WISCONSIN STATE LEGISLATURE COMMITTEE HEARING RECORDS

2003-04
(session year)

Assembly
(Assembly, Senate or Joint)

Committee on Colleges & Universities (AC-CU)

(Form Updated: 11/20/2008)

COMMITTEE NOTICES ...

➤ Committee Reports ... CR
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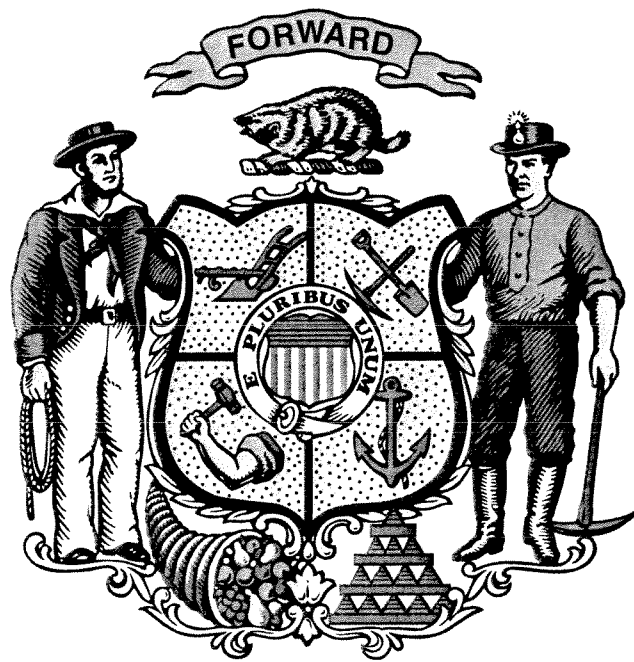**

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➤ Miscellaneous ... Misc
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MAY 20, 2003
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THE UNIVERSITY OF WISCONSIN SYSTEM
REPORT ON EFFICIENCIES AND EFFECTIVENESS

EXECUTIVE SUMMARY

BACKGROUND

In October 1996 an efficiencies report was presented to the Board of Regents in response to a recommendation contained in the *Study of the UW System in the 21st Century*. The Board of Regents initiated the 21st Century study in part to respond to the changing fiscal environment facing the UW System. As the report stated, "It is imperative for the UW System to be as creative and efficient as possible because the environment for higher education is one of continuous change." This report outlines some of the major steps the UW System has taken since the October 1996 report to achieve efficiencies in Instruction, Student Support and Administration. Also described are some of the efficiencies that have been achieved through new operating flexibilities that the UW System has attained as a result of legislative action over the last several biennia.

REQUESTED ACTION

This report is submitted for information only.

DISCUSSION AND RECOMMENDATIONS

The UW System continues to focus more resources on instruction and uses a substantially lower proportion of the UW System budget for administrative costs than our eighteen peer university systems. As shown in Appendices 2 and 3, based on the latest comparative data available from the Integrated Post-Secondary Education Data Survey, the UW System expends just 5.8% of its budget on administration compared to the peer average of 10.4%. At the same time, the UW System faces challenges as it attempts to become even more efficient.

The University of Wisconsin System has made significant investments to become more efficient. These investments have included new technology tools; new academic, administrative and student support systems; technology staffing; distance education and new teaching methods. However, other systems of higher education are also making significant investments. In order to maintain our competitive position as one of the premier systems of higher education, strategic investments must be made in: 1) technology-- to provide support for cutting edge delivery for both on-campus and distance education courses; 2) development-- to assist institutions with developing more opportunities to raise private dollars; and 3) federal relations-- to assist UWM and the comprehensive institutions with more aggressively pushing for federal funding. The UW System must position itself to be responsive to rapid change. This will involve breaking down current barriers to efficiencies and making fundamental changes to current business practices in the areas of personnel management, procurement, as well as budget and position control, to name

just a few.

Efficiencies Achieved

Some of the major **administrative efficiencies** over the last several years have come as a result of systemwide licensing of software, improving strategies for facilities maintenance, using more data driven decision making processes, streamlining procurement processes, and developing innovative programs to ensure adequate IT staffing.

Systemwide Software Licensing: Over the last several years the UW System has increasingly taken advantage of its collective purchasing power to obtain better pricing from vendors, particularly in the area of software licenses. Significant systemwide licenses include library automation software, web learning software, student information system software, Microsoft products, Oracle, Computer Based Training, financial software and Geographical Information System software.

Facilities Maintenance: The UW System has made strides over the last several years in reducing the backlog of deferred maintenance and is implementing facilities audit software to better strategize priorities. However, ensuring the adequacy of maintenance budgets remains a challenge and is a major area of need going into the 2001-03 biennium.

Data Driven Decision Making: UW System managers are increasingly using tools such as market research and best business practice studies to improve the soundness of decision making.

Procurement: The UW System has improved pricing and the efficiency of procurement programs by such means as the use of procurement cards and prime vending contracting and is beginning to explore the potential efficiencies that "e-commerce" may offer.

Information Technology Staffing: UW System institutions have taken a number of steps to ensure the availability and preparedness of information technologists, particularly by involving students in programs that provide them with valuable on-the-job experience while providing the institutions with necessary services at a cost-effective rate.

Some of the major **instruction-related efficiencies** have resulted from collaboration on academic programs, reducing credits to degree, the use of distance education to reach new markets, the employment of new teaching methods, and sharing of resources among libraries.

Collaboration on Academic Programming: In developing new majors and programs, UW System institutions are increasingly collaborating with each other and, where appropriate, with the Wisconsin Technical College System. New communication technologies have enabled institutions to collaborate in a growing number of ways. Examples include the collaborative foreign language program, degree completion programs between UW Colleges and the four-year institutions and the Collaborative Nursing Program.

Reducing Credits to Degree: At the Board of Regents' direction, each UW institution has established a goal for reducing the average number of credits to degree. The systemwide goal of 140 credits by the year 2000 has already been achieved by such measures as

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improving advising, using degree audit software, amending add/drop policies and reducing the number of required credits for selected programs. Each institution now offers a four-year degree contract to entering freshmen.

Distance Education: UW institutions are increasingly using distance education to reach new markets and to better serve place-bound students. These initiatives are encouraged by a systemwide investment in infrastructure and distributed learning technologies and by such initiatives as the establishment of Learning Innovations, incentive funds and grant programs. Each of the collaborative programs mentioned above includes a distance education delivery mechanism, and many additional examples of distance education programming are included in the full report and in Appendix 1.

New Teaching Methods: New technologies are being used not only to offer education at a distance but to improve instruction in the traditional classroom setting, and faculty are increasingly using web-based instruction as part of a "blended pedagogy" approach to teaching. Other improvements to teaching and learning do not rely on new technology. For example, learning communities based around residence halls are being expanded at UW-Madison, and UW-Milwaukee has made a substantial commitment to its Freshman Scholars program.

Libraries: The new web-based library system embodies a "one system, one library" vision and provides an electronic gateway to the vast cumulative resources available in all the institutions' libraries, regardless of location. In addition to improving access, ongoing hardware and software maintenance will produce savings of $700,000 annually. Apart from the new automated system, UW System libraries have used systemwide and consortial licensing arrangements to leverage resources and maximize information flow across the System while reducing the per-student costs of electronic resources.

UW System institutions have also been working hard to increase the effectiveness and **efficiency of student support** in such areas as recruitment, diversity, student advising, services for students with disabilities, alcohol and other drug awareness, transferability and providing students with access to technology. In addition, improvements to student information systems have tangible benefits to students such as eliminating the need to stand in long lines to pick up financial aid checks.

Some recent efficiencies have come from new operating **flexibilities** that the UW System has attained as a result of legislative action over the last several biennia. These include:

The authority to create positions and spend revenue collected for certain program · revenue appropriations: This flexibility is critical to self-supporting operations, allowing them to meet service demands in a timely fashion. For example, this flexibility has allowed UW-Milwaukee's School of Business Administration to respond quickly and efficiently to the training needs of such corporate partners as M&I Bank.

The ability to expend certain auxiliary funds on a one-time basis for other student-related activities: The flexibility to transfer unanticipated current revenues from auxiliary operations for other student-related activities on a one-time basis has, as expected, been used sparingly by UW System institutions. It has enabled institutions to moderate other

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student fees. For example, UW-Green Bay used this flexibility to transfer $104,000 from the Weidner Center, Housing, the Bookstore, and the Student Center to fund childcare operations.

Tuition revenue spending authority of 104% in 1997-98 and 107% in 1998-99: This flexibility was crucial in 1997-99 to self-fund competitive salary increases for which GPR funding was not provided. This flexibility was superseded by legislative designation of academic fees as a "continuing" appropriation effective with the 1999-00 fiscal year.

Continuing appropriation for all UW System institutions: This new flexibility is critical to enable us to respond to such needs as increased access, Intercessions and differential tuition.

One percent position creation flexibility: This flexibility, approved in the 1999-2001 biennial budget, enables us to create and fill 183 new positions to serve additional students that the UW System has already enrolled. However, this number of positions is not enough to meet current need. (The Regent request was for 3% position flexibility or 548 FTE.) Over the past five years, university General Purpose Revenue positions have fallen/not increased while enrollments have grown 3.7%. The issue of position authorization remains a critical one facing the UW System as we go forward into the 2001-03 biennium.

Barriers to Efficiencies

There are additional areas where efficiencies could be found within the UW System. The UW System is the only major higher education institution without the ability to manage the level of its human resources. Rather than fiscal oversight based upon budgeted resources, the State manages the UW System based on line item and position control. An outdated mandatory personnel system results in significant delays in hiring at all levels throughout the System. The funding of State operations through chargeback mechanisms, as well as its continual ties to mainframe systems, preclude the university from taking advantage of new technologies and better business practices. The State Division of Facilities Management charges a 4% project management fee onto all capital construction projects costing an average of $4 million per year. The UW System's share of the chargeback for BadgerNet has increased by 30% to a cost of $3.2 million, even though costs were projected to go down based upon market price indices. The State Bureau of Financial Operations charges each agency for accounting, auditing, payroll and other financial services, including the State's mainframe accounting system, resulting in a $2 million charge for the UW System. In addition, the UW System is forced to participate in the State's Centrex telephone system. Although new contracts with telecommunication service providers promised decreasing costs to the UW System, increased administrative costs have resulted in almost $1 million in increased costs to the university. Although the competitive market is driving prices downward, the cost to the UW System is trending upward.

These are several examples of where the UW System is unable to take advantage of emerging technologies, a rapidly changing work force and competitive buying power to achieve fiscal savings. In an era of rapid technological change, significant efficiencies could be realized if the university were able to free itself from old technologies and management styles forced upon it, take advantage of market pricing and incorporate best business practices throughout.

While the UW System has taken great pride in its low administrative costs, there is a question as to whether it can continue to have the capacity to ensure efficiency and be effective at such a low cost. Our 5.8% of educational and general (E&G) expenditures spent on administration is almost half the average of our peer systems and almost 20% less than the nearest peer, the University of Illinois. However, the University of Illinois is about one-half the size of the UW System with 57,000 student FTE. When looking at our nearest peer in terms of size, the University of North Carolina, 65% more of their E&G expenditures is spent on administrative costs.

Serious contract negotiations take considerable staff time. Technologies are constantly changing. It takes staffing resources to ensure that today's investments are not tomorrow's failures. There is a core level of investment into the infrastructure that must be made to ensure an overall return on investment. We are approaching the time whereby we must balance the efficiencies achieved with the emerging needs for investment in order to ensure our continued effectiveness.

RELATED REGENT POLICIES

None.

. .THE UNIVERSITY OF WISCONSIN SYSTEM
. REPORT ON EFFICIENCIES AND EFFECTIVENESS

Introduction

In October 1996 an efficiencies report was presented to the Board of Regents in response to a recommendation contained in the *Study of the UW System in the 21st Century*. The Board of Regents initiated the 21st Century study in part to respond to the changing fiscal environment facing the UW System. As the report stated, "It is imperative for the UW System to be as creative and efficient as possible because the environment for higher education is one of continuous change." Despite the relative success of the 1999-01 biennial budget, the need remains to use resources ever more effectively in response to new needs and changes in the funding mix. This report outlines some of the major steps the UW System has taken since the October 1996 report to achieve efficiencies in Instruction, Student Support and Administration. Also described are some of the efficiencies that have been achieved through new operating flexibilities that the UW System has attained as a result of legislative action over the last several biennia. Some. barriers to further efficiency are described, as well.

