



## **“Principles for Progress and Prosperity:” A Compact to Better Educate More People**

**Chancellor Richard H. Wells  
University of Wisconsin Oshkosh  
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Welcome to the start of the 2010-2011 Academic Year at the University of Wisconsin Oshkosh. Opening Day is a time for us to celebrate the character, passion and commitment of UW Oshkosh people and to recognize notable achievements with awards and honors. I would like to preview some of the exciting things we have to look forward to this year as my way to get everyone off to a good start on Opening Day.

As many of you know, Kevin Reilly, the UW System President, and the Board of Regents are promoting [The Growth Agenda for Wisconsin](#). The Growth Agenda is central to the System’s [Advantage Wisconsin](#) strategic framework. Advantage Wisconsin expresses the System’s vision for improving our state’s competitive edge and our quality of life. The Growth Agenda initiative has three major goals: to produce more, better prepared degree holders, to create more well-paying jobs, and to build stronger communities.

Our role, here at UW Oshkosh, is to develop the human potential required to achieve these goals. Most importantly, we need to educate more, better prepared degree holders. This means, among other things, we need to continue our tradition of [strategic financial planning](#). Last year, I described how our strategic financial plan enables us to continue to enhance and diversify our revenues while strategically cutting, protecting, and enhancing our expenditures to reach our goals.

We have established [UW Oshkosh Degree Growth Goals](#) and enabling conditions and assumptions for reaching these “stretch” goals. Hyperlinks to documents and an expanded version of my remarks this morning, will be posted online this afternoon.

Basically, the UW System Universities are forging a new “[Principles for Progress and Prosperity](#)” compact in which conditions must be met if we are to continue to commit to degree growth. I believe our degree growth goals can be achieved if the enabling conditions related to the goals are met. Our most important enabling condition is securing fair, competitive compensation for the retention, recruitment, and development of talented faculty and staff. We are dependent on the fine work of our outstanding faculty and staff, and we must see to it that they receive competitive compensation. There are other enabling conditions as well. For example, state and federal funding needs to be increased for several reasons: First, to employ the additional faculty and staff. Second, to meet the financial-aid need created by tuition increases. And third, to provide other resources (namely, capital, equipment and supplies) to serve the additional students. Another enabling condition is that the UW System and Campuses be given greater authority to lead and manage their institutions.

We are fully committed to expanding access to higher education for Wisconsin citizens and to increasing students' success in obtaining a degree. However, I am well aware that many of you have raised serious concerns about the "more graduates" priority of the Growth Agenda. Both internal and external groups of stakeholders strongly agree that we should lead with the need for our graduates to be better prepared. The primary emphasis should be on how to improve *quality* with secondary emphasis on how to produce more graduates.

Almost as important to business and community leaders and the media is our willingness to continually align educational outcomes with the future needs of the economy and the community. I believe that our ability to improve the quality of the educational experience and the quality of the education itself will lead to more engaged graduates whose degrees are aligned with current and future needs. Therefore, we have framed three goals for implementing the Degree Growth Agenda at UW Oshkosh. They are: First, better prepared graduates. Second, better aligned outcomes. And third, more graduates.

This morning, I would like to update you on these goals and on our efforts to fulfill our public purpose of making ourselves more affordable, more accessible, more accountable, and more competitive. These four major public policy themes, developed by the American Association of State Colleges and Universities, provide a framework for defining our public purpose and the policy challenges we are facing.

First, let's look at **access**. Through the New North Educational Attainment Committee, we are working to align K-12 and higher education curricula, standards and assessments to ensure that students are prepared for and enter postsecondary education and the workforce with the knowledge and skills to be successful.

This November, our campus will host the state's first Education Foundations Conference with the Higher Education Aids Board. That will bring together representatives of all the state's public and private sources for financial aid to talk about ways these organizations can collaborate to keep college affordable.

With a projected enrollment this fall of 13,600 students, we are the state's third largest educational institution, and we are Wisconsin's second-fastest growing university characterized by six consecutive years of historic enrollment growth resulting in four consecutive years of record-breaking graduating classes.

