

**Campus and Community:
Serving Our Constituencies
and Planning for the Future**

**UW-Eau Claire College of Business
Annual Community Breakfast
March 7, 2007**

Good morning! Although this is my first annual university/business community breakfast, I'm beginning to feel as though I've been here before with you already. Perhaps that attests to the level of comfort that we have discovered here in Eau Claire in just 8 months. My wife, Debi (please stand) and I want to express our gratitude to you for the warm welcome and the many friendships and acquaintances we already enjoy. And working at this university really is a privilege, for this is indeed a very special place filled with a true reverence for teaching, learning, discovery and service. I would love to tell you about many of the pleasant surprises I encounter nearly every day — experiences that reveal the very soul of our institution, experiences that are so different from any I've encountered at other institutions that they underscore the unique and special environment here at UW-Eau Claire. Don't worry, I will actually tell you about some of these, beginning with our hosts, the College of Business.

For example, Jue Yang, senior business student, was awarded the prestigious Laurence A. and Frances L. Weinstein Scholarship for 2006-07 by the UW System. Yang, the first Hmong student to receive the Weinstein Scholarship, was born in Laos and spent several years in a refugee camp in Thailand. She had no formal education prior to coming to the United States at age nine, and nobody in her family could read, write or speak English. According to Gretchen Hutterli, assistant dean of the UW-Eau Claire College of Business, Yang has continued her record of academic success at UW-Eau Claire and has also participated in numerous work experiences, internships, and co-curricular and community activities including an internship with Wipfli, a regional accounting firm.

Charles Tomkovick, professor of marketing, received the 2006 UW-Eau Claire Excellence in Teaching Award. This is the second time that Professor Tomkovick has received this award. Students and colleagues frequently mention Chuck's enthusiasm, energy and open-mindedness. He's known for challenging students, and for including students and faculty in his research. If you pay attention to the news around the time of the Super Bowl, you've likely seen Chuck and his colleague Rama Yelkur quoted in national newspapers and magazines about their

unique ongoing research related to the effectiveness of advertising in the Super Bowl.

The College of Business also is continuing the tradition of turning out terrific accountants – UW-Eau Claire accounting students rank among the top 25 percent nationwide in the number who pass the CPA exam the first time. The College of Business, of course, is also deeply involved in the business community – providing expertise and service outreach. In your packets you will find a card listing contact information for business support services offered by the College of Business and UW-Eau Claire.

The title of my presentation this morning is "Campus and Community: Serving our Constituencies and Planning for the Future." I begin by addressing the broader context in which we operate. Many of you likely think of UW-Eau Claire as your local university – and we are. But what we do here not only has an impact locally, but also statewide, nationally and, yes, even globally.

UW-Eau Claire is one of about 3,600 institutions of higher education in the U.S. Of these, about 2,200 are two-year community or technical colleges or specialized institutions. Another 637 are baccalaureate colleges, and another 236 are doctoral granting and research universities. The remaining 529 are Comprehensive universities or master's colleges and universities like us.

Our specific mission is:

- To foster the intellectual, personal and social development of our students
- Create an environment that encourages faculty-student interaction and promotes excellence in teaching, scholarly activity and service
- to “expect” scholarship, research and creative works from our faculty and our students
- to be “stewards of place,” caring for the important role we expect ourselves to play in our immediate region.
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There is much evidence that we live this mission:

- We are the UW System Center for Excellence in Faculty and Undergraduate Collaborative Research and a national leader in that field (more on this later)
- Teaching effectiveness is the first requirement for longevity and advancement on our faculty (History teaching award,
- We use precious few “adjunct” or non-tenure-track faculty relative to our peers, so our students work directly with committed, long-time members of our university community
- Our students take part in a broad range of activities that develop confidence, organizational literacy, and leadership skills (comments of French ministry visitor).
- All of our students must become involved with the broader community – often this service requirement turns into a long-term commitment to bettering their community.

