



# LISTENING SESSION DATA REPORT

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2015

# MESSAGE FROM PRESIDENT RAY CROSS

The Wisconsin Idea is the principle that the university should improve people's lives beyond the classroom and campus — to the all the residents of Wisconsin and beyond. The University of Wisconsin System, with 14 institutions located at 26 campuses and in every single Wisconsin county, is the embodiment of that idea.

To make the Wisconsin Idea truly impactful, the UW System must be closely aligned with the needs of the state. We must be responsive, impactful, and accountable. Most importantly, we must listen.

That's why we have embarked on a new strategic planning process that will help reform how we operate and provide critical direction on how the UW System can best serve Wisconsin. The UW System can become even more responsive to the needs, hopes, and dreams of citizens, communities, businesses, K-12 systems, and our many other stakeholders.

In late fall of 2015, we visited nine locations and hosted 13 public sessions throughout the state to listen to residents, organizations, industries, community and legislative leaders, and other partners who count on the UW System to play a significant role in shaping the future success of Wisconsin. This report is a summary of what we heard from those many diverse constituents—setting the stage for our plans and goals for the next five to ten years and beyond.

Over the next few months, we will converge to set common goals and set metrics to help us judge how well we meet them. Then, we will set strategies for how to achieve those goals. I invite you to be a part of the process and conversation by visiting [wisconsin.edu/strategic-planning](http://wisconsin.edu/strategic-planning). There you will find regular updates and opportunities to stay involved in the strategic planning effort ahead.

The forthcoming plan will serve as a roadmap to help Wisconsin and its people navigate a dynamic and often unpredictable future. It is critical that the voices of our stakeholders remain part the plan's development, as our future and that of the state are inextricably interconnected.

Thank you for your continued participation and for sharing your vision,

Ray Cross

President, University of Wisconsin System

# INTRODUCTION

As part of developing a new strategic plan for the University of Wisconsin System, the UW System recently held 13 listening sessions across the state. These sessions were designed to hear the ideas of Wisconsinites and determine how to be even more responsive to their needs.

Eight of the sessions were open to the public and discussed the broad issues that are important to Wisconsin. Five sessions were held on specific topics with leaders in their fields. In total, the UW System collected 432 responses from all the sessions.

**Listening Session Locations and Dates**

Location	Topic	Date
La Crosse	Health	9/1/2015
La Crosse	General	9/1/2015
Green Bay	Education	9/15/2015
Green Bay	General	9/15/2015
Platteville	General	9/23/2015
Oshkosh	General	10/1/2015
Superior	General	10/13/2015
Eau Claire	Economy	10/14/2015
Eau Claire	General	10/14/2015
Madison	Global	10/22/2015
Madison	General	10/22/2015
Milwaukee	Economy	10/28/2015
Parkside	General	11/3/2015

The responses from all participants at the listening sessions were gathered and analyzed for issues that were raised in them. The issues were then categorized and totaled. The input from all participants at the listening sessions is presented in this report.

UW institutions held additional listening sessions and engagement exercises to gather input from students, faculty, staff, and stakeholders.

# LISTENING SESSIONS

For listening sessions, participants were given questions ahead of time to allow them to prepare their answers.

Each listening session involved three phases. In the first phase, participants discussed their answers at tables of up to seven participants. Facilitators were available at every table to prompt discussion of the questions. In the second phase, participants determined whether there were themes in their responses. In the third phase, each table shared any consensus it was able to reach with the other tables at the session.

## GENERAL LISTENING SESSIONS

In total, 269 responses were collected from all the general listening sessions. These are the questions that were asked:

- 1. What are the major issues (pro and con) facing the State of Wisconsin currently?**
- 2. What role should the UW play to help Wisconsin address its most critical challenges and opportunities?**

### 1. What are the major issues (pro and con) facing the State of Wisconsin?

The UW System received a variety of responses, but issues related to the economy and education were most prominent. The most mentioned concern was that a lack of funding was reducing the ability to provide quality K-12 and higher education in the state. Other prominent concerns were the weak economy and low job growth.

