

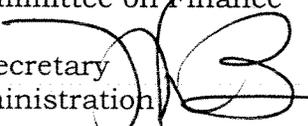
XVII. University of Wisconsin System – Ed Meachen, Interim Associate Vice President for Learning and Information Technology

The University of Wisconsin (UW) System requests the transfer of \$436,800 GPR in 1997-98 and \$1,435,200 GPR in 1998-99 from the Committee's appropriation under s. 20.865(4)(a) to the UW System appropriation under s. 20.285(1)(cm), and the release of \$263,200 PR in 1997-98 and \$864,800 PR in 1998-99 from unallotted reserve in the appropriation under s. 20.285(1)(im) for faculty technology initiatives throughout the UW System.

Governor's Recommendation

Approve the request



**Date:** December 18, 1997  
**To:** Members, Joint Committee on Finance  
**From:** Mark D. Bugher, Secretary  
Department of Administration   
**Subject:** Section 13.10 Request from the University of Wisconsin System for the release of faculty technology funding.

**Request**

The University of Wisconsin (UW) System requests the transfer of \$436,800 GPR in FY98 and \$1,435,200 GPR in FY99 from the Committee's appropriation under s. 20.865(4)(a) to the UW System appropriation under s. 20.285(1)(cm), *Educational technology*, and the release of \$263,200 PR in FY98 and \$864,800 PR in FY99 from unallotted reserve in the UW System appropriation under s. 20.285(1)(im), *Degree credit instruction*, for faculty technology initiatives.

**Background**

The 1997-99 biennial budget (1997 Act 27) provided \$1,060,800 GPR and \$639,200 PR in FY98 and \$3,307,200 GPR and \$1,992,800 PR in FY99 to the UW System for various technology-related initiatives, including BadgerNet, technology infrastructure and faculty technology. The GPR was placed in the Committee's appropriation, while the PR was placed in unallotted reserve in the UW System appropriation under s. 20.285(1)(im). Under a motion passed by the Committee during budget deliberations, release of these funds is conditional on the UW System achieving the following:

- Assessing its educational technology needs across the system, including goals for educational technology procurement, utilization and curricular design;
- Conducting an inventory of current UW System technology and presenting a detailed budget of how the UW System would allocate this funding, including a consideration of technological equity across the UW System;
- Submitting a joint report with DOA on the costs and technology needs of the BadgerNet initiative and obtaining the Committee's consent that the components of BadgerNet will achieve a consistent and workable system.

Of the amounts listed above, \$436,800 GPR and \$263,200 PR in FY98, and

\$1,435,200 GPR and \$864,800 PR in FY99 are directed to the UW System for faculty technology and faculty technology training. The remaining funds and related reporting requirements are addressed under a separate letter from the UW System President and the DOA Secretary.

Under the Governor's 1997-99 biennial budget recommendations, the GPR funds were allocated to the new *Educational Technology* appropriation under s. 20.285(1)(cm). This appropriation was created to provide for various UW System technology needs, including the Student Information System, IT infrastructure, educational technology curricula development, educational technology training for primary and secondary school instructors and to provide faculty with educational technology resources and training. Although amounts for each specific area were developed as guidelines, the appropriation language provides flexibility for the UW System in addressing these needs.

The Governor's biennial budget recommendations allocated these funds directly to the UW System with no additional reviews or approvals required. However, during its 1997-99 biennial budget deliberations, the Committee transferred these funds to its own appropriation for release under the s. 13.10 process.

### **Analysis**

The UW System plans to allocate 75% of the requested funding to each two and four-year campus based on student FTE count. This will provide each institution with a per-student amount of funds to "use as they see fit within their priorities in this area (as outlined in their individual IT plans)". To ensure accountability, each institution will be required to report to UW System Administration on the use of these funds. The reports will be available to the Committee and to DOA. The remaining 25% will be held centrally for systemwide applications, collaborative projects and sharing of best-practices.

In general, these funds will be used to equip faculty and instructional academic staff with appropriate instructional technology (hardware and software) and the necessary instructional design and technical support. Both equipment and personnel are necessary to allow the UW System to incorporate cutting-edge technology in the classroom and to achieve curricular redesign to the benefit of the students.

In addition to bringing technology into the curriculum and the classroom, these funds will enhance communication between student and instructor. Office hours, which often cannot meet student demand, will be supplemented by electronic mail. As a result, students will have more immediate and convenient access to their instructors. While most professors already have electronic mail capabilities, e-mail and upgraded equipment must be made available to every professor, many of whom have computers already considered obsolete in today's rapidly evolving technological environment.

The UW System is also experiencing a significant shortage of technical support staff. There are only 28.15 FTE permanent positions, as well as LTEs and student help, assigned to this area to work with approximately 8,500 faculty and instructional staff. This is a ratio of less than 1 to 300.

