

CHANCELLOR
DAVID WILSON

**INTERNAL
FOCUS GROUPS
SUMMARY REPORT**

**Chancellor David Wilson
Internal Listening Sessions
with
UW Colleges and
UW-Extension
Employees**

Summary Report

Dec. 20, 2006



Background and Purpose

In January 2006, shortly after David Wilson was appointed chancellor of the UW Colleges and UW-Extension, he appointed a Transition Team of 23 Colleges and Extension employees to help with his transition to becoming the first joint chancellor of both institutions, effective May 1, 2006.

Among the charges he gave the Transition Team was to...

“Determine the structure, quantity and location of listening sessions. These listening sessions are to help the new chancellor engage students, clients, partners and stakeholders in a meaningful conversation – a strategic dialogue – about how we can best serve their needs. These discussions should help us identify unmet needs, and determine how the UW Colleges and UW-Extension might serve those needs more effectively together. From these listening sessions, feedback will be codified in a way that shapes a shared vision, and points to new and perhaps joint programmatic initiatives for our institutions.”

External Focus Groups

The Transition Team eventually recommended that the chancellor engage in a series of focus groups with external stakeholders in each of the following theme areas:

- Student Access
- Wisconsin’s Agriculture Industry
- Community, Economic and Workforce Development
- Youth and K-12 Education
- Broadcasting and Media
- Health and Environment
- Serving Diverse Audiences

The external focus commenced shortly after Chancellor Wilson arrived and ran from July through November 2006. They were formally conducted by a professional focus group moderator, and taped with extensive notes taken. The results of those formal external focus groups are in a separate report “*Chancellor David Wilson External Focus Groups Summary Report*,” which can be found on his website www.uwex.uwc.edu after Jan. 1, 2007.

Internal Listening Sessions with Employees

In addition to scheduling special focus groups with these external audiences, the Transition Team recommended that “the new chancellor should also take advantage of scheduled meetings and events to engage in structured discussions (not necessarily formal focus groups) with internal audiences...” Possible internal groups to meet with included:

- Deans and Directors
- Academic Department Chairs
- Faculty and Academic Staff Governance Groups

- Boards of Visitors
- Foundations and Friends Groups
- Retirees
- Senior Staff

Overview of Listening Session Methodology

Chancellor Wilson then went on to conduct twelve specific listening sessions with internal Colleges and Extension employees between August and December 2006 at times when they were already gathered for meetings. Instead of using a more formal focus group moderator, the chancellor personally conducted these sessions because he wanted to interact with employees more directly. The chancellor typically asked questions about their positive expectations related to integration matters and their concerns. Since the chancellor personally conducted these sessions, they were not labeled as formal focus groups nor were they taped. A note taker was always present.

These groups included deans, directors, governance people, university relations staff, student services staff, librarians, academic staff groups, continuing education partners, and many other faculty and staff. Most were held in Madison since this was the location where these employee groups from around the state were already meeting. Sessions were also held in Fond du Lac and Wausau.

Over 200 employees interacted with him in person in these specific listening sessions. In addition to these sessions, the chancellor interacted informally and gathered insights from his many conversations with employees when he visited 31 UW-Extension county offices and 12 UW Colleges campuses during his first seven months in office.

Website Feedback Form

In addition to the specific listening sessions and the exchanges employees had at Extension county offices and Colleges campuses with the chancellor, a feedback form was also posted on the chancellor's website to ensure that as broad an audience as possible could have an opportunity for input. That website was communicated to employees several times via email and an electronic newsletter in addition to administrators encouraging employees to fill it out. By the time of this report, close to 200 people had filled out and submitted comments via this method.

Analysis of the Data

This report is based on a review of all the notes taken in the specific listening sessions, which involved about 200 employees, and all the comments posted to the chancellor's website, which involved roughly 200 additional employees.

Executive Summary of Key Themes

More than two years into the potentially transformative process of administrative integration and collaboration, the UW Colleges and UW-Extension are operating in a statewide education environment that is also undergoing great change. **Flashes of excitement about the possibilities of working together to address emerging needs of the state coexist with concerns that past strengths and successes of each organization are under threat.**

In the twelve specific listening sessions and dozens of website feedback forms, the faculty and staff of UW Colleges and UW-Extension express their opinions, hopes, and concerns about internal matters pertaining to UW Colleges and UW-Extension and the prospect of further integration. At the same time, they identify a number of underlying needs in the communities they serve—external forces.