The top five issues raised under this question are as follows:

**General: Question 1**

Lack of funding is affecting the quality of education in the state	72
Wisconsin's economy is struggling and there is weak job creation	62
Wisconsin is not attracting and keeping the best and brightest in the state	49
Our general and high-tech infrastructure requires more investment	47
Education is not a priority in state policies	45

The following are examples of responses:

Lack of funding is affecting the quality of education in the state

“Consistent decreases in funding education at all levels bring the national impression that an educated

state is not important. Comparisons to stereotypical poor education states are starting to be made. This makes a bad business impression. The decrease in funding to education is almost certain to affect quality of education at all levels and eventually will limit the ability of the state to promote itself as a source of high-quality, educated, productive workers.”

“Cuts for K-12 public schools in “real dollars” is causing severe budget problems in rural schools as well as large urban districts. Class size continues to increase in public schools.”

“The lack of investment in our public institutions is going to impact the long term viability of this State for years to come.”

“Lack of state support, plus interference with faculty research & growth.”

#### Wisconsin’s economy is struggling and there is weak job creation

“Failure to provide or even propose a coherent state economic development strategy that connects real job creation to the actual underlying local public structures that result in economic vitality.”

“Last in the nation for business creation/starts”

#### Wisconsin is not attracting and keeping the best and brightest in the state

“State needs to be positioned to attract and retain a good mix of businesses that are sustainable and a well-educated workforce.”

“The State of Wisconsin is underinvesting in education and infrastructure. It is also creating an atmosphere of uncertainty among public employees that may damage Wisconsin’s ability to attract top quality talent to public employment in the future.”

“Graduate leaving the state for jobs – need to make WI attractive to young people. Leaving is fine but how do we attract them back.”

“Loss of skilled/educated persons to other states.”

## **2. What role should the UW play to help Wisconsin address its most critical challenges and opportunities?**

The top responses to this question centered on the UW System’s relationships with external parties as well as talent and labor considerations.

The most frequent comment was that the UW System should have more community outreach and be engaged in more partnerships with the community. Similarly, another common response was that the UW System should work with partners to secure more internship opportunities for students.

For labor, participants responded that “brain drain” is a concern. “Brain drain,” the net emigration of Wisconsin-educated or professional individuals who leave Wisconsin for better pay or living conditions. Participants want the UW System to help attract and retain the best and brightest in the state and to produce more graduates in fields where there are labor shortages.

The top five issues raised for question two are as follows:

### General: Question 2

The UW should have more community outreach and partnerships	42
Attract and retain the best and brightest to prevent brain drain	37
The UW should make education affordable	36
Work with partners to create more internship opportunities for students	29
Graduate more students into fields with labor shortages (nursing, teaching, STEM)	28

The following are examples of responses to this question:

#### The UW should have more community outreach and partnerships

“Encourage more partnering between UW and community groups. Share venues, offer events (that would normally be done on campus) offsite for greater exposure, and work with local leaders to provide the maximum number of students opportunities for internships. You’ve got the kids – local organizations and businesses can use the help while providing practical workplaces to hone skills. Yes, these things are being done... kick it up a couple of notches.”

“Better partnerships between Universities and local communities with goal of driving innovation and small business formation.”

“Greater tie into community – UW schools cannot be an island unto itself.”

“Help to partner with local business to develop small business incubators, creative community spaces, shared work spaces, etc.”

“Empower universities to collaborate with community based on regional needs.

#### Attract and retain the best and brightest to prevent brain drain

“Educate Wisconsin people and get them to work in WI. I have more friends working out of state than in WI that I graduated with from UW!”

#### The UW should make education affordable

“What can you do and/or what inefficiencies exist to bring the cost of an education down? (Why is it more expensive for my students to take an online course vs. a traditional?)”

“Open up more opportunities for low income students [to] achieve educational goals.”

#### Work with partners to create more internship opportunities for students

“UW could work with major employers or corporations and agencies to develop a recruitment program for UW graduates. This could include an internship program with UW graduates and the corporations/agencies.”

“Support and promote the use of real world business problems in course work.”

# TOPIC SESSIONS

The UW System held listening sessions on the Economy, Education, Global issues, and Health and Wellness. Experts in these respective fields were invited to share their insight at these sessions. The topic listening sessions were conducted in the same way as the general session, but participants were given three questions instead of two. Participants were given questions ahead of time to allow them to prepare their answers. Each session involved three phases. In the first phase, participants discussed their answers at tables of up to seven participants. Facilitators were available at every table to prompt discussion of the questions. In the second phase, participants determined whether there were themes in their responses. In the third phase, each table shared any consensus it was able to reach with the other tables at the session.

