

University of Wisconsin Milwaukee  
PECK SCHOOL OF THE ARTS  
Differential Tuition

Three-Year Progress Report

As was the case three years ago when the Peck School of the Arts (PSOA) initiated its request to establish differential tuition, the most pressing challenge for the school continues to be finding sufficient funds to deliver the best education possible for students majoring in dance, film, inter-arts, music, theatre, and the visual arts. For PSOA students to graduate and succeed in their chosen professions, the school must offer timely access to courses, highly qualified instructors, and classrooms, labs, and performance facilities equipped with the latest equipment and technology. Those were the three primary areas of student need identified for the PSOA in 2004 when the UW System Board of Regents approved differential tuition for the school, and those are the three focus areas for the expenditure of its differential tuition funds.

Differential tuition has been an invaluable source of revenue for the Peck School of the Arts, and it is hard to imagine where the school would be today if differential tuition had not been in place during the past three years. Just as highly-ranked science and engineering faculty and students need state-of-the-art labs, the ability of arts schools across the country to attract outstanding faculty and students hinges on the facilities and technology a school is able to provide. However, while external research grants often support equipment and lab upgrades in the sciences, those funding sources are not available in the arts.

Between the fall semester of 2004 and the spring semester of 2007, differential tuition generated over \$1,626,000 in additional revenue for the Peck School of the Arts. This revenue came from an assessment of \$10 per credit for most undergraduate courses in the school in 2004-05, \$15 per credit in 2005-06, and \$20 per credit in 2006-07 and continuing in 2007-08. (Eight large general education requirement courses in the school and all graduate-only courses are exempt from differential tuition.) In this report we will describe the decision-making process that has been used for allocating differential tuition and we will detail the expenditures that have been made with these funds. We will also make the case for why differential tuition should be continued as numerous student and faculty requests for additional improvements to equipment and facilities in the school are still unmet due to insufficient funds.

#### DECISION-MAKING PROCESS FOR DIFFERENTIAL TUITION FUNDS

Decisions on the expenditure of differential tuition funds have been made through a transparent process involving the PSOA Black and Gold Committee, student surveys within each department, and the school's faculty and staff. The school always tries to fund as many of the items listed as top priorities on student surveys as possible in order to enhance the educational experience and satisfaction of our students. However, the diverse needs of students in each of the arts disciplines complicate the decision-making process in the Peck School of the Arts.

The PSOA Black and Gold Committee is composed of undergraduate and graduate students and faculty from each of the school's five academic departments as well as key administrative staff members. The committee meets monthly during the academic year. Student representatives on the Black and Gold Committee are nominated by department chairs and faculty, and students are also encouraged to nominate themselves if they are interested in serving on the committee. (Listings of the members the PSOA Black and Gold Committees for each of the past four years are attached in Appendix A, and notes from the meetings are recorded by the Assistant to the Dean and posted on the school's website. The website URL is [www4.uwm.edu/psoa/about/bg\\_members.home.html](http://www4.uwm.edu/psoa/about/bg_members.home.html))

Specific recommendations for the distribution of funds generated by differential tuition are made through the PSOA Black and Gold Committee, the school's academic department chairs, and the school's administrative staff. As noted above, the needs of students in the five academic departments of the school

(dance, film, music, theatre, and visual art) are often very different; therefore, the students on the PSOA Black and Gold Committee decided in 2004 that separate recommendations for expenditures of differential tuition would be made by the students in each of the school's respective departments. Each department's student representatives work with their faculty representatives and develop their own annual surveys to solicit student recommendations. Surveys are distributed and tabulated and lists of the student priorities in each academic department are shared with the PSOA Black and Gold Committee. Following the PSOA Black and Gold Committee submissions, the PSOA Dean solicits recommendations from the school's department chairs for their top priority needs and for additional items that might not have been included on the Black and Gold Committee lists, such as needs for the school's various interdisciplinary (Inter-Arts) programs. The Dean also meets with the PSOA administrative staff to examine the prioritized list of all the recommendations and determines which can be met with current school, department, laboratory modernization funds, or extramural funds rather than differential tuition dollars. All of the recommendations are weighed in making each year's final decisions for the expenditure of differential tuition funds.

During the May 2007 meeting, the PSOA Black and Gold committee approved a plan to further ensure a balanced distribution of differential funds by instituting an election process for staffing a PSOA Differential Tuition Review Board. Two student members from each PSOA academic department as well as the Inter-Arts program will be selected through department and program elections for this board. These elected students will be expected to actively participate on the PSOA Black and Gold Committee as a part of their responsibility.