Yet, our university – more precisely, our industry of higher education is under considerable pressure these days. Sure, some of this is frivolous ideological rant. But there are serious challenges being put forward by serious people. Let’s look at some of these and talk about how UW-Eau Claire is positioned to respond to them.

A public university is accountable to many: the U.S. Department of Education (along with a number of other federal agencies), the North Central Association of Colleges and Universities — our primary accreditation agency, along with a number of discipline accreditation organizations as in business, computing, chemistry, nursing, music and others; the Governor of Wisconsin through the Board of Regents; every legislator in Wisconsin; our students; our alumni; and all of you.

A recent report issued by the U.S. Department of Education is critical of rising tuition and ambiguous outcomes measurements in higher education.¹ While this report recognizes that state legislatures have abandoned traditional support for higher education and partly caused the tuition hikes, it calls for greater accountability in financial and learning outcomes. I would note that the National Center for Higher Education Management Systems² found that of the 50 states, Wisconsin's comprehensive universities were the fifth most efficient in terms of the relationship between the amount of money invested by the state and the number of graduates produced.

¹ "A Test of Leadership: Charting the Future of U.S. Higher Education," A Report of the Commission Appointed by Secretary of Education Margaret Spellings, U.S. Department of Education, 2006

² Patrick J. Kelly and Dennis P. Jones "A New Look at the Institutional Component of Higher Education Finance: A Guide for Evaluating Performance Relative to Financial Resources," National Center for Higher Education Management Systems, Dec. 2005

On a more proactive note, our Board of Regents has sanctioned a Growth Agenda — a challenge to higher education in this state to generate a greater proportion of our citizenry with baccalaureate degrees. This is premised on the argument and supported by evidence that a more educated citizenry is needed for the future knowledge economy, for American and Wisconsin's competitiveness, to attract knowledge-based (e.g. higher wage) business and industry into our state, and to assure that we stop traveling down the path of creating a truly divided society by making education opportunity available to all our children. The Governor in his 2007-09 biennial budget proposal has funded this initiative. Each institution has proposed its own contributions to this goal. Some intend to simply become bigger universities, others have targeted their objectives.

Our Growth Agenda targets are to increase our retention and graduation rate performance, that is keep and graduate a greater percentage of the students who choose Eau Claire for their education without necessarily adding more students overall; to considerably strengthen our accessibility to non-traditional students seeking lifelong

education; to expand specific graduate programs; and the NanoSTEM Initiative.

Our potential in each of these is different. Simply expanding the overall number of students at UW-Eau Claire would be extremely difficult without either additional per-student support from the state or higher tuition. But a bigger obstacle is the physical limitation we currently operate under. We have the highest space utilization ratios in the UW system, with no available contiguous space to grow. Our efforts to gain state funding for an academic building to replace the woefully outdated and environmentally inadequate spaces of Brewer Hall and the campus school with a new building for the College of Education now hinges on the governor's inclusion of this building in his upcoming capital budget. We do anticipate approval for reconstruction of a student center, but that involves no state funds and will be funded entirely by student-requested fee increases for that purpose. Even at that, this project will take years to complete. Remember that even these replacement projects will generate considerable revenue for our region. The two buildings combined have construction estimates totaling nearly \$85 Million. We will appreciate your including these capital construction

projects in communications you have with executive or legislative branches of our state government.

Yet grow we must, so our growth then must be targeted. We have not done a very good job of serving the adult population of this region. We intend to change that. We have an excellent Continuing Education operation. It affords us flexibility to deliver coursework for degree-completion or certificate attainment. We also have a fully on-line MBA program that enables adult learners to complete their degrees independent of time and place. We will not abandon the rigor or high expectations that UW-Eau Claire maintains for all of its programs, but we cannot continue to confuse rigor and rigidity. We can, therefore, expand adult student opportunities without affecting the size or selectivity of our traditional student body. Specifically, we are working on a Liberal Studies degree that will provide flexibility around a solid liberal arts core for those many citizens who have some college but no degree. We also expect to expand our graduate programs in business and education. We will soon consider a Master of Social Work degree proposal. And we are working in collaboration with Madison, UW-Milwaukee and UW-Oshkosh on the implementation of a Doctorate in