Instruction-Related Efficiencies

Some of the major instruction-related efficiencies have resulted from collaboration on academic programs, reducing credits to degree, the use of distance education to reach new markets, the employment of new teaching methods, and sharing of resources among libraries. The systemwide context for these changes is described below and specific examples of institutional initiatives in each of these areas are given in Appendix 1.

Collaboration on Academic Programs: In developing new majors and programs, institutions are encouraged to collaborate with other UW System institutions and, where appropriate, with the Wisconsin Technical College System (WTCS). New communication technologies have enabled institutions to collaborate in a growing number of ways. For example, the collaborative foreign language program enables UW institutions to provide their students with a wider array of languages than they otherwise would be able to offer on their own. The UW Colleges are using distance education technology to collaborate with UW four-year institutions to offer place-bound students a means to complete certain bachelor's degree programs. The Collaborative Nursing Program was developed to enable students to complete a nursing degree at any of the UW nursing schools by taking a common set of courses through distance learning. UW System institutions have collaborated with WTCS districts to develop more than 350 articulation agreements that enable WTCS students to complete a bachelor's degree in a related program. Among the additional examples of collaborative academic programs included in Appendix 1 is the partnering of UW Eau Claire, UW-LaCrosse, UW-Parkside

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and UW-Oshkosh to deliver foundation courses for the MBA program through distance education.

Reducing Credits to Degree: At the Board of Regents' direction, each UW System institution has established a goal for reducing the average number of credits needed to earn a bachelor's degree. The systemwide goal is 140 credits by the year 2000. This goal has already been achieved by such measures as improving advising, using degree audit software, amending add/drop policies and reducing the number of required credits for selected programs. Each institution now offers a four-year degree contract to entering freshmen. Among the examples of actions taken to reduce credits to degree included in Appendix 1 is a revision in the general studies program at UW-Whitewater which reduced by six the required number of general studies elective credits.

Distributed Learning/Distance Education: In June 1999 the Board of Regents passed the "Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs." These principles provide the foundation for a new tuition model for distance education courses and programs. Furthermore, these principles will facilitate development of systemwide standards to assure quality distance education programming and a common methodology to identify distance education costs. The *1999 UW System Survey of Computing Resources* showed that 25% of the teaching faculty and staff use the Web in a significant fashion for instructionally related activities. In order to support the growing use of these web-based learning tools, the UW System is developing a systemwide support mechanism to aggregate services that support the most commonly used web-based tools at UW System institutions. By aggregating services, UW System institutions will realize efficiencies and economies of scale, improved services, and the development of a pricing model. Also, the UW Learning Innovations Center supports learner-centered instruction, developing, marketing, distributing and supporting technology products and services to all UW campuses. Among the examples of distance education programming included in Appendix 1 are UW-Platteville's master's degree programs in Project Management, Engineering, and Criminal Justice.

New Teaching Methods: New technologies are being used not only to offer education at a distance but to improve instruction in the traditional classroom setting, and faculty are increasingly using web-based instruction as part of a "blended pedagogy" approach to teaching. However, not all improvements in teaching methods rely on new technology. For example, learning communities based around residence halls are being expanded at UW-Madison. UW-Milwaukee has made a substantial commitment to a Freshman Scholars program that places students at the center of the classroom. UW-Eau Claire and UW-La Crosse continue to increase their emphasis on undergraduate student-faculty collaborative research as a teaching tool. Among the additional examples of improvements in teaching methods included in Appendix 1 is UW-Green Bay's First-Year Student Seminar taught by faculty across the campus in collaboration with Student Support Services.

Libraries: A "virtual ribbon cutting" ceremony was held in February 2000 for the new, systemwide automated library system. The new web-based "Voyager" system embodies a "one system, one library" vision and provides an electronic gateway to the vast

cumulative resources available in all the institutions' libraries, regardless of location. In addition to improving access, ongoing hardware and software maintenance will produce savings of $700,000 annually. Apart from the new automated system, UW System libraries have worked hard to leverage resources and maximize information flow across the System in many different ways, including the purchase of systemwide licenses to reduce the per-student costs of electronic resources. For example, consortial licensing of Britannica Online has saved the UW System 70% of the original list price. Among the additional examples of efficiencies on the part of libraries included in Appendix 1 is UW Oshkosh's joint subscription to NetLibrary with Marquette University and Lawrence University.

Other Instruction-Related Efficiencies: Appendix 1 includes other instruction-related efficiencies that do not fit into the above categories. For example, since 1995-96 UW-Madison has halved the number of post-baccalaureate low-enrollment major programs.

Improving Student Support Services

Some of the major improvements to student support have occurred in recruitment and services to prospective students, efforts to foster diversity, student advising, services for students with disabilities, increasing alcohol and other drug awareness and providing students with access to technology. Improvements continue to be made in new student information systems and the transferability of students within the UW System. The systemwide context for these changes is described below and specific examples of institutional initiatives in each of these areas are given in Appendix 1.

Prospective Students / Recruitment: UW System institutions have worked hard in recent years to focus the messages they deliver to prospective students and to provide the very best services throughout the process of application, enrollment and orientation. System Administration's Office of Market Research is available to help with these efforts and participates in a systemwide working group on recruitment and marketing. The systemwide web site HELP On-Line is designed to provide information about all of the UW System institutions to current and prospective students. It includes information on pre-college programs, admissions, financial aid, transfer, academic and career advising and direct links to all the UW institution home pages. One of the major features of the web site is the electronic application for admission. This past year more than 16,000 electronic applications were received, double the number received in the prior year. An international electronic application will be added by the end of the current year. Among the examples included in Appendix 1 of steps taken by the institutions to improve services to prospective and new students is UW-Stout's integration of the offices of Financial Aid, Registration and Admissions into a new office of Enrollment Services.

Diversity: In May 1998 the UW System Board of Regents adopted *Plan 2008: Educational Quality Through Racial and Ethnic Diversity.* As an example of the UW System's ongoing commitment to educational diversity, *Plan 2008* embodies the mission of the UW System to serve all the people of Wisconsin, including all racial and ethnic groups, by expanding educational opportunity. Building on its predecessor, *Design for*

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Diversity, Plan 2008 is a collaborative effort among UW System institutions, K-12 schools, students, parents, Wisconsin businesses and communities. As a result of the 1999-2001 biennial budget, *Plan 2008* received $1.7 million in funding. The 1999-01 budget serves as an example of the commitment of the UW System and the state to the success of this plan. Among the examples of efforts undertaken to foster diversity included in Appendix 1 is a new program offered jointly by UW-Marinette and the College of the Menominee Nation to serve eighth grade Native American Students.

Advising: Over the last several years UW System has taken important steps to improve academic and career advising. The report of the 1996-97 Working Group on Advising Best Practices provided a framework for institutional and system initiatives and for requesting new monies for advising. The 1999-01 biennial budget request resulted in $1.95 million and 28.5 new positions for advising in the second year of the biennium. Following the recommendations of the report, UW System established a System Advisory Committee on Advising. This group has taken leadership in creating professional development opportunities for both faculty advisors and professional advisors. These activities have included a conference with a primary focus on advising transfer students and sessions within the UTIC spring conference related to improving advising skills. Among the examples of institutional initiatives to improve student advising included in Appendix 1 is UW-Superior's identification of a group of "blue ribbon" advisers to counsel undeclared majors.

Services for Students with Disabilities: The role of UW System liaison for Coordinators of Services for Students with Disabilities has been assigned to the Office of Academic Affairs to facilitate communication and coordination with other system-level academic and student services. The Office of Academic Affairs facilitates a meeting each semester for campus coordinators to share information. In addition, a listserve has been established so that Coordinators can easily benefit from others' experiences when determining appropriate accommodations for students with disabilities or addressing other issues. As institutions use a growing array of instructional technologies, assuring access for students with disabilities has become a critical issue. A System Task Force on Access to Technology for Individuals with Disabilities developed a white paper to guide the work of institutional and System information technology planning groups. Among the examples of institutional initiatives to improve services for students with disabilities included in Appendix 1 is UW-Stout's 3-year federally funded project to provide "just-in-time" support for faculty with students who have disabilities.

Alcohol and Other Drug Awareness: UW System institutions are committed to helping students achieve success by making healthy choices and avoiding abuse of alcohol and other drugs. During the past year System Administration's Office of Academic Affairs has sponsored a systemwide conference to enable UW institutions to share ideas and practices and to develop systemwide strategies that support institutional initiatives. Among the examples included in Appendix 1 of initiatives undertaken by UW institutions to combat alcohol and other drug abuse is UW-Eau Claire's award-winning educational program known as "Party House," which teaches students about the dangers of alcohol

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abuse. UW-La Crosse created a La Crosse Community-wide Alcohol and Drug Abuse Task Force and specific prevention recommendations have been implemented.

Student Access to Information Technology / New Student Information Systems: The UW System has increasingly taken advantage of its size and the collective purchasing power of the UW System as a whole in dealing with vendors. The UW System recently negotiated a systemwide contract with Microsoft to allow each UW System institution to purchase Microsoft products at much lower prices than would otherwise be available. Similarly, UW System purchased a systemwide PeopleSoft contract for its Student Administration System software. Further efficiencies have been realized in the implementation of the PeopleSoft Student Administration System through collaborative UW implementation projects such as MILER (Methodology for Implementation at Lowest Effort and Resources), FASTAR (Facility of Shared Technology and Resources), and Data Warehousing. These projects will make implementation and future upgrades much more efficient and cost effective. Among the examples in Appendix 1 of institutional initiatives to improve student access to information technology and to improve student information systems is UW-Platteville's use of purchased software to implement web-based employment recruiting for graduating students.

Transferability of Students within the UW System: A number of systemwide initiatives have been undertaken to improve transferability for students within the UW System. A systemwide transfer coordination group has been established that brings together transfer representatives from each of the institutions to discuss transfer issues and problems, and to share ideas on how to improve the transfer process. A recent revision of the Undergraduate Transfer Policy provides that general education courses taken at one UW System institution will count toward general education upon transfer to any other UW institution. The Transfer Information System (TIS) was transformed into a web-based program that provides greater accessibility and ease of use. TIS now gets over 100,000 hits on the web-site each year. Among the examples of institutional initiatives to improve the transferability of students within the UW System and foster the ease of transition to the new institution is UW-Oshkosh's providing a full-time staff position to assist all transfer students.

Administrative Efficiencies

The UW System continues to focus more resources on instruction and use a substantially lower proportion of the UW System budget for administrative costs than its eighteen peer university systems (5.8% vs. 10.4% average). See Appendices 2 and 3. The UW System is now making some long delayed investments in the administrative infrastructure, including the implementation of a systemwide Shared Financial System. These investments, which are critical to long-range effectiveness, may result in administrative costs trending up slightly over the next several years as a percentage of the overall budget, but the UW System will continue to set the benchmark for low administrative costs.

Some of the major administrative efficiencies over the last several years have occurred in the area of systemwide licensing of software, facilities maintenance, using data decision making processes, streamlining procurement processes, and developing innovative programs to ensure adequate IT staffing.

Systemwide Software Licenses: Over the last several years the UW System has increasingly taken advantage of its collective purchasing power to obtain better pricing from vendors. This is particularly true in the area of software licenses. In some cases a systemwide license has been negotiated for products that are used locally (for example, Oracle database software), while in other cases a systemwide license has been purchased in order to implement a common administrative system (for example, PeopleSoft Financials). Significant systemwide software licenses already mentioned in other sections of this report include library automation software, web learning software, the PeopleSoft student information system software, and the Microsoft contract. Appendix 1 provides additional information regarding other important systemwide licenses, including Oracle, Computer Based Training, PeopleSoft financial software and the ESRI Geographical Information System software.

Facilities Maintenance: The UW System has made strides over the last several years in reducing the backlog of deferred maintenance. However, ensuring the adequacy of maintenance budgets remains a challenge and is a major area of need going into the 2001-03 biennium. In order to better manage resources the UW System is implementing facilities audit software known as FacMan. Written as an application of Microsoft Access, FacMan will be a comprehensive database for building information. Having an inventory of building deficiencies will provide a flexible management tool and enable program users to develop strategic plans for future capital funding. Among the examples included in Appendix 1 of institutional initiatives to improve the effectiveness of facilities maintenance, space utilization and physical plant services is UW-Whitewater's partnership with LS Power Company to outsource production of steam for heating the campus.

Data Driven Decision Making: UW System managers are increasingly using tools such as market research and best business practice studies to improve the soundness of decision making. Among the examples included in Appendix 1 of steps taken by UW institutions to improve the quality of management by making more effective use of data is UW-River Falls' survey of the businesses in its service area to determine their educational needs.

