
The Pyle Center, Room 225
10:00a.m.

1. Call to order
2. Approval of minutes
3. Center for Adult Access, UW-Stout Portal, and NEW ERA (presentation by Chancellors Riley, Messner, Sorensen, Shephard and Wells)
4. Wisconsin Campus Compact (presentations by Dr. Tom Schnaubelt and Bryan Gadow, UW-Madison student)
5. Preliminary recommendations discussion
6. Categorize recommendations with potential budget implications

BRAIN GAIN STRATEGIES FOR FOSTERING ECONOMIC DEVELOPMENT:

A Combined Proposal from UW Colleges, UW-Extension, UW-Green Bay, UW-Oshkosh, and UW-Stout in Cooperation with the Wisconsin Technical College System

Over the past several years the institutions which comprise the UW System have focused a significant amount of time & energy on developing strategies for supporting the process of economic development in Wisconsin. More than a few of these efforts have been aimed at the generation of additional baccalaureate degree holders in the state, with a primary focus on adult students who have made a prior commitment to reside in Wisconsin. These efforts, in turn, are leading to increased interaction with the Wisconsin Technical College System, whose students are largely comprised of adults, many of whom are desirous of exploring baccalaureate degree options upon completion of their technical degree work.

At this juncture there are three stratagems being developed by UW institutions in cooperation with the Wisconsin Technical College System which conform to the above description. These are:

1. The Center for Adult Access (UW Colleges & UW-Extension)
2. UW-Stout Portal
3. Northeast Wisconsin Educational Resource Alliance (UW-Green Bay & UW-Oshkosh)

These initiatives have been separately developed and can exist in isolation from one another. Additionally, several have elements which go beyond the bounds of simply generating more baccalaureate degree holders for the state. But each has at its core enhancing access for underserved Wisconsin residents, and each places a premium upon working with the Wisconsin Technical College System to accomplish this goal. As a result, the originators of these initiatives believe that they have the potential to reinforce one another and should be considered collectively by the Board of Regents in its effort at re-examining the UW System.

Attached is a description of each of the three initiatives followed by a set of concluding recommendations.

A Brain Gain Strategy for Wisconsin: The Center for Adult Access

Joint proposal from the UW Colleges and UW-Extension

Introduction

The crucial need to foster a highly educated and skilled workforce across the nation in order to be competitive in the global economy is widely understood. In the released report by the Business–Higher Education Forum entitled “Building a Nation of Learners,” the authors note that the United States must become a nation of learners in which students can “achieve proficiency in the basic, lifelong learning skills,” while “providing ongoing education and training tailored to both individual needs and workplace demands.”¹

The desire to meet the needs for lifelong learning is recognized in Wisconsin as well. It is clear to many, including members of the Wisconsin Technology Council who study the challenges posed by the Knowledge Economy, that

The educational attainment of a worker [has become] a key differentiator in the market for human resources. The higher the educational attainment of the worker, the more knowledge the person can apply to the job, thereby increasing the worker’s overall effectiveness. Higher education, therefore, is an essential ingredient for a knowledge-based economy because knowledge is the key input to increasing economic productivity and fostering technological innovation. In short, whether it wants to be or not, Wisconsin is involved in a global economic competition in which success or failure will be determined by how well the state and its people can do in a knowledge economy. The essential resource for success in a knowledge economy is a highly trained and educated workforce.²

The demand for higher education will continue to rise driven by both students and employers at a time when public higher education institutions face diminishing state resources. Achieving this vision of lifelong learning for Wisconsin calls for more-flexible responses on the part of providers to meet learners’ needs.

Situation Analysis: Workforce Development Needs in Wisconsin

The statistics for 2001 indicate that Wisconsin’s per capita income is below the national average (\$29,270 versus the national average of \$30,472) and considerably below per capita incomes in Minnesota (\$33,101) and Illinois (\$33,023). Unfortunately, the trend data indicates that Wisconsin is falling further behind both the U.S. average and the Minnesota per capita income into the future.³ Clearly, there is a need to create significantly more high-paying employment opportunities within the state’s economy. But, if those opportunities were available, is Wisconsin’s current workforce adequately prepared to meet the increased demand for education,

¹ The full report can be accessed @ www.bhef.com.

² Wisconsin Technology Council, “A Knowledge-Based Economy, Vision 2020: A Model Wisconsin Economy,” (2002) @ www.wisctec.com/vision2020.htm.

