



UWW ORSP DEADLINE: 13 FEBRUARY 2012

UNIVERSITY OF WISCONSIN SYSTEM GROWTH AGENDA FOR WISCONSIN GRANTS PROGRAM

INTRAMURAL GRANT APPLICATION PACKAGE

X

University of Wisconsin-Whitewater Office of Research and Sponsored Programs Intramural Transmittal Form. ONE original, complete ORSP Transmittal Form including all relevant funding competition information, proposal information, required clearances, and required signatures must accompany each proposal submitted to ORSP.

X

Proposal Development and Submission Instructions. Each University of Wisconsin grant program has varying proposal development and submission requirements. Principal Investigators must review this application package carefully and adhere to specific program requirements to be competitive.

X

Grant Program Forms. Each University of Wisconsin grant program requires the submission of different forms. All relevant forms are included in this application package. Electronic versions of all forms can be accessed on the relevant ORSP program page.

X

Additional Proposal Development and Submission Resources. University of Wisconsin grant application packages may include additional resource information including evaluation/review criteria, description of proposal review processes and deadlines, and other pertinent appendices.

The Office of Research and Sponsored Programs can provide additional information, proposal development assistance, and copies of funded proposals. ALL proposals must be submitted to ORSP. Grants submitted to directly to System or Extension may not be reviewed.

DENISE EHLEN, Director, 262-472-5212, ehlend@uww.edu
RON FLEISCHMANN, Acting Assistant Director, 262-472-5212, fleischr@uww.edu





UNIVERSITY OF WISCONSIN
WHITWATER

RSP APPROVAL & CERTIFICATION
TRANSMITTAL



DO NOT COMPLETE SHADED SECTIONS WITH DOUBLED BORDER – FOR UWW RSP USE ONLY

FUNDING COMPETITION INFORMATION Deadline:		RSP USE ONLY		ID:
1. Sponsor & Program:		Date Submitted:		
2. Address:		Number of Copies to Sponsor (original +)		
3. Telephone:	Fax:	Binding of Original: <input type="checkbox"/> Clip <input type="checkbox"/> Staple <input type="checkbox"/> Other <input type="checkbox"/> N/A		
4. Web:	Notes:	GT Proposal Entry:		GT Award:
PROPOSAL INFORMATION				
5. Principal Investigator:		5a. Department/Division/Institution:		
5b. Address:		Phone:	Fax:	Email:
6. Co-Investigator:		6a. Department/Division/Institution:		
6b. Address:		Phone:	Fax:	Email:
7. Co-Investigator:		7a. Department/Division/Institution:		
7b. Address:		Phone:	Fax:	Email:
8. Co-Investigator:		8a. Department/Division/Institution:		
8b. Address:		Phone:	Fax:	Email:
9. Project Title:				
10. Funding Type <input type="checkbox"/> New <input type="checkbox"/> Renewal/Continuation		AWARD INFORMATION – RSP USE ONLY <input type="checkbox"/> GRANT <input type="checkbox"/> CONTRACT		
11. Total Request \$		New Account <input type="checkbox"/> Non-Federal <input type="checkbox"/> Federal (CFDA#)		
12. Match Information \$		Org Information <input type="checkbox"/> New <input type="checkbox"/> Add To		
13. Begin Date End Date		Total Award Begin Date End Date		
REQUIRED CLEARANCES – Does the project involve:				
14. toxic, infectious or carcinogenic/mutagenic material? Use recombinant DNA technology?				Approved? (choose one)
15. use of human subjects, human tissue or vertebrate animals?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
16. action involving space, remodeling, or construction?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
17. hiring non-UWW personnel?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
18. requires release time by PI (and/or Co-Is) in support of project activities?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
19. creation of new degree programs or services?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
20. potential environmental impacts, which require review under the Wisconsin Environmental Policy Act?				<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Pending
REQUIRED SIGNATURES				
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR		SIGNATURE		DATE
I certify that the plan detailed in the proposal/contract complies with all campus, state, and federal regulations and policies and reflects University, College/Division, and Department/Unit goals. This project is achievable as described, including the limitations of time, resources, and personnel expertise. All required clearances have been satisfied. I have disclosed any possible conflicts of interest during the proposal development process. If awarded, I agree to conduct the proposed project in compliance with (1) the conditions of the grant and (2) with all policies of UWW, UWS, and the State of Wisconsin.				
I authorize the use of my name and grant information for university publication. <input type="checkbox"/> NO <input type="checkbox"/> YES (initial)				
DEPARTMENT CHAIR/UNIT DIRECTOR		SIGNATURE		DATE
I certify that I have reviewed the proposal/contract and found it to be complete, including required clearances, budget, and commitments involving space, faculty/staff time, and matching funds. In addition, I certify that all resources and other provisions of any award will be fulfilled. A match (check one) <input type="checkbox"/> has OR <input type="checkbox"/> has NOT been pledged. Cash match will be satisfied by a transfer of funds from org code _____-_____ in the amount of \$_____ or via in-kind contributions as described in the budget (narrative).				
COLLEGE DEAN/DIVISION DIRECTOR(S)		SIGNATURE		DATE
I certify that I have reviewed the proposal/contract and found it to be complete, including required clearances, budget, and commitments involving space, faculty/staff time, and matching funds. In addition, I certify that all resources and other provisions of any award will be fulfilled. A match (check one) <input type="checkbox"/> has OR <input type="checkbox"/> has NOT been pledged. Cash match will be satisfied by a transfer of funds from org code _____-_____ in the amount of \$_____ or via in-kind contributions as described in the budget (narrative).				
<i>Applicants submitting proposals including an international component must secure the signature of the Director of the Center for Global Education in this cell.</i>				
RESEARCH AND SPONSORED PROGRAMS CERTIFICATION		SIGNATURE		DATE
By signing this transmittal, I certify that this proposal/contract is consistent with campus, state, and federal regulations; is within the campus' research/service mission; and is approved for submission to the funding agency.				
INITIAL HERE TO APPROVE GRANT/CONTRACT ACCEPTANCE:		DATE:		TYPED NAME: DENISE EHLEN

UNIVERSITY OF WISCONSIN SYSTEM
GROWTH AGENDA FOR WISCONSIN GRANT PROGRAM

SPECIAL NOTE

THE UW-WHITEWATER ORSP DEADLINE IS FIRM.