Next, a few words about **affordability**. Tuition went up 5.5% again this year. For the fourth year in a row, students from families with an annual income of \$60,000 or lower are exempt from the tuition hike, as are all the UW College students.

In July, upon the recommendation of the UPLAN Council and the Administrative Staff, I announced that we will make available another \$500,000 from our Strategic Initiative and Rainy-Day fund to continue the Student Titans Employment Program ([STEP](#)) for a second year. The STEP program offers students quality, employment-based, educational experiences while providing staff and faculty members with needed assistance. We are piloting employment-based, educational policies in STEP to identify best practices we can apply to all on-campus student jobs. The realization of employment-

based learning outcomes will make our on-campus, student employment program nationally distinctive.

**Competitiveness** is the third public policy issue. As a public university, we prepare students to become teachers, health care workers, artists, scientists, business leaders, and others essential to the region's economy and quality of life. We are addressing this policy priority in multiple ways.

We played a part in the [Wisconsin Economic Summits](#) this summer. The first summit focused on strategies for increasing economic development and competitiveness. The second focused on managing the state deficit, and the third one (in October) will focus on moving Wisconsin forward.

When we host the Board of Regents meeting here in October, we will dedicate our new Student Success Center and ask to have our [new mission statement](#) approved. Our new mission statement was developed by members of the UPLAN Council and approved by all governance groups last spring.

We will host the [New North Inc.'s](#) fifth economic summit here in December. New North Inc. is a regional economic development organization. Northeast Wisconsin Educational Resource Alliance ([NEW ERA](#)) is a founding member of New North, Inc., a consortium of the publicly supported institutions of higher education in northeast Wisconsin. The New North Inc. summit will bring a thousand business and community leaders and elected officials to campus.

The fourth public policy issue is **Accountability**, and I have much to say regarding this one. As a public university, we have an obligation to be a responsible guardian of the public's resources and trust. We also have a duty to communicate clearly and effectively about our stewardship of the public's investment in us. This July, a former Regent president, Jay Smith, and current Regent president, Chuck Pruitt, jointly proposed a new compact between the State and its Public University. Grounded in shared, mutual responsibility, this compact is known as "[Principles for Progress and Prosperity](#)." It calls for stable funding and greater management flexibility from the state in exchange for expanded access, increased productivity and enhanced quality from the UW System. I fully support these efforts to forge a new compact between the State and its Public University, and I believe we need to build on a core advocacy strategy that worked for us in the recent past.

Remember, in 2007-09, UW Oshkosh received an extra investment of \$3.8 million in Growth Agenda funds primarily to hire up to 27 new tenure-track faculty members. These positions support enrollment growth in high-demand fields, such as biology/microbiology, medical technology, psychology, nursing, business and math-science teacher education. We also received \$97 million in funding for facilities upgrades to accommodate our enrollment growth.

Our effective advocacy strategy is one reason the [2007-09 Growth Agenda](#) worked so well for us. We convinced the state that we are a good investment by showing them how we are aligned with the needs of this region and how we leverage our resources through partnerships and collaborations. We need to continue to prove that. However, no

UW System Growth Agenda funds requested in 2009-11 were approved due, in large part, to the state's budget deficit. Our context this year is no better than last year's. Actually, the state's deficit is worse.

We need to build upon the advocacy strategy that worked for us in 2007-09. We need to make another compelling case for funding of public higher education. A successful advocacy strategy is based on good faith, respect and mutual understanding among all stakeholder groups. It requires all of us to hold up our part of the bargain.

I realize this type of strategy is the opposite of the "hard-ball" type of strategy that uses threats, bluffs, and other negative tactics. Some would say that, if we are not using "hard-ball" tactics, we are "giving away the farm." But my Grandmother Corbo would say, "Only use enough vinegar to remind them what sugar tastes like."

It is clear we need a more effective strategy for 2011-13. We have to do things in a fundamentally different way if we want to see a greater share of state tax dollars invested in the mission of our public higher educational institutions.

Why did the strategy for the 2007-09 biennial budget request work? It was not a "compact" per se, but a "compelling case" that we made. Community leaders and elected officials agreed, and they funded us. They gave us money to hire faculty and build facilities to support larger enrollments. It worked. How do we get back to that?