³ David J. Ward Presentation, “Vision 2020: An Agenda for Change in Wisconsin,” NorthStar Economics, Inc., August 4, 2003.

training and skills required? The statistics here are not encouraging. In 2001, Wisconsin ranked 30th among the states in terms of the percentage (24.7%) of the workforce that has a four-year degree. This compares with Minnesota at 8th (30.5%) and Illinois at 16th (27.3%). In addition, the statistics on net migration of college graduates indicates that between 1989 and 1999, Minnesota experienced a gain of 141,055 persons with a four-year degree, whereas Wisconsin experienced a net loss of 50,772. In short, not only did Wisconsin rank low in the percentage of the population with a four-year degree, it is continuing to fall further behind as more degree-holders move into neighboring states such as Minnesota.⁴ The inevitable conclusion is that “Wisconsin has a shortage of knowledge workers.”⁵

How can we significantly increase the percentage of the state’s population with a four-year degree? One tactic is to increase the numbers of students who enter postsecondary education directly from our secondary schools. The National Center for Public Policy and Higher Education’s report entitled “Measuring Up 2002: The State-by-State Report Card for Higher Education” notes that the proportion of Wisconsin students who go on to college immediately after high school “remains good compared to other states,” and that “a good percentage of young adults (ages 18-24) enroll in college-level education.”⁶ It appears that Wisconsin is serving the needs of the traditional student and can be justly proud of a very high access rate

However, the same study notes that “a fairly low proportion of working-age adults (ages 25-49) enroll part-time in education or training beyond high school.” Whereas the authors of the study assign an overall grade of B in participation, they assign the state a D+ for working-age, adult participation.⁷ Our own UW System records indicate that despite the efforts to increase service to nontraditional students, the actual numbers served have been decreasing. In 1991, the total of undergraduate, nontraditional students served was 28,518. By 1999 that number had decreased to 21,060. In a similar vein, the number of nontraditional, graduate students had declined from 19,217 to 16,192. Although there are some indications that not all the nontraditional students are captured by this figure, the trend is very consistent.⁸ And, as Dennis Jones, President of the National Council of Higher Education Management Systems, indicated in his recent appearance before the University of Wisconsin Board of Regents, although current access is at about 45%, the fact is that 80% should have some postsecondary education in order to fulfill workforce development needs for now and the future.⁹ Clearly, providing access to higher education opportunities for nontraditional students is going to continue to be an issue in the future.

⁴ David J. Ward Presentation, “Vision 2020: An Agenda for Change in Wisconsin,” NorthStar Economics, Inc., August 4, 2003.

⁵ “Building the New Wisconsin Economy, Context Paper.” September 16, 2003, p. 12, Complete document @ www.bnwe.info

⁶ The National Center for Public Policy and Higher Education, *Measuring Up 2002: The State-By-State Report Card for Higher Education*, p. 59.

⁷ The National Center for Public Policy and Higher Education, *Measuring Up 2002: The State-By-State Report Card for Higher Education*, p. 59; 182.

⁸ University of Wisconsin System, *Achieving Excellence: The University of Wisconsin System Accountability Report, 2000-01*, p. 27.

⁹ Charting a New Course: Revenue Authority and Other Opportunities Working Group, University of Wisconsin Board of Regents, Meeting Minutes, (September 4, 2003).

In summary, many of Wisconsin's nontraditional student citizens do not have a four-year degree, and have little opportunity to pursue the very learning opportunity deemed to be an important factor in increasing individual incomes and in upgrading the quality of the state's workforce. This suggests that one way to increase and retain the needed brainpower is to target the nontraditional student population within Wisconsin and to provide that audience with opportunities and encouragement to acquire four-year degree programs. Not only will this strategy offer the opportunity to improve significantly the quality of the existing workforce, it also focuses efforts on a group of people who are most likely to remain living in Wisconsin and continue as productive workers and community members.

In short, if the current educational pipeline for traditional-aged learners is already functioning at near-peak efficiency and we are not yet able to attract a significant number of baccalaureate-educated workers to relocate in Wisconsin, then we must provide opportunities for our existing workforce to retrain, re-educate and retool to meet the competitive demands of the global economy.

In "Building the New Wisconsin Economy," the authors point to the basic economic development questions that must be addressed including:

- "How do we achieve geographic diversity in a knowledge economy?"
- Can we create 'critical masses' of skilled workers that would attract jobs to an area?"
- Is it realistic to believe that balance can be achieved between rural and urban areas?"¹⁰

We must address the question of how we can link people and access to the needed education and training without requiring significant relocation on the part of our citizens. This is an important element in achieving the geographic diversity in the knowledge economy required by a state whose population is more geographically dispersed than many. Thus, a key element in any proposal must be its contribution to promoting ease of access across the segments of Wisconsin's educational enterprises, meeting the call to "a bold reorganization and investment in education and people."¹¹ And, as Dennis Jones has indicated, the situation must be addressed from the standpoint of what an educational system can do, and not just from an individual campus perspective.¹²

A Brain Gain Strategy for Wisconsin: Establish a Center for Adult Access by the UW Colleges in Conjunction with UW-Extension

The purpose of the initiative is to increase adult participation in public higher education in Wisconsin. The focus of the effort would be providing access for place-bound adults. Activities to achieve this goal would be fund 103-based within the UW Colleges and developed and administered by the UW Colleges Office of Continuing Education. The Center would complement the services currently available through the UW System's HELP (Higher Education Location Program) unit, in order to establish a statewide information system for career development counseling and access to associate degree opportunities available to Wisconsin

¹⁰ "Building the New Wisconsin Economy, Context Paper." September 16, 2003, p. 4, Complete document @ www.bnwe.info.