The situation is similar concerning instructional development staff, who assist faculty and other instructional staff to revise the curricula and integrate technology into their instruction. There are currently only 51.05 FTE permanent positions, as well as LTE and student help, assigned to these tasks. This is a ratio of about 1 to 66. While many campuses have already built Instructional Technology Development Centers where faculty learn the skills necessary to utilize educational technology, without the release of these additional resources progress will be impaired, and students will not reap the benefits of technology.

While 1997 Act 27 provided no additional FTE authority to the UW System in these areas, there are sufficient vacancies to meet these needs if the request for additional funding is approved.

**Recommendation**

Approve the request.

Prepared by: Michael Heifetz  
266-2843



## The University of Wisconsin System

Office of the President  
 1720 Van Hise Hall, 1220 Linden Drive  
 Madison, Wisconsin 53706-1559  
 Tel (608) 262-2321 Fax (608) 262-3985  
 E-mail: klyall@ccmail.uwsa.edu

November 10, 1997

Senator Brian Burke, Co-chair  
 Joint Committee on Finance  
 119 Martin Luther King Blvd., Room LL1  
 Madison, WI 53708

Rep. John Gard, Co-chair  
 Joint Committee on Finance  
 State Capitol, Suite 316 N  
 Madison, WI 53708

Dear Senator Burke and Representative Gard:

Please find attached a report to the Joint Committee on Finance on the proposed uses of UW System *Faculty Technology Initiative* funding, as required by 1997 Act 27 (the 1997-99 biennial budget).

This report also responds to the committee's general request of the UW System to report on the educational technology needs across the System, including our goals for educational technology procurement, utilization and curricular design, prior to release of these funds under s. 13.10.

The report contains detailed information on the following topics:

- Purpose of the Faculty Technology Initiatives Funds
- Proposed Allocation and Uses of the Faculty Technology Initiatives Funds
- Assessment of Teaching & Learning Technology

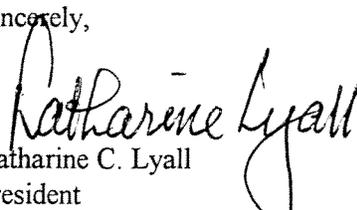
In sum, Faculty Technology funds will be used to equip faculty and instructional academic staff with appropriate instructional technology and enable them to effectively incorporate this technology into educational courses. The UW System proposes that the majority of these funds be allocated to each institution on a per student amount to achieve their priorities in this area.

Also, please find attached a one-page summary of the report highlights.

I know that our students and faculty are excited about the changes this funding will bring to UW campuses' curriculum and classrooms.

Thank you in advance for your cooperation on this matter.

Sincerely,

  
 Katharine C. Lyall  
 President

### Attachments

## UW SYSTEM REPORT TO JOINT FINANCE COMMITTEE FOR RELEASE OF FACULTY TECHNOLOGY INITIATIVES FUNDS

### I. Joint Finance Committee Reporting Requirement

The 1997-99 Biennial Budget placed \$1,060,800 GPR in 1997-98 and \$3,307,200 GPR in 1998-99 in the Joint Finance Committee's program supplements appropriation and \$639,200 PR in 1997-98 and \$1,992,800 PR in 1998-99 of related tuition funding in unallotted reserve, for Faculty Technology and Technology Infrastructure. The Biennial Budget required the UW System to "assess its educational technology needs across the System, including its goals for educational technology procurement, utilization and curricular design, prior to release of these funds under s.13.10. This plan would have to inventory current UW System technology and present a detailed budget of how the System would allocate this funding, including a consideration of technological equity across the System."