All UW System institutions are eligible to apply and up to two proposals per institution will be accepted under the Institutional Change Grant category. UW-Whitewater has selected two institutional proposal topics/themes for submission to the Growth Agenda for Wisconsin Grant Program. Please contact Denise Ehlen (ehlend@uww.edu) if you are interested in serving on a proposal development team. Unsolicited proposals will **NOT** be selected.

Collaborative proposals between or among University of Wisconsin institutions will NOT count towards the two proposal limit under the Institutional Change category.

There is no limit on proposals in the Conference and Professional Development Grant category.

Each proposal must be signed off by the Provost and the Grants Officer. ORSP will coordinate internal review / certification and communicate approval to the sponsor.

Contact Denise Ehlen (ehlend@uww.edu, X5212) with additional questions.

University of Wisconsin System
Growth Agenda for Wisconsin Grants Program
Request for Proposals
2012-2013 Academic Year

Overview of Priorities

The University of Wisconsin System is pleased to announce an opportunity for funding to support UW institutional efforts to advance the ***Growth Agenda for Wisconsin***. The Growth Agenda for Wisconsin Grants Program seeks to fund projects that are bold in their vision, designed to transform programmatic or institution-wide practices, and have the potential to be sustained beyond the scope of the grant funding.

Priorities for funding will focus on projects that advance one or more of the three Strategic Goals of the Growth Agenda and model Inclusive Excellence.¹ These goals include:

Increase the number of Wisconsin graduates (*i.e., improving access to high-quality academic programs and educational opportunities; increasing retention and graduation rates for all students; enhancing teaching and learning; and supporting strategies and practices that enhance student success, both in the classroom and beyond.*)

Help create more well-paying jobs (*i.e., tailoring academic programs to meet local workforce needs; and developing the workforce to meet the economic needs of today and tomorrow.*)

Build stronger communities (*i.e., improving access to higher education for Wisconsin's PK-12 and adult populations; and fostering engagement and partnerships between UW institutions and their local communities and regions.*)

A total of \$2 million will be available for the 2012-2013 academic year. Funding will be used to support two broad categories of activities: **Institutional Change Grants (ICG)** and **Conference and Professional Development Grants (CPDG)**. While the majority of the \$2 million will go to the ICG program, the final distribution of the funding between ICG and CPDG will be determined based on the strength of the proposals.

Categories of Funding

Institutional Change Grants (ICG)

The Growth Agenda Grants Program is intended to be a recurring opportunity for funding that will enable UW System institutions to achieve their Growth Agenda goals. It is anticipated that the

¹ For more information on the *Growth Agenda for Wisconsin*, please go to: <http://www.wisconsin.edu/growthagenda/>. Additional information on Inclusive Excellence can be found at: <http://www.wisconsin.edu/acss/grants/growthagenda/>.

funding level for projects in the Institutional Change Grants category will be significant and the associated strategies and actions will be innovative, result in substantive programmatic and/or institution-wide change (single or multiple institutions), and have the potential for broad impact and systemic transformation. Proposals requesting funding for the implementation of new projects, as well as those that seek support for significant enhancements to existing initiatives, will be considered. In addition, planning grants leading to larger ICG proposals will also be considered.

There are no firm requirements for funding request amounts; such decisions will be left to the proposing institutions. It is unlikely, however, that the program could support grants over \$500,000 annually. Multiple-year grants will be supported, as will smaller pilot projects.

Funds may be used to design and implement new projects, or support significant enhancements to existing initiatives.

Proposed projects may cover a 12-36 month timeline. To ensure sustainability and attainment of outcomes, proposals covering multiple years are encouraged. Multi-year projects must present a coherent proposal reflecting a coordinated plan of activities over the time span, rather than replication of the same project over multiple years. The decision to continue funding beyond the first year will be contingent upon the ability of the institution(s) to meet the annual outcomes identified in the proposal.

All institutions within the University of Wisconsin System are encouraged to apply. Only two proposals per institution will be accepted. Collaborative proposals between or among UW institutions will not count toward the two-proposal limit for individual institutions. Collaboration with other educational institutions (e.g., WTCS, PK-12 schools) or agencies outside the UW System is also encouraged.

Application Requirements for ICG

To be considered for funding, a proposal must complete all of the following:

1. **Cover Page.** Please use the form available on the UWSA Growth Agenda Grant website at <http://www.wisconsin.edu/acss/grants/growthagenda>, which requires sign-off from both the Provost and the Grants Administrator. If submitting a multi-institutional proposal, the Provost and Grants Administrator from each participating institution must sign the cover page.
2. **Abstract.** Maximum length: one double-spaced page 12-point font.
3. **Project Narrative.** Maximum length: ten pages, double-spaced 12-point font. The narrative must address all of the following elements a-f:
 - a. Description of the project, detailing the salient project activities;
 - b. Statement of need, including the context for the proposal with examples of relevant documentation supporting need;
 - c. Description of how the project will advance the institution's mission and Growth Agenda goals, and support the UW System *Growth Agenda for Wisconsin*.

