



Board of Regents of the University of Wisconsin System
Office of the Secretary
1860 Van Hise Hall
Madison, Wisconsin 53706
(608)262-2324

November 29, 2000

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in dark ink, appearing to read "J. A. Temby", written over the "FROM:" line.

RE: Agendas and supporting documents for meetings of the Board and Committees to be held on December 7 and 8, 2000.

Thursday, December 7, 2000

12:00 noon – 1:00 p.m. – Development Program

1820 Van Hise Hall

All Regents Invited

1:00 p.m. – Business and Finance Committee

1820 Van Hise Hall

All Regents Invited

2:00 p.m. – Joint Session with Business and Finance Committee
and Physical Planning and Funding Committee

1820 Van Hise Hall

2:00 p.m. – Education Committee

1920 Van Hise Hall

2:30 p.m. – Business and Finance Committee reconvenes

1820 Van Hise Hall

2:30 p.m. – Physical Planning and Funding Committee reconvenes

1511 Van Hise Hall

Friday, December 8, 2000

9:00 a.m. – Board of Regents

1820 Van Hise Hall

Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

DEVELOPMENT PROGRAM

Thursday, December 7, 2000

12:00 – 1:00 p.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

Topic: E-business: vision, strategy, policies, and outcomes

Presenter: Robert B. Kvavik, Associate Vice President, University of Minnesota

Participants: Regents, Chancellors, Vice Chancellors, President and Cabinet

Interested persons are welcome to attend the program as observers.

Box lunches will be served. Observers may make luncheon reservations by contacting the Office of the Board of Regents by Monday, December 4th at 608-262-2324 (phone) or 608-262-5739 (fax).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, December 7, 2000
1920 Van Hise Hall
University of Wisconsin-Madison
2:00 p.m.

2:00 p.m.

Administrative items:

- a. Approval of the minutes of the November 9, 2000 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
 - (1) Annual Program Planning and Review Report;
 - (2) Announcement of 2001-02 Sabbatical Awards;
 - (3) PK-16 Issues;
 - (4) Teacher Supply and Demand;
 - (5) High School Graduation Test;
[Resolution I.1.b.(5)]
 - (6) Intentions to Recruit:
 - (a) Dean, Graduate Studies and Outreach, UW-River Falls;
 - (b) Dean, College of Business and Economics, UW-River Falls;
 - (c) Dean, International Studies, UW-Madison.
 - (7) Other.
- c. Authorizations to Recruit:
 - (1) Provost and Vice Chancellor, UW-Madison.
[Resolution I.1.c.(1)]

(Over)

- (2) Provost and Vice Chancellor, UW-River Falls.
[Resolution I.1.c.(2)]

Policy discussion items:

- d. New Program Authorizations:
 - (1) B.A., Religious Studies, UW-Madison (implementation);
[Resolution I.1.d.(1)]
 - (2) B.A., Jewish Studies, UW-Madison (implementation);
[Resolution I.1.d.(2)]
 - (3) M.S., Computer and Information Systems, UW-Parkside
(implementation).
[Resolution I.1.d.(3)]
- e. Revised Mission Statement: UW-Stout.
[Resolution I.1.e.]
- f. Revisions to Faculty Policies and Procedures
 - (1) UW-Parkside;
[Resolution I.1.f.(1)]
 - (2) UW-Madison.
[Resolution I.1.f.(2)]
- g. Revisions to UW Undergraduate Transfer Policy.
[Resolution I.1.g.]
- h. Renaming the School of Business and Economics, UW-River Falls.
[Resolution I.1.h.]

Additional items:

- i. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

- j. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda items: temporary base salary adjustments, UW-Madison.]

PROGRAM REVIEW AND PLANNING IN THE UW SYSTEM

December 2000

EXECUTIVE SUMMARY

BACKGROUND

The 1986 Board of Regents Study Group on the Future of the UW System requested "an annual summary report to the regents on the outcomes of institutional program reviews." This annual report on Program Review and Planning in the University of Wisconsin System responds to that mandate and to the joint responsibility of the institutions' faculties and administrations, UW System Administration, and the Board of Regents to assure that academic offerings in the UW System are of the highest possible quality.

REQUESTED ACTION

The report is presented for information; no action is requested.

DISCUSSION

This annual report provides summary information on the planning and approval of new academic degree programs, institutional and joint reviews of on-going programs, and accreditation reviews.

In accordance with UW System Policy on Academic Planning and Program Review (ACIS-1.revised), institutions and UW System Administration collaborate on the planning of new academic programs. Formal board approval is required for program implementation. There are four major steps in the collaborative planning process: request for entitlement to plan a new academic program, authorization to implement the new program, implementation of the program, and a comprehensive review of the academic program five years after its implementation.

Since July 1995, 73 programs have received entitlement to plan. Of these, 22 are still in the planning stage, six have been authorized to implement and 45 have been implemented. Since the beginning of the joint review process, 114 joint reviews of new programs have been completed.

On-going academic programs are regularly scheduled for institutional review. In 1999-00, 83 program reviews were completed, with 74 recommendations for continuation, seven recommendations for conditional continuation and two recommendations for discontinuation. Of the program reviews that began in or before 1999-00, 65 are currently in progress.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

Regent Resolution 3688 (12/5/86), *Planning the Future*, recommendation SG 9.

Regent Resolution 5971 (12/6/91), *University of Wisconsin Program Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs*.

Regent Resolution 6032 (3/6/92), *Review of Recurring Reports*.

PROGRAM REVIEW AND PLANNING IN THE UW SYSTEM

December 2000

I. Introduction

The Office of Academic Affairs prepares an annual report on program planning and review to provide an overview of academic program activity across the UW System. This year's report outlines new program planning and approval over the past five years. In addition, the report includes information on institutional activity directed at maintaining high quality academic programs.