¹¹ "Building the New Wisconsin Economy, Context Paper." September 16, 2003, p. 3, Complete document @ www.bnwe.info.

¹² Charting a New Course: Revenue Authority and Other Opportunities Working Group, University of Wisconsin Board of Regents, Meeting Minutes, (September 4, 2003).

citizens. The UW Colleges would provide leadership for the Center's initial emphasis on the development of collaborative liberal arts associate degree programs for place-bound adults.

As part of a recruitment and retention effort to expand the numbers of adult students served by the UW System, the HELP program would serve as a clearinghouse providing linkages between interested students and the pathways to pursuing two- and four-year degrees across the system as it currently does for traditional students. This initiative would also expand access to UW System baccalaureate programs. Consistent with its long-standing responsibility for coordinating statewide credit outreach through the UW degree-granting institutions, and its advocacy for adult learners, UW-Extension would provide leadership for this effort to retain more adult students within the UW System to pursue baccalaureate degree programs. UW-Extension would work with UW degree-granting institutions to develop and support both institution specific and multi-institutional collaborative baccalaureate degree programs that expand access and realize efficiencies through the use of online technology and other modalities appropriate to the time- and/or place-bound adult. These efforts would utilize a range of funding models (101-103, as well as 104, service-based, and distance education pricing), and would be developed and administered through the UW-Extension's Division of Outreach and E-Learning Extension, building upon the extensive experiential base of UW-Extension in facilitating collaborative models with the UW System and drawing upon the expertise that resides in continuing education units at each of the campuses.

The Center would have the following goals:

- To expand the opportunity for adult students to pursue and achieve the associate degree as a step toward acquiring a baccalaureate degree.
- To provide a robust mechanism for the UW System to better serve adult students, particularly those who face time and place barriers to achieving the baccalaureate degree.
- To enhance the responsiveness of adult-oriented programs on UW campuses.
- To provide a mechanism for collaboration with the Wisconsin Technical College System (WTCS) institutions in serving adults who use those institutions as an entry point for pursuing a baccalaureate degree.
- To increase the number of baccalaureate degree-holders among Wisconsinites to exceed the national average.

In order to achieve these goals, the Center would engage in the following activities:

- Offer associate degree programming to meet adult needs for higher education at times and in locations convenient to nontraditional students.
- Establish a broad mix of course offerings, including hybrid and online options, designed to meet the needs of place-bound students.
- Develop collaborative programming with the WTCS campuses and UW System institutions.
- Provide resources on a contractual basis to UW System institutions to deliver their baccalaureate programming at a distance from their campuses.
- Take better advantage of alternative programs aimed at adult students on UW campuses.
- Strengthen collaborations between UW campuses and Wisconsin employers to provide educational opportunities to employees.

- Provide resources to the UW Colleges, UW-Extension and other UW institutions to develop selected multi-institutional, consortial, degree programs in fields which meet adult student needs. Such programs would expand the program array within the UW System to better meet the needs of adult students in a cost-effective and collaborative manner.

In support of the Center the state would establish a state-funded financial aid package tailored for nontraditional-aged students who are pursuing either a two-year degree or a four-year degree completion program as an incentive to encourage students who do not have access to employer-funded tuition-remission program to pursue degrees. Such a state financial aid package is particularly important because many working adult students who study part-time will not be eligible for traditional federal financial aid programs aimed at full-time students.

Resources

Funding to support the initiative would be generated from the following:

- Reallocation within the UW Colleges
- Reallocation within UW-Extension
- Tuition and fees revenue from the program
- Reallocation within UW System matched by additional GPR (general purpose revenue) funding from the state in the 2005-07 biennium
- External grant funding

Budget

	2004-05 50 students	2005-06 200 students	2006-07 500 students
Expenses	155,000	420,000	855,000
Tuition	30,000	120,000	300,000
New Base	125,000 (reallocation)	300,000 (new GPR)	555,000 (new GPR)

The goal of the Center is to create a true learning society in Wisconsin—one that creates and sustains the workforce needed in the knowledge economy and that attracts knowledge workers into the state.