Internally, the faculty and staff of UW Colleges and UW-Extension are keenly aware of differences between their missions—UW Colleges provides opportunities for individuals to work toward degrees, while UW-Extension addresses the needs of communities throughout the state with lifelong learning opportunities. These distinctions are creating apprehension about the integration. However, people perceive strength and power in numbers, and they are hopeful that together UW Colleges and UW-Extension can communicate more effectively within the UW System and with the legislature and the people of the state of Wisconsin.

Looking **externally**, the employees of the UW Colleges and UW-Extension recognize the need to forge stronger links between educational opportunities and economic development throughout the state. They strongly believe that all Wisconsin people, wherever they live and whatever communities they are part of, should have access to the resources of the UW System and, in particular, the opportunity to work towards a degree. Providing this type of access will require developing new, more flexible course offerings.

Finally, the listening sessions and website feedback forms reveal that each organization has specific concerns of its own. The UW Colleges are feeling intense pressure from the state's technical colleges. UW-Extension would like to preserve its longstanding ties to Wisconsin counties.

Listening Session Summary

The questions and content of the listening sessions varied from group to group. Each session began with discussion of the reasons for optimism and reasons for concern with regard to the integration of UW Colleges and UW-Extension. Accordingly, this summary begins here, before moving into other topics that were discussed in some groups but not others. These topics include: perceptions of UW Colleges, UW-Extension and the UW System; possible areas of collaboration between UW Colleges and UW-Extension; specific requests for the chancellor's office; and several ancillary subjects.

I. Reasons for Optimism about Integration

Many listening session participants look forward to new opportunities for collaboration that will result in even greater educational access for Wisconsin residents—especially northern, minority, and nontraditional/adult students. One key factor in increasing access will be using technology to create new course content delivery options.

- ❖ “Both of us share similar missions to provide access . . . integrating two missions provides a vehicle for revitalizing the Wisconsin Idea.”
- ❖ “There are probably opportunities for different kinds of pedagogy.”

Many people are also optimistic about expanded possibilities for publicizing all of the programs offered by UW Colleges and UW-Extension.

- ❖ “I’m optimistic about the visibility that could come from this. We’re often overshadowed by the 4-year schools.”

An important piece of these integrated outreach efforts will be communicating more effectively and powerfully with the legislature and within the University of Wisconsin system.

- ❖ “It will provide us greater political leverage across the state.”
- ❖ “[It’s an] opportunity to present a more united front to the publics we serve.”

Another potential advantage to the integration cited in the listening sessions was the opportunity for UW Colleges and UW-Extension to learn more about each other and eventually even change or expand their programs in order to build on each other’s strengths.

- ❖ “I’m excited about the idea of doing things in conjunction with Extension, especially since they do ‘real stuff’ and try to apply it. I’m interested in business ethics, and I know someone in Extension community development who’s establishing groups dealing with ethics.”
- ❖ “This is an opportunity to consider how to change our programs to better meet needs.”

Finally, several people thought that the integration would prove to be an asset in confronting the perceived challenge of mission creep at the technical colleges.

II. Reasons for Concern about Integration

The single greatest area of concern across all listening session is that there will be confusion about the individual identities and missions of UW Colleges and UW-Extension or that one organization will completely absorb the other.

Other significant areas of concern are perceived inequities of budgets, staffing, and salaries between Colleges and Extension. UW Colleges faculty and staff believe that they are underfunded compared to their counterparts at UW-Extension. Administrative employees of both organizations fear that consolidation of business services will result in short staffing.

Some listening session participants are concerned that integration will result in a larger bureaucracy with more rules and less flexibility in meeting the needs of the individuals and communities they serve. There is widespread confusion about the exact degree of integration—will it be strictly administrative or will it expand into programmatic collaboration? Finally, some people are concerned that the integration will drag on too long, thus damaging relationships with funding partners like the counties, and even wind up being more costly than anticipated.

III. Current Perceptions of UW Colleges, UW-Extension and the UW System

Participants in some of the listening sessions were asked for what words came to mind when thinking of UW Colleges, UW-Extension, or the UW System.

UW Colleges

First in participants' minds: the idea of access—access to higher education in general and access to the resources of the UW system in particular. Many participants specifically mentioned UW Colleges' tagline: "the best start for the life you want." A key feature of the opportunities offered is their affordability.

Many participants reference the high quality of the academics and the faculty. Some noted the specific details about the nature of the education such as "liberal arts" or "small classes" or the targeted students "freshman and sophomores," "nontraditional students."