This report provides summary information on the following specific academic program activities:

- New program planning and approval
- Institutional reviews of on-going programs
- Accreditation reviews in 1999-00.

II. New Program Planning and Approval Process

Board policy contained in Academic Information Series-1 (ACIS-1) calls for the institutions and UW System Administration to engage in collaborative planning of new academic programs, with formal board approval required for implementation of a new program. There are four major steps in this collaborative planning process: request for entitlement to plan a new academic program, authorization to implement the new program, implementation of the program, and a comprehensive review of the academic program five years after its implementation.

The first step in the new program planning process is for an institution to request an entitlement to plan a new academic program leading to a degree. The request contains a brief statement identifying the program and explaining how the program relates to planning issues, including need for the program, relation to institutional mission, projected source of resources and relation to other programs in the UW System and in the region. The Senior Vice President for Academic Affairs circulates the request to the institutional provosts for comment. These comments may lead the Senior Vice President to consult further with the requesting institution and other institutions to explore how the program fits into the system-wide program array and consider possible collaborative efforts. The request for entitlement to plan is then granted, deferred for further development, or denied.

Once an institution has been granted an entitlement to plan, the next step is to develop a proposal for implementing the program. The program proposal passes through several

levels of review, including review by external consultants; by appropriate governance bodies; and by a three-person Program Review Committee, which consists of a representative of UW System Administration and two representatives of the institution. If the program proposal receives positive reviews from the consultants and the governance group and is recommended for implementation by the Program Review Committee and the Provost of the institution, the Senior Vice President submits it to the Board of Regents for action. If the Board approves the program, the institution then sets an implementation date.

The final step in the approval of new academic programs is a joint review by System Administration and the institution, which is conducted five years after the program was implemented. This joint review is the principal means for UW System Administration to ensure quality of new academic programs. The review is designed to determine how well the program has met its goals and objectives and whether it has achieved these goals with the resources anticipated. Review by external evaluators is required for all joint reviews.

When the joint review is completed, the report is submitted to the Senior Vice President for Academic Affairs for formal action on whether to continue the program. If the program is approved for continuation, it then is placed into the institution's normal program review cycle.

The following table shows summary data on the number of entitlements to plan granted by the Office of Academic Affairs, authorizations to implement approved by the board, the number of programs implemented and the number of joint reviews completed for academic years 1995-96 through 1999-2000. For purposes of this tally, the academic year begins on July 1 and ends on June 30.

	1995-96	1996-97	1997-98	1998-99	1999-00
Entitlements	9	7	21	20	16
Authorizations	8	8	10	10	28
Implementations	5	11	5	10	14
Joint Reviews	1	13	7	5	10

Between July 1, 1995 and June 30, 2000, 73 programs received entitlement to plan, including 29 programs at the baccalaureate level, 41 at the master's level and three at the doctoral level. The board authorized 64 new programs for implementation during this five-year period, and the institutions implemented 45 new programs. Although this table does not show program eliminations, the institutions discontinued 40 academic programs during this same period.

Since the board mandated the joint review process in 1981, a total of 114 joint reviews have been completed. In a number of cases, changes and improvements recommended during the joint review process have been incorporated into the continuing programs. Academic programs may also be discontinued as a result of the five-year joint review. In 1999, for example, the decision was made to discontinue two graduate programs following completion of the joint review. There are currently 44 new programs that are scheduled to initiate joint review over the next five years.

III. Institutional Program Review

Each UW institution reviews all of its academic programs on a regular cycle, usually every seven to ten years. These reviews are one of the principal means by which the institutions ensure continued quality of their academic program offerings.

The specific protocols and procedures involved in these reviews vary from institution to institution, reflecting differences in organizational structure and form of faculty governance. However, the process generally involves a thorough self-study by the department or program and a rigorous review by a college or institutional committee. Outside evaluation may also be involved. The results of the review, along with the recommendations, are reported to the appropriate dean, provost, and/or designated committee. The institutions also report the results of these reviews to the UW System Office of Academic Affairs on an annual basis.

During 1999-2000, 83 program reviews were completed, with seven conditional continuations and two recommendations for discontinuation. Of the program reviews that began in or before 1999-00, 65 are currently in progress.

IV. Program Accreditation

UW System institutions undergo both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas and focuses on the whole institution as it defines itself. Specialized accreditation addresses a specific program or programs within an institution.

Accreditation activity at the University of Wisconsin System institutions is consistent with national patterns. The North Central Association accredits all University of Wisconsin institutions.

Currently, about 230 UW System programs are eligible for accreditation by recognized specialized accrediting organizations. Thirteen institutions hold specialized accreditations, ranging from two at UW-Parkside to 86 at UW-Madison.

UW System institutions annually report accreditation activity to the UW System Office of Academic Affairs. In 1999-2000, UW institutions reported the completion of three institutional accreditation reviews (UW-Eau Claire, UW-Madison, and UW-Stevens Point) and 29 specialized accreditations. In the past three years, 123 accreditation reviews have been completed, including eight institutional accreditations. There are 24 accreditation reviews scheduled to begin in 2000-01.

V. Conclusion

The planning, approval and review of academic programs is a process of constant change. This report is an effort to represent the dynamic character of the program array in a way that demonstrates the level of program activity. The continual addition and deletion of academic programs and the regular cycles of program review and modification are clear indications that the institutions of the UW System are aware of and responding to the need to maintain academic relevance and excellence in a continuously evolving world.

**UW SYSTEM
FACULTY SABBATICAL RECIPIENTS
2001-2002**

EXECUTIVE SUMMARY

BACKGROUND

Under provisions of s. 36.11(17), Wis. Stats., the board may grant sabbatical leave of up to one year to instructional faculty in order to recognize and enhance teaching efforts and excellence. Selection of candidates has been delegated to the chancellors, following approval by appropriate faculty and administrative committees.