Come to Wisconsin: The Learning State!

University of Wisconsin-Stout
Proposal to the University of Wisconsin System
Charting a New Course for the UW

I. Proposal Summary

UW-Stout has the history and the vision to serve the State of Wisconsin in ways envisioned by the Board of Regents in its current Charting a New Course for the UW System planning efforts.

Building upon current strengths, opportunities for positive change, and benefit to the State of Wisconsin, UW-Stout's proposal is three-fold.

1. Statewide Mission: UW-Stout would align and cooperate more closely with the Wisconsin Technical College System to serve the unique needs of the State of Wisconsin – allow a seamless transfer of students transitioning to a bachelor's degree; provide workforce development and workforce solutions; and provide appropriate terminal degrees for technical college instructors and administrators. This builds on strong historic ties as evidenced by the many articulation agreements we currently have with the technical colleges and our involvement in technology transfer partnerships.
2. Curricular Transformation: UW-Stout would continue leadership in curricular transformation through a comprehensive evaluation of pedagogy, integrated curriculum, and delivery systems that enhances learning while maintaining the values of theory, practice, and experimentation.
3. Stout Technology Advantage: UW-Stout would build upon this strength, which is highly supported by the technical colleges, and business and industry nationwide.

II. Context

Dramatic change is part of UW-Stout's history. Not many decades ago, UW-Stout had only a few programs, and today we have twenty-seven undergraduate and seventeen graduate programs, many unique to the UW System. That reflects positive change meeting the needs of the state. We have also undertaken many name changes. Initially, we were the Stout Manual Training School, then the Stout Institute in 1908. In 1955, we became Stout State College, in 1964 Stout State University, and in 1971 the University of Wisconsin-Stout.

Change has been a constant at this institution and current institution planning supports the Board's emerging themes in its study, Charting A New Course For The UW System: Economic Development, Access, Diversity, Infrastructure, Efficiency, Human Capital, and The Wisconsin Idea.

This proposal is plausible for our institution and builds upon a century of evolution. Our reputation, infrastructure and current achievements demonstrate our ability to successfully accomplish this proposal. A few significant highlights:

- **Performance:** UW-Stout is the 2001 Malcolm Baldrige National Quality Award recipient and still the only higher education institution to achieve international recognition in an area long accepted by business and industry as a capstone indicator of high performance systems and proven outcomes.
- **Technology:** UW-Stout has long been known for its technology emphasis and technology transfer capabilities. The Stout Technology Park has 48 businesses in operation supporting 820 employees. We have a hub of nationally recognized technology transfer centers.
- **Academic Programs:** UW-Stout has established relationships and a significant number of current articulation agreements with the technical colleges. There are several successful customized instruction programs (self-supporting) for transfer students, degree completion students, and graduate students. Many of the campus academic programs are unique to the UW System and are characterized by a blending of theory and practice, a broad use of technology, extensive co-op and internship opportunities, and a consistently high placement rate. We are incorporating an e-Scholar campus, which is supported by a state-of-the-art network infrastructure and multiple instructional delivery systems.

III. Planning Background

UW-Stout's success comes from systematic and iterative short- and long-term planning. Our comprehensive planning cycle includes stakeholder visioning. This follows months of preparation by reviewing emerging issues, enrollment data, university priorities, performance data, survey data, and financial information as well as listening to UW System and national speakers.

In the summer of 2001, UW-Stout held a one-day visioning session with over seventy key stakeholders: faculty and administration, students and alumni, education, business, and government leaders. The discussions focused on global, national, state and local issues influencing higher education with the goal of providing long-term strategic direction for the campus and its stakeholders. From the discussions, it was clear that UW-Stout is planning for its future from a position of strength in terms of its programs and its reputation.

Recommendations from this group included UW-Stout:

- Establishing itself as one of the nation's premier institutions of workforce preparation in higher education,

- Creating a university that provides convenience and flexibility,
- Making a commitment to state-of-the-art technology as part of its educational experience, and
- Strengthening educational partnerships.

In the summer of 2003, the Chancellor's Advisory Council (twenty-one member university leadership team) developed concepts about possible futures for the institution through scenario building. The Chancellor's Advisory Council first discussed driving forces of change, the major strengths of the institution that will serve us well during this period and the resulting opportunities. From the discussion of driving forces of change, UW-Stout strengths, and opportunities, the Chancellor's Advisory Council developed possible and plausible alternative futures for the institution. We focused on the year 2010. Discussions continued this past fall with the full university community to begin to refine and define the work of the summer group.

Recommendations from this group built upon the 2001 recommendations.