This year we are working with the Board of Regents to protect and enhance our funding base through the "Principles for Progress and Prosperity" compact. The goal of the compact is for us to provide more access to better quality in exchange for enhanced investment from all the stakeholders. Quality here refers to graduates who are talented, liberally educated, technically skilled, global citizens, and who are fully engaged as leaders and participants in civic, political, and social life. Graduates who are well versed in the [essential learning outcomes](#) personify a quality education in that they can think for themselves, they value knowledge, and they make informed decisions.

Here, I am reminded of a Bell Telephone experiment in the early 1950s that Wes Davis described in a [New York Times piece](#) [June 15, 2010]. Bell's top executives were concerned "about the education of the managers rising through the company's hierarchy." They reasoned that "a well-trained man knows how to answer questions," but "an educated man knows what questions are worth asking." They needed to develop more employees capable of guiding the company rather than simply following instructions or responding to obvious crises. So, they set up a program with the University of Pennsylvania for a 10-month, 550-hour, immersion program that amounted to a complete liberal arts education. They provided lectures and seminars, visits to museums and art galleries, and they brought 160 of America's leading intellectuals to the institute to speak to the students. The capstone of the program was eight, 3-hour seminars on a notoriously difficult novel that had been banned in the USA, *Ulysses*. According to Davis, the men surprised themselves with the emotional and intellectual resources they brought to bear on Joyce's novel.

The institute was judged a success by Morris Viteles, a pioneer industrial psychologist, who evaluated its graduates. Junior executives came out of the program

more confident and more intellectually engaged, but they were less interested in putting the company's bottom line ahead of their commitments to their families and communities. Upon learning this, Bell withdrew its support for the institute. At the end of the program, the Bell students were reading more—if they had read at all—and they were more curious about the world around them. Ironically, these values would have better sustained the company in the long run, but the company partially mortgaged its long-term future in order to improve its bottom line each quarter. We all know that creative and critical thinking, when turned on the company, or a University for that matter, is not always appreciated, but it is a necessity for sustaining any on-going enterprise.

The “Principles for Progress and Prosperity” compact rests on a set of reasonable assumptions. Very briefly, over the next 6 years, we need to provide better educational quality at lower per-capita degree cost that is collaboratively aligned with the needs of the community and the economy. For its part, the state needs to make our compensation competitive and to increase our share of the public's tax dollars.

To control degree costs and increase quality is a big “ask.” Can we deliver on this? I believe we can *if* we all accept that everyone has to give something. In a Chronicle of Higher Education article titled [“Can Learning Be Improved When Budgets Are in the Red?”](#) Michael Morgenstern says that work encouraged by the Teagle Foundation over the past few years “gives hope that it can, in fact, be done.” How? One way is to ask ourselves questions, such as:

- Are we asking our students to reach robust, long-lasting goals?
- Do all students and faculty members understand what those expectations are and why they are important?
- Do the requirements of departments and courses reflect those goals?

Asking and answering questions like these, Morgenstern reports, “can open up a fresh and much-needed dialogue about student learning.”

The “Principles for Progress and Prosperity” compact is designed to reframe the way state officials think about the public university. It is designed to elicit an understanding that tax-payer funding of public higher education is a critical investment for a prosperous future (and should not be seen as a major expenditure). Here on campus, everyone can contribute by identifying cost drivers and ways to reduce them. It is clear, for example, that:

- The administration and staff will have to continue to reduce bureaucracy and do things more efficiently. They also will have to provide more cost-efficient support services for faculty, staff and students.
- The students will need to take more responsibility for their education. For example, they will need to seek out and follow advice of faculty and staff so that they can obtain a better education in a more timely way.
- The faculty and instructional staff will need to continue to reduce the time to degree. For example, they will have to provide
  - more accurate assessment of, and credit for, prior learning,
  - more high-impact educational experiences relevant to learning outcomes, and
  - more diversity in course delivery.
- Faculty and Instructional Staff will also need to streamline curricula to get rid of curricular bloat.

