

The Future Imagined Reorganizing UWGB for Innovation and Growth

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I. Overview

The University of Wisconsin - Green Bay is a university with a bright future. If we build on our history of **innovation**, appreciate and expand the proven ability of the unique UWGB interdisciplinary education as a **transformation** in the lives of our students and shape our programs around a deep love for our special **place** in Green Bay and Northeastern Wisconsin, the University can become a model for higher education in the 21st century.

In order to understand and organize the potential of the University I initiated the *Invent the Future* process shortly after becoming Chancellor in August 2014. The purpose was to engage the campus community in intensive reflection and examination of the underlying assumptions and operations of the University. Four faculty and staff workgroups examined questions of enrollment, program portfolio (including graduate education), community engagement and the interdisciplinary core of the University. *Invent the Future* was to be a year-long discussion of emerging ideas culminating in a reshaping of the existing university strategic plan.

In addition to the *Invent the Future* process, responding to a desire to introduce more transparency into the University planning process, I established the University Planning and Innovation Council (UPIC). The UPIC serves as the senior faculty, staff and student planning unit advising the Chancellor and the cabinet. Members of the group are nominated by the University Committee and the leadership groups of the Academic Staff Committee, the University Staff Committee and the Student Government Association. The UPIC is co-chaired by the Provost and the Vice Chancellor for Business and Finance. It was anticipated the UPIC would play a key role in reshaping the strategic plan in light of the *Invent the Future* process.

The Governor's budget proposal in February 2015 significantly changed the planning trajectory and schedule for UWGB. Because of the enormous size of the proposed reductions, university planning activities were immediately turned toward managing the budget cut. *Invent the Future* was prematurely terminated at my request in order to capture the best ideas from that process to inform the budget reduction exercise. The UPIC reviewed the *Invent the Future* workgroup reports and identified five areas for more intensive study: university marketing and communications strategy; interdisciplinarity; academic program portfolio (with emphasis on new programs for the future); high impact practices; university restructuring (with particular emphasis on new colleges in business and health profession) and efficiency. I responded to the UPIC review in a memo of June 17 and they continue to work on these opportunities (response memo posted on Chancellor's web page).

The budget reduction process required an intensive effort of discovery regarding the operational and organizational features of the University. This process, along with *Invent the Future*, affirmed many values, programs and assumptions of the University. It also revealed important weaknesses and impediments to continued institutional vitality.

Among the most important affirmed positive characteristics and assets of the University were:

- Commitment to interdisciplinarity as a core value and operational paradigm.
- Strength of the faculty and staff.
- Success of graduates in the workplace.
- Extensive community engagement activities by individual faculty and staff.
- Strong commitment to connecting selected professional programs to the regional economy.
- Effective shared governance system.
- History of innovation.
- Good facilities and a beautiful campus.
- Extraordinarily committed Council of Trustees.
- Location in the third largest city in Wisconsin; internationally known city.
- Stable and vibrant local economy with a great need for college graduates.
- Emerging diversity.
- Diverse higher education environment (small, private liberal arts college; technical college; public comprehensive university; regional two-year colleges).

Areas of concern or weakness revealed in the discovery process and *Invent the Future*.

- Need to refresh the interdisciplinary model in light of the changing environment in higher education.
- Need for a strategic enrollment plan and growth.
- Need for strategy for eLearning.
- Need to clarify faculty and staff work model
- Need to clarify mission and future of the Division of Outreach and Adult Access.
- Underdeveloped culture of accountability in senior and mid-level leadership tier.
- Limited capacity for predictive analytics.
- Unclear institutional policy and approach to community engagement.
- Need to refresh approaches to financial management.
- Out of date strategic plan.
- Need for broad plan for new academic programs.
- Need to elevate the Cofrin School of Business to a separate college.
- Need to have a separate College of Health and Education.

Taken together this list of opportunities and challenges provides the context for expanding our traditions of **innovation**, **transformation** and **love of place** that to support our commonwealth commitment to interdisciplinarity, extend our influence in higher education and provide us with much needed financial stability in a time of resource limitation.

II. The New American Comprehensive University: UWGB as a Leader

It is important to appreciate that UWGB does not operate in a vacuum nor is its success dependent solely on its internal processes. In order to succeed, the University must connect its mission and approach to the external higher education environment. It is in this way, the University will be able to fully leverage the great innovation of interdisciplinarity.

In his article “The End of the University as We Know It,” Nathan Harden – author, commentator, and editor of the higher education news website The College Fix – Opened with the following provocative paragraph:

In fifty years, if not much sooner, half of the roughly 4,500 colleges and universities now operating in the United States will have ceased to exist. The technology driving this change is already at work, and nothing can stop it. The future looks like this: Access to college-level education will be free for everyone; the residential college campus will become largely obsolete, tens of thousands of professors will lose their jobs; the bachelor's degree will become increasingly irrelevant; and ten years from now Harvard will enroll ten million students.