To be eligible for a sabbatical, the faculty member must have completed six or more years, or the equivalent, of full-time instructional service in the system, have not taken a sabbatical during the previous six years, and agree to return to the institution for at least one year following the leave. Preference is given to those who have not had a leave, regardless of source of funding, in the previous four years.

Prior to 1984, although the UW System was authorized to grant faculty sabbatical leaves, the number could not exceed three percent of the eligible faculty. Under those conditions, a total of 141 sabbaticals were possible. In the 1983-84 Legislative session, the Governor and State Legislature recognized the need to expand the sabbatical program and lifted the three percent limitation.

Current UW System policy provides that a faculty member may take a sabbatical leave for one semester and receive financial support at any level up to full compensation for that period; those on leave for the academic year may receive up to 65 percent of full compensation for that period, in accordance with institutional policies. The UW System does not receive state funding for this program; support must come from existing general operations appropriations. Instructional responsibilities of those on leave are assumed by colleague coverage, by instructional staff or visiting faculty funded from salary savings or by rescheduling courses.

REQUESTED ACTION

This item is presented for information only and no action is required.

DISCUSSION

Following institutional selection procedures established in conformance with ACPS #3.3, The Faculty Sabbatical Program 236 faculty members have been selected to receive sabbatical leaves during 2001-02, 138 of whom will be gone for one semester and the remaining 98 for the academic year. Of these totals, 29% are women and 11% are minorities.

RELATED REGENT POLICIES

ACPS #3.3, The Faculty Sabbatical Program.

2001-2002 SABBATICALS

Name & Rank	School or Department	Term	Purpose
University of Wisconsin-Eau Claire			
Mohamed B. Elgindi Professor	Mathematics	01-02	To formulate the mathematical equations that govern the deformation of blood vessels under external uniform pressure taking into consideration the nonlinear behavior of the blood vessel walls. To develop suitable numerical techniques for integrating those equations and for calculating the blood flow rate through a deformed cross section.
Carolyn M. Hopp Associate Professor	Mathematics	01-02	One of the purposes of my sabbatical leave will be to work with Norman L. Webb and other researchers of the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison. I will be joining research teams that will be evaluating the impact of statewide reform in mathematics education and a NSF program of graduate teaching fellows in K-12 education. Another purpose will be to pursue my personal research interest-concept mapping in the mathematics classroom.
Paula K. Kleintjes Associate Professor	Biology	01-02	I will use a one year sabbatical leave to analyze and publish data resulting from research conducted on insect conservation and habitat restoration (1993-2001). Additionally, I will use the time to learn new statistical techniques necessary for the completion of these publications and I will expand my research on the response of butterflies to elk and vegetation management at Bandelier National Monument, New Mexico and Rocky Mountain National Park, Colorado.
Karen Loeb Professor	English	SEM II	The short stories I have written over the past twenty-five years have primarily explored family relationships and romantic relationships. How to Save a Cat and Fall in Love is going to be a collection of the latter, that is, stories that explore the complexities of romantic relationships. Woven within the stories will be an awareness of the geography and how that has an influence on what happens with the characters and plot.

Name & Rank	School or Department	Term	Purpose
Nanette C. Lunde Professor	Music and Theatre Arts	SEM I	Some of the most creative, intriguing and interpretatively challenging music ever written for the harpsichord is found in the French unmeasured prelude of the seventeenth century (approximately 1650-1720). Written in a musical shorthand (whole notes, with limited indication of timing), these pieces call upon the performer to supply the rhythmic note values and phrasing, thereby bringing out the musical content and expression in an individual and creative way. I will record on compact disc the eighty existing harpsichord pieces of this unique genre, and make an instructional video on the study and performance of these unmeasured preludes.
Winnie Morse Professor	Adult Health Nursing	SEM II	This sabbatical will allow me to expand ongoing efforts of research, nursing practice, and interdisciplinary collaboration related to the provision of support to patients with Alzheimer's Disease and their caregivers. A grant proposal developed with a nurse practitioner at the Family Medicine Clinic, will help fund these efforts.
Peter Myers Professor	Political Science	SEM II	The life and thought of the great nineteenth-century abolitionist and civil-rights activist Frederick Douglass should hold perennial interest for all thoughtful students and partisans of moral and political liberty. Yet, whereas the story of Douglass's life has been told by numerous biographers (as well as by Douglass himself), Douglass's political thought has received much less systematic scholarly attention. The purpose of this project is to produce a full-length study of Douglass's political thought as a whole, assessing it for its contribution not only to black American protest thought but also to the broader traditions of American political thought in general and modern liberal political philosophy.
James Oberly Professor	History	SEM II	This study connects the history of American Indian-settler relations in Jacksonian Era Wisconsin with present-day conflicts between tribes and the State over natural resources, boundaries, and sovereignty.
Kim Pierson Associate Professor	Physics & Astronomy	SEM I	The goal of this sabbatical is to learn an electron microscopy analysis technique called "convergent beam electron diffraction". This technique is crucial to advancing my research on specialized thin films for semiconductor applications.

Name & Rank	School or Department	Term	Purpose
Kathryn J. Ready Professor	Management & Marketing	SEM II	This project is designed to investigate what organizations are currently doing regarding family worklife issues and how these concerns are being implemented into programs for employees. It examines differences in large and small organizations and focuses on small businesses with part-time and full-time employees in both unionized and non-unionized work settings. By using the motorcoach industry as the industry of analysis, this project will lead to an assessment of what small businesses can do to accommodate family worklife issues in the workplace.
Joseph Rohrer Professor	Biology	SEM II	In the past decade molecular data have become the major source of evidence for determining phylogenetic relationships among organisms. I propose to spend a semester at the University of California, Davis, learning methods of molecular systematics. The techniques will be practiced by analyzing relationships among the 15-20 species of plums native to North America as inferred from nuclear and chloroplast DNA sequences.