### II. Purpose of the Faculty Technology Funds

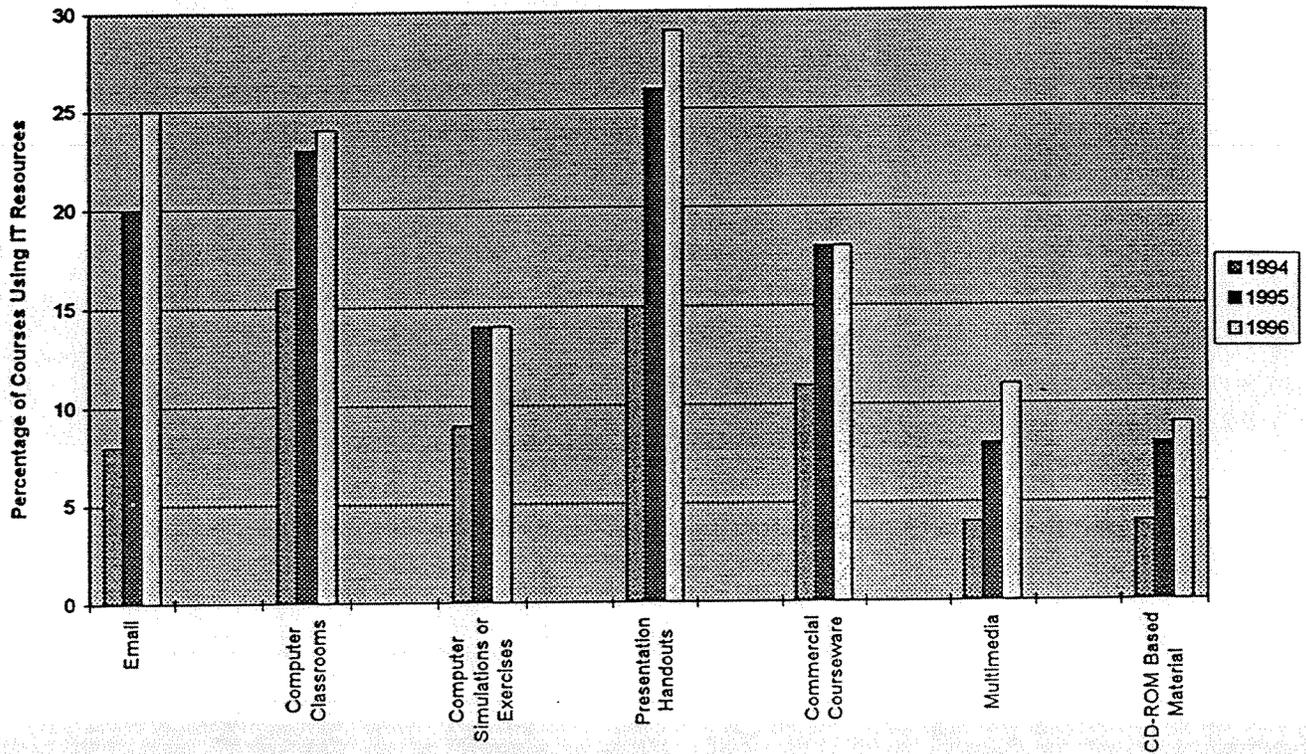
*The purpose and planned allocation of the Technology Infrastructure funds [\$1,000,000 GPR/Fees in 1997-98 and \$3,000,000 GPR/Fees in 1998-99] are explained in the accompanying report, which also addresses the UW System plans for the BadgerNet funds. The Technology Infrastructure and BadgerNet funds are closely tied together to meet UW System goals for enhancing the sharing of information across campus, among UW System institutions and between the UW System and other educational institutions in the state (K-12s, WTCS, etc).*

This report explains the purpose and planned allocation of the Faculty Technology funds (\$700,000 GPR/Fees in 1997-98 and \$2,300,000 GPR/Fees in 1998-99) provided in the Biennial Budget. These funds will be used to equip faculty and instructional academic staff with appropriate instructional technology and provide the necessary instructional design and technical support to enable them to redesign and effectively incorporate instructional technology into on-campus classroom and distance education courses.

This report (and the report on the BadgerNet and Technology Infrastructure funds) fits with the attached *1997 University of Wisconsin System Information Technology Plan: Education for the 21<sup>st</sup> Century* and its focus on improving student learning through the use of technology. The UW System plan addresses the technology infrastructure and staff support implications in meeting that goal. As Chart 1 shows, nationwide, faculty are increasingly using informational technology as an instructional resource in a variety of ways, from computer simulation exercises in the classroom to use of e-mail for homework assignments.

Chart 1

National Use of Information Technology as an Instructional Resource



Source: Green, Kenneth C., *Campus Computing 1996*

Note: UW-Eau Claire, UW-Madison, UW-Parkside, UW-Stevens Point, UW-Marinette, UW-Richland, UW-Sheboygan, UW-Washington and UW-Waukesha participated in this survey.

Learning Technologies enhance the educational experience of our students by providing students the tools to participate in a more student centered learning process. This more individualized learning environment is fostered because Learning Technologies provide:

- A variety of new software, digitized course materials and presentation and distribution technologies which address a wide range of learning styles.
- Technology such as groupware and email which increase the interaction of students with faculty, students with other students, and faculty with other faculty.
- Easier access to learning materials by students from an ever-growing number of locations including campus, workplace and home via the World Wide Web.
- Greater opportunities for learning to take place asynchronously (independent of time and place).

Learning Technologies will provide the basis for an education for the 21st Century. Not only must our students be proficient in using such technologies as a basic skill, but also have the greater capacity to use them both independently and collaboratively in their research, in the workplace, and in their lifelong educational pursuits.