Procurement: With the legislative increase in purchasing delegation in 1995, UW System has encouraged disbursement of low-dollar procurement to minimize non-value-added review/approval processes. To facilitate purchasing at the end user level, procurement cards have been introduced to numerous field staff and program areas. The procurement card reduces: 1) time needed to purchase and receive supplies, 2) the number of requisitions and purchase orders, 3) reimbursements from petty cash, 4) the number of invoices and invoicing problems, and 5) the number of checks issued. To further facilitate purchasing at the end user level, prime vendor contracts for high-volume items are being established, resulting in greater price concessions and streamlined

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procurement procedures through e-commerce. To increase volumes, thereby increasing leverage for better pricing and service, educational consortiums are being developed with institutions such as the Wisconsin Technical College System and the Big Ten. Longer-term contracts are also being implemented which establish vendor-partnering relationships with the public sector. These contracts allow the development of mechanisms for cost-saving efficiencies that surpass price-only criteria and encourage continuous improvements and technological innovations throughout the life of the contract. Among the examples included in Appendix 1 of steps institutions have taken to improve pricing and the efficiency/effectiveness of procurement programs is UW-Whitewater's reduction of staffing in the central procurement function from five persons to one.

Information Technology Staffing: Through additional resources provided in the 1999-2001 biennial budget, the UW System has implemented a Student Technology Training program. This program trains UW students to meet campus needs to support the installation and maintenance of desktop computers, classroom technology and campus computer networks. The students also provide technical and help-desk support for faculty, students and staff. The Student Technology Training program not only uses student workers to address these campus information technology (IT) needs in a cost-effective manner, but also frees up full-time staff to address higher-level campus IT needs. UW System institutions are also sharing staff expertise in the implementation of major administrative systems. IT staff and functional staff from those initial institutions implementing the PeopleSoft Student Information System (UW-Madison, UW-Oshkosh, UW-Platteville, and UW-Whitewater) have shared their expertise with each other and will continue to share their expertise with UW institutions that move to implement PeopleSoft. IT and functional staff from many UW System institutions are participating in the MILER project to leverage PeopleSoft expertise from the initial campuses. Among the examples of institutional initiatives to improve the availability and training of IT staff included in Appendix 1 is UW-Milwaukee's involvement of 250 students in a technology services program that provides students with valuable on-the-job experience and the campus with necessary services at a cost-effective rate.

Other Administrative Efficiencies: Other administrative efficiencies at the System level include the development of a process using a square footage factor to estimate building contents for inventory and insurance purposes. The process eliminates the time required to inventory building contents. Several other state agencies have followed this example, and one agency in particular discovered under-reporting for property values of $27 million. Ultimately, this results in state agencies paying an equitable share of the property premium, thereby reducing premiums to the UW System. Another efficiency is a format for Return to Work policies, developed by UW System. The format contributes to the reduction of workers' compensation losses. Insurance premiums have decreased and leveled due to improvements in reporting, claim management and efforts at loss prevention. In addition, a memorandum of understanding with UW-Madison facilitated the recycling of computer hardware for all campuses. Appendix 1 includes institutional examples of other administrative efficiencies that do not fit into the foregoing categories,

including UW-Superior's conversion of the campus police unit to a security unit, which permitted the reallocation of $60,000 to other budgetary units.

Flexibilities

With the relative decline in state support as a percentage of the UW System's overall budget, the System has focused over the last several biennia on obtaining management flexibilities that allow more effective use of resources.

Authority to create positions and spend revenue collected for certain program revenue appropriations: This flexibility is critical in that it enables self-supporting operations to meet their service demands in a timely fashion. For example, this flexibility has allowed UW-Milwaukee's School of Business Administration to respond quickly and efficiently to the training needs of such corporate partners as M&I Bank.

The ability to expend certain auxiliary funds on a one-time basis for other student-related activities: The flexibility to transfer unanticipated current revenues from auxiliary operations for other student related activities on a one-time basis has, as expected, been used sparingly by UW System institutions. However, UW-Green Bay did use this flexibility in order to transfer $26,000 each from the Weidner Center, Housing, the Bookstore, and the Student Center to fund childcare operations ($104,000 total).

Tuition authority of 104% in 1997-98 and 107% in 1998-99: This flexibility was crucial in 1997-99 in order to self-fund competitive salary increases for which GPR funding was not provided. This flexibility was superseded by legislative designation of academic fees as a "continuing" appropriation effective with the 1999-00 fiscal year.

Changes to project enumeration thresholds: In 1997, the statutes were amended to increase the threshold (from $250,000) to $500,000 for construction projects requiring specific enumeration. This enables relatively small major projects to proceed as funds become available, shortening the process by up to two years. This greatly benefited all state agencies. In the case of the UW System, several site development/parking projects were able to proceed using campus-generated funds.

Continuing appropriation for all UW institutions: This new flexibility is critical to enable the UW System to respond to such needs as increased access, Intercessions and differential tuition.

One percent position creation flexibility: This new flexibility approved in the 1999-2001 biennial budget will permit the creation of 183 new positions to serve additional students that the UW System has already enrolled. However, this number of positions is not enough to meet current need. (The Regent request was for 3% position flexibility, or 548 FTE.) Over the past five years, university General Purpose Revenue positions have fallen/not increased while enrollments have grown 3.7%. The issue of position authorization will remain a critical one facing the UW System in the 2001-03 biennium.

Barriers to Efficiencies

There are additional areas where efficiencies could be found within the UW System. The UW System is the only major higher education institution without the ability to manage the level of its human resources. Rather than fiscal oversight based upon budgeted resources, the State manages the UW System based on line item and position control. An outdated mandatory personnel system results in significant delays in hiring at all levels throughout the System. The funding of State operations through chargeback mechanisms, as well as its continual ties to mainframe systems, preclude the university from taking advantage of new technologies and better business practices. The State Division of Facilities Management charges a 4% project management fee onto all capital construction projects costing an average of $4 million per year. The UW System's share of the chargeback for BadgerNet has increased by 30% to a cost of $3.2 million, even though costs were projected to go down based upon market price indices. The State Bureau of Financial Operations charges each agency for accounting, auditing, payroll and other financial services, including the State's mainframe accounting system, resulting in a $2 million charge for the UW System. In addition, the UW System is forced to participate in the State's Centrex telephone system. Although new contracts with telecommunication service providers promised decreasing costs to the UW System, increased administrative costs have resulted in almost $1 million in increased costs to the university. Although the competitive market is driving prices downward, the cost to the UW System is trending upward.

These are several examples of where the UW System is unable to take advantage of emerging technologies, a rapidly changing workforce and competitive buying power to achieve fiscal savings. In an era of rapid technological change, significant efficiencies could be realized if the university were able to free itself from old technologies and management styles forced upon it, take advantage of market pricing and incorporate best business practices throughout.

While the UW System has taken great pride in its low administrative costs, there is a question as to whether it can continue to have the capacity to ensure efficiency and be effective at such a low cost. Our 5.8% of educational and general (E&G) expenditures spent on administration is almost half the average of our peer systems and almost 20% less than the nearest peer, the University of Illinois. However, the University of Illinois is about one-half the size of the UW System with 57,000 student FTE. When looking at our nearest peer in terms of size, the University of North Carolina, 65% more of their E&G expenditures is spent on administrative costs.

Serious contract negotiations take considerable staff time. Technologies are constantly changing. It takes staffing resources to ensure that today's investments are not tomorrow's failures. There is a core level of investment into the infrastructure that must be made to ensure an overall return on investment. We are approaching the time whereby

we must balance the efficiencies achieved with the emerging needs for investment in order to ensure our continued effectiveness.

INSTITUTIONAL EFFICIENCY EXAMPLES

Instruction-Related Efficiencies

Collaboration on Academic Programs

Examples of collaborative programming include:

- UW-Madison has collaborated with the University of Minnesota to develop graduate level distance education programming in communicative disorders, entomology, political science and educational psychology.

- UW-Milwaukee has a Bachelor of Arts in Organizational Administration created and administered in partnership with UW-Sheboygan, UW-Washington County, UW-Waukesha, and UW-Rock County.

- The UW-Eau Claire College of Business has a consortium agreement with UW-Parkside, UW-Oshkosh, and UW-La Crosse to offer MBA foundation courses and has a program agreement with UW-Barron County College to offer a four-year degree via distance learning. The School of Education has a collaborative agreement with UW-Whitewater and UW-Milwaukee in Library Science and collaborates with other system institutions to accept minor certification areas not available at UW-Eau Claire. The School of Nursing has a partnership initiative with Lac Courte Oreilles College to offer a planned nursing curriculum for Indian College nursing students. Students take beginning courses at Indian College and transfer to UW-Eau Claire for the last 30 months. Social work faculty at UW-Stout and UW-River Falls collaborate to teach a distance education course entitled "Providing Ethnic Sensitive Health, Education, and Social Services to the Hmong."

- UW-Green Bay has established three articulation agreements with area schools. The first is an agreement with Northeastern Wisconsin Technical College that allows students who successfully complete an Associate of Arts degree in Police Science, Corrections Science or Healthcare Business Management to enroll in the UW-Green Bay Extended Degree program and receive credit for all foundation and elective courses. An agreement with the College of the Menominee Nation allows students who complete an Associate of Arts and Sciences degree to receive credit for the completion of all general education requirements at UW-Green Bay. This agreement pertains only to students who apply and are accepted into the Business Administration, Social Work or Elementary Education programs. A third articulation agreement allows students who complete an Associate Degree in Nursing in the Wisconsin Technical College System to receive credit for most of their general education courses if they enroll in the Bachelor of Science in Nursing Degree Completion program at UW-Green Bay.

- UW-La Crosse is partnering with UW-Eau Claire, UW-Parkside, and UW-Oshkosh in the delivery of foundation courses for the MBA program through distance education initiatives.

- UW-La Crosse is a member of the Health Science Consortium, Inc. The Consortium is supporting half of the costs of the construction of the Health Science Center Building, which will come on line later this spring. The new building will house the Student Health Center and Allied Health Programs. The Consortium partners include Western Wisconsin Technical College, Viterbo College, Franciscan Skemp Healthcare and Gunderson Lutheran. The partnership will continue to work to help meet the healthcare needs of the region.

- UW-Oshkosh has signed three articulation agreements with Wisconsin Technical College System (WTCS) colleges in the last two years -- an art studio transfer agreement with Milwaukee Area Technical College, a computer science agreement with Fox Valley Technical College (FVTC), and an Alcohol and Other Drug Abuse (AODA) Agreement with Fox Valley Technical College. The latter sends UW-Oshkosh Human Services majors to FVTC for AODA training, and accepts 36 credits of such coursework from FVTC students who transfer to UW-Oshkosh in Human Services. UW-Oshkosh is in the process of developing articulation agreements in nursing with all the WTCS colleges.

- UW-Oshkosh began an Organizational Administration degree program in cooperation with UW-Fox Valley and UW-Fond du Lac in the fall of 1999. Administered through the Week End/Evening Degree Program, this new major offers all the coursework needed for a bachelor's degree in Organizational Administration at the two colleges, through evening courses using distance education technology.

- UW-Parkside and UW-Milwaukee have a consortial nursing program. Students take their first two years at UW-Parkside, then continue in the UW-Milwaukee Nursing Program at the Parkside campus. They participate in UW-Parkside's student life, including intercollegiate athletics. The same two institutions are developing a joint UW-Milwaukee master's in Nursing/UW-Parkside master's in Business Administration.

- UW-Platteville has initiated a program with UW-Fox Valley and UW-Oshkosh to bring undergraduate engineering education and degree opportunities to place-bound students in the Fox Valley Area. Courses will be offered on the UW-Fox Valley campus.

- UW-River Falls is working with UW-Platteville, UW-Extension, the Department of Natural Resources, the Wisconsin Milk Marketing Board and others to put in place a Dairy Environmental Research farm at Platteville and Dairy Discovery farms around the state to support teaching, research and extension for all entities. The new Dairy Learning Center will assist in information dissemination.

- UW-Stevens Point has a Collaborative Degree Program with UW-Marathon County and UW-Marshfield/Wood County that provides time- and place-bound students in the three communities an opportunity to complete a bachelor's degree in Business

Administration or General Studies by attending classes offered in the evenings at each of the three institutions. The program utilizes distance education technology to deliver classes to all three sites and provides advising services at those locations as well.

- Ten UW Colleges have degree completion programs in Business and Organizational Management and Liberal Studies with UW-Milwaukee, UW-Oshkosh, UW-Stevens Point or UW-Eau Claire. UW-Baraboo/Sauk County has a certificate program in Hospitality Management in cooperation with UW-Stout.