University of Wisconsin-Green Bay

Carol Emmons Professor	Communication & the Arts	01-02	Two projects are included in this sabbatical proposal. The first is to extend Dr. Emmons' program of site-specific installations through the distribution of her portfolio and visits to various sites. The second is to expand her technical expertise in sculpture to allow her to do more teaching in the area..
Michael E. Kraft Professor	Public and Environmental Affairs	01-02	Professor Kraft proposes to complete four ongoing projects including (a) a book-length project on the politics of nuclear waste; (b) completing a fifth edition of a book on environmental policy; (c) preparing a grant proposal to study citizen involvement in establishing environmental policy; and (d) review of a variety of course materials

Name & Rank	School or Department	Term	Purpose
E. Nicole Meyer Professor	Humanistic Studies	01-02	The sabbatical proposal involves completing a book manuscript tentatively titled, "Voicing Childhood in Contemporary French and Francophone Women's Autobiographies." The material will be used in several French courses she currently teaches.
Denise H. Sweet Associate Professor	Humanistic Studies	01-02	This sabbatical leave will be used to complete four projects, (a) two books in progress; (b) an archives project related to the Wisconsin Green Party; (c) evaluation and design of an American Indian Studies course; and (d) continuation of residency and research on Madeline Island.
Ronald Starkey Associate Professor	Natural & Applied Sciences	SEM II	Professor Starkey proposes spending a semester working with the designer of a molecular modeling software company to serve as a consultant to produce a book of "scripts" that could be used in educational software applications.

University of Wisconsin-La Crosse

Steve Brokaw Professor	Marketing	SEM II	"Life, Language and Culture in Mexico: A Personal Experience." Spend five months in Mexico to: 1) develop knowledge of marketing practices in Mexico, 2) study Spanish as a second language, 3) develop internship opportunities for UW-L business students.
Sharon Jessee Associate Professor	English	SEM I	"Toni Morrison's Trilogy: Migration and Memory, or Walking to Stand Still in <i>Beloved</i> , <i>Jazz</i> , and <i>Paradise</i> ." Study the complex relationship of African Americans to the past, especially the diaspora which began at the end of the slavery period, as an abiding theme in the last three novels written by Toni Morrison.
Susannah Lloyd Professor	Sociology/Arc haeology	SEM I	"American Atheists: Morality, Mortality, and Community." Engage in original anthropological research on American atheists and explore the ways in which non-believers construct their ethical/moral systems, create frameworks for dealing with the meaning of life and mortality, and develop relationships of support and affirmation through voluntary organizations like the Freedom From Religion Foundation.

Name & Rank	School or Department	Term	Purpose
Robert Richardson Associate Professor	Educational Studies	01-02	“Olympic Involvement, Curriculum Development, and Integrated Studies.” This project has two parts. One is an immersion in the planning, delivery, and evaluation of significant segments of the XIX Olympic Winter Games and the VIII Parlympic Winter Games in Salt Lake City. The second is post-doctoral studies at the University of Utah with a focus on integrative studies and change agency.
Jeff Steffen Professor	Exercise & Sport Science	SEM I	“Research for the Development of a Protocol for Training the Trainer of Challenge Course Programs.” Develop a protocol for training the trainers of challenge course programs. The protocol will be shared with the Association of Challenge Course Technology (ACCT) as a model for a national standards in “training the trainer.”
Kimberly A. Vogt Associate Professor	Sociology/Arc haeology	SEM II	“Gender Patterns in Youth Homicide Victimization and Offending in the United States.” Study patterns of youth homicide victimization and offending, using gender, race and socio-cultural variables, in medium and large cities in the United States for the years 1976-1997.
Daniel J. Voiku Associate Professor	English	SEM II	“The Augustinian Foundations of the B-Text of Piers Plowman.” Apply the seminal commentaries of St. Augustine on education and knowledge to <i>Piers Plowman</i> , a long alliterative poem (c. 1362-87) that depicts the dreamer’s quest for truth and knowledge in a world where impermanence makes absolute knowledge impossible.

University of Wisconsin-Madison

John Aley Professor	Music	SEM II	Gain proficiency in performance skills on the Baroques Trumpet and the Renaissance Cornetto which will help students from new knowledge and performance ability.
Caitilyn Allen Associate Professor	Plant Path/Women Studies	01-02	Conduct research identifying host-induced genes in the plant pathogenic bacterium " <i>Ralstonia solanacearum</i> " that will update my knowledge of molecular biology and plant-microbe interactions essential to my teaching.
William Aquilino Professor	Human Dev & Family Studies	01-02	Conduct study of family relationships during sons' and daughters' transition to adulthood and in the early adult years that will help develop a new course.

Name & Rank	School or Department	Term	Purpose
Thomas Archdeacon Professor	History	SEM I	Complete work on a book that will be a core reading in my WebCT-based lecture course on American Immigration and Ethnicity and also extend research to develop a new WebCT course on Irish and Scottish emigration.
Robert Baker Professor	English	SEM II	Work on a six-volume edition of the collected essays of Aldous Huxley and create a new course on science and modernism.
Nelson Balke Professor	Agronomy	SEM II	Study current experimental techniques in plant seed biology and develop an undergraduate seed biology course.
Craig Benson Professor	Civil & Environmental Engineering	SEM II	Gain proficiency in performance skills on the Baroque Trumpet and the Renaissance Cornetto which will help students from new knowledge and performance ability.
Jeffery Braden Professor	Educational Psychology	01-02	Take courses needed to provide technological skills necessary to create web-based courses for department and also create 3 graduate courses in assessment and accountability.
Gudrun Buhnemann Professor	Language & Cultures of Asia	SEM II	Edit the contributions and write a introduction to book "Mandalas and Yantras in the Hindu Traditions" that will enrich new courses in Indian religion.
Maria Cancian Associate Professor	LaFollette/Social Work	01-02	Develop new materials for Introduction to Social Policy (205) and update data set and related assignments for Public Affairs 819.
Gregory Cartee Professor	Kinesiology	SEM II	Study the effect of exercise by humans on skeletal muscle energy metabolism that will have positive effects on my instructional responsibilities.
Charles Casey Professor	Chemistry	01-02	Foster new scholarly initiatives on organometallic chemistry, and enhance ability to serve as a mentor for graduate and undergraduate students.
R. Alta Charo Professor	Law	01-02	Write a book that focuses on the nexus of politics, law and bioethics which will be directly relevant to courses that I teach.