Finally several people described UW Colleges as the state's best kept secret or expressed the opinion that UW Colleges are not adequately recognized or appreciated statewide.

UW-Extension

Foremost in participants' minds are the agriculture programs and services of UWEX—many also singled out the 4-H programs, closely followed by county agents. Also prevalent is UW-Extension's public broadcasting, followed by the phrases "Wisconsin Idea" and "applied research." Other words or concepts mentioned more than once include: education, access, horticulture, learning innovations, noncredit, SBDC, UW ally, lifelong learning, public service, community, everywhere in state, great impact, practical, or nationally known.

UW System

Not every listening session discussed the impressions of UW System as whole, but those that did mentioned the word “administration” above all others. Some described the UW System as a network of learning facilities. Descriptive words with a positive valence included “economic engine,” “Wisconsin Idea,” “top notch,” “opportunities” and “leader.”

A number of participants applied the word “vast” or “bureaucracy,” generally with a negative connotation. Related to this, smaller numbers of participants said things like “lack of leadership,” “unsupportive” or “rule maker” (with the implication that the rules made are arbitrary obstacles).

IV. Opportunities for Collaboration

Not all of the listening sessions discussed specific ideas about ways UW Colleges and UW-Extension can collaborate, but among those that did, one common theme emerged. Many listening session participants expressed a desire to work together on marketing and outreach, perhaps by using the broadcasting expertise of UW-Extension to communicate with the public and expand course delivery.

The following summarizes additional suggestions that arose:

- Work together on increasing access among minority communities and other underserved populations such as place-bound adults.
- Increase knowledge about what each institution does before engaging in collaboration. One suggestion was working together to create more connections between business courses and the Small Business Development Center.
 - ❖ “Need to identify things neither of us do . . . generate new ideas from scratch.”
- Share facilities when possible. One participant thought that UW Colleges’ expertise in advising students could also benefit UW-Extension clientele.
- Add to programmatic collaboration by establishing lifelong learning centers at all UW Colleges campuses and making sure that Wisconsin residents have some way of earning UW credits in every county in the state.
- Work together to assist the struggling Milwaukee public schools
- Work together on agricultural issues, bio-security, or emergency management
- convene jointly and build relationships with community decision-makers
- Deliver more distance education opportunities for place-bound freshmen and sophomores.

V. Specific Requests for Assistance

When asked what sort of help from Madison (from the chancellor or administration) would be useful, participants in almost all of the listening sessions expressed the need for the chancellor to communicate with a strong voice to the legislature and within the UW system.

- ❖ “We need a stronger voice with the legislature. We’ve been a little passive in the last few years in our legislative relations.”
- ❖ “Want the chancellor to be a strong advocate on behalf of the Colleges with UW System. We’re too much the step-child sometimes.”

In addition, listening session participants repeatedly requested more effective marketing and promotional efforts to increase the statewide visibility of UW Colleges and UW-Extension.

- ❖ “Community people hear about problems at System or Madison, and they equate it with us. We need to educate local people more about who we are and what we do and our place in the System.”
- ❖ “Create us as a brand in people’s minds.”

Participants in the UW Colleges listening sessions also raised the need for higher salaries and increased resources. In their view, lack of funding is making the UW Colleges uncompetitive in attracting both students and faculty.

- ❖ “It’s embarrassing when you’re trying to recruit a student and you’re showing them the facilities. Our facilities are not even as good as what they had in their high schools, while we’re trying to convince them we have a quality program.”
- ❖ Our faculty is as good as any in the UW system and yet we’re the most poorly paid.”

The following summarizes other specific requests that arose:

- Establish clearer lines of communication between the chancellor’s office and the campuses and between the chancellor’s office and the divisions.. In addition, develop a more systematic way for administrators at UW Colleges and UW-Extension to communicate with each other. There also needs to be more clarity about the appropriate channels for communicating with the chancellor’s office (his assistant, his chief of staff). Along these lines, participants expressed a desire for the chancellor to develop a stronger presence, articulate his leadership philosophy, and establish specific ways of communicating with top administrators beyond the newsletter for all staff. One

suggestion was sharing the chancellor's weekly calendar so that administrators could provide additional background before important meetings.

- ❖ “There needs to be a level of informative communication with the top administrators as to what's going on, such as chancellor meetings with legislators, meetings with other leaders, networking with business people, visits, etc.”