- The Four Lakes Distance Education Network is a fiber-optic system housed in the Pyle Center that connects UW-Extension with other higher education institutions and PK-12 school districts across the state, allowing for fully interactive voice, video and data transmissions. The network increases teacher and student educational opportunities by allowing them to share the best resources available statewide, including University of Wisconsin courses and workshops, continuing education courses and staff development programs.

- Through a partnership with a network of business assistance and service providers, the UW-Parkside Small Business Development Center (SBDC) has been reconfigured to encourage new business growth and upgrade the performance and competitiveness of small businesses through the establishment of the Racine County SBDC and the Kenosha County SBDC.

Reducing Credits to Degree

Examples of actions some institutions have taken to reduce the number of credits required for baccalaureate degrees include:

- UW-Eau Claire undertook a review of all degree programs and, for almost all majors, reduced the number of credits required for a baccalaureate degree from 128 credits to 120 credits. Majors excluded from the 120-credit program include those education degrees which have specific degree requirements mandated by DPI, the 150-hour accounting degree (required to sit for the CPA exam), music therapy, and a specific chemistry degree that cannot be completed in 120 hours.

- UW-Green Bay continues to refine its STAR program, a locally developed software program that allows students to plan their course of study and check on the progress they are making toward completing their degree requirements. Majortopia, an institutional web site developed with a grant from UW System, also contains a great deal of information about UW-Green Bay degree programs and their relationship to various occupations and postgraduate degree programs.

- UW-La Crosse reports that, effective with the fall term 1996, the minimum credits at time of graduation dropped from 128 to 120. By fiscal year 1998, the mode had dropped to 120 credits.

- UW-Oshkosh has reduced the required credits for graduation from 128 to 120.

- UW-Superior has restructured the requirements in several academic programs to reduce the number of credits required in those majors. For example, the Music Department, with the Cooperation of the Teacher Education Department (TED), reduced credits to degree in the Bachelor of Music education degree programs by dividing the content covered between music methods and TED methods courses, assuring that the competencies required by DPI are met; this has resulted in four fewer credits required for the Bachelor of Music Education degree.

- At UW-Whitewater a revision in the general studies program has reduced the number of general studies elective credits by six, which results in an overall reduction of credits to degree for most programs.

Distance Learning/Distance Education

Examples of distance education programs undertaken to date include:

- UW-Madison's "Capstone" programs will provide graduates with advanced training not contained in existing degree programs, thus providing students a significant competitive advantage in the job market. The programs have the potential to include a significant distance education component, making them accessible to a segment of the population that is unable to access traditional, residential-based, post-baccalaureate programs.

- UW-Madison offers a Master's of Engineering in Professional Practice and non-traditional Doctorate of Pharmacy.

- UW-Milwaukee is participating in the E-College pilot program. Three courses were offered for the fall semester with a total enrollment of 40. Three courses are currently being taught during the spring semester with a total enrollment of 50. Two additional courses will be taught later in the spring.

- UW-Eau Claire has expanded English 110 distance education offerings for high school students. The School of Education is seeking to provide several credit options in technology with CESA 10 and ECASD. The Department of Social Work serves as the distance education site for the University of Minnesota Master's in Social Work Program. The History Department operates the Student History Network: Building New Active Learning Modules on the World Wide Web. UW-Eau Claire also operates the LearningSpace Utility for UW System schools. This utility serves more than 5,000 students annually, providing access to course materials in Lotus LearningSpace.

- UW-Green Bay has worked cooperatively with Learning Innovations to establish a nationwide, web-based, bachelor's degree completion program in Nursing, which is scheduled to commence in fall 2001. With the support of a UW System Central Investment Fund grant, nine web-based, asynchronous courses were developed to improve educational access for students enrolled in the institution's Extended Degree and Nursing Programs.

- The medical laboratory science/medical technology programs at UW-La Crosse and UW-Stevens Point partner to offer one to three courses each semester over the WONDER network.

- UW-Parkside has provided a Women's Health course to UW-Stevens Point.

- UW-Platteville has implemented master's degree programs for adult students in Project Management, Engineering, and Criminal Justice. All the programs are offered on the web and do not require residency.

- UW-River Falls campus extension has entered into agreements with area high schools to offer college courses via distance education through the auspices of the Youth Options Program (YOP). The YOP allows high schools to pay the tuition of students from their school who are taking college courses.

- UW-Stevens Point is using its distance education sending and receiving capabilities to share instructional resources in foreign languages, anthropology, medical technology, business and economics, and general studies with other UW-institutions. Last year over 90 courses involving various forms of distance education technology were offered serving 865 students.

- UW-Stevens Point is offering a Certificate Program in Technology and Leadership, geared toward employed professionals, that is delivered entirely via the Internet. Earning a Certificate involves completing 18 credits in 6 courses over a three-year period.

- UW-Stout offers a master's degree in Global Hospitality Management entirely on the internet. UW-Stout also offers degree completion programs to seven locations around the state, with over 150 students using internet and full motion video through cooperative efforts with local colleges. Stout Solutions was created to facilitate the development and delivery of customized instruction and research services to external audiences. The unit consists of professional and technical staff members with expertise in research, grant writing, instructional design, web-based course development, distance learning, multimedia production, conference planning and continuing education. The new unit works with UW-Stout faculty and staff to develop and deliver educational products and services to business, industrial, educational and government organizations.

- UW-Superior has approximately 25 faculty working to develop web-based courses in extended degree programs. Faculty are working on these projects in collaboration with faculty at UW-Milwaukee, UW-Madison and UW-Eau Claire. A number of faculty have also developed on-line coursework for the traditional student market. It is estimated that approximately 160 students have experienced these on-line exercises over the past several semesters.

- UW-Whitewater is offering a complete MBA on-line. Presently, 58 fully off-campus majors are enrolled from Wisconsin, other states, and internationally. Non-traditional, working adult and place-bound students are all provided access.

- UW Colleges has implemented its statewide distance education network in the last two years. The network enhances efficiency and effectiveness within the institution

by providing opportunities for expansion of the curriculum and reductions in low-enrolled courses through institution-wide delivery rather than being limited to campus, in-person course offerings. In addition the network provides students numerous collaborative degree opportunities with UW System four-year campuses.

- UW Colleges has created a complete on-line course program, delivering all the courses necessary for an Associate Degree. This program is increasingly attracting new and out-of-state students.

- A number of the programs mentioned in the section on collaborative programming utilize distance education technology. For example, UW Eau Claire, UW-La Crosse, UW-Oshkosh and UW-Parkside deliver foundation courses for the MBA program on-line via internet with the goal of offering the entire program on-line.

New Teaching Methods

Examples of improvements to teaching methods include:

- UW-Madison course instructors are using electronic class lists to communicate efficiently with students; nearly 2000 classes were using this method in fall 1999.

- UW-Madison's annual survey of undergraduates includes questions asking students how they feel they learn best as an additional way of making teaching more effective.

- UW-Madison has expanded the learning community opportunities at Bradley and Chadbourne Halls.

- UW-Madison's makes available Hilldale Research Fellowships for undergraduates, and training for faculty, under the auspices of programs such as the Teaching Academy.

- UW-Milwaukee's Learning Technology Center (LTC) helps faculty incorporate technology into their classes to foster active, engaged learning. The LTC's on-campus partners include The Center for Instructional and Professional Development (CIPD), The Golda Meir Library, and Information & Media Technologies (I&MT). The Learning Technology Center has reached over 60% of the faculty from 70% of the departments with workshops, consulting, etc. Grant programs have involved UW Colleges faculty and UW-Milwaukee teaching assistants. LTC is designing and implementing an instructional development program for faculty interested in teaching in the Freshman Seminar Program in Letters and Science. To date over 200 faculty have participated in four-day retreats and follow-up sessions for designing innovative seminars.

- UW-Milwaukee is developing a Preparing Future Faculty program. They have received 5 years of funding from the Pew Charitable Trusts and AAC&U to design and implement professional development activities for graduate students, including mentoring and internships.

- UW-Milwaukee has implemented a Freshman Scholars Program that places students at the center of the classroom. Each freshman seminar encourages interactive

learning and student participation based on the principle that one of the best ways for students to learn--and then apply their knowledge--is through active, creative participation. Freshman seminars invite faculty to design special topics courses that explore a subject in depth. These courses emphasize student/faculty discussion, collaboration, and teamwork, inviting students to become creative and analytical thinkers--and active problem solvers.

- UW-Eau Claire operates the largest undergraduate student-faculty collaborative research program in the UW System. Hundreds of students have the opportunity to engage in scholarly research in collaboration with a faculty member each semester. In spring 2000, UW-Eau Claire will send more than 61 students to the National Council on Undergraduate Research in Montana

- At UW-Eau Claire the College of Business uses the Cargill Technology Center to teach Group Decision Support procedures using Groupware.com (Ventana) software. The use of cooperative groups is increasingly used to teach mathematics, as well, along with a discovery approach. Environmental issues are used as a thread that ties together the typical contents areas of a standard calculus course. Mathematics is introduced in part via work in computer labs where students perform and study mathematical experiments done on computers using the mathematical computer package Maple.

- UW-Green Bay is institutionalizing a First Year Student Seminar to be taught by faculty across the campus in collaboration with Student Support Services. UW-Green Bay is also developing a Teaching and Learning Center to assist faculty and teaching academic staff with the enhancement of their teaching skills.

- UW-La Crosse is implementing Writing-in-the-Major programs in the academic departments.

- At UW-Oshkosh, faculty in the College of Business administration post lecture notes to the web and use e-mail to work with students between class meetings.

- At UW-River Falls, faculty development workshops are offered for Web-based training to assist faculty to incorporate this new technology into the classroom.

- UW-Stevens Point has established as "web camp" for faculty and staff and implemented a one-on-one technology tutoring program.

- UW-Stevens Point's summer technology grants can be listed as providing time and resources for faculty developing means of integrating technology in the classroom.

- UW-Whitewater uses grant funding to train faculty and instructional staff on incorporating technology into their classes. Faculty are increasingly using web-based instruction as part of a "blended pedagogy" approach to teaching.

Libraries

Examples of efficiencies on the part of UW System libraries include:

- UW-Madison libraries will save $265,000 in 1999-2000 as a direct result of UW System-funded licenses for electronic information resources.

- UW-Madison saved over $298,000 in negotiating a systemwide license for Web of Science access.

- UW-Madison libraries saved $49,925 in the first half of the current fiscal year through consortial licenses negotiated by the Big Ten's Committee on Institutional Cooperation.

- By negotiating an umbrella license rather than a series of departmental licenses UW-Madison's library administration has been able to provide more than twice the level of access to learning software in the biological sciences for an equivalent investment.

- UW-Milwaukee's Golda Meir Library has made great strides in expanding access to their resources via the web. Recently, the Web-based Online Catalog (PantherCat) has been launched with great success. Other web-based applications include Electronic Reserve (E-Reserve), Library Distance Education Services, electronic publications, databases and various research tools.

- UW-La Crosse's Murphy Library maintains cooperative agreements with area hospitals, colleges, and public libraries so that faculty and students can freely use the library resources of these other institutions. This has a significant budgetary impact in not having to duplicate purchases, especially in the case of expensive medical journals.

- In December 1999 UW-Oshkosh's Polk Library joined a Wisconsin academic library consortium for a joint subscription to NetLibrary. NetLibrary is a unique collection of 3,000 electronic books, many published by academic presses, and is an important supplement to the electronic journals funded by UW System.

- Along with UW-Green Bay, UW-Platteville, and UW-Superior, UW-Oshkosh joined the Endeavor Hub Consortium in 1999. Under this consortium, the four campus library databases for the new Endeavor Library System are hosted by UW Madison's Division of Information Technology (DoIT) rather than at the individual campuses. The Hub Consortium provides greater technical and network support than the libraries could have provided as stand-alone systems.

- UW Stevens Point can be listed as having brought the Voyager catalog and index interface system on line, which is linked to their City public library and provides access to library catalogs nationwide and worldwide to students, faculty, and the public.

- UW-Stout Library Learning Center (LLC) has a joint subscription with UW-Platteville to Compendex, the on-line version of Engineering Index. This joint

subscription provides the LLC with $1,500 in cost savings each year. The LLC has also reaped benefits from four UW Systemwide resources purchases, including FIRSTSEARCH, Project Muse, Statistical Universe and Psych Info. The agreement with FIRSTSEARCH allows library users unlimited searching of several indexes and databases. Before the agreement the LLC was charged .60 per search, totaling approximately $1,000 per year. Project Muse provides LLC users with full text access to more than 40 journals, most of which had not been previously available to LLC users. The UW System purchase of Statistical Universe, a source of comprehensive statistical data, has resulted in annual savings of $10,000 for the LLC. The joint purchase of Psych Info, a basic index for the field of psychology, has allowed the LLC to make this index available to multiple users via web access.