Nursing Practice. This will eventually replace the Masters in Nursing and also address the critical need for nursing educators throughout higher education. I should note that we have already taken many steps to expand nursing opportunities to meet the growing demand for baccalaureate degreed nurses. We have a Collaborative Nursing degree program through which students may complete their first two years for an RN at, say, CVTC, then complete their bachelor's study at UW-Eau Claire. The Chippewa Valley Nursing Alliance has allowed us to work closely with CVTC to maximize baccalaureate nursing education by more fully utilizing the capacities of both our institutions. We have an Accelerated Nursing program, a 12-month program for those with a bachelor's degree and the requisite science course background. And we offer a Nursing degree in Marshfield in conjunction with St. Joseph's Hospital.

Our most immediate Growth Agenda objective, however, is to grow our physical sciences capacity, particularly in the nano-sciences clustered around our Materials Science Center. This initiative would increase our teaching capacity in the basic sciences, a particular strength at UW-Eau Claire as well as areas that support teacher education in science and

math. The public face of this initiative is the Materials Science Center. I would like to call on a faculty member who has become the public face of the Materials Science Center to tell us more about this valuable asset for the Chippewa Valley. Let's take a brief virtual tour of the Materials Sciences Center and then hear from Dr. Doug Dunham who has been so instrumental along with his faculty colleagues in developing and growing this center for applied research.

(Materials Science Center Video)

(Doug Dunham presentation)

Thank you, Doug.

I'll return in a moment to our immediate region, but I must note that calls on the university for performance also come from constituents at the national level. In 2006, the National Academies (a combined organization representing the national academies of science, engineering, medicine and the National Research Council) issued a report entitled "Rising Above the Gathering Storm: Energizing and

Employing America for a Brighter Economic Future.”³ In the course of their research, they learned that:

- The U.S. today is a net importer of high-technology products, its trade balance moving from plus \$50 Million in 1990 to minus \$50 Million in 2001
- In 2005, American investors put more new money in foreign stock funds than in domestic stock portfolios
- The U.S. ranks only 12th among the most industrialized nations in the number of broadband connections per 100 inhabitants
- In 1999, two-thirds of U.S. 8th grade students received math instruction from a teaching who did not hold a degree or certification in math
- In South Korea, 38% of all undergraduates receive their degrees in natural science or engineering. In France this figure is 47%, in China, 50%, and in Singapore 67%. In the U.S., the corresponding figure is 15%.
- In 2001, U.S. industry spent more on tort litigation than on research and development.

³ “Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future,” Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology, National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Academies Press, 2007

Their recommendations deal with U.S. competitiveness in the new global economy. They call on the U.S. to produce 10,000 science and math teachers per year, to continuously educate those already in the field, and to increase expectations in science and education throughout our school systems. They call for more federal investment and tax policy to encourage more scientific R & D, and they call for a greater proportion of bachelor's degrees in the sciences and engineering as well as a return to more reasonable visa standards to allow international students to again come to U.S. universities.

Perhaps to you this sounds like work for someone else, somewhere else. But UW Eau Claire is a part of this solution. We can best serve this region by being the strongest institution we can in a competitive industry. This means that we must prepare our students to contribute locally, across the state, nationally and globally.

As the Center for Excellence in Faculty and Undergraduate Student Collaborative Research in the UW System, we are recognized as having one of the strongest undergraduate research programs in the country. Although our faculty are most proud of their teaching and work with

students, that learning extends to both the creation of new knowledge and the involvement of undergraduates in that discovery, from material sciences to geographic information systems, from psychology to modern language, our students engage in primary research – and they publish. Of many outstanding programs, our Chemistry Department is one example. Recently Dr. Stephen Drucker became the fourth Eau Claire chemist to be given the Dreyfus Foundation teaching excellence award – putting us in an elite category with Furman, Haverford and the College of William and Mary – not bad company to keep.