They include:

- Examine our learning community to create flexible delivery systems while maintaining applied learning values.
- Reform our academic programs to develop outcome-based programs and alternate credit experiences; increase programs consistent with our mission, especially customized instruction.
- Strengthen the Stout Technology Advantage.
- Restructure for efficiency and effectiveness – create an agile organization within UW-Stout to respond to business and industry needs; review program clustering; and review our role within the UW System.

Our planning system is inclusive and comprehensive, allowing the university to be responsive and proactive in making significant change.

IV. Proposal

Building upon our current strengths, opportunities for positive change, and benefit to the State of Wisconsin, UW-Stout's proposal is three-fold.

1. **Statewide Mission:** UW-Stout would align and cooperate more closely with the Wisconsin Technical College System to serve the unique needs of the State of Wisconsin in selective areas. UW-Stout proposes it serve as the connector or portal between the technical college system and the UW System.
 - Add additional degrees and majors, as appropriate, to provide seamless transfer of students transitioning to a bachelor's degree. Alignment of current disciplines.
 - Provide workforce development and workforce solutions.
 - Provide appropriate terminal degrees for technical college instructors and administrators through customized instruction (full pricing).

2. Curricular Transformation: UW-Stout would continue leadership in curricular transformation through a comprehensive evaluation of pedagogy, integrated curriculum, and delivery systems that enhances learning while maintaining the values of theory, practice, and experimentation.
 - Provide a full array of distributive learning systems.
 - Incorporate outcome-based programs and alternate credit experiences with measurable performance indicators.

3. Stout Technology Advantage: UW-Stout would build upon this strength, which is highly supported by the technical colleges, and business and industry nationwide.
 - Exhibit national leadership and excellence in arts, science and technology, especially with reference to their practical application -- an Institute of Science and Technology.
 - Provide technology transfer solutions statewide.
 - Serve in the role of developer and innovator of technology. Strengthen the application of technology in education, service, and business processes.

V. Benefits to the State of Wisconsin

This proposal is good for the campus, the UW System, and especially the State of Wisconsin. UW-Stout's proposal will contribute to the stimulation of the state economy, and the alignment with the technical college system will provide long-term benefits including:

- Solves, in a permanent and successful way, the acceptance of technical college credits in the UW System.
- Provides additional access for degree completion and technical college transfer students.
- Increases the number of state residents with four-year degrees, at a lower cost.
- Reduces the number of duplicative credits and reduces total credits to degree for traditional and transfer students.
- Provides terminal degrees for technical college instructors and administrators in state.
- Emphasizing technology will provide expertise to businesses and bolster the economy. Applied R&D will assist employers.
- Plays a key role in the development of the IQ Corridor.

Change, dramatic and innovative, is necessary to re-establish the UW's strength in the State of Wisconsin. UW-Stout can contribute to the success of the UW System through specific alignment with the technical college system, curricular transformation, and an emphasis on technology. This institution actively supports the revitalization of the state economy and the reputation of the UW System as a world class organization.

Northeast Wisconsin Educational Resource Alliance

Collaborative Funding for an Envisioned Future

A Proposal

I. **NEW ERA Vision, Mission, Strategic Directions:**

A. **Vision:** NEW ERA will be a valued leader in: (1) collaborating to serve northeast Wisconsin with quality, seamless education; (2) providing essential resources for communities, businesses and government; and (3) driving regional—and thereby state—economic development and stability.

B. **Mission:** NEW ERA is a consortium of the leaders of the thirteen public colleges and universities in northeast Wisconsin who foster regional partnerships to serve better the educational needs of the 1.2 million people of northeast Wisconsin.

C. **Three Strategic Directions (with current action initiatives and champions):**

1. Envision and advance the economic vitality of the region:

- a) Develop an envisioned economic future for Northeast Wisconsin. (This initiative becomes a cornerstone of this strategic direction. We need to answer the following three questions:
- What does Northeast Wisconsin look like by sector, e.g. manufacturing, service, tourism, agriculture, etc. How does each sector contribute to the overall economy, e.g, what is the % of GNP for each? What are our strengths?
 - What are the future projections for each of these sectors? What research do we need to do? Which industries have the most potential for the future? Potentially utilize UW Oshkosh, UW Green Bay, UW Extension researchers who know what’s coming in the future for this region. Should we hook up with Paul Linzmeyer’s group in Green Bay?
 - What can we do to build an envisioned economic future? Determine what we think we need to do and where we want to go as a region. What are some of the ideas we can suggest for the future? This is the toughest question. Build a “case statement” to approach other partners and legislators.

CHAMPIONS = Jeff Rafn-Convenor (Northeast Wisconsin Technical College) and Sue Hammersmith (UW Green Bay); they will work with Rick Wells and Beth Heuer (UW Oshkosh)

b) Assessment of instructional needs of manufacturing, healthcare, and other organizations.
c) Audit of the region’s manufacturing, engineering, and technology management resources. Increase both technical assistance and incumbent training to increase productivity for manufacturers.