In a *Chronicle of Higher Education* article titled "[The Elephant in the Room: Curricular Glut](#)," Michael Bugeja [Boo ga jaa] [March 28, 2010] describes how his school of journalism at Iowa State streamlined curricula so that they have a ratio of 16 majors for every active course. At his school, the faculty were able to provide students with more rigorous curricula focused on mission and degree progress. How?

- by simplifying degree requirements,
- by continuously assessing degree progress to determine pedagogical effectiveness,
- by eliminating sequences, options, emphases and tracks,
- by scheduling more efficiently, and
- by identifying and deleting outdated courses.

I value your input on how to ensure we uphold our part of the compact, and I plan to continue to have a conversation about ways to improve quality and reduce the per-capita degree cost during fall semester meetings with the UPLAN Council and all the governance groups. Please share your ideas and suggestions with your governance group and administrative leaders.

Now, I would like to share with you some highlights of the [2011-13 biennial budget request](#) that the Board of Regents will submit to the Department of Administration next week. The biennial budget request includes four major funding areas.

First, funding for new initiatives that are tied to the Growth Agenda for more graduates and more jobs.

Second, the budget request includes recommendations to achieve a Competitive University Workforce, including restoration of the delayed and then rescinded 2% pay plan for non-represented staff. Last year I served on President Reilly's [Competitive University Workforce Commission](#), which was dominated by business leaders. I am glad to report that the business leaders strongly support the Commission's recommendation that the average salaries of faculty, academic staff, and academic and administrative leaders should reach their respective peer median salary levels, while retaining competitive benefits, by no later than the end of the 2015-17 biennium. I would like to see the new governor and legislature commit to this goal.

Third, the BOR budget requests full funding of Cost to Continue, including among other things, an ending to furloughs.

Fourth, it calls for greater flexibility in the use of institutional resources. I am especially proud of UW Oshkosh's reputation as *the leader* System-wide for maximizing its institutional authority to address salary issues internally. We have implemented a Professorial Productivity Raise Policy. The University, for the second time in three years, raised the amount of money given to faculty at the time of promotion. This is in addition to the Salary Equity Process that has been around more than a decade resulting in close to \$750,000 of base salary equity adjustments for faculty. We also initiated an External Grants Expansion Program that provided faculty with \$90,000 for development purposes on top of the \$500,000 of faculty awards distributed each year by the Faculty Development

Program. Last year we implemented a salary equity process for reviewing academic staff, and then made approximately \$250,000 of salary equity adjustments. This year we will conduct salary equity reviews for Instructional Academic staff. We have an excellent track record, and if we had more flexibility—that is, authority at the campus level—we could do more.

We do *not* have control over the pay plan. I believe we need to be decoupled from the state’s highly centralized pay plan process for every state employee. It is, without question, the major reason why faculty and academic staff salaries have trailed the midwest peer salaries for decades. Salary rate increases have been set by the State at local, labor-market levels for all state employees, ignoring the fact that a large portion of our workforce has a national or Midwest regional labor market. Their salaries will continue to lag behind their peers as long as they are set by the state’s highly centralized pay plan process grounded in “local labor markets.”

Getting back to the new core advocacy strategy--it is next to impossible for us to honor our part of the compact by continuing to improve educational quality and degree growth at lower per-capita cost, unless we reward our talented faculty and staff with competitive salaries.

I am frustrated to see you working so hard, day in and day out, when I know that you have not received equitable, market based pay increases over all these years. I wish our campus had the flexibility to better reward your work. Our faculty, administrative and governance leaders have a strong, respectful, and effective shared-governance process, and we need more flexibility to reward you for the outstanding work you are doing. Like the people being recognized here today, you are doing your jobs well every day or we wouldn’t be as successful as we are.

I am asking for your support to uphold our end of the compact, for your willingness to find ways to increase quality and to lower per-capita cost of our degrees. By lowering the per-capita cost of our degrees, we will help reduce student debt. We need to continue to invest our resources strategically so that we can enhance and diversify our assets while controlling costs through strategic cutting, protecting and enhancing of funds. I realize this is a tough “ask,” but if successful, we stand to gain, over the next three biennia, competitive compensation, and enhanced, over-all support to better educate more people. That, to me, is worth the risk.