- UW Colleges has implemented library support services for the rapidly growing Distance Education program in on-line instruction, including web and 1-800 access to librarians and library materials.

- Small Business Development Center staff at UW-La Crosse, UW-Green Bay and UW-Stevens Point have become proficient in the use of the Geographical Information System (GIS) in order to provide additional market research assistance. With the use of GIS, SBDC staff are able to provide information specific to the needs of the entrepreneur, such as the location of businesses in a specific industry or customer purchasing patterns in a specific region.

Other Instruction-Related Efficiencies

Other instruction-related efficiencies that do not fit into the above categories include:

- Since 1995-96 UW-Madison has halved the number of post-baccalaureate low-enrollment major programs.

- UW-Milwaukee's Program Array Review (PAR) was approved by the faculty senate in May 1997 and conducted by the faculty Academic Planning and Budget Committee (FAPBC) in the 1997-98 year. In this extensive review, all academic programs were reviewed for their qualitative and quantitative contributions to the university's mission and goals. Following the review of the FAPBC, the graduate and undergraduate faculty curriculum committees recommended actions for programs identified in the PAR. Thirty-one programs were identified as needing attention, including recommendations to discontinue programs. The recommendations of the PAR are now being implemented and $500,000 in central funds, much of which was matched by the receiving unit, has been reallocated in base funds for programs recommended for strengthening.

- UW-Stout's Access to Learning initiative, funded by differential tuition of 5% for resident and non-resident undergraduate students, based on resident undergraduate tuition rates, and 5% for resident and non-resident graduate students, provides: 1) students with more access to and assistance in labs; 2) more work hours for students; 3) more graduate assistants; 4) more tutoring services; 5) affordable childcare; 6) free

co-op experiences; and 7) elimination of 75% of special course fees and resulting collection burden.

Improving Student Support Services

Prospective Students / Recruitment

Examples of steps taken by the institutions to improve services to prospective and new students include:

- UW-Milwaukee has made significant financial commitments to attract and retain students via expanded media advertising, an annual "Open House" each fall and through academic programs, such as the Freshman Scholars Program. Freshman seminars teach students about university resources, providing them with guidance and an opportunity to explore the library, computers and computer software applications, student center programming, and a rich array of campus speakers. Students are strongly encouraged to sign up for a free internet account, send e-mail, join class reflectors and electronic bulletin boards, use word processing, and surf the world wide web.

- UW-Eau Claire has a Strategic Advisory Committee on Student Recruitment, Orientation, First Year Experience and Retention that is examining policies and practices associated with recruitment and retention of new, transfer, and non-traditional students to improve student experiences. UW-Eau Claire has initiated more frequent and personalized contact with top recruits including using student ambassadors to reach high potential high school students, phone calls from the Provost's office, and new marketing materials. On several occasions, the UW-Eau Claire Admissions Office has used distance education technology to meet with area high school guidance counselors.

- At UW-Eau Claire, a 10-county recruitment initiative for adult students is provided by the Educational Opportunity Center (EOC), a federal TRIO program that helps low-income, first-generation prospective adult students select and pursue post-secondary education. The grant has been renewed for a second five-year cycle to serve 1,000 adults annually, and makes referrals to all post-secondary institutions in the region.

- UW-Green Bay hired a consulting firm to provide advice on how recruitment efforts could be streamlined and more effectively target prospective students. Implementation of several recommendations to increase the size of the applicant pool and the quality of applicants is currently underway.

- UW-Oshkosh has a Recruitment Council that advises the Provost. This year it has focused on recommendations to improve the recruitment of international students and students of color. The College of Business Administration offers a business simulation competition that attracts hundreds of students from around the Midwest, with one team even coming from Texas this year. This helps acquaint the students

with the campus and with business projects. It has also brought students of color in from many high schools that might otherwise not visit the campus.

- At UW-Platteville the Visitor Center was relocated to make it easier for prospective students and their parents to locate and access services. The Office of Multicultural Services and the College of Business, Industry, Life Science (BILSA) and Agriculture's Equity Committee established a Diversity Ambassador program to train multicultural students in BILSA to represent the college in recruitment and with on-campus activities.

- UW-Stevens Point developed an e-mail directory and web site targeted to high school counselors in Wisconsin, northern Illinois, western Minnesota, and northern Michigan. The e-mail directory and web site allows more frequent communication with the school counselors and reduces the costs of corresponding with the high schools through the U.S. Postal Service.

- At UW-Stout the offices of Financial Aid, Registration and Records, and Admissions were integrated into the new office of Enrollment Services to provide more efficient services.

- At UW-Superior major marketing to area and regional students has helped to increase the applicant pool by more than 100 potential students over the same time last year.

- At Whitewater an off-campus Visitor's Center was established offering services in Parking, Admissions, Continuing Education and Conferences, and others. Collaboration, cross-training and sharing of positions, and sharing of funding offer improved convenience, resource allocation and efficiency.

- With the assistance of new 1999-2001 funding, the UW Colleges has created new student services positions specifically targeted toward the recruitment of nontraditional students. Training in recruitment strategies has been provided and a specific pilot advising protocol designed to enhance retention has been developed for use with the students who are recruited.

- In the UW Colleges recruitment program, efficiencies are realized through centrally planned and executed market research and marketing plans. Economies of scale are realized in centralized purchases of design, direct mail services, and printing. Effectiveness is realized through centrally coordinated evaluation of recruitment techniques.

- In the summer of 1999 the UW-Extension sponsored a continuing education Adult Learner Survey to establish new baseline data on the needs of adult learners, to drive external input into the Statewide Strategic Planning process, and to identify strengths that allow UW institutions to maintain and gain market share. Data acquired from this survey will be used by the Continuing Education Committee to develop new programming efforts and new marketing initiatives.

Diversity

Examples of efforts undertaken to foster diversity include:

- UW-Madison's PEOPLE program (Pre-college Enrichment Opportunity Program for Learning Excellence) is designed to build a pool of well-qualified students of color for admission to UW-Madison or other institutions of higher education. Working in partnership with Milwaukee Public Schools, Madison Metropolitan School District, Edgewood College in Madison and the Madison Area Technical College, UW-Madison is shaping this program as the foundation of its commitment to diversity and an effective way to launch Plan 2008. Among the program's goals is to promote academic preparation and increase high school retention and graduation; encourage college enrollment; develop a strong working relationship among high school students, teachers, counselors and UW-Madison; and maximize the academic success of Milwaukee and Madison high school students.

- UW-Milwaukee's commitment to the people and communities of Milwaukee's metropolitan region is embodied in "The Milwaukee Plan." This initiative utilizes the strengths of UW-Milwaukee to interact with community partners. To date, the Milwaukee Idea has involved over 500 people on 38 committees, action teams and working groups. Over $6 million has been "brought to the table" and wide-ranging actions on a number of fronts important to the community have been proposed.

- UW-Milwaukee is committed to meeting the diverse needs of its constituencies: students, faculty, staff and the citizens of the State of Wisconsin. The Milwaukee Commitment is designed to provide UW-Milwaukee with a framework to diversify its campus populations and curriculum. Its success will have an impact upon the social and economic prosperity of the City of Milwaukee and the State of Wisconsin in the 21st century and beyond. Recent grants received for this initiative amount to approximately $26 million.

- UW-Eau Claire maintains a comprehensive database that tracks prospective students from grades 8 through 12 and which serves as a recruitment resource for pre-college programs, campus visit programs, and recruitment efforts. The Diversity Scholars program provides full scholarships (room, board and tuition) and enables UWEC to compete nationally to attract academically superior students. Scholarship awards increased from $5,000 in 1988 to $142,000 in 1999.

- At UW-Eau Claire the Dialogue on Diversity program provides majority and minority students with seminars that focus on the experiences of the traditional African, Latin, Asian and Native American groups (ALANA). A Commanding English Language program provides incoming freshmen with a foundation of English as a second language to promote their academic success.

- UW-La Crosse has allocated $130,000 of institutional funds in the current biennium to support student, faculty and staff recruitment of individuals from underrepresented groups.

- UW-Oshkosh has four pre-college programs, including the pre-college Enrichment Program, Summer Mathematics and Reading Talent Scholars (SMARTS), Young Entrepreneurial Scholars (YES), and GTE Astra Scholars Program. The campus Multicultural Education Center organizes a number of cultural events including Hispanic Heritage Month, American Indian Awareness Month, Martin Luther King Celebration, Asian Heritage Month, Cinco de Mayo, Holidays around the World, Racial Inclusiveness Day, and the Race Unity Social.

- At UW-Platteville the Office of Multicultural Services established a support group for African-American males. This group meets regularly to discuss issues such as roommate relationships, commitment to academic efforts, maintaining family support, and focusing on positive futures and careers. The Division of Student Affairs established a task force to plan a series of diversity awareness programs for the campus community. Student Housing has created a diversity museum.

- At UW-Stevens Point, two Federal TRIO programs, Upward Bound and the Educational Support Program, both successfully wrote and received funding for their programs in the last four years, bringing in over $550,000 to the University. The University has committed funding and staff to the Office of Multicultural Affairs to provide better service to students of color and to the campus population as a whole. A web site provides continuously updated information on multicultural events and student groups, and the multicultural newsletter has been streamlined to reach as many members of the community as possible.

- UW-Stout has appointed of a Director of Diversity and provided Foundation and institutional commitment of $40,000 per year for 10 years.

- UW-Superior's Office of Multicultural Affairs has developed programming around multicultural topics and hosted forms for area speakers in the new Multicultural Centers. Sixteen Native American high school students and their families were hosted at a Feast after the students spent the day shadowing currently enrolled UW-Superior Native American students.

- UW Colleges has established pre-college programming as one of its priorities. The UW-Richland/Grand Avenue Middle School Program is a model pre-college program. It brings urban students of color to a rural environment where they have the opportunity to interact with local students. The program has both a skill building and enrichment component. It has been expanded to include former participants who are now high school students serving as mentors. UW Colleges also operates Project AHEAD, a unique adult pre-college program based at UW-Rock County and the Merrill Community Center. Adults with varying educational backgrounds are assisted in making the transition to higher education with the assistance of Project AHEAD.

- A new program offered jointly by UW-Marinette and the College of the Menominee Nation now serves eighth grade Native American Students. The program has both an academic year component that is presented at the College of the Menominee Nation, and a summer residential component at UW-Marinette. Faculty from both institutions collaborate on the delivery of diverse program offerings.

- UW-Extension's Division of Continuing Education provides seed money for new ventures that are consistent with the UW Extension Plan 2008. About $50,000 will be available annually to fund the start-up costs of from ten to twelve selected projects, which must be approved by both an institution representative and a community partner organization with credibility in the target community.

Advising

Examples of institutional initiatives to improve student advising include:

- UW-Madison has reorganized and expanded its career advising services. The Career Advising and Planning Services Office was, based on recommendations from a campus-wide review committee, realigned under College of Letters and Science Student Academic Affairs. Its mission was redefined to serve students with declared majors in Letters and Science and the School of Human Ecology. Some accomplishments to date include: 1) renovation and upgrading of physical facilities; 2) implementing hiring and training procedures for front desk staff (student hourly); 3) hiring an office manager; 4) improving advising services, including extending evening and morning walk-in hours to increase access; 5) extending outreach efforts to students; 6) increasing outreach to academic advisors on campus to improve referral services; 7) revamping the resource library; and developing and implementing evaluation and tracking mechanisms to determine base-line services and areas for improvement.

- UW-Milwaukee added 9.5 new advising positions in 1994-95, seven of which were targeted for new freshmen. Since this allocation, freshmen retention rates and satisfaction levels of graduating seniors have improved. Academic advising was again boosted in the 1999-2000 academic year with the allocation of an additional 6.5 advising positions. The new student information system will improve the ability of academic advisors to access up-to-date student information.

- UW-Eau Claire sponsors "Majors Fair" and includes an advising component in first year experience courses. The College of Arts and Sciences offers three sessions per year for new advisers presented in collaboration with the Advising Office. A refresher advising session is offered for second-year faculty.

- UW-La Crosse allocated institutional funds in the 1999-2000 academic year to support an advising position in the Academic Discovery Lab and additional funds for the biennium to support a position in the Academic Success Institute.

- UW-Oshkosh has increased the number of advisors on campus by one, and will be able to add two more with the new funding available in the 1999-2001 budget. Extended advising hours during the evening are now offered during the fall and spring semesters. A series of workshops known as "Monday Night Specials" are targeted to students who are deciding on a major. The Weekend/Evening Degree program uses on-line advising so advisors are accessible to current students and potential students from their place of employment.