#### DIFFERENTIAL EXPENDITURES FOR 2004 - 2007

Differential tuition has been extremely important in improving the educational experience of students in the Peck School of the Arts. The school simply did not have the resources within its budget to offer the desired course selections and services, upgrade its facilities, and purchase new equipment. In 2004 the Peck School of the Arts indicated that it would measure and report its use of differential tuition according to the following benchmarks:

- Increased access to courses, reduction of program bottlenecks, reduction of required courses with waiting lists.
- Retention of ad hoc instructors.
- Laboratory acquisitions and improvements.
- Lecture and studio equipment acquisitions.
- Workshops and visiting artists.
- Enhanced advisement and career planning.
- Enhanced student services.

The sections below summarize progress toward these benchmarks. We have clustered our report on these benchmarks under the three primary focus areas: (1) improve access to courses, (2) improve technology support, and (3) improve the quality of instruction and student services. (Appendix B details the complete budget for PSOA differential tuition revenues and expenditures for the past three years. Appendix C lists additional lab modernization funds that have also been used to address priorities expressed by PSOA students and faculty through Black and Gold Committee surveys and other discussions.)

#### Improve Access to Courses

The demand for courses in the Peck School of the Arts has always exceeded the school's funding capacity and the desire for additional sections of required courses, new classes, and specialty classes in all

academic areas has been met through major allocations of differential tuition dollars. Because of the small-group or individualized nature of arts instruction, differential tuition funds have been required to enable the PSOA to provide sufficient course sections and staff those sections with the best professionals available. Over the past three years the school has invested \$547,302.16 in differential tuition funds to pay for the instructors for courses, workshops, and programs that would not have been possible without differential tuition. Some of the educational improvements resulting from these investments have included:

- The bottlenecks in access to Visual Art Department foundation and studio courses have been reduced.
- Voice, dance, and musical theatre student satisfaction and performance opportunities have been increased with additional support for opera and musical theatre productions.
- Dance student satisfaction has been improved with more diverse offerings such as courses in swing dance, martial arts, hip hop; workshops in nutrition, massage therapy, and other related areas; and residencies with nationally recognized guest artists and choreographers such as Alonzo King, Stephen Petronio, and Pilobolus Dance Company members.
- Film student requests for a number of new special topics courses were met with the addition of class sections in *Collaborative Filmmaking*, *Inside the Business of Film*, *Video Cinematography*, and *Lighting and Motion Graphics*, among other options.
- Students in the guitar program are now able to take all of their courses at UWM. Prior to differential tuition, students in the guitar area were required to take their guitar lessons at the Wisconsin Conservatory and pay tuition at that institution in addition to their UWM tuition.
- Theatre students have expanded opportunities to take courses in stage combat, make-up, and acting and interact with diverse guest artists. In the spring of 2006 New York playwright Zakiyyah Alexander was hired with differential tuition funds to create an original hip-hop work for the theatre BFA program.
- A music theory tutoring program was developed to increase the success rates for students in the foundation-level music theory courses. (Additional funding for this program is provided by the campus Tutoring and Academic Resource Center and other school resources.)
- Talented musicians from the Milwaukee Symphony Orchestra and theatre professionals from the Milwaukee Repertory Theatre and the Skylight Theatre Company have been hired to teach courses and lessons and to lead productions. While it is more expensive to hire these professionals, their employment has improved the education received by our students.

### Improve Technology Support

To maintain the level of technology essential for PSOA students to compete in today's arts job market and to make access to labs as flexible as possible, the school has invested \$593,592.91 from differential tuition resources to improve classrooms and labs and student access to the school's facilities. Differential tuition funds have been allocated to replace outdated computer, video, listening, and performance equipment; purchase newly-developed industry standard equipment and annual computer software upgrades; and provide access to facilities as well as the support staff necessary to maintain equipment and increase the availability of technology resources for students. Some of the specific technology projects funded by differential tuition include the following (see Appendix B for additional purchase details):

- A major remodeling project was undertaken to fully-mediate and upgrade the large Music 180 lecture hall, and all other music classrooms were also fully-mediated with new sound and projection equipment.
- In the Visual Art Department, several technology projects were funded, such as: (1) A new digital output lab was created in Art 316 and is being heavily used by Visual Art Department students to print their digital class projects; (2) a photo documentation lab was installed in Art 403A for students to photograph their two and three-dimensional art work for inclusion in their digital

portfolios and resumes, and (3) existing art computer labs were upgraded with new equipment, software, and wireless access.