Chart 2, on page 4, shows that resources are necessary in a number of IT areas to develop "technologically-enabled education" for the 21<sup>st</sup> Century:

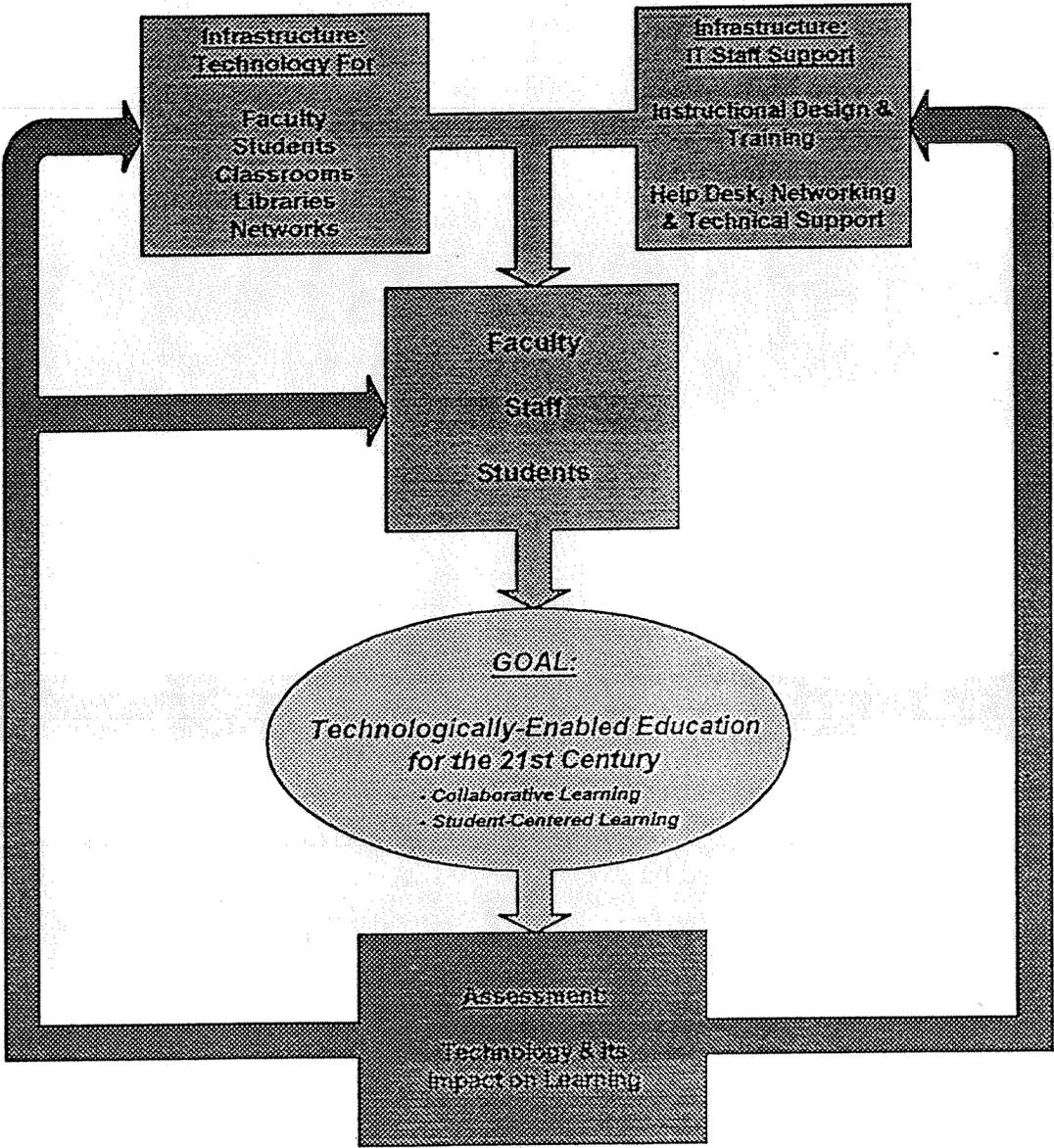
- Student Technology
- Faculty Technology
- Classroom Technology
- Library Technology
- Network Technology
- IT Support Staff
- Assessment

Resources are already available to help UW System institutions to address Student Technology needs through the General Computer Access program and the Student Technology Fee in the Operating Budget. In addition, resources have been provided to help address Classroom Technology needs through the Classroom Modernization program in the Operating Budget and the Classroom Renovation program in the Capital Budget. While there are still important needs in both these areas, the 1997-99 Biennial Operating Budget Request focused on the growing needs in:

- Faculty Technology
- Network Technology
- Library Technology
- IT Support Staff

# Chart 2

## Education for the 21st Century



### III. Inventory of UW System Technology

UW System Administration has been working with the Chief Information Officers at UW System institutions to compile data on the status of institutional efforts to provide students, faculty and staff with access to technology. This represents the first comprehensive attempt by the UW System to assess instructional technology across the UW System, and the data will provide important baseline information for systemwide IT planning. The attached *1997 UW System Information Technology Plan: Education for the 21<sup>st</sup> Century* summarizes the present status of the System in faculty technology, student technology, classroom technology, library technology, network technology, IT support staff and assessment that are also laid out in Chart 2 on page 5.