But now I want to introduce two of our stars. Dr. Scott Hartsel is a professor of chemistry here at UW-Eau Claire. Since his arrival on campus he has been deeply engaged in research with his students. Lori Scardino is one of them. Perhaps you saw her photo and read her story a couple of weeks ago in USA Today. She was selected as one of 20 outstanding students in the United States (the USA Today Academic All American team) joining 19 other students who study at such places as Harvard, Princeton, the Naval Academy, and Hamilton College. Thanks to generous donors, Lori has received a number of scholarships from the UW-Eau Claire Foundation. She has carried at least 18 credits each

semester while maintaining an active life as a single parent of two daughters and conducting research, some of which has been submitted for review for patents. Her goal is to attend graduate school, earn a doctoral degree and some day be a professor – hopefully at a place much like – or maybe exactly like - UW-Eau Claire. Lori and Dr. Hartsel are going to talk a bit about their important work.

(Scott Hartsel and Lori Scardino comments)

Thank you Scott and Lori.

On another level, this one global, the Committee for Economic Development, an independent research foundation – often called the business voice on education reform – looked at the challenges facing America in a new global economy. In their 2006 report, “Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security,”⁴ they discovered:

⁴ “Education for Global Leadership: The Important of International Studies and Foreign Language Education for U.S. Economic and National Security,” Committee for Economic Development, Washington, DC, 2006 (www.ced.org)

- Four years after 9/11, the amount of audiotapes requiring translation but not yet translated for national security – already in the thousands – nearly doubled between 2004-2005.
- In August, 2004, the Foreign Service had only 8 Arabic speakers at the highest levels of proficiency and only 27 at the second highest level. 60% of these are eligible to retire within five years.
- Eighty-five percent of Americans aged 18-25 could not locate Iraq or Iran on a map of the Middle East.
- On a National Geographic Society survey in 2002, young Americans finished 8th of 9 countries, ahead of only young adults in Mexico.
- Only 1% of American students study abroad during college.

As a former Fulbright Fellow and a student of one of those critical languages, Russian (others are Korean, Arabic, Japanese, Chinese, Hindi and Farsi), this illiteracy about the world is particularly dismaying. Yet, UW Eau Claire is already contributing to the solution of this problem. While there is much more we can, must and will do to create more proficiency in critical languages, we have a strong international

perspective on our campus. The College of Business provides international business opportunities including minor and certificate programs, international internships and international study. About 25% of all UW-Eau Claire students undertake an overseas study experience as undergraduates. We have recently received national recognition from the Institute for International Education for our work in making study abroad accessible for lower income students and for incorporating study abroad into the demanding curricular schedules in professional fields like education, social work and nursing. I have yet to meet a student returned from study abroad who did not call the experience – “life changing.” As a campus, we have strong international connections to Japan, Thailand, Costa Rica, Mexico, Chile, South Africa, Vietnam, Latvia and Ireland, in addition to the more traditional programs in Australia, England, France, Spain and Germany. We have recently strengthened our connections to China through acceptance into the U.S.-China 1-2-1 program. Through undergraduate research, our students even travel abroad to deliver scholarly presentations at international conferences. This is why we are among the top 10 comprehensive universities (public or private) in the country in

producing student Fulbright scholars, along with a Rhodes Scholar, and now our second U.S.A Today Academic All-American.

It is my intent that we will build considerably on this strong internationalization of our campus so that every graduate has a comparative perspective and an international understanding of their disciplines and of the world.