- The Film Department's Video Editing Lab in Mitchell B56 was fitted with new computers and monitors, new or updated software programs for audio and video post-production work, new digital video recorders, and a projector.
- The Film Department purchased an array of portable equipment: numerous small video camcorders and digital still photography cameras, several progressive scan video camcorders, two high definition video camcorders, new boom poles, microphones, digital audio recorders, tripods, and light kits. This equipment is available for film students to check out and use in producing their individual projects. (Access to portable equipment has been one of the highest priority items listed by film students on annual differential tuition surveys.)
- Music recording facilities for student use were installed in Music 175 and 103. These facilities allow students to prepare recordings of their work for assessment and career advancement purposes.
- New sound and lighting equipment was purchased for the Theatre Department's performance spaces; a new theatre computer lab was developed, and new digital sewing machines were installed in the costume studio.
- New performance lighting equipment was acquired for dance concerts to improve the production values of student performances, and the sound equipment in the Mitchell 370 dance studio was upgraded.
- A computerized hand security system was installed to provide PSOA students with 24/7 access to the school's complex of buildings on the Kenwood campus. (Other non-differential tuition funds were used to purchase and install a compatible hand security system in the recently remodeled KSE building for students needing 24/7 access to that facility.)

### Improve Quality of Instruction and Student Services

To further improve the quality of instruction and advising and enhance the educational environment for students in the Peck School of the Arts, \$485,464.60 was invested from differential tuition funds to purchase instructional materials and new furniture and equipment for classrooms and other student uses, and to pay for production expenses and for additional advising staff in the student services office. Most of these projects were undertaken in response to specific requests on the annual student surveys and include the following (see Appendix B for additional purchase details):

- An additional full-time advisor was hired in the PSOA Student Services Office. With its augmented staff, the PSOA Student Services Office has been able to reduce its student-to-advisor ratio and provide more one-on-one advising opportunities for new freshman. The office has also developed new initiatives to increase student retention (e.g., targeted advising for students experiencing academic difficulties) and to increase student career preparation (e.g., Arts Career Days offered in 2006 and 2007).
- Pilates equipment was purchased for conditioning and training for dance students, and new flooring was installed in the Mitchell 256 dance studio.
- Additional DVDs were obtained to greatly expand the Film Department's instructional DVD collection.
- Sound deadening and acoustical modifications were made to Zelazo 280, the primary rehearsal studio for the band and orchestra, to improve the sound levels for these large ensembles.
- Instrument storage lockers for music students were installed in the Zelazo Center and the Music Building; old pianos and piano benches were replaced; and Latin percussion equipment was purchased for use in jazz and world music courses.
- Large lockers for storage of student work were installed near the painting and drawing studios in Mitchell Hall and long glass display cases were hung so student work could be securely exhibited.

- New classroom chairs specifically designed for use by music students were installed in several music classrooms, replacing chairs purchased in the late 1950s.
- New chairs, tables, and electrical outlets were installed in the graphic design area's Art 431 and Art 403 instructional labs to facilitate the use of student laptop computers during class sessions.
- Student meeting spaces were upgraded for music and dance students.
- Portable rehearsal kits were purchased for use by theatre students
- A photo print washer and temperature control unit was installed in the photography studio (This was the top priority request of photography students in the Visual Art and Film programs.)

### TUITION AND FEE COMPARISON

As was the case in 2004 when differential tuition was established, students in the UWM Peck School of the Arts continue to pay less for their education than those attending nearly all of the arts programs in peer institutions even when the cost of differential tuition is added on to their total tuition. Table 1 below illustrates annual tuition costs and special fees at institutions that directly compete for the students that the PSOA attracts.

Table 1: Institutional Peers

Institution	2007-08 Tuition	Differential, Technology, or, Special Fees
Northwestern University	\$35,064	
School of Art Institute of Chicago	\$30,750	\$290 technology fee
Lawrence University	\$29,376	\$480 music lesson fee
Milwaukee Institute of Art and Design	\$24,100	\$800 average fees depending on courses
Cardinal Stritch	\$18,624	\$100 - \$200 applied music fee
University of Illinois – Urbana/Champaign	\$8,440	\$1884 general fees
University of Minnesota	\$7,950	\$200 - \$500 technology fee
Indiana University-Purdue University Indianapolis	\$7,184	\$313 technology fee
UW-Milwaukee	\$6,957	\$20 per credit, average of 9 credits in arts/sem = \$180
University of Iowa	\$6,293	\$169.50 computer fee + \$10 Arts and Culture fee

## SUMMARY

If Peck School of the Arts students were to experience a flashback to 2004 -- à la George Bailey in the movie *It's a Wonderful Life* -- they would find themselves in a school without all of the improvements described earlier in this document. Differential tuition has made a huge difference. The Peck School of the Arts has much more to offer its students today than it would have if differential tuition had not been in place. There is still much more to be accomplished and long lists of "wants and needs" from students that cannot be met without this additional source of funds. We hope that the continuation of differential tuition will be approved so that improvements to the school and its facilities can be made on an annual basis rather than having to wait years and years to put together sufficient funds.