## ECONOMY

Listening sessions on the economy were held in both Eau Claire and Milwaukee. These sessions were attended by presidents and CEOs of businesses, members of the Wisconsin legislature, local elected officials, and individuals from the private, nonprofit, and government sectors. There were a total of 62 responses collected from the two listening sessions.

At the listening sessions on the economy, participants were asked three questions:

- 1. What are the big picture challenges and opportunities you expect over the next 5-10 years?**
- 2. In what ways can the UW help address these challenges and opportunities?**
- 3. In what ways can the UW help to develop future talent?**

### **1. What are the big picture challenges and opportunities you expect over the next 5-10 years?**

Two issues stood out among the responses to this question. The main concerns of the participants were attracting and retaining talent in the state and a skills gap where workers do not have the appropriate skills for the jobs that are available.

The top five issues raised by this question were as follows:

**Economy: Question 1**

Talent attraction and retention	22
The skills of available workers do not match up with available jobs	20
Wisconsin is not prepared for the loss of workers from an aging workforce	15
Cuts in funding from the state	9
Labor shortage in the work force	7

One participant responded that businesses in the state need a way to get additional soft skills to their existing workforce, either through the UW System or elsewhere.

The following are examples of responses to this question:

Talent attraction and retention

“Being able to attract and maintain high caliber talented and trained individuals in the financial services business. Specifically banking, trust, insurance, investments, and wealth management are important areas for to me.”

“There has been, and continues to be, a net migration loss for the state of Wisconsin, mostly because of Millennials getting education and leaving immediately upon graduation. This generation is the future. We must have more of them staying and filling our job vacancies.”

The skills of available workers do not match up with available jobs

“Finding productive, engaged citizens capable of doing the jobs available today and being created in the Global Competitive economy we are in.”

“Lack of a qualified workforce for Wisconsin companies; the UW system can help with some of this, but frankly 60% of the need will be for technical school, apprenticeship program and manufacturing career training.”

Wisconsin is not prepared for the loss of workers from an aging workforce

“50% of our workforce is eligible for retirement in the coming years. Many of these positions require a four-year degree, and attracting workforce locally is more effective on the recruitment side than searches outside the region. Thus adequately funding the UW System to fill the workforce pipeline is critical.”

“Aging workforce and the loss of knowledge; looking at restructuring operations to meet needs with a diminished workforce.”

**2. In what ways can the UW help address these challenges and opportunities?**

The most frequent responses to this question primarily involved collaboration. Participants thought that the UW System should be more collaborative, whether with private businesses or with the state in general. In addition to the theme of collaboration, participants said that the UW System should adjust its programs to reflect the needs of the job market.

The top five issues raised by this question were as follows:

**Education: Question 2**

Collaborate more in general	12
Collaborate with private business (potential employers)	11
Adjust programming to reflect needs of job market	10
Partner with community on projects	6
Work to attract and retain best and brightest students	6

One participant suggested that the Wisconsin Alumni Research Foundation (WARF) should be a banner for the UW System. The participant noted that WARF is already a leader in research and development and could also be an economic development leader in the state.

Another participant suggested creating service-learning labs where community organizations can submit small, contained projects that require less commitment than an internship, but still provide a higher learning experience for more advanced students.

Here are some examples of responses to this question:

The UW should collaborate more in general

“Partner with the city on projects.”

“Collaborate with colleges to ensure easy transferability for students.”

“Work with local businesses and chambers to gain support, coordinate messages and lobbying efforts.”

The UW should collaborate with private business (potential employers)

“Engage with regional economic development organizations to support and participate in workforce retention and attraction strategies.”

“Continue developing and implementing creative partnerships with other institutions and businesses.”

“More engagement through outward reach with local, state government and agencies, K-12 education, and the varied businesses that feed our economy.”

The UW should adjust programming to reflect needs of job market

“Adjust programming and enrollments based on job market not student interest.”

“Keep up with labor trends and adapt programs to prepare students to enter the workforce.”

“Align programs to employment needs, not only in subject areas but in employability and life skills needed to be successful in a career.”

### 3. In what ways can the UW help to develop future talent?

Responses focused on the experiences of students and how they can be improved. The top two responses were for more experiential learning opportunities for students and to adjust programming to reflect the needs of the jobs market. Both of these responses address the preparedness of a student entering the workforce.