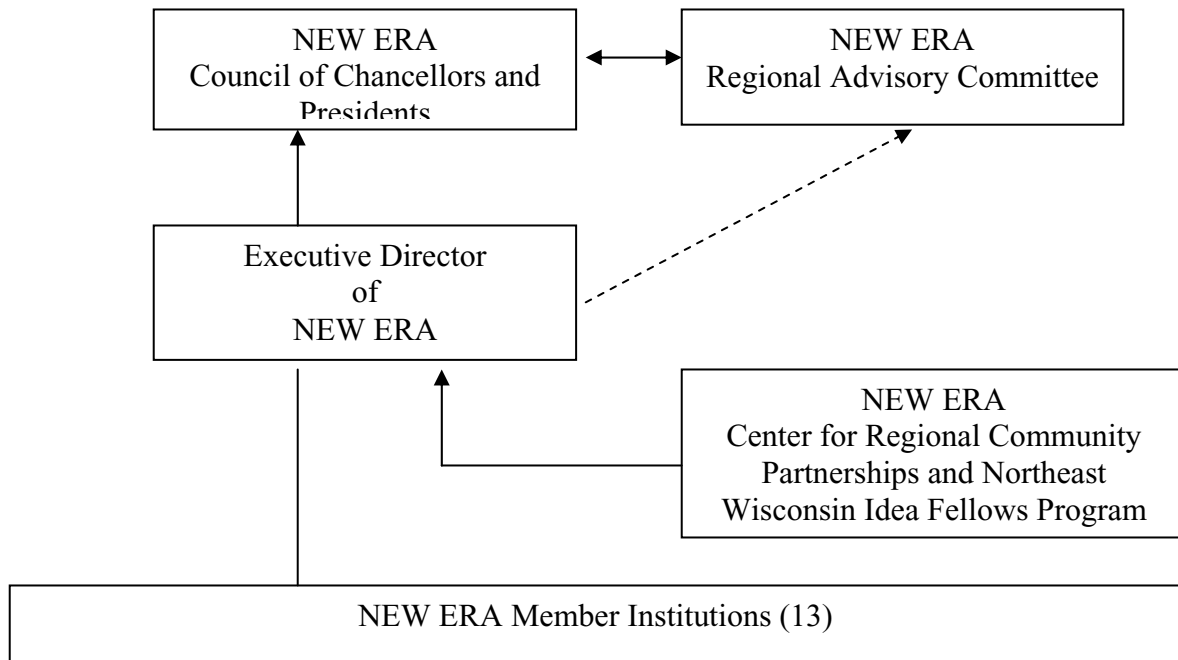
d) Continue developing and implementing the teacher preparation, healthcare, and manufacturing engineering, technology management, and information management collaborations through such vehicles as partnership hubs. A Partnership Hub is a major program collaboration between a NEW ERA host site and an institution outside NEW ERA which provides needed resources for the program. For example, UW Oshkosh and UW-Stout are working on a Partnership Hub to provide manufacturers in Northeast Wisconsin with manufacturing engineering, technology management, and information management education. A potential UW-Green Bay and UW-Milwaukee Hub will provide access to the bachelor’s degree in Environmental Engineering for Fox Valley students.

e) Reduce the gender gap in education: conduct research (UWGB, NWTC, St. Norbert); need a mechanism to coordinate this research