I will leave you with a quote by American science-fiction writer, Mike Connor, who understands the concept of playing to win. He says, “Life is like a hand of cards. You have to play the hand you’re dealt, you can’t win by folding, and sometimes you must take chances in order to win.”

Thank you.

**PROVOST AND VICE CHANCELLOR, LANE EARNS**

It is a pleasure to be here this morning as we begin what I hope will be a productive and rewarding academic year. While the state’s economic forecast remains bleak, UW Oshkosh and UW System still plan on seeking additional funding through their Growth

Agendas to provide more graduates with the high quality skills necessary to be productive, socially-aware and critically-thinking citizens.

To that end, in the coming year, two broad areas within Academic Affairs will require our attention and greater progress: General Education reform and the University's retention initiatives. We are now in our fourth year since our last re-accreditation review, when the Higher Learning Commission (HLC) flagged our General Education program as needing serious re-examination by faculty and staff. At present, the reform efforts are being led by the Liberal Education Reform Team (LERT). Together with LERT, this year, academic departments and units across campus will have to take ownership of General Education reform by re-examining their student learning goals in light of last year's mapping exercise. This reform gives all academic units an opportunity to determine how their programs align with the learning objectives they established for their graduates, and, potentially, how they would modify their programs if practice does not align with these objectives.

The discussion goes beyond particular student learning goals, about which LERT has facilitated an important conversation over the past two years. Now it is time for faculty to engage in a dialogue over the very nature of General Education at this University. A broad, cafeteria-style approach that presents students a plethora of credit options that they must "get out of the way" in their first two years, so that they are prepared to take the "real" and "important" courses of their majors in their final two years, is increasingly out-of-sync with national practice. And we have been warned repeatedly against this approach by HLC.

Let us take seriously our commitment to liberal education on this campus, and provide our students at all levels of our graduate and undergraduate curriculum with skills centered on inquiry, critical and creative thinking, civic engagement, social and environmental responsibility, intercultural competence, written and oral communication, teamwork and problem solving. Let us emphasize not only the acquisition of knowledge, but also the capacity to adapt knowledge, skills and responsibilities to new settings and new questions in a rapidly changing world.

Secondly, we must continue our good work with Inclusive Excellence to ensure that **all** of our students have the same opportunities to succeed on this campus. While we have done an admirable job at increasing the number of students admitted to campus without lowering our academic standards, we are not doing as well at retaining students. We must continue to work with existing retention initiatives, such as TAP, Supplemental Instruction, the First-Year Experience Program, and the various assistance programs offered by Academic Support and Diversity, the Writing Center, the Reading Center, and the Math Lab, while investigating additional ways to support our students. A number of new programs have been suggested for the upcoming year. How many of these we are able to implement will be determined by the level of support that we receive from the state. Students of color, first-generation and non-traditional students, veterans, LGBTQ students and students with disabilities must have an equal opportunity to advance through our educational process and graduate in a timely manner. The success of General Education reform and our various retention initiatives are the keys to maintaining the quality of our

curriculum and hence our status as the premier public university of northeastern Wisconsin.

I know that there is a clear morale challenge in attempting to maintain our level of academic excellence in this extremely difficult economic environment. But there will be countless opportunities for all of us here today to step forward and make a difference this year. I ask you to call upon the passion that brought you to the academy and the drive that keeps you performing, creating, and conducting research. Remember what brought you to the classroom and what it is that you want this year's newly-arrived students to have learned by the time they graduate. As a campus, we seldom take a collective look at our departmental and university-wide curricula and re-evaluate whether they are working the way they should. This year, you have the opportunity to do so. Please participate in this conversation.

The administration will continue to provide you with faculty and staff development and salary equity opportunities, and to do our best to recognize award winners like those that appear here today – in fact, we are looking forward to expanding opportunities to showcase research accomplishments of the faculty in Spring 2011. It is equally important, however, to recognize and appreciate everyone who works hard and excels at the basic day-to-day educational responsibilities of teaching, research and service that help make us a quality institution of higher learning. Therefore, let me take this opportunity to thank you for the outstanding contributions that you make every day to the success of our students. Your efforts have not gone unnoticed. Have a great year!