Although Harden's obituary of the American Academy may be dismissed as an early infatuation with MOOCs (massive open online courses), his observation that American higher education is unable or unwilling to answer the call for more creative approaches is disquieting.

Harden's warning is particularly important for regional comprehensive universities like UWGB. Such universities have long-ago outlived their original missions (most as state teacher's colleges), are no longer supported primarily from state appropriations, face dramatic changes in demographics and operate within a pervasive skepticism about both the commonwealth and individual value of the college degree. These universities must reinvent themselves in order to survive.

The irony of the modern critique of higher education is that the most criticized attributes of higher learning – the seemingly directionless and non-utilitarian liberal arts – are both precious to the ideals of the academy and sought after by employers and graduate schools. It is the fundamental outcomes of the liberal arts undergraduate experience – intellectual agility, effective communication and evidence-based thinking – not specific job-related skills that make college graduates so valuable to society and the economy.

UWGB is unique among regional universities established during the Golden Age of American higher education. The University's problem-solving and interdisciplinary approach may be the most advanced model for addressing matters of ultimate concern through the arts and sciences among American universities. There is a real opportunity for the University to become a national leader during this transitional time in higher education.

UWGB can become a national higher education innovator in two ways: (1) demonstrating clear outcomes of the problem-solving and interdisciplinary approach and (2) significantly expanding student access to the unique approach through enrollment growth. The University will embark on a program of study of the interdisciplinary paradigm during the 2015-2016 academic year (our 50th year). The challenge of expanding access requires growth and a more accountable leadership structure. This can be achieved through the reorganization described here.

III. The Importance of Growth and Reorganization

In order to grow and fully engage with our community, we must reorganize the University in a way that will reposition our scarce resources toward a nimble, contemporary paradigm of interdisciplinarity of national and international prominence. We must support faculty excellence in scholarship, teaching and service. And, we must expand graduate education and innovative delivery models. A university reorganized with: (1) four academic colleges (Business, Health and Education, Science and the Liberal Arts), a reshaped (and renamed) Division of Outreach and Adult Access, (2) a richer array of strategic graduate programs, (3) a more organized institution-level engagement agenda and (4) a more efficient student and faculty support structure will provide the required foundation for growth and engagement.

Growth means both an increase in the number of students served (and, consequently, the number of faculty and staff employed) and the expansion of value-adding engagement in business, social support and the arts in the community. Growth creates the following:

- The opportunity to expand the interdisciplinary model nationally. – Our institution-wide commitment to problem-solving and interdisciplinarity is something to which every university aspires. If we can demonstrate (quantitatively and qualitatively) the high value of our unique approach, then we can attract students nationally and internationally.
- A greater capacity to support faculty and staff. – The recent budget crisis revealed the importance of scale in the resource limited environment of state higher education systems. Smaller universities like UWGB have a much more difficult time negotiating budget reductions and have fewer resources during stable budget times. Smaller universities are thus not able to provide as much support for faculty scholarship and teaching. Small universities have more difficulty meeting important new mandates. For example, new provisions in the state budget provide avenues for future merit-based compensation adjustments which must be supported from campus funds. If the University operates on the margin, resources for such adjustments will be difficult to find.
- A greater capacity to support the student experience. – The quality of the student experience depends on a committed and talented faculty and staff. It also depends on access to technology, research, travel and interactions with the emerging global diversity (increasingly reflected in Green Bay), all attributes requiring additional resources available to a growing university in an enrollment-driven environment.
- The ability to overcome current enrollment challenges and achieve financial stability. – The University has been required to cover recent enrollment declines with internal resources thereby diverting those resources away from direct support of the academic program. While we have turned the corner on the enrollment decline, in order to more quickly overcome the negative financial implications (which persist in the budget for many years), we must expand enrollment substantially.
- The ability to build upon an established record of innovation. – Funding for public higher education in Wisconsin is essentially enrollment driven. New academic programs will require tuition-driven business models (program revenue models such as our Engineering Technology program). In order to generate funds to sustain innovative programs enrollment growth is required.