Name & Rank	School or Department	Term	Purpose
Laurie Clark Professor	Art	01-02	Study technical, theoretical and artistic developments in order to produce an essay that explores the impact of digital culture for producers and an artwork that considers implications for spectators that will help me teach digital media.
Clifton Conrad Professor	Educational Administration	SEM II	Bring myself up-to-date on the emerging research and scholarship on qualitative inquiry that will enhance my teaching assignments.
Ian Coxhead Associate Professor	Agric & Appl. Economics	01-02	Study emerging issues of fiscal federalism and decentralization in developing countries and the data gathered will update courses and provide materials for a new course on public finance in developing countries.
Richard Davidson Professor	Psychology	01-02	Write a book on the biological bases of affective style which be used in a new undergraduate level course in Emotion.
Carl DeBoor Professor	Computer Sciences/Mathematics	01-02	Work on the construction of an electronic book on spline theory and finish two textbooks that would be used in courses that I teach .
Patricia Devine Professor	Psychology	01-02	Conduct research in the study of the psycho physiological substrates of social cognitive processes which enhance and update my courses on prejudice and intergroup relations.
Alger Doane Professor	English	SEM I	Complete edition of ninth-century "Werden A Glossary," a Latin and Anglo-Saxon glossary of words extracted from a collection of ancient and early medieval Latin texts that will enhance my graduate teaching in Anglo-Saxon/Latin field.
Robin Douthitt Professor	Consumer Science	SEM I	Develop web site that contains years of data for a new family economics course on valuation of the cover measurement and valuation time of unpaid work.
Tuncer Edil Professor	Civil & Environmental Engr	SEM I	Develop a web-based learning system for CEE/GLE 330 which is a required course for CEE and GLE curriculum .
Murvet Enc Professor	Linguistics	01-02	Conduct research, compliment the research interests of a number of graduate students and complete a book that will benefit the Linguistics department.

Name & Rank	School or Department	Term	Purpose
Michael Ferris Professor	Computer Sciences	01-02	Work with groups in the United Kingdom applying optimization techniques within various application domains, most notably medicine that will eventually lead to the development of a book and a key component of teaching CS/IE 635 and CS/IE 525.
Malcolm Forster Professor	Philosophy	01-02	Develop a 500 level course in Philosophy of Statistics, gather and expand material I have published on the methodology of science into a book.
Edward Frees Professor	Business	01-02	Engage in advanced study in panel data methods that can be applied to my course Bus 806, Applied Panel Data Analysis .
Irwin Goldman Associate Professor	Horticulture	01-02	Conduct research in vegetable-based phytonutrients and develop instructional/educational programs for a function foods course.
Robert Goodman Professor	Plant Pathology	01-02	Complete draft of a book and prepare syllabus for a new course on microbial symbioses, with higher plants and animals .
Victor Hilts Professor	History of Science	SEM I	Study literature in history and history of science broadly interpreted with a view to understanding American attitudes and individual self-sufficiency that will enhance teaching and provide new course materials .
James Hodder Professor	Business	01-02	Gain a better understanding of hedging and financial risk management issues at firms with large derivative positions to incorporate knowledge in my courses. (Finance 630 and 830)
Brian Hyer Associate Professor	Music	01-02	Conduct research on the some foundation issues of music theory to be used in both undergraduate and graduate level courses as well as complete a book "Music Theory and the Social Imagination".
Clark Johnson Professor	Geology & Geophysics	01-02	Develop new research and teaching programs in isotope geochemistry using new inductively-coupled plasma mass spectrometry technologies.
Nancy Kaiser Professor	German	01-02	Conduct research on German literature of the 1990s which will be incorporated into teaching and two scholarly articles.

Name & Rank	School or Department	Term	Purpose
Charles Kalish Associate Professor	Educational Psychology	01-02	Develop new course material addressing cultural influences on children's social cognition to be used in teacher education classes.
Nietzchka Keene Associate Professor	Comm Arts	01-02	Shoot a digital film, "Barefoot to Jerusalem," and edit film with new technology that will contribute directly to courses that I teach.
Carolyn Kelley Associate Professor	Educational Administration	SEM I	Renew and upgrade my quantitative research skill and knowledge of human resources management systems that will enhance ability to carry out teaching and advising responsibilities.
Raymond Kent Professor	Comm Disorders	SEM II	Assemble a set of materials on the neural processes underlying speech and language to provide a variety of instructional aids for undergraduate course.
Vance Kepley Professor	Comm Arts	01-02	Conduct research for a monograph on the filmmaker Emile de Antonio which will benefit my teaching in the general area of documentary cinema.
Laura Kiessling Professor	Biochem/Chem	SEM II	Facilitate interdisciplinary research in chemical biology and genomics on UW Madison campus that will enhance and create new research and teaching programs.
Keith Kluender Professor	Psychology	01-02	Enhance the understanding of causes and treatment of hearing loss that will improve the teaching of UW courses through development of new materials.
Michael Kosorok Associate Professor	Statistics	SEM II	Enhance the research and teaching activity in the use of empirical processes in statistical methodology.
Robert Krainer Professor	Business	SEM II	Continue ongoing research on the financial aspects of business cycles that will enhance my undergraduate and graduate courses.
Elizabeth Kramer Associate Professor	Social Work	01-02	Enhance instructional expertise and knowledge base in the required social work courses that she teaches within the school; by co-authoring a text on Social Work Practice: Grieving Well Through Loss.
Kenneth Kunen Professor	Mathematics	SEM I	Conduct research in Budapest and Toronto relevant to graduate mathematics program and develop materials for Math 131.