- f) Entrepreneurship incubator and Business Assistance Center (UW-Green Bay, NWTC, Chamber).
 - g) Collaboratively explore new technology (check out UW Madison, Stoughton)
 - h) High Tech Paper Technology Transfer Center.
 - i) Native American Gaming Associate Degree (supervision, security, hotel and tourism, etc.) between College of Menominee Nation, NWTC, UW-Green Bay – convert to a Bachelor’s degree
 - j) Develop a needs assessment for the health insurance industry in the Green Bay, Fox Valley, and Fond du Lac areas.
 - k) Develop an inverted Manufacturing Bachelor’s Degree, with UW-Extension, Technical Colleges, and Learning Innovations.
 - l) Develop a collaborative research program between NEW ERA institutions to include water quality, and other economic areas.
2. Utilize NEW ERA collaboration to generate stakeholder commitment and support:
- a) Develop NEW ERA library card for faculty/staff/community users. **CHAMPION = Pat Wilkinson (UW Oshkosh)**
 - b) Expand professional development from current “adult access” initiative to include other topics of shared interest/need..
CHAMPION = Marsha Rossiter (UW Oshkosh)
 - c) Create a collaborative working group for enrollment management: **CHAMPION = John Berens (UW Oshkosh)**
 - d) Send a letter to the NEW ERA grant officers to be on the outlook for collaborative grant funding. Beth will develop a listing of all the grant officers within NEW ERA.
CHAMPIONS = Rick Wells, Beth Heuer (UW Oshkosh)
 - e) Develop an initiative on the Regents’ UW / WTCS Transfer Plan. **CHAMPIONS = Lori Weyers-Convenor (Northeast Wisconsin Technical College), Jim Perry (UW-Fox Valley), Keith Miller (UW Oshkosh).**
 - f) Develop regional data to demonstrate benefit of collaboration by showing student achievements at NEW ERA partner campuses (important to Strategic Direction #3). The institutional research persons from each campus can form this team.
CHAMPION = Mike Lanser (Lakeshore Technical College)
 - g) Begin communicating with area legislators as a group. Develop regional legislators as a “caucus” on behalf of our region.
CHAMPION = Rick Wells (UW Oshkosh)
 - h) Academic learner-outcome assessment
 - i) Increasing diversity and internationalization
 - j) Chairs leadership
 - k) First-year experience
 - l) Establish a Memorandum of Understanding, membership dues, and budget for consideration by NEW ERA partners. Create a collaborative working group from each partner’s grants and contracts office.
 - m) Develop a philosophical statement of the rationale for our collaboration.
 - n) Develop a communication plan for faculty and staff stakeholders.
3. Students will be able to easily navigate among NEW ERA institutions without duplication or unnecessary financial burden:
- a) UW-Marinette and Northeast Wisconsin Technical College pilot *Accuplacer*, a web-based diagnostic tool for assessing student preparation in mathematics, as an advisory tool for high school students. It will potentially be expanded to other partnering institutions.
CHAMPION = Lori Weyers (Northeast Wisconsin Technical College)

- b) Continue the Educational Alliance for Social Workers through the Continuing Education departments (UW-Green Bay, UW Oshkosh, combined Social Work faculty). **IN PLACE**
- c) Development of a collaborative bachelor's degree in nursing completion program between Lakeshore Technical College, UW-Sheboygan, UW-Manitowoc, and UW Oshkosh.
CHAMPION = Glenda Gallisath (UW-Manitowoc)
- d) Development of an early childhood bachelor's degree completion program between NWTC, LTC, UW-Green Bay and UW Oshkosh. Work with College of Menominee Nation to include them in this program.
CHAMPION = Lori Weyers (Northeast Wisconsin Technical College)
- e) Development of an inverted Technology Education program to increase the numbers of technology education teachers between UW-Green Bay and NWTC.
CHAMPION = Lori Weyers (Northeast Wisconsin Technical College)
- f) A "Teacher Licensure" working group, composed of College of Menominee Nation, UW-Fond du Lac, UW-Manitowoc, UW-Marinette, UW-Sheboygan, UW-Fox Valley, UW-Green Bay, UW Oshkosh, and NWTC (represents the WTCS), is working on developing collaborative teacher licensure programming for those restricted by location and/or family/work responsibilities from access to traditional 4/5-year education programs.
CHAMPIONS = Mike Ford (UW Oshkosh), Sid Bremer (UW-Marinette)
- g. On-line learning and development: Will be part of an April 2004 Workshop with Northeast Wisconsin Technical College hosting.
CHAMPIONS = Jan Thornton (UW Green Bay), Sid Bremer (UW Marinette), Lori Weyers (Northeast Wisconsin Technical College), Karla Zahn (Lakeshore Technical College)
- h. Create collaborative working teams to develop articulation agreements, possible joint program development, transfer facilitation focused on shared/related majors.
- i. Shared traveling student service representative between NEW ERA institutions.
- j. Development of a collaborative plan to address the demand in Medical Technology.
- k. Develop a NEW ERA collaborative degree program.
- l. Develop a NEW ERA Scholar Program.
- m. Develop a NEW ERA Bachelors Degree.
- n. Develop a System-to-System articulation agreement.
- o. Develop a Regional transfer articulation agreement.
- p. Develop regional learning centers

II. NEW ERA Envisioned Future Organizational Chart:



III. NEW ERA Regional Advisory Committee:

- All area Legislators
- All Chamber Directors
- School System Superintendent Representatives
- Company President Representatives
- UW System Regent(s) and Wisconsin Technical College Board Member(s)
- President Katharine Lyall and President Richard Carpenter
- Regional Planning Commission Directors
- Governor's Representative, e.g., Department of Commerce