- d. Plans for sustainability beyond the scope of the grant (e.g., identify external funding potential, institutionalization of project through internal reallocation of resources, etc.);
 - e. Project timeline for each year of funding requested and identify project outcomes for each year. For multi-year proposals, include clear targets to be met, keeping in mind that subsequent funding is contingent upon meeting project targets; and
 - f. Description of the methods that will be used to assess the attainment of outcomes, including metrics to be used to benchmark the project's success, and how the project's efficacy will be evaluated, including any deliverables.
4. **Budget and Budget Narrative.** The UWSA budget form, available on the Growth Agenda Grants website at <http://www.wisconsin.edu/acss/grants/growthagenda>, must be used for all proposals (do not use your own form). Multi-year projects should include a separate budget form for each year.
- a. Institutional matches (whether institutional, external, or in-kind) are not required, but are encouraged and will be considered in the evaluation process.
 - b. Fringe benefit costs may be included in the proposal or may be included as an institutional match.

Applicants must also include a budget narrative (maximum length: two pages double-spaced, with a minimum 12-point font). Clearly describe and justify each item of the budget in relation to the proposal.

Applicants are highly encouraged to work with their campus administrative offices to ensure that proposed budgets are accurate, aligned with the narrative, and that all proposed funding items are allowable.

5. **Vitae.** For the project director only, please provide a one-page curriculum vitae.
6. **Letters of Support.** All proposals involving a single institution must be accompanied by a letter of endorsement from the Provost. Proposals involving two or more UW institutions must be accompanied by a letter of endorsement from the Provost of the lead institution, with sign-off from Provosts of participating institutions on the cover sheet, as noted above.

Conference and Professional Development Grants (CPDG).

It is anticipated that funding for proposals within the Conference and Professional Development Grants category will be aligned with costs needed to support a national, regional, statewide meeting or conference that will focus on topics that are aligned with the *Growth Agenda for Wisconsin* and of critical importance to UW institutions. Proposals may cover a one-time only or recurring conference or professional development offering. Priority will be given to initiatives that are ambitious, yet attainable, and that have little chance of taking place without grant funding.

As with the ICG grants, there is no funding minimum or maximum set for this category. Projects must support the professional development of faculty and/or staff, and priority will be given to activities that demonstrate connections to other institutional and/or Systemwide initiatives. Some

restrictions apply: funding is not available to send faculty and staff to attend professional development or disciplinary conferences outside the UW System; nor is funding available to cover lodging and travel for faculty and staff attending CPDG-sponsored events.

Application Requirements for CPDG

1. **Cover Page.** Please use the form available on the UWSA Growth Agenda Grant website at <http://www.wisconsin.edu/acss/grants/growthagenda>, which requires sign-off from both the Provost and the Grants Administrator. If submitting a multi-institutional proposal, the Provost and Grants Administrator from each participating institution must sign the cover page.
2. **Abstract.** Maximum length: one double-spaced page 12-point font.
3. **Project Narrative.** Maximum length: five pages, double-spaced 12-point font. The narrative must address all of the following elements a-d:
 - a. Description of the project objectives (note: these must be measurable);
 - b. Statement of how need for the project was determined;
 - c. Description of how project objectives will be assessed and conference/professional development activities will be evaluated; and
 - d. Project timeline for each year of funding requested and identify project objectives for each year.
4. **Budget and Budget Narrative:** The UWSA budget form, available on the Growth Agenda website <http://www.wisconsin.edu/acss/grants/growthagenda>, must be used for all proposals (do not use your own form). Multi-year projects should include a separate budget form for each year.
 - a. Institutional matches (whether institutional, external, or in-kind) are not required, but are encouraged and will be considered in the evaluation process.
 - b. Fringe benefit costs may be included in the proposal or may be included as an institutional match.

Applicants must also include a budget narrative (maximum length: two pages double-spaced, with a minimum 12-point font). Clearly describe and justify each item of the budget in relation to the proposal.

Applicants are highly encouraged to work with their campus administrative offices to ensure that proposed budgets are accurate, aligned with the narrative, and that all proposed funding items are allowable.

5. **Letters of Support** are optional.

Review and Selection Process for ICG and CPDG Programs

A Systemwide review team comprised primarily of faculty and staff from UW institutions will use objective scoring of review criteria. The review team will rank all proposals based on the criteria indicated on the UWSA Growth Agenda Grants website (under development) and submit

recommendations and rankings to the Senior Vice President for Academic Affairs. ICG proposals will be ranked separately from CPDG proposals. Award decisions will be made by the Senior Vice President. Reviewer scores and commentary will be available to the principal investigator.

Award Administration Information and Conditions

Notification of award will be made by May 2012. An annual report describing achievement of project objectives described in the project timeline must be submitted to the Office of the Senior Vice President for Academic Affairs after the grant is awarded. Details regarding reporting will be included in the award letter.

Proposal Submission

The electronic submission of the proposal, submitted as one pdf document, is due on or before February 20, 2012, for projects requesting funding for fiscal year 2012-13. Proposals should be sent to bjokisch@uwsa.edu.

Review Criteria – Growth Agenda for Wisconsin Grant Program 2012-13 – UPDATED 20 January 2012

External review panel members will evaluate applications according to the three review criteria listed below. The criteria include questions for consideration that help define them. These considerations are suggestions, and not all will apply to any given proposal. While applicants must address all three review criteria (i.e., alignment, impact, and feasibility), panel reviewers will be asked to address only those questions that are relevant to the proposal being considered.

1) To what extent does the proposed project align with the *Growth Agenda for Wisconsin* and with institutional mission and goals?

How well does the proposed project align with the strategic goals and priorities of the *Growth Agenda for Wisconsin*? Is there sufficient alignment between the proposed project and institutional mission and goals? How important is the proposed project to producing substantive programmatic and/or institution-wide change? To what extent do project deliverables have the potential for producing a broad impact and systemic transformation? Does the proposed project model Inclusive Excellence?