In order for faculty and instructional academic staff to incorporate technology into the curriculum and enhance education for the 21<sup>st</sup> Century, they need to have access to modern technology such as:

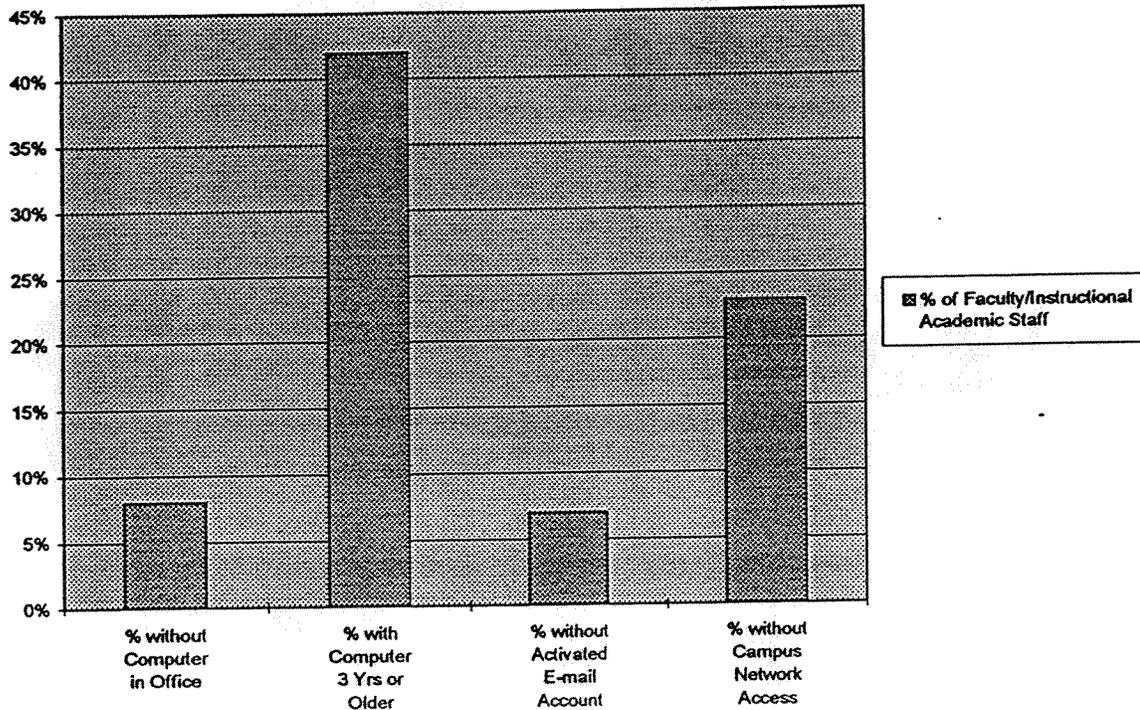
- multimedia computer workstations
- scanners and printers
- recordable CD-ROM
- e-mail
- the campus network
- the World Wide Web (WWW)

To date, UW System institutions have largely funded faculty technology through base reallocations, with individual departments using their small amount of discretionary funding available from vacant positions or other one-time funds. A survey of UW System institutions showed a total of almost \$20 million in GPR/Fee base reallocations for instructional technology/distance education in the 1993-95 and 1995-97 biennia. In addition, the UW System 1997-99 Operating Budget request in August, 1996 directed that institutions set aside 0.5% of their GPR/Fees base annually (or \$6 million) for IT/DE and collaborative program purposes, which they have done for 1997-98 (see August 1997 BOR materials).

However, Chart 3 shows that too many faculty and instructional academic staff still do not have access to the modern technology tools needed to incorporate technology into the curriculum. Consider that:

- Eight percent of faculty and instructional academic staff do not have a computer workstation in their office
- 42% have computers that are three years old or older
- 7% do not have e-mail in their office
- 23% do not have campus network access including a graphical Web browser

**Chart 3  
Faculty Technology Barriers**



Another key resource necessary to support curricular redesign by faculty is providing instructional development and technical support for faculty and instructional academic staff. Technical Support Staff, which provide technical training and support in the use of computers, other technology, and software for faculty and instructional academic staff, are in short supply across the UW System. Table 1 shows there are only 28.15 permanent FTE staff in this area (supported by 6 LTE and student help who often do not have as much experience) to work with approximately 8,500 FTE faculty and instructional academic staff, or a ratio of less than 1 to 300.

Across the UW System, there are also insufficient support staff to work with faculty and instructional academic staff in Instructional Development. These support staff help faculty and instructional academic staff redesign courses and course materials to bring IT into the classroom. Table 2 shows there are only 51.05 Instructional Development permanent FTE staff to work with approximately 8,500 FTE faculty and instructional academic staff, or a ratio of less than 1 to 166. (These 51.05 permanent staff are only supported by an additional 24.9 LTE staff and student help systemwide).