- At UW-Parkside, Passport sessions are used to schedule presentations for new freshmen, so that the time and energy of the key presenters is preserved. As the number of sections of the required University Seminar for all freshmen increased with growing enrollment, the institution had been overworking experts in such fields as career planning, fitness/wellness, etc. Instead of visiting 35 to 40 sections, a presenter now schedules five or six sessions for large audiences. The Connections program will allow 25 freshmen to be scheduled for University Seminar and one or two other courses, so that they can get to know each other better and instructors can take advantage of connecting themes between subjects.

- At UW-Platteville a tutoring referral service matches each student seeking tutoring with the appropriate services. The Offices of Multicultural Services, Admissions and Enrollment Management review the class schedules for freshmen students of color in order to recommend appropriate course scheduling that will increase the probability of student success during the first semester of enrollment.

- At UW-Stevens Point students have web access to their own records and can view and/or print their own class schedules, billing records, financial aid awards, grades, degree progress reports, and other information. Consequently, there is less need for students to go to the respective offices to request this information.

- UW-Stevens Point has implemented an extended orientation/seminar for new students entering at mid-year, based upon data showing that students who enter at mid-year are at greater risk of being on probation or failing.

- In 1998-99 Stevens Point implemented its student success and retention initiative which is working to ensure timely progression to degree completion.

- UW-Stout has implemented an Asynchronous Advising Project. UW-Stout was one of four campuses to receive UW System funding to develop and implement asynchronous advising tools. Through this funding, an interactive web site was created for each undergraduate and graduate degree program. The sites were designed to provide information and resources that would be useful to all students, but would be particularly valuable to distance learners and other students who are unable to meet with their advisors on a regular basis.

- At UW-Superior a group of "blue ribbon" advisors was identified to provide advising services to undeclared majors.

- The UW Colleges recently completed a comprehensive institution-wide review of advising. Members of all institutional constituencies were involved in the review, which generated a series of recommendations designed to improve advising for students. The Provost generally accepted those recommendations, and each UW Colleges campus is currently developing an implementation plan that addresses the recommendations.

Services for Students with Disabilities

Examples of institutional initiatives to improve services to students with disabilities include:

- UW-Madison's Technology Accessibility Program is designed to raise awareness and support an accessible physical and on-line learning technology environment.

- At UW-Eau Claire the Academic Skills Center provides tutorial services for students with disabilities. Approximately 400 students with disabilities have received tutorial services over the past five years.

- UW-Platteville's Office of Services for Students with Disabilities has collaborated with the Office of Admissions and Enrollment Management to formulate a procedure for alternative admission. The result is to assure that prospective students who have a disability are informed of the alternative admission process.

- UW-Stevens Point has implemented an Assistive Technology Program for students with disabilities, including a staff position and special equipment for the library. Retired teachers and faculty are utilized as readers for textbooks that are not available on tape.

- UW-Stout has secured a three-year federal project to provide "just-in-time" support for faculty with students who have disabilities.

- At UW-Superior, Student Support Services staff provided information to all departments about services for disabled students and access to teaching help. During Spring Opening Week a workshop was presented to faculty highlighting best practices for teaching students with disabilities.

- UW-Whitewater has a .5 FTE position and student-fee-funded Athletics/Recreation program for students with disabilities and is a national leader in this area. UW-Whitewater is one of only eight schools nationally to have a collegiate Wheelchair Basketball Team, and the team won the national championship in 1998-99.

- The UW Colleges Office of Services for Students with Disabilities has worked toward teaching students self-advocacy. By further involving students in the process of requesting accommodations, efficiencies have also been achieved.

Alcohol and Other Drug Awareness

Examples of initiatives undertaken by UW institutions to combat alcohol and other drug abuse include:

- UW-Madison has applied for and received Robert Wood Johnson grants to educate students and offer them alternatives to alcohol based activities.

- UW-Eau Claire sponsors an award-winning educational program known as "Party House" that teaches students about the dangers of alcohol abuse. Other programs

include Alcohol Awareness Week and health educators and peer health educators who work with students and classes on alcohol and other drug issues. A Core Alcohol and Drug Survey in 1998 led to development of the Social Norms Marketing Campaign which seeks to reduce binge drinking by college students.

- UW-La Crosse has established the La Crosse Community Coordination Group to deal with issues of alcohol use.

- UW-Platteville's University Counseling Services has implemented a systemic, rotating schedule for assessment projects. These projects include a survey of alcohol and other drug use by students.

- UW-Stevens Point has conducted a biennial Alcohol and Other Drug Use Survey for the past 10 years to study trends in behaviors and consequences. An AODA Coalition Team, which includes representatives from various departments across campus works to address alcohol issues and their effect on the lives of students.

- In accordance with the most recent national research pertaining to effective strategies in the field of alcohol and drug education, the UW Colleges has incorporated a social marketing approach. This approach aims to make more accurate students' perceptions of their peers' use of alcohol and drugs. Historically, students may have overestimated the use of alcohol and drugs by others and conformed their behavior in accordance with those estimates.

Student Access to Information Technology and New Student Information Systems

Examples of institutional initiatives to improve student access to information technology and to improve student information systems include:

- UW-Madison installed high-speed network outlets in all dorm rooms. For off-campus users, the size of the modem pool has doubled in the last two years.

- At UW-Madison many students no longer have to pick up financial aid in person at the Peterson building. The amount is automatically applied to tuition.

- UW-Madison students can access to their own grades and have the ability to update their own addresses and telephone numbers.

- UW-Madison's consolidated Help Desk and Dayton Infolab third shift operations have produced annual savings of $80,000 and improved productivity.

- UW-Milwaukee is reviewing current business practices as part of its implementation of the new PeopleSoft student information system and is working closely with the Collaterals group.

- UW-Oshkosh served as the pilot campus for the Student Services Data Warehouse which is now available to other institutions using the new PeopleSoft student information system. UW Oshkosh is contributing .15 FTE of a key staff member to the Miler Excellence Team (MET). The MET has made numerous visits to UW-Milwaukee, UW-Superior, and UW-Green Bay to assist these campuses in their PeopleSoft implementations.

- UW-Platteville's office of Career Planning and Placement purchased software to implement web-based employment recruiting for graduating students. This initiative has decreased costs and increased efficiencies and effectiveness in the delivery of services to students and employers.

- UW Stout's "Access Stout" is a web-based registration system for students. An outsourced, advanced mail service takes raw data from the student accounts receivable system, combines it with information from the registration base to provide customer-friendly billing statements, sorts the bills for bulk mailing and provides an archiving service.

- UW-Superior implemented the PeopleSoft admissions module in a short period of time and is seeing the results of eliminating redundant paper work, improving accessibility and quality of information needed for planning and decision making, and providing better interfaces to the desktop.

- UW Colleges is in the initial stages of planning for the adoption of the PeopleSoft Student Information System and has been actively participating in the UW System working groups in order to reduce costs and improve its own implementation.

Transferability of Students within the System

Examples of institutional initiatives to improve the transferability of students within the UW System include:

- UW-Madison offers a separate SOAR orientation program for transfer students.

- UW-Eau Claire has established a .30 FTE transfer adviser position to work on issues unique to transfer students.

- UW-Oshkosh has a full-time Transfer Student Coordinator who assists all transfer students. Advisement and Admissions staff have visited 12 of the 13 UW Colleges campuses each year for the past several years.

- UW-Platteville has reciprocal agreements for credit transfer with all UW Colleges and several private institutions within the State of Wisconsin.

- UW-River Falls is working to facilitate transfer through the use of new systems and technology. Currently, UW-River Falls utilizes the data included in the Transfer Information System (TIS) for transfer equivalency information and is working toward full implementation of a computerized transfer articulation module. This module will provide automation and consistency to the transfer process. Through the use of the internet, potential transfer students will have access to personalized reports showing how courses will transfer and how these courses will apply to the UW-River Falls degree and major choice.

- UW-Stout has two degree completion programs that allow technical college graduates to transfer in 60 or more credits from their associate degrees and earn a Bachelor of Science degree in Industrial Management or a Bachelor of Science degree in vocational, technical and adult education. Both of these degrees were designed as

degree completion programs for students with AAS degrees. Both are offered at times and places that are convenient to working adults. The Bachelor of Science degree in Industrial Management is offered via the WONDER and other video network to technical college campuses around the state. The Bachelor of Science degree in Vocational, Technical and Adult Education is offered using a combination of distance education methods and weekend courses in several locations throughout the state. In addition to these programs, UW-Stout has also developed program-specific articulation agreements with several Wisconsin Technical Colleges.

- The UW Colleges work closely with the other institutions within the System to facilitate the transfer process by a variety of means including: providing transfer institutions with course information to assist in making course equivalency decisions; meeting with the institutions to learn about new programs and changes in existing programs and informing students of these changes during advising; informing students of transfer resources; and assisting the students when transfer situations arise, working with the transfer institution as an ombudsperson to clarify and rectify the situation.

Other Student Support-Related Efficiencies:

Examples of other student support-related efficiencies that do not fit into the foregoing categories include:

- The UW-Stevens Point Health Service is in the final selection process for clinical management software that will improve patient care and facilitate the exchange of information with medical specialists and other providers. An interface with the student record system will provide for ready identification and authentication of the students requesting service.

- UW-Whitewater has partnered with the City of Whitewater to acquire emergency health equipment (automatic external defibrillators) for police vehicles and has collaborated with the Fort Atkinson Police Department to acquire a Mobile Data Communication Interactive System. The University has also created a volunteer Critical Incident Stress Debriefing Team to serve the campus and surrounding communities free of charge.

Administrative Efficiencies

Systemwide Licenses

Systemwide software licenses described in other sections of this report include the following:

- Library automation software is resulting in estimated savings of $700,000.

- PeopleSoft student information system software has saved the System approximately $2 million.

- The UW System realizes approximately $300,000 annually in staff savings by providing support at one campus for the entire System (as opposed to providing support at each campus) for Web learning software, including Web Course in a Box, Blackboard CourseInfo, Lotus Learning Space and WebCT.

- The Microsoft contract between the UW System, WTCS, and UW Hospital includes a wide array of software and allows faculty, staff and students to purchase the software for work or study at reduced prices. Each purchase for faculty and staff (at $30 instead of $190) is $160 less than the educational-discount price, resulting in Systemwide savings on packages for faculty and instructional academic staff of an estimated $1.3 million. An individual student can benefit by saving $660 ($30 instead of $690 retail) on an application software bundle.

Other major systemwide licenses include:

- Oracle – The UW System purchased a systemwide license for Oracle as the common database for UW System institutions. This contract is estimated to have saved the System $4 million over a five-year period.

- Computer based training software (CBT) – The UW System purchased a systemwide contract to provide each UW System institution with access to 30 end user titles and 300 technical titles for computer-based training. These products are used to provide further IT training for students, faculty and staff. UW System purchased CBT/SmartForce software at approximately $300,000 less than if each campus had negotiated a contract separately.

- PeopleSoft financial software – The UW System has purchased a systemwide license to use PeopleSoft financial software including general ledger, accounts payable, purchasing, asset management, accounts receivable and billing. A phased implementation is in progress. Use of a common system will reduce data redundancy, reconciliation difficulties and the need to update and maintain multiple systems. Savings generated by the systemwide license are approximately $2 million over five years.

- Geographical Information System software (GIS) – The UW System signed a systemwide license agreement for Geographic Information Systems (GIS) software with the Environmental Systems Research Institute (ESRI), the leading developers in this field. The contract includes unlimited access to 29 GIS software programs and data sets for all UW faculty, staff and students. UW System purchased systemwide access to the GIS software at a cost of less than half of the cost had each campus negotiated a separate contract.

Facilities Maintenance

Examples of specific institutional initiatives to improve the effectiveness of facilities maintenance, space utilization and physical plant services include:

- UW-Milwaukee uses two software programs to manage space on campus. One program, Facilities Management Module, is used to schedule classroom space for all

instructional space. Another program being utilized is SPAM-FM. This program provides tools to analyze all space, including a link to official CAD drawings for particular rooms. UWM has also developed a general assignment classroom maintenance model that has provided more effective budgeting in this area.

- At UW-Eau Claire the cost of refuse removal was reduced from $64,500 in 1996-97 to $22,860 in 1998-99. The reduction was achieved by negotiating a new contract and through improvements in contract administration by campus staff. The cost of recycling for GPR facilities and functions was reduced from $102,800 in 1996-97 to $11,700 in 1998-99. The reduction was achieved by negotiating a new contract that includes co-mingling recyclable material, thus reducing the labor required to sort it. The reduction also was achieved through improvements in contract administration by campus staff.