- Develop more resources for the Engaging Students in the First Year initiative, more faculty development opportunities, stress/mental health counseling for students, library-specific endowment funds, and faculty salaries

- Review faculty workloads (committee responsibilities are onerous and ever increasing), allow for more faculty release time, and make filling full-time faculty positions a priority.

- “More concerted effort to increase the faculty to ensure there is at least one fulltime faculty in each department on each campus.”

- Continue to strive for more transparency and inclusion in high-level decision-making.

- ❖ “If we don't understand the motive, and if we aren't involved in creating the decision, then buying into that decision becomes more difficult.”

- Make more connections with Colleges and Extension staff in Madison. Madison-based staff would like the chancellor to make an effort to get to know them personally and create more opportunities for the UW Colleges and UW-Extension staff to learn about and work with each other. Several participants thought that these opportunities, such as team-building exercises, should be mandatory. Other participants appreciate informal get-togethers like evening receptions, and suggested other forums such as luncheon “show and tells” to share information about their respective efforts. One participant also suggested developing a forum on scholarship to build understanding of the different types of scholarship across all staff.

- ❖ “Even though we're sharing space at Lake St., a lot of Extension people have no idea what the Colleges folks do or who they are. How can the chancellor foster employees from both institutions getting to know each other . . . ?”
- ❖ “Most meaningful communication will happen colleague to colleague at the local level. Encourage people to communicate.”

- Assist the Continuing Education Extension Council with improved relationships and communications with their host campuses. A more streamlined budget planning process (across Cooperative Extension, Continuing Education and Small Business Development Center, for example) would be helpful. Finally, the CEEC would appreciate getting provost meeting agendas and notes via the UW-Extension provost since their campus provosts don't always share them.

- ❖ “Extension chancellor and provost should keep reminding the campus of how important our work is.”

VI. Other Topics

Emerging Student Needs

Participants of several listening sessions discussed the great need for remedial education to prepare student to succeed in higher education. Other emerging issues are the need for accelerated or flexible courses geared toward adult students and the need for new digital channels for interacting with students and potential students.

- ❖ “We need considerably more staff and resources to get into the web and other techniques to engage students in recruitment via technologies that young people are using.”

Finally, with the cost of education rising rapidly, UW Colleges faculty and staff need to become financial aid experts in order to assist students in navigating college without paid work hindering academic success.

Technical Colleges

A common thread running through the listening sessions, particularly those involving faculty and staff of UW Colleges, is the relationship with Wisconsin’s technical colleges. Listening session participants frequently raised the issue of “mission creep” on the part of the technical colleges, and they identified several specific areas of concern:

1. UW four-year colleges are creating arrangements with technical colleges without bringing UW Colleges into the discussions;
2. Technical college credits are often less expensive and, in some cases, those credits are more readily transferable to four-year schools;
3. Technical colleges have a funding advantage in their ability to tax their communities;
4. Technical colleges are stealing UW Colleges’ “best start” positioning; and,
5. Technical colleges are providing an increasing number of liberal arts offerings.

UW Colleges would like to confront the challenges presented by Wisconsin’s technical colleges from a position of strength and are hopeful that the integration with UW-Extension will expand their reach and allow them to market themselves more aggressively to communities, parents and high schools. UW Colleges would like to do a better job of communicating the successes of UW Colleges students who transfer to four-year campuses.

While UW Colleges—and, to a much lesser extent, UW-Extension—generally feel competitive toward technical colleges, some listening session participants believe that there may be good opportunities to partner with them, particularly in the area of remedial curriculum and nursing programs.

- ❖ “Remedial classes. Would like to see us be more involved and have more control.”
- ❖ “Technical Colleges have expertise in access and program development. The nursing program is one such collaboration that could use our faculty for academic delivery.”

The website feedback form posed four questions:

1. What are your general impression of the UW Colleges and UW-Extension?
2. What are some of the important challenges facing the State of Wisconsin and our local communities today?
3. Thinking about the issues you described in Question 2, what can the UW Colleges and UW-Extension do together to address those emerging needs?
4. What other comments or concerns would you like to share regarding UW Colleges and UW-Extension?

I. General Impressions of UW Colleges and UW-Extension

When asked for their general impressions of UW Colleges and UW-Extension, most respondents chose to discuss each organization separately. Those who addressed both organizations at once shared the opinion that they are “excellent learning facilities” that allow Wisconsin citizens to access the research and resources of the UW system.

