

UWL Faculty Representative Report
Submitted: March 19, 2021

Faculty Representative Meeting (3/19/21; 9-11 a.m.)

Topics discussed:

Project Distance Education (DE+): The Renewed Wisconsin Idea and the Distance Education Opportunity.

PowerPoint Presentation given by Anny Morrobel-Sosa (Vice President for Academic and Student Affairs), Aaron Brower (Executive Director and Senior Associate VP, UWS Extended Campus), and Brian Nemoir (Special Assistant).

- Key stakeholders (including Chancellors and Provosts) have heard presentation. BOR will be hearing it in April.
- The idea is to make education accessible, flexible, relevant and a lifelong engagement.
- There are 815,000 people in WI who have some college education but have not completed it. These are working adults (71% work full-time; 53% have kids under 18 and 36% make less than \$50K annually). They are the target “consumer” of DE+ along with employers.
- Focus is on increasing knowledge, not degrees. Badges and certificates mentioned.
- Presentation compared UWEX to Purdue global while indicating that it is not UWEX’s goal to become the next big player in the US market. Rather, the focus in Wisconsin and the Upper Midwest.
 - Comparisons between UWEX and Purdue Global (PG) focused mainly on number of programs (UWEX: 27 vs. PG: 94), Enrollees per Program (UWEX: 185 vs. PG: 319), marketing costs per enrollee (UWEX: \$260 vs. PG: \$3667) and Revenue per Enrollee (UWEX: \$3,820 vs. PG: \$15,000).
 - Five growth scenarios were then presented with different goals within each of the four abovementioned metrics. Scenarios vary from a loss of \$20.4M to a profit of \$9M. One of the most “moderate” scenarios increases per program enrollment from 185 to 223, number of programs from 27 to 34, marketing from \$260 to \$620 and revenue per enrollee from \$3820 to \$4202. This would generate a profit of \$7.4M
- Focus on growth of UWEX enrollment of +2500- targeted populations: Veterans/Active military (331K), Tribal (50K), Prison Population (20K), 815K with some college credit.
 - Over the last 3 years there have been 17,077 near UW completes (students who have dropped out)- if get 10% of those it is 1,707
- Merging of the Academic Model with the Business Model.
 - Academic model – “deliver consumer facing adult education, built on a course to career, industry-enhanced, curriculum and support; A delivery model that with flexibility and ROI; faster and more efficient program development
 - Business model – “right structure to remain strong, scalable, sustainable, and responsive.” “Will be constructed around the education consumer- real-time responsive recruitment and enrollment, market-driven, industry supported programming” “Will align all business practices to incentivize growth”
- (DE+) is intended to do no harm. We were told that institutions will not be harmed if they choose not to participate.

- The current Collaborative Model was presented as an Inefficient Business Model. Restrictive and costly. Campus/Instructor Costs currently: \$9.9< (\$4M campus costs; \$5.9M Instructor costs). For every \$ in faculty course instruction- campus keeps 30-75% and campuses handle in-load/over-load conflict campus-by-campus.
- The (DE+) was presented as a better business model with the following points.
 - Point 1: Incentivize Content Providers. While the \$4M campus cost will not change, the instructor costs will change. Direct pay faculty per course = \$7,000 x 372 current course offerings = \$2.6M (so a “savings” of \$3.3M. “Pay faculty directly: “The Willing”” – cut out campus oversight for course instruction
 - Point 2: Invest in Accelerated/Streamlined Program development
 - Hire “Distance Education Specialists” distributed among campuses. 10-14 specialists paid around \$140K each. They will build out and instruct high-opportunity program areas. Hired and funded by UWSA. Positions based on participation.
 - Point 3 Support Program Development with Enhanced Marketing
 - Increase Marketing from \$260 to \$620 per enrollee.
 - Point 4: Incentive campuses to participate using increased program revenues
 - Increase enrollment per program to 224 and increase number of programs to 34. Per enrollee revenue increases 10%; + 7 new programs; +23%/+38 per program; 65% revenue growth/\$12.6M
 - Overall- DE+ Financial Model: Revenue/Net & Campus Distribution

The (DE)+ Financial Model: Revenue/Net & Campus Distribution

Gross Revenues:	\$39.M
• 7500 X \$4202 per Student	\$32M
• GPR	\$7M
Total Expenses:	-\$26.7M
Net Profit:	\$12.3M
Distribute 85% of revenue to partners based on a ratio of participation:	-\$9M
• 95% More than Expected (\$4.6M)	
12% (or remaining difference) Reinvestment Opportunity Fund :	-\$1.5M
• Targeted Infrastructure Investment, etc.	
Balance:	\$0