- The ability to expand access in a region where considerably more postsecondary attainment is needed. – Many UWGB programs are highly sought and capable of expansion. Inasmuch as the Green Bay region has one of the lowest post-secondary attainment rates in the state (and much lower than the national average) it is incumbent upon the University as part of its regional comprehensive mission to expand opportunities for post-secondary training in the area.
- Strategic opportunities for university engagement. – Certain academic areas have natural connections with business, government and the community's social dynamics. Where such overlap exists there is often considerable demand for greater university engagement which can be accomplished by careful growth. High levels of engagement increase opportunities for students, faculty and staff and often create novel revenue streams for the university.
- Strategic opportunities for innovation in academic areas. – This happens in two ways. Indirectly, because of curricular linkage and accreditation requirements in the professions and more applied academic areas growth in those areas necessarily leads to growth in the humanities and the arts. This, coupled with the general increase in faculty staffing and support which follows growth provides an excellent environment for innovative programming in areas concerned mostly with the academic realm and, consequently, for continual enhancement in the quality of all programs particularly the humanities.

In order to grow strategically, the University must organize itself differently. Reorganization into four colleges (Business, Health and Education, Science, and Liberal arts) provides:

- Better support for faculty through additional accountable dean level leadership. – The most important determinant of the student experience is the quality of the faculty and the support provided to the faculty and staff. Faculty and staff support in a resource-limited environment derives from creative and engaged leadership at the decanal level. Such leadership provides access to important institutional discussions about resource strategy and, importantly, connections with community constituents. Decanal leadership is key to program development and growth, to faculty development and student recruitment. Deans represent academic interests in the system, the local community and, importantly, facilitate national connections and opportunities. Deans and their offices provide foundational administrative support in order to free faculty to teach and conduct scholarship. Deans are directly accountable for institutional strategy as it relates to their college or school. An essential function of the dean is to ensure the application of shared governance in all operations at their level. The new institutional organization applies decanal leadership to key broad academic areas while maintaining the interdisciplinary core of the institution.
- Expanded institutional fund raising capacity. – In order to prosper, the University must continue to expand alumni support and philanthropic capacity. This important commonwealth goal is organized and lead by the Division of University Advancement under the direction of the Vice Chancellor of University Advancement and President of the UWGB Foundation. Success depends on the full engagement of well-trained deans working closely with their faculty and staff to engage the passion of potential donors and provide opportunities for alumni to connect with the University. The new institutional organization will significantly expand this capacity.
- Better alignment with the UW system and with the national higher education structure. – The current organization of UWGB is not recognizable within the university system and, thus, the University is often overlooked in discussions of possible system-wide

collaborations. Moreover, new programs proposed by the university are often not supported because they do not appear to be part of the accepted program portfolio of the system. Direct connections between academic programs and the regional economy are also essential. Deans are responsible for unit connections to the community, faculty and staff support, academic quality and resource environment.

- Ability to grow strategically. – Because of the fiscal dynamics of public higher education in Wisconsin, in order to survive and prosper, UWGB must grow in enrollment. Growth will be difficult within the current organizational structure because there is insufficient direct leadership accountability for growth at the unit level and insufficient advocacy for the unique interdisciplinary programs. Additionally, the current structure is difficult to interpret to prospective students and, thus, limits enrollment. Moreover, the current organization is designed primarily for a time prior to the demographic changes we have seen in recent years. It does not include enough accountable mid-level leaders (deans) who are responsible for enrollment targets in strategic areas that connect with the state economy (e.g., business, health care, engineering technology, etc.).
- The nurturing of an innovative culture. – In the modern academy, deans are responsible for nurturing innovation in their colleges and, through interactions with other deans, the development of innovative ideas into faculty opportunities and increased enrollment. Currently, the university has too few deans to optimize this opportunity. The new organizational structure will provide a much more dynamic and productive environment for innovation.

IV. The New Organization

The new organization will change the basic structure of the university from a model with two academic colleges to a model with four academic colleges/schools. The four Academic Schools/Colleges will be: The Cofrin School of Business; the College of Health and Education; the College of Science; the College of Liberal Arts (the final names of these colleges are yet to be determined). A preliminary distribution of the academic units within these Colleges and schools is provided in the business plan (Section V). The Division of Outreach and Adult Access will be reshaped to support this structure.

V. Business Plan

The transition from two colleges to four colleges and the reshaping of the Division of Outreach and Adult Access will occur in two phases. Coincidentally to the restructuring, the UW System President has directed that UWGB move from a 21 credit to a 24 credit teaching load. (A plan for that transition is being developed by the Provost and the faculty).

- Phase I: (1) Reorganize the FY16 budget from two to four colleges/schools; (2) Initiate the reshaping of the Division of Outreach and Adult Access. (To be completed January 2016).
- Phase II: (1) Complete the reshaping of the Division of Outreach and Adult Access; (2) Implement the 24 credit teaching load for faculty; (3) address additional instruction/summer support if necessary. (To be completed Fall 2016).

Exhibit A provides the details of the budgetary transitions.