Name & Rank	School or Department	Term	Purpose
Robert Landick Professor	Bacteriology	SEM II	Learn methods for protein structure determination that will enhance my research program, and instructional materials and techniques both in classroom and laboratory.
Stacey Lee Associate Professor	Educational Policy Studies	SEM I	Explore the theoretical debates surrounding the nature of "culture" that will enhance my both undergraduate and graduate courses.
Diane Lindstrom Professor	History	SEM II	Conduct research and complete book on the American Industrial Revolution 1815-1914 that will enhance my courses in History 247, 465 and 466.
Zheng-Yu Liu Associate Professor	Atmospheric Science	01-02	Develop an intro course "El Nino and Global Warming" and conduct research in ocean-atmosphere-land vegetation interaction and its environment impact.
Richard Love Professor	Medicine	SEM II	Analyze and publish data from a breast cancer treatment trial which can be incorporated in the teaching of courses in a new clinical trials Capstone certificate program.
Anne Lundin Professor	Library & Information Studies	SEM I	Explore the influences of children's librarians, teachers, publishers, and media in shaping the reception history and reputation of texts and incorporate results into my courses.
David Marcouiller Associate Professor	Urban & Regional Planning	01-02	Strengthen expertise in natural resources, economics and planning with emphasis in international planning and will have a direct bearing on the two courses that I teach.
Catherine Marler Associate Professor	Psychology	01-02	Update skills and knowledge in the area of behavioral molecular genetics and switching to computer-base presentations that will allow to better teach and train both graduate and undergraduate students.
Douglas Marschalek Professor	Art	SEM II	Conduct research in the area of interactive design which will help broaden the scope of how art education is applied within and outside of traditional educational settings in the use of technology
Robert Mathieu Professor	Astronomy	01-02	Prepare senior graduate level course-Astro 920 on Stellar Dynamics, analysis research data and finalize publication of the data.

Name & Rank	School or Department	Term	Purpose
Maureen Mazzaoui Professor	History	SEM II	Design course on "Warfare and Society from Antiquity to the Age of Gunpowder" to be taught as an advanced survey.
James Mckeown Professor	Classics	SEM I	Gather material for a book on the study of the metrical techniques of Vergil and other Classical Latin poets that will contribute to a new graduate seminar and also complete a commentary on Ovid's Amores.
Paul Milewski Associate Professor	Mathematics	01-02	Conduct research in dispersive wave turbulence and develop interdisciplinary teaching curricular innovations for undergraduate applied math courses.
Barbara Morgan Associate Professor	Surgery	01-02	Conduct research related to the rehabilitation of individuals with cardiovascular disease that will enhance classroom teaching.
Alexander Nagel Professor	Mathematics	01-02	Conduct research in complex function theory and harmonic analysis in spaces of several dimensions and work on textbook on topics in complex and harmonic analysis for graduate students.
Kirin Narayan Professor	Anthropology	01-02	Research and prepare a new course (Diaspora) and complete a book.
Cora Lee Nollendorfs Professor	German	01-02	Conduct research, work on the identification and preservation of primary texts and develop materials for courses.
James O'Brien Professor	E.Asian Lang. & Lit.	01-02	Draft a set of essays on modern Japanese poets which will establish a number of perspectives making the poetry more accessible than the translations alone to the undergraduate student and I plan to offer two courses on Japanese poetry.
Leigh Payne Associate Professor	Political Science	SEM II	Conduct research on the politics of memory which will be incorporated into a web-based course she offers and in the development of a new course.
Michael Pfau Professor	Journalism & Mass Comm	01-02	Sit in on classes relevant to UW-Msn curricular offerings in strategic communication and complete a book on the influences of issue-advocacy advertising in political campaigns.

Name & Rank	School or Department	Term	Purpose
John Pfothenhauer Associate Professor	Engineering Physics	01-02	Collaborate with colleagues to enhance ability to prepare graduate and undergraduate engineers for employment in superconductivity technologies as well assist in the expansion of a course in Cryogenics to a web based course.
Lee Pondrom Professor	Physics	SEM II	Spend the semester at Fermilab working with graduate students and learning new techniques in my field.
Barry Powell Professor	Classics	SEM II	Write a book designed as a text for college course in Greek Civilization that will provide both background material and extensive excerpts from original sources that currently does not exist.
Ronald Raines Professor	Biochemistry	01-02	Develop 'Automated Protein Assembly' into a key technology of the post-genomic era that enhance ability to advise and instruct CALS students.
Richard Ralston Professor	Afro-American Studies	01-02	Complete monograph on a Guyanese historian-Walter Rodney, complete article on the politics and culture of "Witchcraft" and develop a new course in African American folklore.
Arthur Reynolds Associate Professor	Social Work	01-02	Expand knowledge on the transition to adulthood, increase use of contemporary longitudinal methods, and conduct historical analysis of the development of the Child-Parent Center Program which will result in expanding the materials in social work curriculum.
Neil Richardson Professor	Political Science	SEM I	Explore the literature that will update my teaching of international political economy in three courses.
Robert Sack Professor	Geography	SEM I	Finish book "A Geographical Guide to the Real and the Good" which will be used to develop a new course on place and morality in geographic utopias.
Blair Savage Professor	Astronomy	01-02	Collaborate with colleagues at several major centers of intergalactic research, in order to modify current courses and establish the UW astronomy program as a place for education and research on problems involving the intergalactic medium.
Nora Schaeffer Professor	Sociology	01-02	Examine the accuracy of self-reports about topics related to child support that will increase the range of topics I can include in my teaching.