<b>Table 1</b>	
<b>Technical Support Staff</b>	
Fall, 1996 Instructional Computing Development/ Training Staff (Number of FTE permanent staff)	28.15

<b>Table 2</b>	
<b>Instructional Development Staff</b>	
Fall, 1996 Instructional Materials Development Staff (Number of FTE permanent staff)	37.05
Fall, 1996 Instructional Technology Development Center Staff (Number of FTE permanent staff)	14.00
Fall, 1996 Total Instructional Development Staff (Number of FTE permanent staff)	51.05

#### IV. Proposed Allocation and Uses of Faculty Technology Funds

The 1997-99 Biennial Budget includes \$700,000 GPR/Fees in 1997-98 and \$2,300,000 GPR/Fees in 1998-99 for faculty technology initiatives. UW System normally allocates new instructional funding on the basis of weighted student credit hours (WSCH), but instructional technology needs are not weighted by discipline, and in fact, some higher cost disciplines have received funding for such needs through other sources (Business & Engineering DINs, outside funding). Instead, UW System proposes that the majority of the Faculty Technology Funds be allocated to provide each institution with a basic per student amount to use as they see fit within their priorities in this area (as outlined in their individual IT plans). UW System proposes to allocate 75% of this funding (\$525,000 in 1997-98 and \$1,725,000 in 1998-99) to institutions based on student FTE counts, and hold 25% of the funding centrally to support relevant Systemwide programming, sharing of best practices information and collaborative inter-institutional efforts. The decision to hold back a portion of the funds for these purposes was made based on the Board of Regents' *Study of the UW System in the 21<sup>st</sup> Century* recommendation which calls for a collaborative incentive fund, and institutional calls for additional support for collaborative efforts.

Because these needs relate to the number of students on campus (i.e., greater use of e-mail, number of technology classrooms needed, etc.), the allocation is being made on an FTE student basis. This allocation approach is in keeping with the Board of Regents' historical approach that additional resources should be distributed to help ensure that students at one institution have access to the same quality education and instructional resources as students at any other UW System institution.

Table 3 shows, in each year, the 75% allocation by institution based on target student FTE (UW-Extension will receive the average allocation amount for the comprehensive institutions). It should be noted that the Board of Regents has the authority to change the allocation method for 1998-99, and would notify the Committee if that occurred. The Biennial Budget divides the faculty technology funding into separate amounts for faculty technology enhancement and curricular redesign support. However, because the institutions have varying needs in these areas, UW System proposes that they be allowed to determine the proportion of these funds to be used in each area. To ensure accountability, the institutions will be required to submit a biennial report as part of their IT plan that explains the use of these faculty technology funds and provides examples of projects funded.

**Table 3  
Proposed Allocation of  
Faculty Technology Funding**

<u>Institutions</u>	<u>Fall, 1997 Target FTE Enrollment</u>	<u>Percent of Total FTE Enrollments</u>	<u>1997-98* Allocation</u>	<u>1998-99* Allocation</u>
Madison	34,800	27.3%	\$ 136,716	\$ 450,416
Milwaukee	15,942	12.5	62,629	204,604
Eau Claire	9,267	7.3	36,406	119,605
Green Bay	4,235	3.3	16,638	54,642
La Crosse	8,242	6.5	32,379	106,878
Oshkosh	9,208	7.2	36,174	118,627
Parkside	3,480	2.7	13,671	45,029
Platteville	4,690	3.7	18,425	60,485
River Falls	4,840	3.8	19,014	62,840
Stevens Point	7,667	6.0	30,120	98,796
Stout	6,713	5.3	26,373	86,454
Superior	2,098	1.7	8,242	27,167
Whitewater	8,654	6.8	33,998	111,369
Colleges	7,538	5.9	29,614	97,007
Extension	<u>          </u>	<u>          </u>	<u>24,601</u>	<u>81,081</u>
Total	127,374	100.0%	\$525,000	\$1,725,000

\*The 1997-98 allocation is based on the fall 1997 target FTE student figures, shown here, while the 1998-99 allocation is based on the fall 1998 target FTE student figures (not shown here).

Funds for faculty technology enhancement will provide more faculty and instructional academic staff with access to the latest in teaching technology. This technology will allow faculty to prepare classroom presentations using graphics, sound, and video, and create and present information and cover topics in ways that were not possible in the past. Similarly, funds for curricular redesign support will support Instructional Technology Development Centers at each UW System institution, add technical and instructional design staff, and support training workshops and other faculty support activities.

The UW System proposes to hold 25% of the faculty technology funding centrally to make these limited funds go further towards the System's goals in this area in the first two years. The amount of funding would be \$175,000 in 1997-98 and \$575,000 in 1998-99, to be used for two major purposes that between them will benefit every institution:

- Sharing information on curricular redesign and enhancement of teaching and learning around the System through newsletters, listservs, a best practices database and an annual conference (\$35,000 in 1997-98 and \$65,000 in 1998-99); and
- Funding several major collaborative curricular redesign projects between UW System institutions (\$140,000 in 1997-98 and \$510,000 in 1998-99). These collaborative efforts can result in redesigned courses being offered at institutions that may not have been able to do so with just their own resources.