Exhibit A, Section I – Transition in the F16 budget

This section shows the original and revised FY16 budget along with important reorganizational changes. The key transition is the reduction and redeployment of the Adult Degree Program (moved to the new College of Liberal Arts) and the reshaping of the Division of Outreach and Adult Access.

The reduction in 2.50 FTE in the transition (from a total of 272.51 to 270.01) results from:

- Eliminating 3.50 FTE of vacant administrative positions in the Division of Outreach and Adult Access.
- Moving the 0.49 FTE Division of Outreach and Adult Access leadership position from the Adult Degree Program,
- Adding 1.0 FTE dean position, and
- Transitioning three faculty positions to dean and associate dean positions.

This reduction in teaching FTE is to be recovered through reallocation of a portion of approximately 16 FTE in reassigned time now allocated throughout the university and an increase from 21 to 24 credit faculty teaching load as determined by the provost in consultation with the deans and their faculty. It is expected that some reassigned time for critical activities as determined by the Provost in consultation with chairs and faculty will continue.

Exhibit A, Section II – Total cost of reorganization

Section II is another breakdown of the reorganization costs showing total cost savings of \$91,414 and 2.5 FTE. The allocation for deans and associate deans is covered predominately from the recovery of vacant positions in the Division of Outreach and Adult Access and the allocation of a portion of adult degree courses to the normal teaching load of teaching faculty (available from 16 FTE reassigned time and 24 credit teaching load). Moving some salaries to non-GPR funding sources will result in an increase in fringe benefit costs.

Exhibit A, Section III – College Budgets

Section III shows the total budgets and total FTE for each of the four colleges along with a portion of the allocation to establish the Office of Community Engagement (if possible) in the Chancellor's Office and the deployment of selected Division of Outreach and Adult Access administrative programs to Enrollment Services (This portion of the business plan is hypothetical at this point). The chart also shows the first pass at the location of budgetary units within the four colleges. The final location will be determined by the Provost in consultation with the faculty and staff.

VI. The Schedule of Implementation

Preparations for the reorganization will be completed in the fall semester 2015. Board of Regents approval for the reorganization will be sought in December 2015. A number of policy and leadership changes (e.g., elections processes, college policies, etc.) are required in order to implement the organizational change. These will be organized through the shared governance process in the Spring 2016 semester. The shift to the new college structure to take place on July 1, 2016.

Exhibit A

Phase One:

- Move current budgetary units to new four college structure.
- Split the Adult Degree Program academic and administrative functions.

Phase Two:

- Complete the restructuring of the Adult Degree Program (academic and administrative).

Implementation 24 months from four months.

I. Current College/Program

Adult Degree Program
Academic Innovation
College of Liberal Arts and Sciences
College of Professional Studies*
Total

II. Reorganization Changes:

Deans/Associate Deans
Adult Degree Vacant Positions
Faculty to Adult Degree**
Move Add'l Instruction to Fund 131
Fringe Benefit Adjustments
Total Reorganization Changes

* Excludes NEW Partnership for Children and Families

**** Adult Degree courses taught as part of load**

FOUR COLLEGE MODEL (Current Draft)

College of Health and Education		College of Liberal Arts		College of Science		School of Business		Community Engagement		Enrollment Services		Total	
Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE
\$ -	-	\$ 1,915,988	5.00	\$ -	-	\$ -	-	\$ -	-	\$ 1,774,188	21.48	\$ 3,690,176	26.48
-	-	-	-	-	-	-	-	-	-	-	-	164,368	1.00
-	-	-	-	-	-	-	-	164,368	1.00	-	-	-	-
-	-	7,806,354	112.56	3,621,757	53.41	-	-	-	-	-	-	11,428,111	165.97
4,474,075	49.32	-	-	-	-	2,572,607	27.24	-	-	-	-	7,046,681	76.56
\$ 4,474,075	49.32	\$ 9,722,342	117.56	\$ 3,621,757	53.41	\$ 2,572,607	27.24	\$ 164,368	1.00	\$ 1,774,188	21.48	\$ 22,329,337	270.01

III. Current College/Program

Adult Degree Program
Academic Innovation
College of Liberal Arts and Sciences
College of Professional Studies*
Total

Location of Current Budgetary Units:

Education	Adult Degree	Center for Bio-Div	Business Admin	Academic Innov.	Adult Degree (administration)
Nursing	DJS	NAS		Credit Outreach	Other Current Units
Social Work	Art & Design	Human Biology		\$828,638	\$3,791,410
	Music	EMBI		Non-Credit Outreach	
	Theatre			\$1,416,198	
	Human Dev			LIR	
	Humanistic Studies			\$133,153	
	Inf & Comp Science			\$133,153	
	PEA				
	Writing Center				
	LIPS				