2) What is the impact of the proposed project?

How well does the proposed project demonstrate potential for producing measurable change? How will project success be measured? Are the targeted outcomes significant to the institution? To what extent will proposed project deliverables contribute to institutional transformation? What may be the possible benefits of the proposed project to other UW institutions? How well does the proposed project activity broaden participation of underrepresented groups (e.g., race, ethnicity, gender, disability, geographic distribution, non-traditional students) and/or enhance the infrastructure for student success?

3) How feasible is the proposed project?

How well conceived and organized are the proposed project activities? Is there sufficient access to the human, physical, and financial resources required to carry out planned activities? To what extent has an institutional investment in the proposed project (i.e., internal or external, cash or in-kind) been demonstrated? How well does the proposed project demonstrate the capacity for sustainability and success beyond the grant funding period?

Recommendation:

Through their letters of support, Provosts are encouraged to identify institutional priorities with respect to the *Growth Agenda for Wisconsin*.

Review process for both grant programs – UPDATED 20 January 2012

Grant Review Process

A. Technical Review by UW System Administration Staff

UW System Staff will review each application to ensure that minimum application requirements have been met. Any application that does not comply with the submission requirements may be returned without review.

B. Expert Review Panel

Each application will be reviewed and scored individually by external review panel members using the evaluation criteria. The reviewers will discuss the proposals and submit recommendations and scores to the Senior Vice President for Academic Affairs. A panel summary and final score for each application will be shared with the project director and the Provost of the lead institution.

The review panels are comprised primarily of faculty and staff from UW institutions, representing universities, colleges, extension, and system administration. Review panels will have up to seventeen members who possess a wide range of topical, programmatic, and grants expertise. The review panels are advisory to the Senior Vice President for Academic Affairs.

C. Senior Vice President for Academic Affairs

The Senior Vice President for Academic Affairs will make the final determination of awards based on scoring, alignment with grant program goals and priorities, and budgetary considerations. The decision of the Senior Vice President for Academic Affairs is final and cannot be appealed. The Senior Vice President for Academic Affairs may request that applicants respond to noted concerns prior to making an award decision.

COVER PAGE

**UNIVERSITY OF WISCONSIN SYSTEM
2012-13 Growth Agenda for Wisconsin Grants Program**

Please include a signed cover page with your electronically submitted proposal.

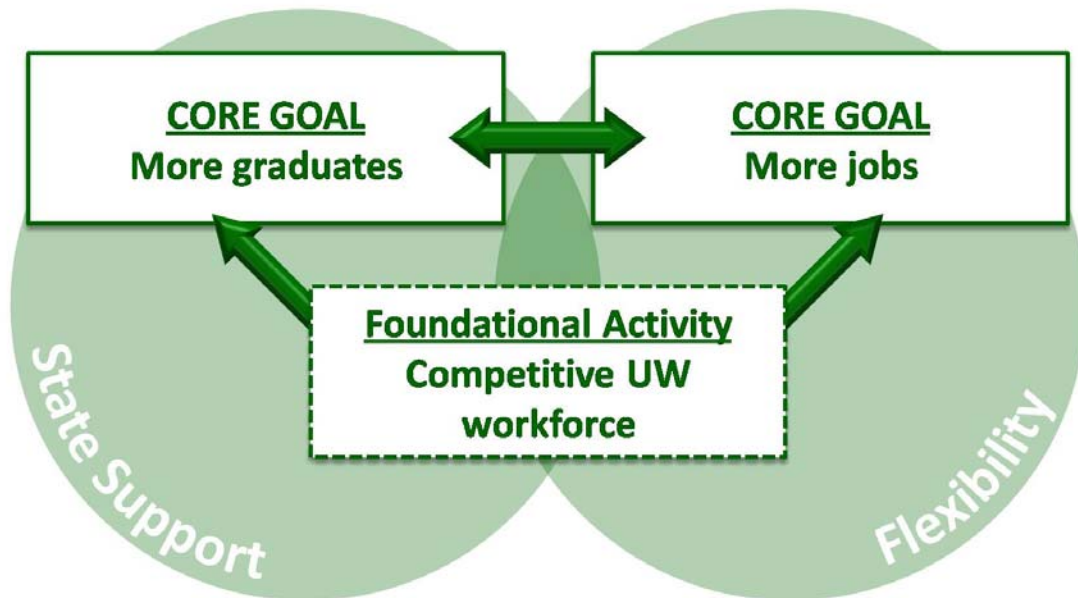
INSTITUTION:	AMOUNT REQUESTED:
PROJECT TITLE:	
PRINCIPAL INVESTIGATOR:	TITLE:
DEPARTMENT:	PHONE:
	FAX:
ADDRESS:	E-MAIL:
OTHER INVESTIGATORS: (Names, Titles, Affiliations)	
ONE-SENTENCE PROJECT DESCRIPTION:	
Institutional Approval: _____	
Institution:	Provost/Vice Chancellor

Grants Officer	

Electronic submission of proposals should be sent to: bjokisch@uwsa.edu



UW System's Growth Agenda for Wisconsin: *New Strategies for Economic Recovery and Renewal*



Introduction

The *Growth Agenda for Wisconsin* is the UW System's plan to improve the state's competitive edge, nationally and globally. Developed with broad input, it is a plan to develop the state's human potential, create new jobs, and strengthen local communities. The ultimate goal is an economically robust Wisconsin where current and future generations can enjoy a high quality of life and earn family-supporting wages.