- UW-Stevens Point has made many improvements in physical plant operations including: replacing lighting ballast and tubes with more efficient electronic ballast and T-8 tube assemblies; testing and replacing defective steam traps to conserve energy; replacing toilets with water conserving units and installing sink aerators to save on water usage and sewer costs; installing variable drives on mechanical systems to save energy; and reducing inventories of maintenance supplies by improving ordering procedures.

- UW-Stout has made many improvements in physical plant operations including: implementation of a computerized maintenance management system for managing maintenance, custodial, grounds, physical plant, stores and autoshop operations; contracting with a private company to sort first class mail, saving 2.3 cents on all qualifying mail; privatizing the stores operation and achieving just-in-time delivery to departments; collaborating with UW-Eau Claire and UW-River Falls to meet OSHA's fire safety requirements; and a variety of measures to better utilize staff resources.

- UW-Whitewater partnered with LS Power Company to outsource production of steam for heating the campus. Because of the economical cost of the steam, it was cost effective to construct a steam-powered central chilled water plant. By constructing a central plant the institution has reduced the summer electrical demand by one megawatt, reduced the costs for maintaining and replacing the multiple electric chillers, cooling towers and dozens of circulation pumps, and removed all CFCs from campus.

- UW Colleges works cooperatively on maintenance and refurbishment of its facilities with the local units of government partners who are the owners of the physical facilities of the UW Colleges. The institution instituted a comprehensive facilities planning process in 1997 and has just completed the second iteration of that process for development of the biennial budget requests and six-year facilities plans for 2001-2007. The process has enhanced local cooperation and improved campus facilities and the ability to meet the needs of students.

Data Driven Decision Making

Examples of steps taken by UW institutions to improve the quality of management by making more effective use of data include:

- UW-Madison uses a data digest to provide comprehensive quantitative information on the major dimensions of the university, including students, staff, and budget. It is intended to be a resource primarily for internal audiences within the UW-Madison community. The official numbers and definitions reported in the data digest often provide an important point of reference, or framework, for decision making on more specific issues.

- UW-Milwaukee's "Investing in UWM's Future" is an example of how the faculty, staff and students came together to work for a common goal. Budgetary information was developed using various techniques, one being a study to determine where UW-Milwaukee stood in regard to extramural funding in relation to its peers. This planning process has established a number of measurable outcome goals for major campus actions that will direct faculty/staff activity and resource allocation.

- UW-Parkside began a strategic planning process in 1997 that is data-driven, and has transformed the institution's decision-making (from reactive to pro-active). Within the strategic planning process, the revised budget planning process includes review of enrollment management financial plans at Chancellor's Cabinet meetings and eight hours of budget hearings. The data, provided by the UW-Parkside Budget Office, set the limits for the campus to make informed decisions.

- In early October 1999, UW-Parkside contracted with Stamats Communications, Inc. of Cedar Rapids, Iowa, to conduct a recruiting and retention audit. The impetus for this study sprang from the need to increase enrollment as mandated by the Board of Regents. The ultimate outcome of this data-driven research is to provide specific recommendations that will enable the institution to maximize its enrollment.

- UW-River Falls, with the help of System Market Research staff, has conducted a comprehensive survey to determine the educational needs of businesses in its service area. This information is being used to plan outreach activities and new program initiatives on campus.

- UW-Stout has adopted resource allocation principles, which provide the framework for budget/resource allocation decisions. These principles recognize the variety of funding and resources that support UW-Stout functions and encourage creativity and flexibility in financing strategic plans. They also require an awareness and integration of campus planning at all levels to effectively allocate budget and resources.

- UW-Superior received a grant to purchase a new alumni database and to conduct alumni research in 1997, significantly improving the ability to track alumni and to communicate effectively with them.

- The UW Colleges have moved toward a data driven decision making model in many areas. Faculty and ad hoc hiring decisions are based consistently on instructional needs and student enrollments. The institutional ratio of instructional academic staff to FTE faculty remains at about 34%, with campus variations. UW Colleges is still experiencing enrollment changes, and staffing flexibility is important. Over a three-year period, 42 tenure track positions have been filled in disciplines on campuses with improved enrollment and solid enrollment management plans. Data from market research and data from the evaluation of marketing plans are also used in enrollment and recruitment strategies.

- On January 1, 2000 the UW-Extension's Cooperative Extension Division inaugurated a web-based Planning and Results System. The system allows faculty and staff housed in Wisconsin counties and UW System campuses to input impact indicators, impact statements, success stories and civil rights data to Extension program work teams. The Planning and Results System provides easy on-line access to the team plans of work and evaluation plans and provides a forum for geographically separated work team members to share and communicate with each other.

Procurement

Examples of some steps taken by institutions to improve pricing and the efficiency/effectiveness of procurement programs include:

- At UW-Madison an e-commerce infrastructure is available to all departments to efficiently and conveniently sell conference registrations and other products, charge admission fees, or collect contributions.

- At UW-Milwaukee the Dining Services auxiliary unit has very successfully used a prime vendor contract to purchase food products. For the fiscal year ending June 30, 1999 purchases were approximately $1.5 million. Use of the prime vendor contract has reduced administrative costs and provided better inventory and cash management, which has helped to hold costs down for student meal plans.

- UW-Milwaukee has also been actively participating in systemwide procurement activities to purchase office and lab supplies. Purchases for the fiscal year ending June 30, 1999 were approximately $304,000 for office supplies and $499,000 for lab supplies.

- UW-Milwaukee has been very active in the procurement card program. There are about 1,000 cardholders on campus and the dollar volume of purchases for the fiscal year ending June 30, 1999 was approximately $1.6 million.

- UW-Eau Claire has implemented a single vendor selection for desktop computers and for networking components.

- UW-Platteville has instituted a new food contract that has incorporated all food contracts into one prime vendor contract. This has reduced costs of the food by creating a progressive bidding climate for the vendor.

- At UW-River Falls the use of procurement cards to purchase office supplies through the mandated office supply contract will eliminate the need to process up to 2,500 invoices a year.

- UW-Stevens Point eliminated the need to photocopy and distribute vendor invoices to departments by adopting document imaging and e-mail notification.

- UW-Whitewater has aggressively utilized new purchasing flexibilities, particularly the procurement card program. Currently 600 cards have been issued with annual purchases of $2.5 million, representing 56% of a $4.5 million supplies budget. The collective flexibilities enabled the central procurement function to be downsized from a five-person office to a one-person office.

Information Technology Staffing

Examples of institutional initiatives to improve the availability and training of information technology (IT) staff include:

- UW-Madison has developed two training programs for non-IT staff to become IT professionals.

- UW-Milwaukee has involved 250 in a Student Technologies Services program that is providing students with valuable on-the-job experience and at the same time providing the campus with a necessary service at a cost-effective rate.

- At UW-Eau Claire the School of Education makes extensive use of students in staffing the lab/studio which has become a model for low cost/high use of technology in instruction.

- At UW-Oshkosh the IT Division employs ten Student IT Interns supporting desktop computer support, network management, and Help Desk.

- UW-Whitewater uses the student COOP program to train and prepare students to staff the IT Liaison positions for the PeopleSoft student administration implementation. The IT Liaison program is also being used as a pilot for a new staffing model as the central mainframe application programs give way to a distributed client server model.

- The UW Colleges student IT training program has proven very successful, attracting very high-quality graduating high school students to the program. Students are trained in the summer and work about 20 hours per week during the academic year. Students who successfully complete two years of service are awarded a $1,000 scholarship.

Other Administrative Efficiencies

Examples of other administrative efficiencies that do not fit into the foregoing categories include:

- UW-Madison has automated grant applications for certain federal programs, thus speeding up the process for faculty researchers and reducing staff time required to administer grant applications.

- UW-Milwaukee has established enrollment and tuition revenue targets for its credit-granting schools/colleges. This process provides an incentive to the schools/colleges to use their entrepreneurial skills in producing new and innovative ways to generate revenue. The Chancellor has reorganized the administrative organization of UWM to more effectively manage campus activities. Significant changes, among others, include the merging of the Division of Student Academic Development into the Division of Student Development and Diversity (formerly, Student Affairs) and the establishment of Chancellor's Deputies to encourage and coordinate interdisciplinary activities. UW-Milwaukee has also developed a long-range investment plan, "Investing in UWM's Future" that identifies about $73 million of revenue sources through fiscal year 2004-05, of which $45 million are being generated by extramural funding, increased tuition, gifts and internal reallocations, with the balance coming from state funds.

- UW-Green Bay last year sold surplus property that yielded in excess of $111,000, approximately 75% of which was returned to departments for use in ordering newer equipment. Much of the surplus property was computer equipment that was purchased by smaller school districts and parochial schools in northeast Wisconsin.

- At UW-Oshkosh the College of Business Administration restructured administrative posts in the college, saving $50,000 in costs and freeing up money and staff to increase the number of classes made available to students.

- UW-Stevens Point implemented Green Tree software for loan collection, saving on collection fees.

- UW-Superior converted the campus police unit to a security unit instead permitting the reallocation of $60,000 to other budgetary units.

- At UW-Whitewater the ID/HawkCard office has re-engineered cash handling on campus by moving student financial purchase to debit transactions in the amount of $1.2 million dollars in 1999-2000. This reduces drastically the amount of cash handled by University departments and the cashier's office.

- The Continuing Education Extension Dean's Office coordinated the effort to obtain a Peopleware Enterprise license which has enabled the four-year comprehensive institutions and the two-year Colleges in the UW System to use the same registration software for their non-credit courses. As a result, many of the institutions are now able to generate uniform reports and, through the use of a user listserv, share questions and answers about the software product.

IPEDS COMPARISON - UNIVERSITY SYSTEMS
EXPENDITURES BY ACTIVITY AS A PERCENT OF TOTAL EDUCATIONAL & GENERAL
INSTRUCTION AND RELATED ONLY
FOR FISCAL YEAR 98

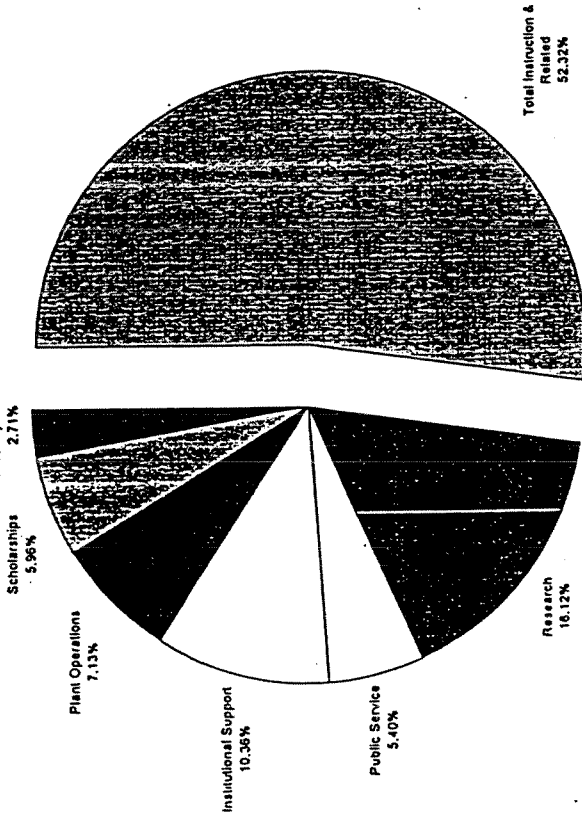|	Instruction	Academic Support	Student Services	Total Instruction & Related	Institutional Support
UW System	34.68%	11.05%	7.08%	52.82%	5.77%
Average System	37.93%	9.60%	4.79%	52.32%	10.36%
State Univ System of Florida	37.43%	12.01%	4.36%	53.80%	9.50%
Univ of Nebraska	38.07%	9.69%	2.60%	50.35%	8.26%
Univ of Indiana	41.75%	12.16%	3.52%	57.44%	8.30%
Univ of California	31.90%	13.01%	4.09%	49.01%	8.67%
Univ System of New Hampshire	35.01%	9.05%	6.04%	50.10%	9.28%
Univ of Illinois	31.53%	8.28%	3.29%	43.10%	6.90%
Univ of Maryland	35.07%	8.69%	4.36%	48.11%	9.64%
Univ of North Carolina	41.26%	8.37%	2.78%	52.41%	9.59%
State Univ of New York	35.73%	7.15%	4.85%	47.73%	12.16%
City Univ of New York	43.09%	4.85%	8.09%	56.03%	17.33%
Louisiana State Univ	37.25%	8.43%	2.04%	47.72%	8.79%
Univ of Massachusetts	34.26%	8.03%	5.61%	47.90%	11.39%
Pennsylvania State System (Univ. of)	46.20%	9.62%	8.92%	64.74%	13.95%
Univ of Houston	38.26%	10.68%	3.17%	52.12%	16.91%
University of Tennessee	39.00%	9.28%	5.20%	53.48%	7.70%
Univ of Texas	44.28%	5.96%	2.55%	52.79%	8.47%
California State Univ	43.75%	12.13%	10.39%	66.27%	14.64%
State Univ of New Jersey - Rutgers	41.57%	5.99%	5.35%	52.91%	9.54%