The top five suggestions from this question are shown in the following table:

Provide more work-study/internships/experiential learning opportunities for students	11
Adjust programming to reflect the demands of the job market	9
The UW should partner with schools and businesses	8
Make transfer of credits among institutions and technical schools easier	8
Make transfer from tech schools and 2-year colleges to 4-year universities easier	8

Here are some examples of responses to this question:

#### Provide more work-study/internships/experiential learning opportunities for students

“Required internships (a la St. Olaf) should be explored.”

“Increase student exposure in the work environment through cooperative studies and internships, faculty support and involvement enhances these opportunities.”

#### Adjust programming to reflect the demands of the job market

“Offer not only degree programs, but also work with employers to understand where skills and knowledge gaps exist. And then, create certificate and training programs to fill these gaps.”

“By continually revising the curriculum based upon changes in design, technology and processes.”

“Programs and classes that are relevant to today’s changing economy and environment.”

“Continue to foster relationships with business and industry so skills and thinking match needs.”

#### The UW should partner with schools and businesses

“Working with businesses in the high-tech sector who have needs. We can provide internships, incubator possibilities, guest lecturers, etc.”

“Work more collaboratively with the state technical college system.”

# EDUCATION

The listening session on Education was held in Green Bay. Attendees included principals, superintendents, representatives from private and nonprofit sectors, a state representative, and individuals from K-12 and higher education. There were 42 responses collected from this listening session.

At the listening session on education, participants were asked three questions:

- 1. Where do you see the education sector going in the next 10-20 years?**
- 2. In what ways can the UW best serve your sector's needs?**
- 3. What can the UW do to positively affect education in the State of Wisconsin?**

## 1. Where do you see the education sector going in the next 10-20 years?

Participants believed that there would be a focus on the practical and more choices in the upcoming decades. Responses suggested that there would be an increased focus on real-world application of education and that education itself would be more customizable.

The top six responses were as follows:

**Education: Question 1**

Education should focus on real-world applicability for education/jobs	11
There should be customized learning	11
More technology used	8
Virtual classrooms	8
The privatization of education	7
Institutions should be less isolated and work more with others	7

Here are some examples of responses to this question:

### Education should focus on real-world applicability of education/jobs

"Less generalized and more job specific. Students need to be prepared to provide value to an organization when hired rather than expecting the hiring company to exclusively train them for the industry."

"Continued expectation for education's link to economic development."

### There should be customized learning

"Increased flexibility - individualized designed learning plans for each individual available anywhere, time, way."

"Through personalized learning, students are empowered to be successful global citizens in a dynamic and fluid environment of change."

"Employee-based customized learning."

### More technology used

“Technology continues to accelerate changing the way everything is done.”

### Virtual classrooms

“I see more and more courses going online. Personally, I would like to see that people still have the opportunity to take traditional face-to-face courses especially courses that deal with education or administrative leadership. To me it is all about the connections. In my experience traditional online courses do not afford the opportunity to network and learn from each other like traditional face-to-face courses do.”

### The privatization of education

“The trend is clearly pushing for privatization with no indication that it produces higher quality results, nor does it address the needs of our most at-risk students (students with special needs and those in poverty.) In the next 10-20 years, I anticipate a sharp decline in the number of college entrants enrolling in teacher-preparation programs leading ultimately to a shortage in the profession.”

“Depending on the leadership and vision for education in WI, I believe we are at a junction in which we will either see the systematic destruction of our public school system to be replaced by privatization that excludes those most in need, or we will see a resurgence to improve and support quality public education for all students.”

## **2. In what ways can the UW best serve your sector’s needs?**

The two most frequent responses addressed K-12 education. Participants would like to see a comprehensive and seamless structure from kindergarten to a college degree. Also related to K-12 education is the proper training of teachers to prepare them for current challenges.

The top four responses were as follows:

**Education: Question 2**

There should be a comprehensive and seamless K-12 education plan/structure	12
The UW should be adequately preparing new K-12 teachers for the challenges they face today	8
Education should be more affordable	7
The UW should collaborate more	6

The following are examples of responses to this question:

### There should be a comprehensive and seamless K-12 education plan/structure

“Continued collaboration with K-12 school districts – more seamless transitions, dual credit opportunities, partner with high school teachers (research, projects, expectations).”