Many people cited significant differences of mission between the organizations, summarized in this way: UW Colleges facilitate individual work toward a college degree, while UW-Extension promotes lifelong learning and addresses needs and issues on a community level. For this reason, respondents expressed some ambivalence about the appropriate level of integration between the two organizations.

- ❖ “Each is an outstanding organization in its own right and that should be the basis of further efforts to blend them. The Chancellor’s first duty is to ‘do no harm’ to the excellence that each brings to their respective mission.”

Nevertheless, some respondents acknowledged that integration on an administrative level is both appropriate and desirable.

- ❖ “Integration should build efficiencies and effectiveness at the administrative level, pulling on the strengths of each organization without compromising the budgets, HR, and great teaching/programming done by each institution.”

Several others thought there might also be areas of overlap between the two organizations with respect to educational content and format.

- ❖ “The integration of the two on face value seems to make sense as both are in the education business and there may be economies that can be realized. It makes

sense that the system would move toward an applied approach to the learning that occurs on our campuses—this link may assist in accomplishing that goal.”

Those who expressed the strongest opposition to further integration, beyond what has already been mandated, did so on the grounds that further integration might undermine long-standing partnerships between UW-Extension and the counties.

- ❖ “The county partnership . . . is important in building trust for UW-Extension at the local level.”

UW Colleges

In addition to general impressions, respondents also provided a great deal of organization-specific feedback. Respondents who shared their thoughts about UW Colleges noted the organization’s role as a crucial education portal for Wisconsin citizens, especially in rural areas. “The UW Colleges are the ‘best kept secret’ in Wisconsin,” according to one respondent. These two-year campuses provide higher education at a reasonable cost and help people attain degrees.

- ❖ “I encourage youth to attend college and start at the local campus to save money and ease the transition into higher education, with the family nearby for support/encouragement.”

Specific strengths cited included opportunities for returning and nontraditional students, small class sizes, and high-quality leadership experiences for students.

UW-Extension

Those who discussed UW-Extension cited the organization’s success in bringing UW resources to Wisconsin citizens county by county. They praised UW-Extension’s ability to respond to the particular needs of the communities it serves, noting that Extension plays an especially vital role in rural areas. Several respondents believe that UW-Extension is underappreciated and relatively unknown, despite its outstanding work and status as a nationwide role model.

- ❖ “UWEX educators are doing great things around the state, but no one is ‘telling the story.’”

Specific UW-Extension activities singled out for praise included statewide broadcasting as well as nutrition and agriculture programs.

II. Important Challenges Facing State of Wisconsin and Local Communities

Respondents' perspectives on these challenges fell into five main topic areas of approximately equivalent weight.* The five areas are: government; economy and jobs; family and human issues; youth and education; and environment and natural resources.

One additional area of recurring feedback cuts across all of the topic areas mentioned above. Multiple respondents noted a pressing need to cultivate good leadership, in government, business, and other community organizations.

Government

Among all the categories, the most frequently mentioned challenge by far was the impact of state budget cuts. Respondents cited conflict between citizens' desire—and, in some cases, great need—for high-quality services and their simultaneous desire for tax cuts. Some respondents also noted the need for higher citizen participation in government, for greater integrity among public officials, and for unbiased information to guide decision-making.

Economy and Jobs

Many respondents believe that a priority for the state of Wisconsin will be crafting strategies of economic development for a time of rapid change. The state needs more family-supporting jobs in general, as well as specific strategies for combating “brain drain”—loss of college graduates to better opportunities in other states.

Family and Human Issues

Respondents discussed the need to strengthen Wisconsin families in general, while at the same time finding ways to address the specific needs of diverse populations. Areas of human concern that cropped up repeatedly were healthcare, poverty, and nutrition, followed by financial education and eldercare.

Youth and Education

Many respondents identified the need for educated citizens as one of the great challenges facing the state of Wisconsin. While education can and does occur at all age levels, the state's long-term future lies in the hands of its youngest citizens, and respondents' remarks on education tended to focus on the youth demographic. They noted the need to continue providing high-quality public education and to seek more effective ways of engaging youth in community life, even before they enter the workforce.

Environment and Natural Resources

* A much smaller sixth category of responses addresses internal concerns about the UW Colleges and UW-Extension. For example, a few respondents worry that the organizations' programs are underutilized. Another believes that the state budget environment is requiring staff to spend too much time justifying their existence, instead of on program activities.

A number of respondents feel that stewardship of natural resources is a key issue facing the state. Their specific areas of concern include water quality, sustainable agriculture, sound land use and community planning, and energy.