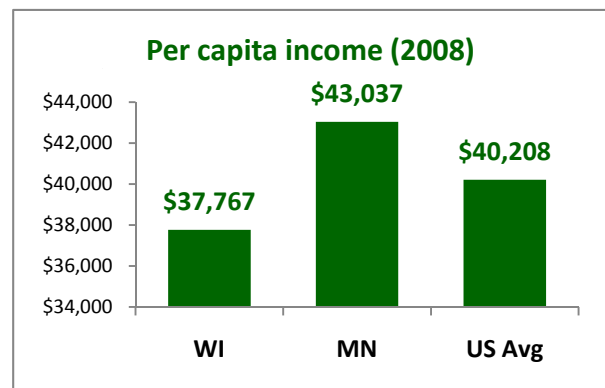
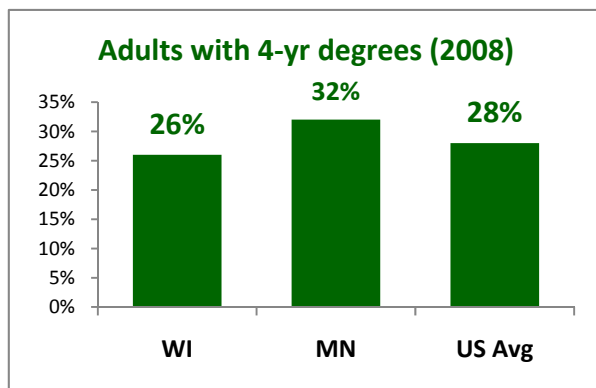
The Growth Agenda seeks to leverage the university's strengths to benefit all Wisconsin citizens. As the nation and the state look to recover from a historic economic downturn, the UW System is refining its strategy and setting new goals that demand bold, creative thinking and strong support.

Wisconsin's Challenges

Today, more than 178,900 students are enrolled at UW System campuses – a record high. About 65% of those students will graduate from a UW school within six years. By most measures, the state's public university is performing well compared to its peers, but Wisconsin now faces bigger challenges that demand new approaches.

Educational Attainment is Lagging

The United States is one of only two developed countries where younger people are not as well educated as their parents. In comparison with other states, fewer Wisconsin workers have baccalaureate degrees. The population moving into Wisconsin tends to be less educated than those attracted to some other states. In 2008, Wisconsin ranked 29th in the nation in the percentage of adults who hold a four-year degree. As a result, per capita income in the state continues to trail Minnesota and most other states.



In a 2008 study, the urban policy group CEOs for Cities made the case that more degree holders lead not only to higher per capita income, but also a faster rate of economic growth. The report also indicated higher education levels correlate with lower demand on social services and lower poverty rates:

“Across metropolitan areas, improving education levels could be one of the most powerful forces for improving income and economic well-being....Increasing the four-year college attainment rate in each of the 51 largest metropolitan areas by one percentage point, from its current median of 29.4 percent to 30.4 percent, would be associated with an increase in aggregate personal income of \$124 billion per year for the nation.” (“CityDividends” study)

To address this educational deficit, colleges and universities must attract a broader, deeper cut of the population, including under-represented populations, people from lower-income families, and first-generation college goers. In Wisconsin and across the nation, people of color are much more likely to enter the workforce without the educational credentials necessary to succeed. Comparing lower-income families and their higher-earning peers, Wisconsin and the nation continue to struggle with gaps in both college access and college success. Taking into account projected demographic trends, this does not bode well for the future, and this persistent social dilemma translates into an economic imperative for the entire nation.

A more educated workforce – comprised of people who work in and create better jobs – will lead to higher incomes. In turn, this will contribute to a broader tax base and a lighter tax burden on individual citizens and businesses. **If per capita income in Wisconsin were raised to the Minnesota average, residents here would collectively take home \$29 billion more in earnings every year.**

Beyond the purely economic arguments, research shows that a more highly educated population will also be healthier, and less reliant on an overburdened healthcare system. They will be more philanthropic, supporting a network of nonprofit organizations that form a vital safety net for all families. Educated citizens will be more engaged in their communities, and more active in our democratic system of government.

The gap between rich and poor in America has widened, just as the percent of people in the country with college degrees has leveled off. Left unchecked, this trend presents a growing threat to the health of our democratic society.

Need for High-Quality Jobs

Conversations about “job creation” dominate today’s political landscape, yet much of the dialogue understates the significant potential of university-based research and development (R&D) as a prime source of business start-ups and new jobs. The UW System must get better at leveraging its research assets creatively for the benefit of communities, citizens, and the broader state economy.

Globalization and the economic crisis have created serious challenges for Wisconsin, not the least of which are unprecedented layoffs, spikes in unemployment, and shortage of capital. The steep recession comes on top of several trends in the past decade, among them the loss of close to 150,000 manufacturing jobs – 31,000 of them in the last year alone. Moreover, the state trails the U.S. average in business start-ups, high-tech companies, and venture capital.

UW campuses are not immune from the effects of this economic crisis. R&D funding has slowed, enrollments in some professional and executive education programs have dropped, and many new graduates are venturing out into a very lean job market.

To compete, Wisconsin must meet the challenges that threaten its economy and future. We live in an era where innovation and entrepreneurship are the keys to economic growth, so Wisconsin must be an “innovation laboratory” and must take those innovations to market in ways that produce jobs and income.

Approximately 250 start-up or spin-off companies with ties to the university system have been created over the years. Companies in the UW-Madison Research Park alone employ nearly 4,000 people with an average salary of about \$62,000 – nearly twice the state’s per capita income. University-based research contributes to national security, personal health, and quality of life.