**VICE CHANCELLOR FOR STUDENT AFFAIRS, PETRA ROTER**

Good morning and Happy New Year. The Chancellor acknowledged the importance of the day to day—the mundane. I relish and celebrate the mundane. Mundane is defined as the practical; concerns of the day to day life; worldly matters, the “real world”.

The great modern American storyteller and piano man, Billy Joel said, “The joy of Life is made up of obscure and mundane victories that give us our own satisfaction.”

I like to marvel in the mundane. For example, let's look at the administration of financial aid. Financial Aid is limited and restricted by State and Federal codes, policies and statutes. It is monitored and audited to the very last penny. However, the staff in financial aid and the business office find a way to make the mundane extraordinary by administering over 88 million dollars to almost 10,000 of students. Mundane is marvelous!

Student Affairs plans to focus on the day to day, the mundane by providing the programs and services we offer to the best of our ability. Keeping it real and grounded in supporting student success, engagement and above all learning with an additional focus on recruitment, retention and closing the achievement gap.

We begin the new year with the opening of the Student Success Center, formally Elmwood Commons a mundane dining hall transformed to a magnificent LEED gold facility which houses the student support services of Counseling, EAP, Career Services, UARC, CAR and the Writing Center.

Student Affairs will look to continue to infuse sustainability, inclusive excellence, learning outcomes and assessment in our everyday and in all we do this coming year.

In the sustainability area, we move forward with another phase of our Residence Hall Master Plan by building a LEED Gold suite style residence hall—a couple of points short of platinum. (We are not done yet and are working hard to have that distinction—the first LEED Platinum residence hall in the State.) Dining in Blackhawk Commons has gone trayless. We have eco advisors in the residence halls and have implemented a ride share program, Zimride. Titan Transit was expanded and remains free to faculty, staff and students. We look to make our food more sustainable by providing Free Trade options, sustainable seafood, cage free eggs, and local options such Red Barn milk organic milk purchased from local family dairies.

Each of our departments and every staff member in the Division have Inclusive Excellence goals and action plans. We are looking at ways we can reach out, include and engage more of our campus community and make this a safer, more caring and compassionate community.

To that end we have put into place “U Matters” which is a strategy to pull together programs, services and initiatives into a comprehensive, branded programmatic structure to ensure the continuity of prevention strategies, messaging, learning, and values.

UMatter consists of:

- Actions Matters. The corner stone of Actions Matter is bystander training and empowering students to step up and take action on behalf of their safety and well-being as well as those of others.
- Consent Matters or Sexual and Dating Violence Prevention
- Words Matters which includes Stop the Hate training and Hate Crime and Bias Incident awareness, reporting and response.
- Safety Matters which deals with on and off campus safety.
- Listening Matters which addresses how we help members of community in distress. This includes Gatekeeper training. I am pleased to note that since that in the past four years over 1300 faculty, staff and students have been trained in how to identify, respond and refer students in distress.
- Last but not least, Size Matters. In this particular case size does matter as we educate our students about high risk drinking and its negative consequences.

We know that learning takes place in many areas on campus and Student Affairs will focus on incorporating campus learning outcomes in our units and programs. Intercollegiate Athletics will be one of the first in the country to develop rubrics and assess student learning that takes place on our fields and courts and being members of athletic teams. We are developing rubrics that captures the learning process and student development for the out of class experience and we will be developing and implementing a comprehensive assessment plan for the Division.

We are looking at new ways to reach out to our students and determine their needs and be flexible enough to be responsive.

As the campus revisits its strategic plan, Student Affairs will be doing the same this year.

We, as everyone else on campus, will look at ways that we can improve retention and learning and support the principles and vision the Chancellor outlined earlier.

Lots of marvelously mundane things on the horizon for all of us in the Division and we will continue to partner to take the day to day, real world experience from ordinary to extraordinary.

I invite you all join us and support student engagement. Attend athletic events, recitals, speakers, gallery showings, advise a student organization, row in a dragon boat or join me for a not so mundane culinary delight—the walking taco today at the Taste of Oshkosh. As an aside, you may even witness something you have never seen before—a big surprise that is not an everyday occurrence.