- Summary slides
 - Current UWEX: 24 programs; Reimbursements = \$10M/76% and Revenue Share - \$3M/24% with Total Revenue = \$13M
 - (DE)+ Projected: 7+ programs, +enrollment, +marketing, + revenue per enrollee. Reimbursements = \$8M/46%; Revenue Share = \$9M/54% with Total Revenue = \$17M
 - How this is being leverages is with a FY22/23 Budget Request of \$13.6 to 15.3M (costs for marketing, enhanced program development, recruiting/coaching, IT/Systems, Specialists/U2B, Veterans, Misc/RFP Development
- **Questions/comments raised by Faculty Representatives:**
 - **Question:** Isn't Purdue bleeding money and not profitable? **Response:** Yes, but only because they have been paying off debt in accelerated manner and spending a lot on infrastructure. This current FY they will show profit.
 - **Question:** As UW campuses are struggling financially, where is the money going to come for this? **Response:** This is part of the biennium budget request.
 - **Question:** UW campuses cannot raise tuition but the model presented increases the costs for students- how does that work? **Response:** This is not governed by

standard tuition policies. It is governed by service-based price policies which have room to grow and be adjusted annually based on market.

- **Question:** Who is going to determine and develop the curriculum? **Response:** Faculty will continue to do so but UWS will provide the resources to do so.
- Series of related **comments:**
 - Hesitancy of campuses to fill positions with faculty when the campus does not control the program.
 - Concern over having faculty doing overloads.
 - The current programs have very high levels of retention. This is the result of willing faculty who are established to promote these programs. If the shift is to adjuncts there may very well be a big drop in retention (much like Purdue has).
 - If the expansion could be worked into the tenure line guarantee then it would ease the jitters we have now.
 - **Response** by UWS to the previous 4 points – WI is flipped from rest of the country in tenure vs. adjunct. WI has 2/3 faculty vs. 1/3 adjunct. The rest is 1/3 faculty vs. 2/3 adjunct.
- **Question:** Currently the class sizes are controlled by the people running the programs. Will this change? **Response:** we cannot guarantee the size of the class—will depend on the pedagogy of the program. If we are going to scale, we need to be responsive. We may need to look at master teacher model—once the enrollment gets large enough they can hire an adjunct while the faculty stays as instructor of record
- **Comment:** There is tension between academic units and continuing education. This needs to change. **Response:** Agreed.
- **Comment:** concern with use of language like “consumers” and “providers”—focus should be on public need and quality of education.
- **Questions:** Who will offer badges and certificates and how will that work with shared governance? How do we make sure this does not compete with the mentoring we do on our campuses already—get that we are going after a different audience but there will be some overlap. Who will teach these classes? Either adjuncts or overloaded tenured/tenure track faculty. This distract from what faculty are supposed to be doing on their campus—huge burden on workload. **Responses:** academic quality is defined by faculty if faculty want it. The component itself will be defined by faculty. Every university does not need to participate in this process. Our idea is to grow the pie with individuals that would otherwise would not be enrolled in our institutions. Competition of mentoring/overlap = we will provide distance education specialist (instructor/coach/advisor/assistant to registrar). This will vary by institution. Faster approval process – degrees are offered by your campuses. In order for degree to be awarded it needs to go by standard academic/FS process. That will not change.
- **Question:** Does diversity impact statement get developed for this type of program? **Response:** Yes. High inequality exacerbated by prison population.
- **Comment:** The college wealth premium for black and brown populations has decreased dramatically and in black populations it has led to a negative wealth for

recent college graduates. There needs to be a focus in ensuring that we are not attracting these students with higher prices and no financial assistance only to exacerbate further the wealth gap. Why pay for these programs rather than go to a technical college? No response as time did not allow.

- **Question** asked at the end of the second meeting (Shared Governance meeting): if a campus already has an on-line degree in XYZ and opted NOT to participate in DE+ would DE+ then form the program on their own and muscle out the campus program? **Response** as I interpreted it: entirely within UWS' rights to set up a competing program if they saw it as financially viable.

Update on Shared Governance Web Page Project – This was briefly discussed. The idea is to have the page up before the start of the UWS President search.

Shared Governance meeting (11-noon)

Split Benefits Deductions and Single Payroll – Nothing new beyond what HR has been sending our way. April 2021: Evenly split most benefit deductions over the biweekly paycheck; July 2021: Move all employees to the biweekly payroll schedule. Make sure you pay close attention to communications especially regarding money deductions (like 403b) that are not set at percent deductions.

Title and Total Compensation Project – re-engagement of this project starting up again in early April through summer. Titles will “go-live” in fall 2021 with title appeals process opening in winter.

Respectfully submitted,
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