Milwaukee, the state’s largest urban center, has a proud manufacturing history, but it lags behind other comparable cities in terms of academic research. For example, the University of Illinois-Chicago campus nearly doubled its research budget over a seven-year period, expanding to \$332 million by 2006. **Similar growth in research capacity at UW-Milwaukee would have a significant impact on the regional economy. Some studies indicate that more academic R&D can be especially helpful to older, established industries that may need help diversifying and upgrading. That is why the UW System is supporting the UW-Milwaukee research growth agenda.**

According to an April 2008 report in the *Milwaukee Journal Sentinel*, that's exactly what happened in Akron, Ohio:

"In northeast Ohio, the University of Akron sits in the middle of former Rubber Capital of the World. But after the loss of tire production jobs left Akron economically depressed, the university has found a way to build on the region's industrial past. While Akron had always had extensive programs in rubber chemistry, it branched into polymers, which are strands of interconnected molecules used in rubber, plastic wraps and many other products. In 1988, the university established its College of Polymer Science and Engineering, which is now the largest program of its kind in the nation and draws researchers from around the world. It has since moved into biotechnology and nanotechnology and supports small and mid-sized companies that work with polymers."

Already, the UW is a destination and fertile source of innovation for entrepreneurs. **In 2009, the Wisconsin Technology Council reported that academic research and development is a \$1.1-billion industry in the state. The spending by that industry translates into more than 38,000 direct and indirect jobs. That is more people than are employed by the plastics and rubber industry (32,380), or by wood product manufacturing (23,790) in Wisconsin.**

The Wisconsin Department of Workforce Development estimated that nearly 1 million jobs will be open in Wisconsin between 2006 and 2016, distributed across the state among approximately 800 occupations within nearly 90 industries. Employment is projected to grow, but at a slower pace than in the past. Changing demand, technology advancements, and global competition will continue to drive the long-term historic shift to the need for more skilled workers in the state.

In fact, the majority of new jobs in Wisconsin, and most of the country, will require some kind of postsecondary education, according to a June 2010 report by Georgetown University. The report predicts the number of jobs requiring postsecondary education will increase to a national average of 63% by 2018, outpacing the number of qualified workers by 3 million. By 2018, 61% of jobs in Wisconsin will require postsecondary education – 139,000 more than in 2008. (*“Help Wanted,” June 2010*)

A January 2010 survey by the Association of American Colleges and Universities (AAC&U) found that employers expect to increase efforts to hire people with four-year degrees, and want college graduates to have a blend of liberal education and applied learning experience. In the same study, almost half of employers said their organizations downsized over the past 12 months, but nearly two in five employers expect to increase their staffing in the next 12 months. According to AAC&U:

“In an economy fueled by innovation, the capabilities developed through a liberal education have become America’s most valuable economic asset.” (College Learning for the New Global Century, AAC&U, 2007)

Need for Human Capital

The Growth Agenda is about developing Wisconsin’s advanced human potential, the knowledge-economy jobs that employ that potential, and the thriving communities that sustain citizens and businesses alike. To fulfill this vision, the UW System must have the ability to develop and sustain its own human capital.

Much of the UW System’s work focuses on preparing students with the knowledge, skills, abilities, and habits of mind necessary to succeed in the national and global workforce, and to lead as active citizens in a globally connected, 21st-century democracy. To do this, the UW System must have the means to compete and thrive within an increasingly competitive higher-education labor market. UW institutions must be able to attract, hire, and retain the most diverse and best possible corps of faculty, academic staff, academic leaders, and classified staff.

This will require long-term efforts that position the UW System to provide competitive compensation and supportive work environments.

In 2008-09, UW System faculty salaries were 11.42% lower than faculty salaries at comparable peer universities. It is estimated that faculty average salaries will be 11.10% behind peer median salaries by the end of the 2009-11 biennium and 17.9% behind by 2011-13. A 2010 study by the Midwestern Higher Education Compact (MHEC) showed the UW System at or near the bottom in almost all salary comparisons by type of institution and rank of faculty. The same study noted that salary increases for full professors at UW-Madison and UW-Milwaukee were the lowest among 20 doctoral institutions surveyed.

For UW System's comprehensive institutions, the MHEC study showed the five-year change in salaries for full professors was also the lowest of 12 states in the study, significantly below the rate of inflation, and 8% below the Midwestern average.

Historically, UW System institutions have attempted to address recruitment and retention challenges in part by reallocating base funds. A series of recent budget reductions, lapses, and reallocations have sharply limited the institutions' ability to rely on this practice. More recently, a special recruitment and retention fund was requested and made available in three consecutive biennial state budgets to help address this problem.

The Growth Agenda's success is predicated upon the work of many talented academic professionals who serve students in and beyond the classroom. Academic staff work in admissions, pre-college outreach programs, academic advising, residence halls, financial aid, libraries and other functions to enrich the educational experiences of every student. Academic staff also play major roles in the UW System's instructional mission and research enterprise, as well as in statewide outreach and Extension programs.

While it is more difficult to obtain standardized salary data for academic staff than faculty at peer institutions, challenges have been reported in the recruitment and retention of academic staff across the UW System. As with faculty adjustments, UW System institutions have relied in part on base reallocation of funds to make competitive salary offers and retention adjustments for academic staff. In 2008-09, UW System academic staff salaries were 8.02% lower than such salaries at comparable peer universities. It is estimated that academic staff average salaries will be 9.62% behind peer median salaries by the end of the 2009-11 biennium and 16.42% behind by 2011-13.

The current economic crisis has resulted in real declines in compensation for UW faculty and academic staff, with the rescission of a previously approved 2% pay plan and implementation of mandatory furloughs equal to a 3% pay cut in 2009-10 and 2010-11.