So as we begin a New Year, let us resolve to celebrate both the extraordinary and the mundane and challenge ourselves to engage, teach and serve each other and our students.

I would like to now turn it over my esteemed colleague, Tom Sonnleitner, Vice Chancellor for Administrative Services.

**VICE CHANCELLOR FOR ADMINISTRATIVE SERVICES, TOM SONNLEITNER**

Good morning and welcome to the start of the fall semester!!

The major themes of my comments today revolve around construction and sustainability. In addition, a number of other developments and initiatives have been undertaken by the administrative services division during the summer, with plans for more this fall and here are just a few of them:

As many of you are aware, the campus has installed an emergency warning/notification system that uses outdoor speakers, cell phones, text messaging, email and other methods to notify students and staff in the event of a catastrophic situation similar to those that recently occurred at Virginia Tech and Northern Illinois. This summer we conducted a training session in conjunction with local law enforcement agencies featuring a “terrorist” attack---things went very smoothly and we will be analyzing the results of the training this fall in order to make improvements to our plan. I encourage all of you to sign up for titan alerts which you can do through our website.

Green construction is underway---new photovoltaic solar tracking array near the tennis courts and solar thermal installations on the roofs of Blackhawk Commons, Taylor Hall, Albee Hall and the heating plant.

Ground breaking will occur for the new dry fermentation anaerobic digester on September 15<sup>th</sup>---next to the campus services center with an educational session titled “what the heck is a dry-----digester?”

The center for career development and employability training, commonly known as CCDET has recently hired 25 new employees based in Madison and Milwaukee to conduct income maintenance program training through a contract with the state of Wisconsin's DHS. Total grants under contract through CCDET have reached the \$5 million mark annually and provide faculty and students with valuable experience in these social programs.

Human Resources reports that the "My UW System Portal" is now fully operational. Through the portal, employees are able to view earnings and leave statements, benefits statements and get prior-year W-2's anytime they wish. The HR Departments stands ready to help all employees and departments through hands-on sessions, etc. As we all move toward self-service in this arena.

Now for the "construction progress report"!! We all know that construction and "cranes on campus" are signs of a campus on the move. Although we understand that having to walk around construction zones is often inconvenient, hopefully you can understand that these improvements will lead to better teaching, learning and office environments. Something recently heard on the street says that UWO is changing its logo to a crane—not sure if that's a bird or a machine—you know how inaccurate rumors are. By the way, we're selling logo shirts right after this event.

As promised at opening day for the last 3 years, the student success center is done and in business as Petra indicated—thank god I can quit making false promises about the completion of this building. The building has a geo-thermal heating/cooling field attached to it (under parking lot #34 and across Lincoln Ave.), which makes it the largest commercial building using this form of renewable energy source and also makes it the most energy efficient facility in the UW System—in many cases 4x better than the average building. Make sure you tour the SSC when you get the opportunity.

We lost river center in the 2008 flood and are working to determine the right kind of facility to build to replace the meeting space lost as well as developing a design that meets some of our other needs ---e.g. advancement, alumni, admissions—from every crises rises an opportunity (I can't remember who said it, so I'll take the credit.) There has also been discussion about adding a guest center to the complex. A marketing study is nearly finished and results will be shared sometime this fall.

The new academic building is also significantly underway with occupancy scheduled for July of 2011. The state of Wisconsin has agreed to seek LEED certification [leadership in energy and environmental design] for the nab, which will make it one of the first large public buildings of this magnitude [nearly 200,000 GSF] to be so designated in the state of Wisconsin---we believe it will reach the gold level. The nab will have solar thermal panels for heating water, photo-voltaic panels on the roof to reduce the energy load, a green roof for cooling, solar flares (the chancellor's favorite) and hopefully wind turbines along the fox river---all of these re installations will help UWO reduce the level of fossil fuels used by this building.

We've also made some headway regarding gender-neutral restrooms. You'll find GN restrooms in the newly renovated SSC and on the first floor of Dempsey Hall.

As you can see, there will be a number of inconveniences during this upcoming year due to some very important improvements to our campus. I hope you will all take those extra steps around the construction areas in good spirit and with that, welcome back and a big "hooah" to you!!