UW SYSTEM EXPENDITURES vs PEER SYSTEMS
EXPENDITURES BY ACTIVITY AS A PERCENT OF TOTAL EDUCATIONAL & GENERAL (E & G)
### FOR FISCAL YEAR 98

UW System Total Expenditures
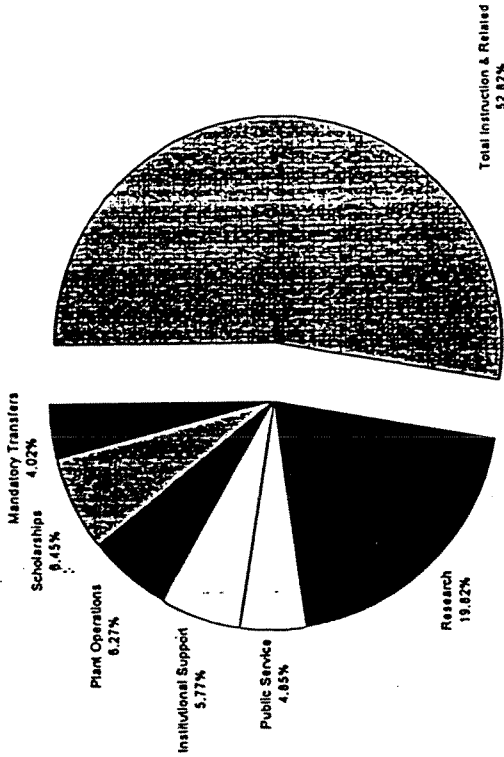
Average Peer System Total Expenditures

	Total Instruction & Related	Instruction	Academic Support	Student Services	Research	Public Service	Institutional Support	Plant Operations	Scholarships	Mandatory Transfers	Total E&G Exp. and Transfers
UW System Total Expenditures	$1,176,371,065	$ 772,515,857	$ 246,118,570	$ 157,736,638	$ 441,515,460	$ 107,956,196	$ 128,608,987	$ 139,645,725	$ 143,640,806	$ 89,526,670	$2,227,284,909
Percent of Total	52.83%	34.69%	11.05%	7.08%	19.82%	4.85%	5.77%	6.27%	6.45%	4.02%	100.01%
Expenditures per FTE	$ 9,059	$ 5,949	$ 1,895	$ 1,215	$ 3,400	$ 831	$ 990	$ 1,075	$ 1,106	$ 689	$ 17,152
Average System Total Expenditures	$ 954,990,437	$ 692,331,653	$ 175,280,504	$ 87,378,280	$ 294,269,247	$ 98,642,053	$ 189,026,957	$ 130,123,894	$ 108,801,663	$ 49,426,294	$1,825,280,545
Percent of Total	52.32%	37.93%	9.60%	4.79%	16.12%	5.40%	10.36%	7.13%	5.96%	2.71%	100.00%
Expenditures per FTE	$ 10,158	$ 7,364	$ 1,864	$ 929	$ 3,130	$ 1,049	$ 2,011	$ 1,384	$ 1,157	$ 526	$ 19,414
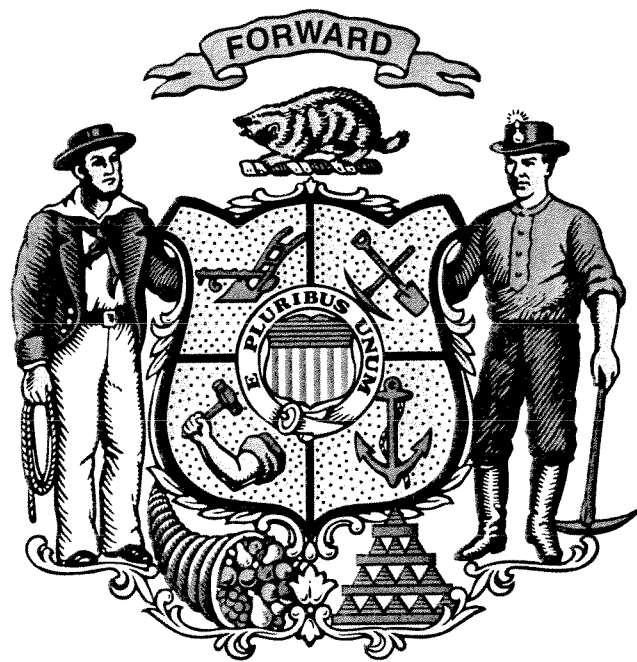
As you know, we have recently hosted five listening sessions across the state to gain a better understanding of the impact of the Governor's proposed cuts to the System, our campuses and UW-Extension programs. We invited community leaders, parents, local educators and business owners to hear their views on the cuts and to learn how the cuts may impact local regions. We were also interested in the longer-term issues of the university's structure and mission and how to preserve our ability to serve the state and help grow its economy.

The sessions – in Eau Claire, Green Bay, Stevens Point, Waukesha and Madison – were well attended. In all, we sat down and talked with about 150 people – roughly half were our own students, administrators, faculty and staff; and the other half were alumni, parents, community leaders, K-12 administrators, business owners and local government officials. About 300 more people attended the sessions and had the opportunity to speak. Local media coverage of the sessions is included in your folders. I want to thank the staff who put the listening sessions together on pretty short notice, and all of the regents who took time to attend. I think you agree with me that we learned a great deal. I'd like to share some of the things I heard, and ask other Regents to share their observations.

Overall, the wellspring of public support for the university across the state is impressive. We heard repeatedly how important our campuses are to the quality of life and economies of their local communities and how important people believe higher education is to the long-term financial solutions for the state. We also heard some frustration that we haven't been able to convey that message adequately to our legislators. Many urged us strongly to work with the legislature to insure that future cuts and future increases reflect our fair share of state spending.

There were many themes the recurred through the five sessions: quality, access, tuition, financial aid, the impact of the cuts, economic development, K-12 education and the UW's impact on the quality of life.

Let me touch on each briefly...

- **Quality.** We heard from students, faculty and community partners alike that maintaining the quality of a UW education should be of paramount importance, and we should not compromise on that point, even at the expense of access, because a poor quality education is not worth the price. We also heard some disturbing signs that the quality of education *is* eroding despite our best efforts – students who can't get the classes they need, campuses without crucial faculty members, supply and expense budgets that are inadequate to the need. We also heard repeatedly that excellence is something that can erode quickly but can take years to rebuild once lost. Students are especially concerned about quality not only in their educational services, but also in the value of their degrees.

- **Access.** This is also very important to people. It is very painful for our UW Colleges, which have always been open access points, to now be turning away

students. Many question why we must reduce access at a time when demand on all of our campuses is so great. Access also means access to the services we supply to local businesses and municipalities, and we repeatedly heard how important those services are – whether from a dairy farmer in Belleville or the Mayor of Wausau.

- **Tuition.** There were mixed messages on this issue. Certainly, many students expressed concern about the tuition increases being discussed and spoke about the personal hardships they would incur as a result. But I was surprised at the number of students who said they would rather pay the tuition increases than see quality erode further, and the number of parents who said that UW tuition is a flat-out bargain. Even though students and their parents are painfully aware that these increases in tuition are in lieu of diminished state support, they would rather pay them than see cuts to the university go any deeper. Students are also very aware that more severe cuts to the university could impede their ability to graduate in a timely fashion and in the end, could cost them another semester or year of tuition.

- **Financial Aid.** There is very strong support for financial aid increases throughout the state. However, parents and students do not feel it is fair that it be taken from student reserves and they urge us to work with the state to find another, more stable funding source. There is special concern for our most disadvantaged students and for those "in the middle," not wealthy, but who do not qualify for financial aid. We heard many pleas that we be careful not to leave those students behind.

- **Impact of the Cuts.** I was reassured through these sessions that our campuses are doing an excellent job of planning for these cuts and involving their university communities in a very participatory process so that the wisest decisions can be made. They are following President Lyall's guidance to look first at administrative cuts and eliminating duplication to protect, as far as possible, instruction. But, as we heard from many faculty, these cuts are coming on top of many previous operating budget cuts, including in this fiscal year, from which our campuses have not yet recovered. The UW-Colleges, especially, are very thinly staffed with faculty at this point and these cuts have the potential to wipe out whole departments there. We also heard concern about the impact of these cuts on our research and grant-getting capabilities. I am increasingly convinced that we are hitting bone on many of our campuses and we cannot sustain quality long-term without relief. We heard at several sessions that we should avoid across-the-board cuts and make some hard decisions and I think our campuses are doing just that – preserving some academic while, reluctantly, cutting others more deeply. We also heard that these cuts are all the more difficult because the economy is depressing private fund raising and endowment levels.

- **Economic Development.** Many participants cited the economic impact of the university and its importance to regional and state growth. This stems from their personal experience as mayors, county board members, business owners and local economic development directors. People feel it is very important that we preserve our ability to drive economic recovery through UW graduates in the

workforce, our research spin-offs and our assistance to business owners and entrepreneurs. Many question state cutbacks in an area of state spending that provides such tangible returns on investment.

- **K-12 Education.** I was struck with the close partnerships between our campuses and their local school districts. We heard pleas to be sensitive to the needs of our partners in K-12 schools who are undergoing their own budget challenges. The importance of our graduates who are desperately needed as teachers in some areas of the state cannot be overstated. This holds true in other areas of the workforce, as well, such as health care.

- **Quality of Life.** On a personal level, we heard from participants how important the university has been to their lives. Though we often talk about the economic impact of our campuses and UW-Extension on their communities, we were reminded of the more intangible benefits as well – from dance recitals in Stevens Point to students volunteering for public service in Milwaukee. In many cases, our institutions have lifted the quality of life for several generations within families.

I've just touched on a few highlights here. We received many specific suggestions from participants – some related to handling the immediate cuts and others urging us to take a long-term view of what the UW System should look like in 2005 and beyond.

It was suggested that the university could and should use its intellectual capital to help redesign the state's fiscal base to help boost revenues as the economy makes the transition from its dependency on manufacturing to a more service based economy.

It was suggested that we have not done a very good job at getting our message out to public and, more specifically, questioned what we have done, or not done, as an institution to cause the Governor and legislature to apply such disproportionate cuts to higher education.

Some speakers urged us to fight the Governor's cuts more vigorously, and we learned that many students, faculty and staff are talking with and writing to legislators to urge them to help the university. The "fairness" issue was a strong theme and many speakers pointed to the seeming injustice in asking the university, which is 9% of the state budget, to take 38% of the cut.

Overall, as I said earlier, I think the Regents in attendance gained a much more detailed understanding of what these cuts will mean to our campuses. It is also clear that if these cuts should grow or if tuition should increase even more, the effects on our campuses and on our students will be devastating. And if that occurs, enrollments will inevitably be affected for the long term.

In conclusion, I want to reiterate how heartened I was by the broad and heartfelt support for the UW System. People truly understand the importance not only of their own local campus or their alma mater, but also of the entire UW System and its role in the quality of our state. Several referred to it as the "jewel in the state's crown."

The spirit of the Wisconsin Idea is alive and well and ordinary people who care about Wisconsin are depending on us to be here when the dust settles to work on a rebuilding process.

I believe that the current budget forums – both ours and the hearings being conducted by the Joint Finance Committee – are opening minds to "out-of-the-box" solutions. We heard suggestions to privatize parts of the system, to explore new collaborations and partnerships, to play to our strengths and cut areas of weakness, to consider income-related tuition, to restructure our GPR appropriation, and others.

At this point, we need to put all these ideas and more on the table. My overriding impression from this experience is that the university is at a crossroads. Business-as-usual will not suffice any longer. In coming months, we as regents must "sift and winnow" these suggestions and solicit others. We must work with the President, the Chancellors, state leaders and our constituents to chart the best course for the university's future. A lot of people in the state are depending on us. We are obliged to carry on our predecessor's traditions of access, excellence and affordability in this era. At the same time, we must preserve the university as a critical engine driving the state's economic vitality.

Now, I'd like to invite my Regent colleagues who attended the sessions to add their thoughts and perspectives...

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