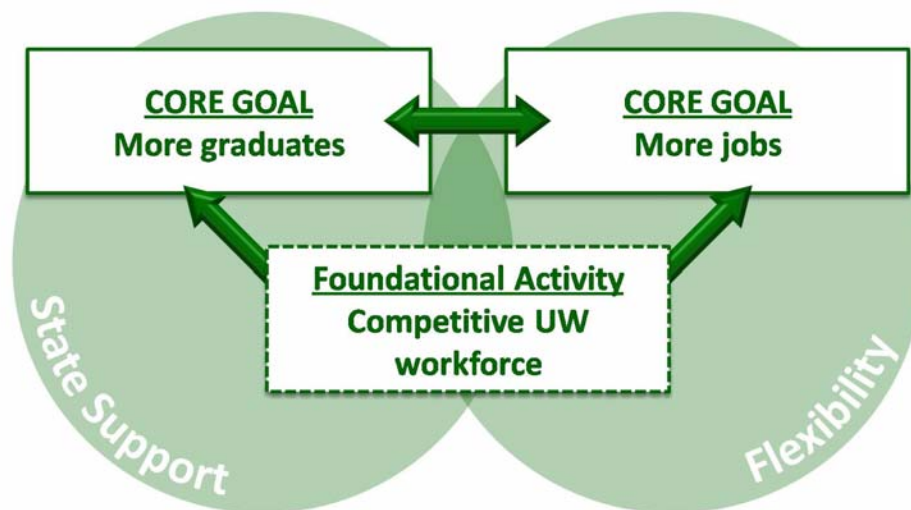
On the plus side, the UW System generally has a competitive advantage with retirement and health care benefits. Wisconsin recently overcame one longstanding disadvantage, relative to peers, by winning the ability to offer full health benefits coverage for domestic partners.

However, UW institutions continue to face one significant disadvantage, with relatively modest tuition assistance benefits for employees, and no benefits available for spouses/partners and children of employees. Other universities and colleges typically provide much richer benefits in this area.

UW System’s Response: New Growth Agenda Strategies

The University of Wisconsin System is one of the key ingredients to a secure and decent life for Wisconsinites in 21st-century America. People who care about higher education and believe in its incredible potential have an obligation to make the UW work more effectively and efficiently, and to preserve the quality that has been its hallmark, recognized nationally and internationally.

To help move the state out of the deep recession and prepare for better economic times ahead, the UW System is advancing a new model of renewal and recovery. This is the natural evolution of the Growth Agenda, more sharply focused on the state’s immediate and long-term challenges.



As illustrated above, the UW System is advancing a plan with two “core goals”—increasing the number of Wisconsin residents who have a college degree, and leveraging the UW’s research capacity to grow more well-paying jobs.

This plan will include specific, measurable targets that will move Wisconsin and the nation closer to the numbers of college-educated workers found in best-performing countries such as Canada (55%), Japan (54%), and Korea (53%).

At some UW institutions, increasing the number of graduates will entail a renewed focus on graduation rates. Other campuses may look to expanded enrollment, or a combination of retention and enrollment. Some will focus on traditional audiences and delivery methods, while others will turn to distance education and returning adult students. There is no “one-size-fits-all” solution. Rather, institutions will adopt tailored strategies to address local needs and leverage existing strengths.

New strategies will also build upon the recommendations provided by the UW System’s “Research to Jobs” task force. These efforts will emphasize UW-Madison’s national and global leadership as a research institution and identify new ways to expand UW-Milwaukee’s research capabilities. The plan will also accelerate R&D support at the UW System’s 11 regional comprehensive universities. In each case, expanded research and development activities will be designed to enrich, not diminish, undergraduate education.

Diverse, vibrant, and high-quality faculty and staff are essential to the success of UW System’s Growth Agenda. New strategies must focus on engaging outside experts in a thorough, objective analysis of compensation and benefits, and solutions that will enable and empower the UW System to address specific shortcomings. The review will examine closely the salaries of faculty and staff at UW institutions, comparing them against market data and peers with whom we compete for talent.

To provide a quality education to more students, engage in more research, and sustain a competitive university workforce, the UW System needs not only renewed state investment, but also new administrative and managerial flexibility – the freedom to innovate and embrace best business practices.

The 2010 “Grapevine” report showed that all states are struggling to sustain their commitment to higher education. Even within that context, looking at funding trends over the past several years, Wisconsin still lags most other states in support for higher education:

Percent change in state support for higher education: FY 2010 compared to previous years			
	National Avg.	Wisconsin	WI Rank among 50 states
1-year change	-3.7%	-6.7%	34 th
2-year change	-6%	-3%	20 th
5-year change	13.3%	6.2%	36 th

Historically, states have cut higher education spending during tough economic times, and then reinvested in colleges, universities, and financial aid programs as the economy rebounded. Nobody knows if this pattern of reinvestment will repeat itself. If not, and the current cuts and lapses become permanent, the diminished support will have a direct and significant impact on

the UW System's capacity to enroll students, provide a high-quality education, and preserve affordable access for hardworking families.

Together, upward pressure on enrollment and declining state funding will only serve to intensify the longstanding debate about how public universities should be managed to achieve the highest possible efficiency and quality, while preserving accountability to taxpayers.

For decades, UW System leaders, including Boards of Regents appointed by multiple governors from both parties, have called for greater flexibility in running the state's public university system – something many other public universities already possess. This effort will not make the UW less public. Rather, it is a call to embrace new ways of doing business that will enable the UW System to survive, thrive, and better serve citizens in the public interest.

This component of the Growth Agenda will focus on advocating for new laws, policies, and practices that provide the UW System with the capacity to make management decisions that result in real savings. Significant efficiencies could be achieved in areas such as building processes; procurement; safety and loss; personnel; and investment authority. Savings in these areas could be used to support core educational programs.

Conclusion

The need for action is clear. To thrive in coming decades and compete effectively with high-performing states and nations, Wisconsin must make higher education a higher priority.