“Assist the preK-12 system to promote education as a priority to provide high quality graduates to enter into the UW system.”

The UW should be adequately preparing new K-12 teachers for the challenges they face today

“Collaboration with the K-12 sector – How do we promote the field of education and make sure that our new teachers are prepared to enter the classroom with educator effectiveness.”

“Modernize teacher preparation coursework and experience – prepare teachers for blended and online learning teaching positions.”

“Stronger consistent teacher and principal preparation programs.”

Education should be more affordable

“Scholarships for our brightest to keep them in Wisconsin.”

“The UW can best support public education by continuing to provide a wide range of higher education opportunities that are affordable to high school graduates and those pursuing graduate degrees.”

The UW should collaborate more

“Continue to grow the collaboration between high schools and the UW System through programs like Academic Alliance.”

“Improved willingness to partner and eradicate academic elitist perspectives so that seamless and innovative designs can be achieved.”

“We need to work together to provide Wisconsin with the majors/programs that reflect the needs that the businesses have.”

### 3. What can the UW do to positively affect education in the State of Wisconsin?

Communication was a theme of the responses to this question. Both communication in terms of the value of a college degree to an individual as well as the economic impact of higher education to the state. Also important to participants was making higher education accessible to minority students and increasing the representation of minorities at institutions. The theme of communicating value also extended to advocating for investment in education to create a quality education system.

The top five responses were as follows:

**Education: Question 3**

Communicate the value of higher education to the public	9
Make higher education more accessible to minority students and increase diversity at institutions	6
Support education infrastructure at all levels of education	5
Advocate for quality education throughout the state	4
Show the economic impact of higher education	4

Here are some examples of responses to this question:

Communicate the value of Higher Education to the public

"I would like to see a big push on the promotion of the system. We have an excellent UW System. We need to tell the world about it."

"The UW needs to be ahead of the public in regards to the perception of the value of a college education. Engaging the public in conversations about how the UW affects the economy and where the dollars are spent in sustaining the institution."

"UW must do a better job of getting the message across to the people in Wisconsin of the value of a UW education. Not only are universities places of higher learning, but an economic engine that helps drive the state."

Make higher education more accessible to minority students and increase diversity at institutions

"Recruitment, retention, and graduation of students of color. Recruit faculty of color. Annual goals and metrics to be reported to the Regents."

"Restore the VP for Diversity and Inclusions and staff positions that were eliminated."

"I believe the colleges serve many communities with diverse student needs. Kids and adults need a college in their community that is accessible and affordable that can offer them the opportunity to learn, grow and thrive. I have seen so many kids come to the college, get involved with classes, labs, sports, government organizations, literary journals, and theatrical productions and leave with the confidence these kinds of experiences create."

Support education infrastructure at all levels of education

"UW should help create the infrastructure for this massive change in education delivery."

"Advocate for quality education throughout the state."

"Promote higher education as a whole in the state and getting individuals positioned to take advantage of higher education offerings that best fit them."

"Advocate for quality education; not a business where government tries to get involved with issues they don't know or understand."

# GLOBAL

The listening session on global issues was held in Madison. Participants included representatives from private, nonprofit, and government sectors, executives from local businesses, chancellors, and global higher education leaders. There were 21 responses collected from this session.

At the listening session on global issues, participants were asked three questions:

- 1. What challenges and opportunities at the global scale do you see emerging in the next 10-20 years?**
- 2. In what ways can the UW prepare students to participate at the global scale?**
- 3. In what ways can the UW best serve your sector's needs to address challenges and opportunities at the global scale?**

## 1. What challenges and opportunities at the global scale do you see emerging in the next 10-20 years?

Responses to this question noted the broad spectrum of challenges that Wisconsin might face in the coming decades. The most prominent concerns among responses were environmental challenges such as climate change and resource scarcity related to food, water, and energy.

The top five responses were as follows:

**Global: Question 1**

Environmental challenges (e.g. climate change)	11
Resource scarcity (food, water, land, energy)	10
More widespread health concerns (communicable diseases)	8
Being competitive on a global scale	5
Economic issues (inequality, instability)	5

One participant noted that there was global concentration of wealth, power, and knowledge happening in key cities and asked what the UW System was doing to establish a presence in those cities.