Thank you and now it's my pleasure to introduce Art Rathjen, president of the UW Oshkosh Foundation. Let's have a big welcome for art as he leads the charge to raise funds for many important initiatives!!

**FOUNDATION PRESIDENT AND EXECUTIVE DIRECTOR OF DEVELOPMENT, ART RATHJEN**

Good morning. It is my privilege to also welcome back all of you to another year at UW Oshkosh. I trust your summer months were relaxing and rewarding. The Chancellor has asked us to keep our comments to 180 seconds of nouns, verbs and adjectives..... I promise to honor that directive.

This morning's program is a chance for us to share recent accomplishments, goals and endeavors for the new year and opportunities to look and dream beyond the next 12 months. Our University, an institution dedicated to achievement, growth, and service for the residents of Wisconsin, offers all of us encouragement that this University will weather these (and any other) rough economic times with our student's best interest in mind. The truth is, in spite of state and federal budget challenges, UW Oshkosh continues to grow.

Now granted, it is hard not to grow discouraged when talking about the past 24 months and the unfortunate economic climate we are currently experiencing. Over the summer, headlines like these continue to permeate the media: "***Intensification of European debt crisis give way to concerns over the economy***"; "***Uncertain macro environment creates volatile backdrop for financial markets***"; "***Investors must balance short/long term risks to protect purchasing power/net of spending***"..... While I must confess that it would take some time to figure out exactly what all of these news articles mean, I do recognize the obvious: as we deal with the largest market readjustment in the last seven decades, support from our friends and partners for all of our outreach programs has never been more paramount.

For the last few years, "**collaboration**" has been at the heart of what we do in this Division (Business Success Center, the Alumni Office, the Foundation and the Office of Integrated Marketing and Communications). We continue to collaborate with alumni, friends, donors, sponsors, employers, faculty and their departments, corporations, and foundations to advance the mission of this great university.

While we have no idea exactly how the economy will react in the future, the staff members in Inst. Advancement will continue to provide the best professional service while advancing these **four primary goals**:

**Continue fundraising for special projects, capital initiatives and the annual giving program.** Action steps toward this initiative require a major rebuild of the UW Oshkosh

Fund Phonathon, increased general scholarship and college based fundraising programs, and the completion of remaining capital campaign funding requests for the New Academic Building and the Oshkosh Sports Complex (all initiatives endorsed by our Board of Directors).

**Improve external relations programs while simultaneously strengthening the University brand identify and outreach efforts.** We will, with the help of IMC, continue centralizing key messaging from the University to University constituents within the region (completing the “brand platform launch” across all communication mediums --including web and web applications). We will also move forward in developing and launching sub-branding programs for colleges and major units to strengthen the University’s diverse image. With our Business Success Center, we will continue efforts to engage the community by developing partnerships between community organizations, including businesses and government agencies, and the faculty and students of UW-Oshkosh. Each year they continue add to the number of partnerships created, provide additional revenue for staff, faculty and students, and improve outreach efforts by helping community organizations reach their own goals (using UWO resources).

**Launch new engagement efforts to increase awareness of UWO across internal and external audiences.**

We will grow participation of alumni by expanding off campus activities, on-line communication efforts, and promote a revitalized Alumni Association dedicated to expanding volunteerism, social networking and career advancement opportunities. Quarterly surveys from the Business Success Center will focus on four market segments: Manufacturing, Retail, Health Care and the Financial/Insurance industry. The results will be released to the community on a rotating basis to increase awareness of our brand and services to those sectors.

**All of our initiatives must be sustained in an ideal environment which promotes inclusive excellence in all facets of University operations.** Our hope is to increase levels of alumni participation from diverse backgrounds, continue to support and recruit fellow employees from diverse backgrounds while accurately depicting and representing a UW Oshkosh community dedicated to compassion, understanding, awareness and commitment to inclusive excellence among key University constituents.

As I have shared before, I believe members of the Advancement Division have some of the best jobs on campus.....to promote all of the good works and deeds of the people gathered here this morning. Our job is to promote your work; your job is to keep up the good work. For your efforts, we are grateful for your service to this University. For all of us, I hope 2010-11 is a great year.