III. Addressing Emerging Needs Together

As with the first survey question, some responses reveal ambivalence about the appropriate degree of integration or collaboration between UW Colleges and UW-Extension. When asked what UW Colleges and UW-Extension can do together, multiple respondents made comments like this one:

- ❖ “Because I believe that UW Colleges and UW-Extension have different purposes, I am not sure how they can address the issues together.”

Some respondents are particularly concerned about competing for resources—they wish to protect the current high levels of excellence they perceive in their respective organizations. The first step toward collaboration in such cases will be a mutual learning process.

- ❖ “First they will need to learn how to work together, right now people are more afraid of each other because they think they will lose their job if they collaborate—or if their funding goes to another division There is so much to be done—none of us should be fighting or in fear.”

Others respondents are comfortable with integration at an administrative level, but many stressed that sharing expertise and programmatic collaboration between UW Colleges and UW-Extension should take place at the community level rather than as mandated from Madison.

- ❖ “I think it’s important to be truly responsive to local needs and help people, communities, and organizations plan and organize, no matter what the topic is.”

Despite the concerns outlined above, the majority of respondents did suggest specific ways UW Colleges and UW-Extension may be able to work together to address areas of emerging needs elicited by the previous survey question. Some of their ideas cluster around the following three areas:

1. Increasing the number of adult degree holders across the state, and among UW system classified staff in particular. Related ideas include having UWEX offer courses for credit in counties that don’t have a UWC campus and providing more flexibility in course scheduling (offering more UWC courses at night, on weekends and online).

- ❖ “The state is screaming for more access to education; so people don’t have to drive long distances or quit their jobs to go back to school.”

2. Providing better job placement and workforce development. One respondent reasons that if the programs of UW-Extension and UW Colleges help people get jobs, they will make full use of these programs. Several other respondents suggest that UW Colleges and UW-Extension could partner to create service-learning opportunities that would serve the community and enhance the careers of participants.

- ❖ “Students who enter the UW system need more help in finding jobs that their degrees can help them to get.”
- ❖ “There are times when community outreach issues do mesh well with classroom and research interests of Colleges faculty. When that is the case, the two should work together. Bringing about service learning opportunities may be the most obvious way.”

3. Improving outreach. Respondents identified several potential targets for joint UW Extension and UW Colleges outreach efforts: the general public (to make people aware of the full array of lifelong learning opportunities offered); other organizations in the communities they serve together (to educate leaders and possibly collaborate with them on community initiatives); and the state legislature (to press for increased funding for education).

- ❖ “Use other ways of connecting, Maybe ads on the TV . . . To relate to the younger generation you need to put yourself in their world.”
- ❖ “Locally, perhaps faculty from both institutions, with expertise in an area of concern or expertise in convening . . . and facilitating groups, can take leadership roles in bringing research-based information to the discussion.”

In addition to the broad collaborative possibilities described above, respondents also made several suggestions for topic-specific education initiatives that UW Colleges and UW-Extension could work on together. These include consumer finance, biofuels, water quality, diversity and nutrition.

IV. Other Comments and Concerns

For the most part, comments in this section echoed the issues raised in the listening sessions as well as in the previous website feedback form questions. Examples of these issues include the challenges posed by Wisconsin’s technical colleges, giving UW classified staff the opportunity to earn degrees, and importance of retaining a presence on the county level.

Many respondents took the opportunity to elaborate on their concerns about the integration of UW Colleges and UW Extension—stressing, again, the different missions of the two organizations and expressing the need to proceed thoughtfully.

- ❖ “I am not saying we should avoid collaboration between the two institution, but I am saying, and urgently so, that we need to be more deliberate in our pace and far more considerate of the strategic landscape we will be negotiating in the years to come.”

A significant number of respondents voiced concerns about the process of integration—they believe the approach is too “top down,” which will ultimately hinder efforts to get buy in from faculty and staff of both organizations.

- ❖ “I think the amount of change that is being dictated from above and from outside is creating a great deal of stress and lack of trust toward our new chancellor.”

Others worry that this intense period of focus on process and internal matters could be distracting UW Colleges and UW-Extension from the more important task of serving the citizens of the state of Wisconsin.

- ❖ “Institutional structures should not be a barrier to what people should view as a seamless door to higher education in Wisconsin.”
- ❖ “It has been my observation that in areas where there are similar services offered by both institutions that the needs of the students are neglected as administrators of the programs jockey for position.”

Finally, a small number of respondents expressed gratitude for the opportunity to share their opinions.

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