#### V. Equity Across UW System Institutions

The Biennial Budget required that the UW System consider technological equity across the System in its method for allocating these new faculty technology funds. The argument for holding 25% of the funds centrally for certain purposes has been established in the previous section. The proposed allocation of 75% of these funds on a per student basis is in keeping with the Board of Regents' historical approach that additional resources should be distributed to help ensure that students at one institution have access to the same quality education and instructional resources as students at any other UW System institution.

As measured by a number of IT indicators, there are clearly differences among UW System institutions in their current level of resources in this area. As explained earlier in this report, the overall goal of these new resources for IT/DE is to help create a more student-centered learning environment and improve education at every institution. An allocation of a majority of these funds on a per student basis is the best approach toward reaching this goal. Moreover, this is not a one-time goal that will be reached in two years; rather, this is the first biennium of a multi-biennial request to help achieve this ongoing goal.

Within that context, there are a number of reasons the UW System proposes to allocate the majority of these new faculty technology resources on a per student basis:

1. **Due to different needs, history and missions, institutions are and will continue to be at different levels at different times in specific areas, both in IT and across the institution as a whole. Each institution should be provided an equitable share of new resources to ensure a basic level of resources for instructional technology and other areas.** First, the data shows that almost every institution ranks higher relative to the System group on some IT indicators and lower on others. For example, as Table 4 shows, at UW-Madison, 98% of faculty/instructional academic staff have a university-owned computer in their office, with 44% of those computers at least 3 years old. In contrast, at UW-Eau Claire, 85% of faculty/instructional academic staff have a computer in their office, with 68% at least 3 years old.

Table 4		
	UW-Madison	UW-Eau Claire
Percentage of Faculty & Instructional Academic Staff with a computer in their office	98%	85%
Percentage of Faculty & Instructional Academic Staff with Computers three years or older	44%	68%

However, in terms of classroom resources, UW-Eau Claire is ahead of UW-Madison. As shown in Table 5, only 17% of UW-Madison's classrooms are at Level 2 or 3, with Level 2 defined as having multiple instructional technologies permanently installed in the room and Level 3 defined as combining these multiple technologies with a unifying control system, while 54% of UW-Eau Claire's classrooms are at Level 2 or 3.

Table 5		
	UW-Madison	UW-Eau Claire
Percentage of Classrooms Level 2 or 3	17%	54%

Level 2 is defined as having multiple instructional technologies permanently installed in the room.  
Level 3 is defined as combining these multiple technologies with a unifying control system.

Second, there are other demands on technology dollars across the UW System. For example, a number of institutions (UW-Madison, UW-LaCrosse, UW-Oshkosh, UW-Platteville, UW-Stout, and UW-Whitewater) are already investing substantial resources in new student information systems. As a result, without additional state resources these institutions have less resources to invest in other technology areas and/or other areas across the campus.

Finally, other campus needs, such as enhancing targeted program areas, also require reallocations which may result in less funds available for faculty technology and curricular redesign. For example, UW-LaCrosse has reallocated \$450,000 and UW-Milwaukee has reallocated \$259,100 from base resources in 1995-97 for their Allied Health programs.

Similarly, UW-River Falls' "Reach for the Future" initiative includes reallocating funds to increase the share of its budget devoted to supplies and expenses from 6.9% in 1994-95 to 12.0% in the year 2000.

2. **Allocating resources based solely on need or where institutions are compared to a systemwide goal penalizes those institutions which have already taken steps to address this area by reallocating base resources.** While all UW System institutions have now recognized the importance of providing funding for faculty technology and curricular redesign, institutions are at different points in addressing these needs. For example, UW-Eau Claire has been recognized as a national leader in developing its Center for Instruction and Technology Innovation (CITI) with the help of a Title III startup grant and institutional reallocations. Similarly, UW-Stout has developed its Nakatani Center through a private donation and base reallocations. If these Biennial Budget funds were allocated based strictly on need, it would penalize these institutions for their initiative and harm them later when one-time funds are gone.
3. **All UW System institutions have tremendous needs in this area.** As the data above shows, UW System institutions have tremendous needs in providing modern technology for faculty and providing the support necessary for curricular redesign. With no ongoing funding mechanism for providing up-to-date technology to faculty and instructional academic staff, 42% have computers that are three years old or older, while too many still do not have e-mail in their office or campus network access including a graphical Web browser. Similarly, with the small staff support levels shown earlier, existing support resources are nowhere close to meeting total needs.
4. **The amount of faculty technology funds is relatively small systemwide, particularly in the first year, and should for the most part be provided to each institution on the same basis for them to use as they see fit within their own priorities in this area (as outlined in their 1997 IT Plans).** A total of \$700,000 in 1997-98 and \$2,300,000 in 1998-99 for faculty technology is not sufficient to address the total needs in the faculty technology and curricular redesign areas at more than one or two institutions, which would leave the other institutions with no improvements. As a result, the best use of these limited funds is to provide the same amount per student to all UW System institutions and allow them the flexibility to direct resources to their own needs in these areas. For example, some campuses at an earlier stage may choose to provide modern technology to a few innovative faculty to demonstrate what the technology can do to enhance student-centered learning and improve education. Other campuses may be further along in providing faculty technology and choose instead to hire a full-time staff (at an estimated \$35,000 to \$40,000 salary plus fringes) in the instructional design or technical support area.