IV. NEW ERA Membership Institutions:

- UW-Green Bay
- UW-Oshkosh
- UW-Fond du Lac
- UW-Fox Valley
- UW-Manitowoc
- UW-Marinette
- UW-Sheboygan
- Fox Valley Technical College
- Lakeshore Technical College
- Moraine Park Technical College
- Northeast Wisconsin Technical College
- College of Menominee Nation
- UW-Extension

V. **Collaborative Funding:**

A. We propose the development of a “*Partnership Innovation Investment Fund*” with the goal of affecting radical change in how an institution works collaboratively with others. This fund will provide for one-time seed money to be used for collaborative programs among NEW ERA institutions within Northeast Wisconsin for the following:

- To create greater efficiency and agility in how institutions use existing base budget dollars;
- To reduce costs and reallocate base dollars;
- To launch a degree program or change a collaborative program between two or more NEW ERA institutions;
- To provide a pilot or “model” to transfer knowledge to other NEW ERA institutions to help them to become more efficient and agile.

Examples of potential projects:

- Collaborative academic programs or those that directly support the academic mission, i.e., advising;
- New efficiencies, i.e., more for less;
- Enhance base reallocations;
- Obtaining initial results, developing proposals for diversification of one-time and base revenue stream such as: grants/contracts at the federal, state and local level.

Each NEW ERA institution seeking funding through this fund must show that it is reallocating current base funding to be used for the proposal project, but that it also needs additional one-time seed money to move forward on the initiative.

A Grant Review Panel will be created to first develop the initial criteria for reviewing proposals. It will consist of faculty and staff from NEW ERA institutions. It will work with the Executive Director and the Council of Chancellors and Presidents to evaluate proposals and grant funding on an annual basis.

B. The *Enrollment Enhancement Investment Fund* will provide base funding for NEW ERA institutions to fund:

- increased enrollments in high demand areas within teacher preparation, healthcare, manufacturing technology and engineering workforces, and/or
- other underserved populations such as older adults, low income families, and people of color, and/or
- enrollments in graduate collaborative degree programs.

C. In the tradition of the “Wisconsin Idea”, this initiative would include a *Center for Regional Community Partnerships and Northeast Wisconsin Idea Fellows Program*. A *Center for Regional Community Partnerships* would be developed so that at any one time ten to twelve “Fellows” (faculty and/or staff at NEW ERA institutions) would as members of the *Center*:

- Work with area organizations to make them more effective and stronger;
- Work on applied research or community development initiatives that enhance the region or provide for collaborative professional development.

VI. Budget:

A. Collaboration Funding:

1. Partnership Innovation Investment Fund	\$1,800,000
2. Enrollment Endowment Investment Fund	5,000,000
3. Center for Regional Community Partnership and Northeast Wisconsin Idea Fellows Program	500,000

B. Staff and Office Funding:

1. Executive Director Salary and Benefits	130,000
2. Staff Support Position Salary and Benefits	55,000
3. Office space, equipment, supplies, travel, etc.	15,000

Total Budget \$7,500,000

VII. Working Deliverables:

- Enhances enrollment of underserved population in high demand workforce areas
- Provides for workforce development in high need/demand occupations
- Provides more high demand baccalaureate degrees
- Provides more high demand masters degrees
- Provides more certificate holders
- Provides greater cost effectiveness and efficiencies
- Links faculty and students across campuses, leading to better educational quality
- Provides for increased collaboration around professional development for faculty and staff

VIII. Benefits to Wisconsin:

- Indicates very clear and increased visibility to show how UW-System and the Wisconsin Technical College System is collaborating.
- We're being held accountable and funded for working more efficiently and collaboratively together.
- Develops a model for collaboration in other parts of the state, or among other public entities like school districts, local government or communities.
- Provides for a better organized legislative advocacy for public institutions.

BRAIN GAIN STRATEGIES FOR FOSTERING ECONOMIC DEVELOPMENT

Recommendations:

1. The Board of Regents support in concept each of the three proposals included in the “Brain Gain” submission.
2. The Board of Regents support the inclusion of budget requests associated with each of the three proposals in the “Brain Gain” submission.
3. The Board of Regents support providing the UW System with relief from state position control.
4. The Board of Regents support the fashioning of a state financial aid package to meet the needs of adult students.
5. The Board of Regents support UW-Extension working with other UW institutions and the Wisconsin Technical College System to identify and remove constraints to adult access and timely completion of degree programs.
6. The Board of Regents support the five involved UW institutions (Colleges, Extension, Green Bay, Oshkosh, Stout) working closely with the Wisconsin Technical College System on the seamless transfer of credit.

1/30/04

Charting a New Course for the UW System

Committee on **Our Partnership with the State**

Agenda

February 5, 2003
10:00 a.m.
Pyle Center, Room 112

1. Principles of financial aid
2. UW System Accountability Report
3. Further discussion of Senator Alberta Darling's recommendations