Another part of gaining that perspective is to interact with other cultures. Before 2001, higher education was one of this country's largest export industries by way of international students coming to the U.S. to study. Since 2001, the U.S. has effectively turned away this business and it has been eagerly shouldered by such nations as Australia, Canada, the UK and even China. If the economy our graduates will manage is global and trans-national, the world in which they will work and raise their families in this country is increasingly cross-cultural. Yet there is also a competitiveness case for diversity. A recent study has linked workforce diversity of firms to a set of criteria for firm

success in terms of total sales, market share, customer base total and profits relative to competitors.⁵

Also, Richard Florida, who writes about the “creative class” and whose work has been used in the downtown Idea Lounges sponsored by the City of Eau Claire, DECI and Volume One, calls on universities to serve their cities by enhancing talent, technology and tolerance. We in higher education have much to do to accomplish inclusiveness on our campuses. We can’t do it without help from our communities. I’ve laid out for you some of the challenges we have before us as a university. But let me now return to our immediately regional role, our role as “stewards of place.” In that role, I join each of you. Our organizations cannot thrive unless our region is strong, attractive and vibrant. We all contribute in many ways. I’ve noted earlier some of the elements of our mission and programs that can directly benefit our region, nano-science, student and faculty research (some of which is already benefiting from the technology transfer capability of WiSyS — the comprehensive version of Wisconsin Alumni Research Foundation), the Materials Science Center, expanding adult learning opportunities and graduate

⁵ Cedric Herring, “Does Diversity Pay? Racial Composition of Firms and the Business Case for Diversity,” unpublished conference presentation, August 2006

programs. We contribute to the quality of life through extraordinary programs in culture and performing arts. We also directly affect the workforce and college preparation of youth throughout this region by educating a large percentage of the teachers in our elementary, secondary and technical schools – a task we too infrequently bring to attention but one critical to the future generations. Because of our commitment to service learning, our students contribute 100,000 hours of service to this region each year. From Special Olympics to the community table to latchkey children programs, you will find UW Eau Claire students actively engaged. Often, those 30 required hours of service turn into years of continuing contributions to those organizations and programs.

But let me focus on yet one other aspect of our relationship with this community. We are located in the middle of Eau Claire. We are limited on all sides if we take a traditional view of a college campus as an oasis or even island amidst its surroundings. Yet we are already a campus throughout our city. When I go to basketball games, I go to Zorn. But when I watch soccer, I'm on Stein and Macarthur, football and softball at Carson Park, and hockey at Hobbs. We have had successful and ongoing

collaboration with the City of Eau Claire on developing these shared facilities that benefit us all. I propose that we begin to think about not only athletic venues but also the academic mission of our campus in this same way. We are eager to look for ways to build physical connections with downtown Eau Claire, just a few minutes walk from here. We were pleased to explore some citizen ideas on this last month in the Idea Lounge meeting downtown. In many areas, our region cannot afford duplication, particularly when we rely on either the state or philanthropy to support our facilities. It makes the most sense to work toward facilities that will serve our collective needs and enhance the quality of life for us all.

On a broader scale, I am working with chancellors Sorenson and Betz at UW-Stout and UW-River Falls and President Ihlenfeldt at CVTC to strengthen our educational collaboration throughout higher education, with CVTC, the UW Colleges, CESAs and workforce development. It was an education collaborative base that the New North coalition used to launch its economic development efforts in the Fox Valley. We believe that we have already done more as institutions than our competitors in the northeast, but we have nevertheless recommitted to creating a true

Collaboration Corridor from the St. Croix River to the Chippewa Valley, and we look forward to working with all of you to enhance our economic development profile here.

Meanwhile, I expect I'll learn of yet other awards our faculty, staff and students have earned nearly every week. We will continue to enroll some of the brightest and most engaging students from Wisconsin and Minnesota and beyond, bright not only by their averages, ACTs and rank in class but also in their drive to be active, involved learners who are deeply engaged in their education and future success. We will continue to pursue the resources we need to internationalize our campus, provide the infrastructure for expanded science and math and health professions education, upgrade our campus facilities, fund our scholarships, and to produce our Rhodes Scholars, Fulbright Fellows, U.S.A Today Academic All Americans, future executives, community contributors and solid citizens. The talents our students develop in a rigorous academic environment at UW Eau Claire give them the tools not only for that first job but more importantly for a lifetime of success and learning and the ability to adapt to their 2nd and even 3rd careers, contributing through them locally, across the state, nationally and

globally. Hopefully, we give them the skills to make a life, not just a living.

Thank you for your attention and your support.