## VI. Conclusion

Faculty Technology dollars will be used to equip faculty and instructional academic staff with appropriate instructional technology and provide the necessary instructional design support to enable them to redesign and effectively incorporate instructional technology into their on-campus and distance education courses. UW System proposes that the majority of these funds be allocated to provide each institution with a basis per student amount to use as they see fit within their priorities in this area.

However, an analysis of the UW System's proposed method of distributing new state resources for instructional technology/distance education and its impact on technological equity across the System should not just focus on the faculty technology funds in isolation. It should also include consideration of how the BadgerNet and Technology Infrastructure funds are being used, described in the accompanying report. For example, of the Technology Infrastructure funds (\$1,000,000 GPR/Fees in 1997-98 and \$3,000,000 GPR/Fees in 1998-99), UW System proposes using almost \$340,000 over the two years to address site support needs at UW Colleges related to their planned compressed video network. In 1997-98, UW System proposes holding the remaining \$840,500 centrally to pay for equipment to be installed at campuses based on their campus network needs. Likewise, UW System proposes to distribute BadgerNet resources in order to provide a "base" of telecommunications services to all UW institutions independent of geography, because these telecommunications costs are very sensitive to location. The BadgerNet and Technology Infrastructure funds will be used in such a way as to provide each institution a base of telecommunications services that includes voice, video and data in an instructional environment and a campus network capable of transporting this traffic across campus, which in turn will allow each institution to make greater progress in faculty technology and curricular redesign areas.

## UW System Report to JFC on Faculty Technology Initiatives Funds

- **JFC Reporting Requirement**

For release of \$700,000 in 1997-98 and \$2,300,000 in 1998-99, the UW System is to assess educational technology needs across the System, including goals for educational technology procurement, utilization and curricular design, including a consideration of equity across the System".

- **Purpose of the Faculty Technology Initiatives Funds**

Faculty Technology funds will be used to equip faculty and instructional academic staff with appropriate instructional technology and provide the necessary instructional design and technical support to enable them to redesign and effectively incorporate instructional technology into on-campus classroom and distance education courses.

- **Proposed Allocation and Uses of the Faculty Technology Initiatives Funds**

The Faculty Technology Initiatives funds will be allocated as follows: (1) 75% (\$525,000 in 1997-98 and \$1,725,000 in 1998-99) to institutions based on student FTE counts (see attached table 3 from the report); and (2) 25% (\$175,000 in 1997-98 and \$575,000 in 1998-99) held centrally to support sharing of best practices information and collaborative inter-institutional efforts.

The reason to hold 25% of the funding centrally is to make these limited funds go further toward the System's goals in this area in the first two years. The funding would be for two major purposes that between them will benefit every institution:

- sharing information on curricular redesign around the System through newsletters, listservs, a best practices database and an annual conference; and
- funding several major collaborative curricular design projects between UW System institutions, which can result in redesigned courses being offered at institutions that may not have been able to do so with their own resources.

There are several reasons to allocate 75% of these funds to the institutions on a per student basis to use as they see fit within their priorities in this area.

- This approach is in keeping with the Board of Regents' historical approach that additional resources should be distributed to help ensure that students at one institution have access to the same quality education and instructional resources as students at any other UW System institution.
- Due to different needs, history and missions, institutions are and will continue to be at different levels at different times in specific areas, both in IT and across the institution as a whole. Each institution should be provided an equitable share of new resources to ensure a basic level of resources for instructional technology and other areas.
- Allocating resources based solely on need or where institutions are compared to a systemwide goal penalizes those institutions which have already taken steps to address this area by reallocating base resources.
- All UW System institutions have tremendous needs in this area and the amount of faculty technology funds is relatively small systemwide, particularly in the first year; therefore, the funds should for the most part be provided to each institution on the same basis for them to use as they see fit within their own priorities in this area.
- **Assessment of Teaching & Learning Technology**

In order to ensure the effective use of the Faculty Technology Initiative funds and other internally reallocated funds directed at improving teaching and learning through the use of technology, UW System Administration will undertake an annual assessment of technology. A student and faculty satisfaction survey of all UW System campuses, and a study of the effectiveness of technology in providing enhanced learning opportunities with information on how the Faculty Technology Initiative funds were spent, will be submitted to the Joint Finance Committee by November 1 annually.