The following are examples of responses to this question:

### Resource scarcity (food, water, land, energy)

"Huge growth in the import of food and agricultural products worldwide – with the greatest growth coming from the Asian markets. There will be increasing pressure put on global resources (water, land, air)."

### Being competitive on a global scale

"Being competitive on a global scale. Marketing Wisconsin, bioscience industry and this university in telling a story that demonstrates competitive strength and capabilities."

“WI will increasingly be competing for resources and employment opportunities on a global scale – especially when it comes to jobs that pay good wages.”

## 2. In what ways can the UW prepare students to participate at the global scale?

To prepare students to engage on a global level, participants believed that the UW System needs to provide more international exposure to students in their college experience. This includes providing the opportunity to study abroad as well as bringing the world to the students by putting their curriculum in an international context.

The top five responses were as follows:

**Global: Question 2**

Provide students with more international opportunities – study abroad/internships	11
Require global competencies for all students	10
Internationalize all curriculums	9
More diversity on campuses	9
Provide more international languages	8

Here are some examples of responses to this question:

### Provide students with more international opportunities – study abroad/internships

“Also, fund/subsidize study abroad, with a greater emphasis on/support for longer term programs (one or two semesters, not a week or two) for more in-depth language learning and cultural knowledge development. This isn’t only financial support. It means curriculum integration and structuring degrees in ways to allow/encourage/require students to earn a good portion of their credits abroad.”

“Require study abroad, international internship and/or add global competencies for all degrees.”

“Development of international studies capabilities on UW campuses in a strategic manner.”

“Creating opportunities for UW students to develop global engagement either through study/work abroad; internships etc.”

### Require global competencies for all students

“The UW can help by preparing students to be problem-solvers with sufficient global competence that they will be able to understand the (global) implications of a given challenges and be able to work with – or compete against – people in or from other countries and cultures. UW students become problem-solvers by gaining breadth that makes them 360-degree thinkers who can recognize a new problem, understand it, and figure out how to solve it. Doing so requires knowledge, often from several fields of study (“breadth”), but also skills: communication skills critical and creative thinking skills, the ability to perform effective and productive teamwork in diverse or international contexts.”

“Require study abroad, international internship and/or global competencies for all degrees.”

### Internationalize all curriculums

"Continue to foster a global perspective regardless of student travel... by increasing student's knowledge of global interconnections and interdependence"

"We need to have more majors (not certificates) framed in global issues (Global Health, Global Environment and Energy, Global Safety etc.)"

"Infuse global themes into every academic area and student's experience to foster global citizenship."

### More diversity on campuses

"Create engaging and meaningful interactions between students from diverse backgrounds (BRIDGE)."

"Continue to welcome and integrate students and scholars from other countries"

## **3. In what ways can the UW best serve your sector's needs to address challenges and opportunities at the global scale?**

Participants provided a broad array of responses. No consistent themes emerged from the responses. However, there were some interesting suggestions provided:

"Our industry needs the technology and talent coming out of our university system. Faculty needs to listen to industry on the needs of that specific sector yet also have the freedom to be innovative and create technologies and ideas without major bureaucracy or legislature that portrays them as an evil entity."

"... alumni can be a powerful tool... In fact, they could drive forward a state-wide, long-term plan for education in this state, pre-school to doctorate."

"Perhaps a written statement of what it means, from the Wisconsin perspective, to engage globally-provide an ethical framework that turns our attention toward mutually beneficial partnerships wherever we are rather than having a top-down approach. Provide attention to the benefits of global engagements and the potential to do harm."

# HEALTH AND WELLNESS

The listening session on health was held in La Crosse. Healthcare providers, insurance companies, educators, practitioners, and elected officials represented private, nonprofit, and government sectors. There were 38 responses that were collected from this session.

At the listening session on health and wellness, participants were asked three questions:

- 1. Where do you see the health and wellness industry going in the next 10-20 years?**
- 2. How can the UW best serve your industry's needs?**
- 3. What can the UW do to positively affect the public health and wellness in the State of Wisconsin?**

## 1. Where do you see the health and wellness industry going in the next 10-20 years?

The most frequent response was that wellness and preventive care will constitute a greater share of healthcare in the coming decades. Regarding the provision of healthcare, responses suggested that more technology and an interdisciplinary approach would be used.