Name & Rank	School or Department	Term	Purpose
Lloyd Smith Professor	Chemistry	01-02	Work with several colleagues in various laboratories in the San Francisco Bay to expand my research program and enhance the curricular offerings that will be beneficial effect upon the quality and breath of my teaching.
Aliko Songolo Professor	French & Italian	SEM I	Examine comparatively the cinemas of Quebec and Francophone Africa with regard to production, distribution, and spectatorship that interrogates the notions of "cinema," "nation," and "national cinema" in global economy resulting in new or improved courses.
Juan Temprano Professor	Spanish & Portuguese	SEM II	Study three 15th century Spanish chronicles which will produce research that will directly benefit the teaching of graduate and undergraduates.
Thomas Vale Professor	Geography	SEM II	Write a book "Protected Places: Geographers Look at America's National Parks" that will enhance my 500-level course on nature protection.
Joseph Varga Associate Professor	Theatre & Drama	SEM I	Become acquainted with the application of software programs in order to up-date instruction in the techniques currently used throughout schools and the professional practice.
Dharmaraj Veeramani Professor	Industrial Engineering	SEM II	To design and develop curriculum for the e-commerce graduate certificate program proposed in the Madison Initiative plan.
Grace Wahba Professor	Statistics	01-02	Pursue advanced studies in the present and potential application of statistical methods, and the collateral area of numerical methods to enhance teaching Stat 840 and 860.
Donald Waller Professor	Botany	01-02	Interact with European colleagues; analyze and conduct research related to inbreeding, population persistence in fragmented landscapes; gain perspective on evolutionary and environmental issues which will enhance my teaching.
Susan Ellis Weismer Professor	Comm Disorders	SEM II	Construct a set of web-based exercises for Comm Dis 440 and conduct research on brain-behavior relationships in language functioning to be incorporated into CD 945 and CD 455.

Name & Rank	School or Department	Term	Purpose
Andre Wink Professor	History	SEM I	Develop two new courses: Buddhism and Asian History and European in the Indian Ocean, 1498-1963.
Michael Winokur Professor	Physics	SEM II	Work with colleagues at the University of Copenhagen that will strength my research in nanophysics/nanotechnology related courses and develop a similar course at UW-Madison.
Steven Winspur Professor	French & Italiana	SEM II	Complete a manuscript on the writings by five modern authors, which will form the core of new course on Canadian and French travel writers.
Brian Yandell Professor	Horticulture/Statistics	01-02	Develop instructional texts and software to bridge research to classroom in statistical aspects of genomics, ecology and evolution.
Raymond Young Professor	Forest Ecology & Mgmt	SEM I	Develop new course "Biomaterials and Medicinal from the Forest", conduct research on usage of plant polymers and fibrous materials and also improve Spanish language ability for interaction with other Hispanic institutions.
Jane Zuengler Professor	English	01-02	Study how some adolescents develop academic communication in their high school science and social studies classes and incorporate this data into a book that will be used in my teaching of research methodology and/or classroom language learning.

University of Wisconsin-Milwaukee

Ancel, Fredric Professor	Mathematical Sciences	SEM 2	Develop a course proposal and course materials for a new geometry course aimed at primary and middle school math education majors; continuation of research on boundaries of non-positively curved groups; and development of course materials for the graduate-level "Student" Topology Seminar.
Atherton, Margaret Professor	Philosophy	SEM 1	Project to explore the historical nature of disciplinarity in Philosophy and Psychology in the context of 21 st century interdisciplinarity and rapprochement trends.
Bergtrom, Gerald Professor	Biological Sciences	SEM 1	Collaborative research project conducted in Madrid, Spain on the structure and evolution of the large hemoglobin multigene family in chironomid insects.

Name & Rank	School or Department	Term	Purpose
Bravo, Hector Associate Professor	Civil Engineering and Mechanics	SEM 2	Improve teaching and research activities after devoting time to focused research on mass transfer and sediment transport in lakes and estuaries.
Cherkauer, Douglas Professor	Geosciences	01-02	Expand research on the measurement of ground-water recharge and discharge; learn to utilize GIS software in both research and instruction; apply findings and GIS to the development and dissemination of ground-water resource models to water consumers; update UWM courses to better focus on water resource assessment and management principles by incorporation of GIS technology.
Cobb, Portia Associate Professor	Music	01-02	Devote time to the development and production of a new documentary video, <i>Yonges Island</i> , shot on location in Charleston, South Carolina.
Devine, Elizabeth Professor	Foundations of Nursing	01-02	Enhance the global perspective in instruction and research by providing the opportunity to collaborate on-site with researchers at the Cochrane Pain, Palliative, and Supportive Care review group in Oxford, England; promote adoption of research-based pain management interventions by nurses through participation in collaborative research utilization projects.
Dieker, Lisa Associate Professor	Exceptional Education	01-02	Explore collaborative practices between general education and special education at an international level; update current understanding, empathy and reality base for teaching secondary students with disabilities.
Dolan, Kathleen Associate Professor	Political Science	SEM 1	An examination of the ways in which voters and members of the general public evaluate women political candidates and how they make their decisions to vote for these women (or fail to).
Feinberg, Benjamin Professor	Chemistry	SEM 2	Develop a protocol that can be used by undergraduate students to carry out specific undergraduate research projects, that will enhance their understanding of protein structure, function, and stability (energetics.)
Handelman, Howard Professor	Political Science	01-02	Conduct field research in Argentina, Peru, and US libraries to strengthen specialization in the areas of democratic transition and consolidation with a focus on analyzing and understanding an important subtype of "diminished democracy", which has emerged in many Latin American nations and other parts of the developing world.