UW System's Growth Agenda for Wisconsin is a multi-dimensional approach to a complex problem. Without action now, Wisconsin will continue to slip back in national and international competition, as more of its children seek brighter opportunities elsewhere. Successfully implemented, the benefits of the Growth Agenda will accrue to all Wisconsin residents, their future generations, and the communities where they live and work.

The tradition of high-quality education in Wisconsin and the strength of the UW System can take us there. America's strategic advantage lies in the knowledge and innovation of its people, and we must commit to using and supporting the university to maximize this advantage.

INCLUSIVE EXCELLENCE FAQ

WHAT IS INCLUSIVE EXCELLENCE?

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

HOW DOES INCLUSIVE EXCELLENCE WORK?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- ◆ Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;
- ◆ Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential;
- ◆ Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- ◆ Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and
- ◆ Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

WHY INCLUSIVE EXCELLENCE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a System committed to creating those diverse learning environments that we know are so vital to our students' growth, learning, and achievement. Our recruitment and retention efforts as well as our engagement in such initiatives as the Campus Climate Study and the Equity Scorecard Project have taught us that our pursuit of diversity has to be a far more multidimensional, integrative, and student-centered process if it is to produce the kinds of individual and System-wide transformation we have been seeking. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts albeit with a greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices, and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem.

Working Definitions for Inclusive Excellence

Inclusive Excellence brings together a comprehensive knowledge base – research and theory— from a variety of sources. Within this framework there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence— Diversity, Equity, Inclusion and Excellence.

DIVERSITY

DIVERSITY: Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

COMPOSITIONAL DIVERSITY: The numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio).

CRITICAL MASS: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel

INCLUSION

INCLUSION: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

EQUITY

EQUITY MINDEDNESS: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices. (Bensimon, 2008)

DEFICIT MINDEDNESS: Deficit thinking “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the youngster—such as familiar deficits and dysfunctions” (Valencia, 1997). In other words, deficit thinking “blames the student” for unequal outcomes.

REPRESENTATIONAL EQUITY: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors, and in the distribution of grades. (Bensimon, 2008)

EXCELLENCE

EXCELLENCE: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

**WHY NOT
IMPLEMENT
ANOTHER TEN-
YEAR PLAN?**

Despite its twenty-year history of strategic plans for diversity, success on the widespread scale the UW System intended remains frustratingly out of reach, with only modest gains in key areas. Though Plan 2008 provided a bold, progressive vision for transforming the UW System, it did not—and could not—fully anticipate the myriad of practices and processes that its institutions would need in order to cultivate truly diverse and equitable learning environments. Moving forward, we as a system of higher education institutions intend to focus our efforts on driving diversity deep into our everyday cultures, daily practices, and organizational patterns where it can take root and eventually blossom.

**WHAT ABOUT
THE GOALS OF
PLAN 2008
WHICH WE
HAVE YET TO
REACH?**

Establishing a critical mass of faculty, staff, and students from historically underrepresented groups will remain a top priority for UW campuses under Inclusive Excellence. As institutions of learning, as a collective system of higher education, and as a state, our futures depend heavily on our ability to educate and hire those who will soon constitute the new majority in this country. We shall maintain our support of efforts aimed at diversifying our institutions, including our multicultural/disadvantaged initiatives, pre-college programs, and efforts such as the Equity Scorecard Project to enhance access, retention, and graduation rates for students of color as well as to ensure their full and successful participation at all levels of institutional life.

**WHAT DOES
SUCCESS
ACCORDING TO
INCLUSIVE
EXCELLENCE
LOOK LIKE?**

Success will be recognized by numerous hallmarks, some of which include:

- ◆ Thorough institutionalization of equity and diversity where they are embraced as core values and used to inform campus decision-making, educational practices, and policy-making;
- ◆ Greater compositional and equitable representation diversity of among faculty, students, staff, and other university personnel;
- ◆ Steady and significant rates of retention and upward mobility for faculty and staff who are members of underrepresented populations;
- ◆ Steady and significant increases in the retention and graduation rates for all UW students;
- ◆ Proportional representation of students from underrepresented and underserved populations in competitive academic programs and co-curricular activities that are indices of excellence;
- ◆ Improved campus climates that provide a strong, abiding sense of belonging and community for all UW students;
- ◆ Better alignment and cohesiveness between diversity efforts and other institutional initiatives, particularly those that focus on excellence in undergraduate education;
- ◆ Greater numbers of UW students who possess the requisite multicultural competencies they need to navigate an increasingly diverse democracy; and
- ◆ The enhanced capacity of UW System institutions to meet the ever-emerging and complex needs of its students, the state, and society, now and in the future.

WHAT KINDS OF BENCHMARKS WILL WE HOLD OURSELVES TO UNDER INCLUSIVE EXCELLENCE?

UW System Administration and UW institutions will likely engage in collaboration with one another to identify which reliable measures will be used to assess how they are doing in their Inclusive Excellence-related efforts.

HOW LONG WILL WE HAVE TO IMPLEMENT INCLUSIVE EXCELLENCE ON OUR CAMPUSES?

The Inclusive Excellence process is an iterative one, something that unfolds and develops over time, according to each institution's mission, culture, identity, and demographics. If institutions work diligently and steadily to incorporate their diversity work into the larger institutional culture, Inclusive Excellence and diversity more generally will simply become integrated into the larger fabric of the institution.

WHAT KINDS OF RESOURCES DOES INCLUSIVE EXCELLENCE REQUIRE?

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other institutional planning efforts. Therefore, its implementation should not require any additional resources of either the financial or human kind. It will require the leveraging of institutional resources so that they are distributed according to a campus' most pressing diversity needs.