The top five responses were as follows:

**Health and Wellness: Question 1**

Wellness and preventive care will account for a greater share of the care provided	20
More technology will be used in the provision of healthcare	13
Interdisciplinary care will be more common	11
The payment system for healthcare will change / healthcare payment will be outcome based	10
There will be a greater focus on societal health issues	10

Here are some examples of responses to this question:

Wellness and preventive care will account for a greater share of the care provided

"Wellness and prevention especially at workplace."

"Focus shifts from treating disease to creating health."

"Health and wellness organizations will be investing more in what people can do on their own, in their homes, in their communities, to improve their health before they need the care of a doctor."

"Increased emphasis on "Care" as well as "Cure," (including self-care) and a concomitant use of nurses in patient advocacy, care coordination and health education/promotion."

"Healthcare organizations – and the professionals working in those organizations – will need to be prepared to deliver care that is preventative and longitudinal, smoothly transitions across care settings, and is outcomes-based."

More technology will be used in the provision of healthcare

“Medical technology to technology in the hands of the consumer.”

“More virtual encounters with patients and providers connecting via Skype-type applications.”

“Patient information will have to be accessible anywhere resulting in many changes in technology and its use.”

“Use of technology and interconnectivity to improve health care delivery & outcomes.”

“Increased use of technological monitoring (it will take a while for medical personnel to be comfortable relying on technological input rather than a face to face visit).”

Interdisciplinary care will be more common

“Care for common conditions will be done by a multidisciplinary team at fewer locations across the state requiring more technology capability and use of technology in accessing patient information in their homes.”

“Interdisciplinary healthcare teams will exist.”

The payment system for healthcare will change / healthcare payment will be outcome based

“More private health insurance exchanges.”

“There will be a change in payment system for Providers.”

“Outcome-based payment.”

There will be a greater focus on societal health issues

“More population health management techniques rather than individual health.”

“The emphasis on disease and individual treatment outcomes will continue to shift toward well-being and health outcomes at the population level.”

“Greater focus on population health (public health, preventive medicine, health determinants, the integration of the social and biological, qualitative and quantitative, social and culture factors, big data, and those things the individuals bring to the table).”

## 2. How can the UW best serve your industry's needs?

Like other sessions, partnerships were a common theme among participants. In response to this question, partnerships for the purpose of training healthcare professionals were emphasized. Participants also commented that the UW System should increase the number of programs in healthcare fields and produce more nursing graduates to address the shortage of healthcare professionals.

The top four responses were as follows:

More partnerships for training healthcare professionals	12
More programs in healthcare fields	11
Prioritize research	9
Address the nursing shortage by graduating more nurses	9

A couple of participants suggested that the UW System should support nurse-based clinics to serve the uninsured and underinsured. The participants cited examples such as the Living Health Community Clinic and other similar nursing clinics with financial and IT support initiatives

The following are examples of responses to this question:

### More partnerships for training healthcare professionals

“Work with partners to increase the number of centers that serve community needs. In concept, this would function like the agricultural extension, but would be for health and wellness. UW Students could serve in these centers to provide a broad range of services – from domestic violence intervention to nutrition education.”

“Increased funding and integration of academic practice partnerships.”

“Increased collaboration in emerging workforce to build interdisciplinary capacity.”

### More programs in healthcare fields

“Expand professional non-clinical / community health degree programs such as Family and Consumer Sciences, health promotion wellness, nutrition education.”

“Create multiple interdisciplinary health related programs preparing students to work in teams.”

### Prioritize research

“Research = Health services research - focus (mental health) on population health models that WORK.”

### Address the nursing shortage by graduating more nurses

“By providing easier access and more incentives for people to go to nursing school/medical school. By providing rural residency programs for doctors to complete their residence in a critical access hospital. By providing access to CME that can be done remotely, such as virtual rounds.”

“Support education of nurses with doctoral degrees.”

“Provide the resources to educate the nursing students with the minimum degree of Baccalaureate

of Nursing: facilities, equipment, money to hire qualified faculty and pay clinical site preceptors to take students.”

“Support baccalaureate and graduate nursing programs; help ensure that nursing students in technical colleges have smooth articulation into university programs without sacrificing high educational standards.”

### 3. What can the UW do to positively affect the public health and wellness in the State of Wisconsin?

Responses to this question covered many strategies. Partnerships were again a common response.

The top four responses were as follows:

**Health and Wellness: Question 3**

Educate the public on health and wellness	12
More partnerships for training healthcare professionals	11
Prioritize research	11
Healthcare training for students should be interdisciplinary	10

In addition to these issues, participants also had interesting suggestions about increasing access to fresh healthy food, increasing diversity in healthcare, and placing equal emphasis on community involvement and research.

Here are some examples of responses to this question:

#### Educate the public on health and wellness

“Engage in local communities and affect social determinants of health.”

“Aggressively and publicly work to change alcohol norms.”

“Focus work to more widely leverage the resource already in state’s communities, especially those that do not have the staff to write grants or pursue funding, would help empower communities to work on improving their own health.”

“Provide ongoing public education about understanding medical research and what can be trusted from what is printed.”

“Require health and wellness education for all students.”

#### More partnerships for training healthcare professionals

“Integrate business, community and academia.”

“Partner and participate with Wisconsin’s leading organizations in health care, public health, health professions, and other sectors that influence population health.”

“Partner with the private sector to provide health and wellness training for employees.”

### Prioritize research

“UW should be leaders in research and in best practices for the state.”

“Research that supports understanding of the health issues in the State and how to improve the care relative to them.”

“Actualize the Wisconsin Idea by contributing to research on social and public policy with legislative initiatives.”

“There needs to be more research on how best to impact the social determinates of health and, in particular, effective programs that address obesity and alcohol consumption.”

### Healthcare training for students should be interdisciplinary

“Create multiple interdisciplinary health related programs preparing students to work in teams.”

“Increase in the development of interprofessional teams in health professional education, practice, and research.”

“We need more wellness professionals who are trained to acknowledge the multifaceted essence of human wellbeing, only one aspect of which is physical health.”

# DEMOGRAPHIC INFORMATION

General Sessions		Economy Sessions		Education Session	
Alumni Status	%	Alumni Status	%	Alumni Status	%
Attended a UW Institution	55.56%	Attended a UW Institution	56.00%	Attended a UW Institution	80.00%
Current UW Student	0.98%	Current UW Student	0.00%	Parent/Guardian of a UW Student	30.00%
Did not attend a UW Institution	22.55%	Did not attend a UW Institution	21.33%	Current UW Student	5.00%
Parent/Guardian of a UW Student	20.92%	Parent/Guardian of a UW Student	22.67%	Did not attend a UW Institution	12.50%
Industry	%	Industry	%	Industry	%
Agriculture	8.11%	Agriculture	4.55%	Education Field	86.49%
Education	38.51%	Education Field	36.36%	Technology Field	2.70%
Energy	2.03%	Energy	2.27%	Agriculture	0.00%
Healthcare/Wellness	15.54%	Healthcare/Wellness	0.00%	Energy	0.00%
Manufacturing/Business	26.35%	Manufacturing/Business	43.18%	Healthcare/Wellness	10.81%
Technology	9.46%	Technology Field	13.64%	Manufacturing/Business	8.11%
Sector	%	Sector	%	Sector	%
Not-for-profit	20.08%	Not-for-profit	20.69%	Private/Business	15.15%
Private/Business	34.75%	Private/Business	37.93%	Public/Government	51.52%
Public/Government	35.91%	Public/Government	32.76%	Not-for-profit	30.30%
UW Institution	9.27%	UW Institution	8.62%	UW Institution	6.06%

Global Session		Health and Wellness Session	
Alumni Status	%	Alumni Status	%
Attended a UW Institution	58.82%	Attended a UW Institution	35.00%
Parent/Guardian of a UW Student	17.65%	Parent/Guardian of a UW Student	27.50%
Current UW Student	0.00%	Current UW Student	2.50%
Did not attend a UW Institution	52.94%	Did not attend a UW Institution	35.00%
Industry	%	Industry	%
Education Field	73.33%	Education Field	21.05%
Technology Field	13.33%	Technology Field	0.00%
Agriculture	6.67%	Agriculture	0.00%
Energy	0.00%	Energy	0.00%
Healthcare/Wellness	20.00%	Healthcare/Wellness	78.95%
Manufacturing/Business	26.67%	Manufacturing/Business	0.00%
Sector	%	Sector	%
Private/Business	22.22%	Private/Business	13.89%
Public/Government	16.67%	Public/Government	11.11%
Not-for-profit	22.22%	Not-for-profit	36.11%
UW Institution	50.00%	UW Institution	38.89%