Name & Rank	School or Department	Term	Purpose
Hewitt, Jeanne Associate Professor	Health Restoration	SEM 1	Conduct preliminary nutritional studies in environmental health with Ojibwa, Hmong and Hispanic populations that would result in new RO1 submissions and a resided RO1.
Hoeveler, David Professor	History	01-02	Write a book which will be a contribution to American intellectual history, addressing such topics as intellectual origins of evolutionary theory, the scientific reception in the US, the new dialogue of religion and science, Darwinism and social thought, evolution and the new directions in American philosophy, and Darwin in the American public arena.
Huinker, DeAnn Associate Professor	Curriculum and Instruction	SEM 1	Examine and enhance the graduate program offerings in the Dept of Curriculum & Instruction for elementary school mathematics education that will allow for more cohesive and coherent graduate study programs for educators in Urban Communities.
Isbell, John Associate Professor	Geosciences	SEM 1	To participate in, develop, and/or establish a framework for three international collaborative geological research projects, and to conduct research in Antarctica.
Jain, Hemant Professor	Business Administration	SEM 2	Focus research on developing ways of using component-based software development (CBSD) approaches for development and integration of eBusiness applications with legacy applications within corporations.
Kadushin, Goldie Associate Professor	School of Social Welfare	01-02	Write a book on social work practice in home care which situates practice within the existing empirical literature.
Kandil, Magda Professor	Economics	Sem 1, 2001-20	Continuation of work on book which sequences research studies that explore the effects of increased price flexibility on the variability of aggregate and industrial real outputs.
King, Phyllis Associate Professor	Occupational Therapy	01-02	Enhance knowledge and skills in ergonomics and develop community partnerships, which will facilitate extramural funding and enhance graduate instruction in Occupational Therapy.
Koethe, John Professor	Philosophy	SEM 2	Work on a book regarding philosophical scepticism and development of a graduate seminar on philosophical poetics.

Name & Rank	School or Department	Term	Purpose
Kren, Leslie Associate Professor	Business Administration	SEM 1	Extend and renew an understanding of the use of complex and world-class Enterprise Resources Planning (ERP) systems in cost management and accounting.
Lamborn, Susie Associate Professor	Educational Psychology	01-02	Research activities on the developing child in diverse family contexts; curriculum development on the topic of immigrant families and children; pursuit of technology training to enhance classroom skills.
Lilly, Janet Associate Professor	Theatre and Dance	SEM 1	Work as a performer and rehearsal director for New York choreographer Heidi Latsky; curriculum development for two courses, Yoga for Dancers & Intermediate Yoga; continued study of Graham Modern Dance Techniques for Intermediate Modern Dance course.
McRoy, Susan Associate Professor	Electrical Engineering and Computer Science	01-02	Analyze data on speech, gaze, and gesture; complete the writing of a proposed undergraduate textbook; participate in the organization of the Fortieth Annual Meeting of the Association for Computational Linguistics.
Meckstroth, Theodore Associate Professor	Political Science	SEM 2	Develop one new course, revise one existing course, and continuation of research and writing in the field of political science.
Nazareth, Derek Associate Professor	Business Administration	SEM 1	Create formal approaches for web-based software development to permit systematic exploration of alternative standalone and integrative approaches.
Noonan, Michael Professor	English	SEM 1	Complete work remaining from previously funded NSF research; conduct new research in preparation of a proposal to be submitted to the NFS, NEH and private agencies, seeking to establish a center for organizing research and collecting data on the languages of Nepal.
Noonan, Michael Professor	English	SEM 1	Complete work remaining from previously funded NSF research; conduct new research in preparation of a proposal to be submitted to the NFS, NEH and private agencies, seeking to establish a center for organizing research and collecting data on the languages of Nepal.
Parker, Leonard Professor	Physics	01-02	Write a book and CD to be used in an undergraduate course on computational physics; plan an advanced graduate course based on quantum field theory in curved space time.

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Passman, Richard Professor	Psychology	SEM 2	Revise an advanced laboratory course, Experimental Child Psychology; prepare for publication several completed research studies.
Pickering-Iazzi, Robin Professor	French, Italian and Comparative Literature	SEM 2	Complete of a chapter-length study that examines diverse representations of Mafia and anti-Mafia identities in contemporary Italian novels by award-winning women authors; develop a course on Italian American cinema and create a certificate program in Italian American Studies.
Pugach, Marleen Professor	Curriculum and Instruction	SEM 2	Prepare a book length manuscript for pre-service general classroom teachers who are preparing to teach in urban schools, to more appropriately frame how prospective teachers view their responsibility for special education.
Ridley, Robyn Associate Professor	Psychology	SEM 1	Revise graduate and undergraduate courses in Developmental Psychopathology and write a textbook for graduate courses in the area of Developmental Psychopathology focused primarily on childhood disorders .
Rose, Susan Associate Professor	Social Welfare	01-02	Complete writing of Volume I of a two volume book " <i>A Desk Reference Guide to Rapid Assessment Instruments: Clinical Measures for Practice and Research</i> ", currently under contract, which will benefit professionals and students in social work and related professions.
Saemann, Georgia Associate Professor	Business Administration	01-02	Conduct research in order to expand knowledge base in the area of accounting principles in countries outside the US, especially International Accounting Standards; examine in detail the effects of the European Union on business in the US.
Saldin, Dilano Professor	Physics	01-02	To enhance research program by collaborations with visits to other institutions; provide release time for writing of renewal and new grant proposals to the NFS, US Dept of Energy & NIH; write collaborative textbook in area of surface science; develop new multidisciplinary curricular options in the area of biophysics.
Sapp, Marty Professor	Educational Psychology	SEM 1	Begin research and writing of a book on psychological and educational measurement for lay audiences.

Name & Rank	School or Department	Term	Purpose
Schwartz, Mark Associate Professor	Geography	01-02	Enhancement of the Department of Geography's climatological and remote sensing curricula by developing new courses and revising existing courses; conduct an intensive phenology-related research project.
Smith, Roger Associate Professor	Occupational Therapy	01-02	Carry current research and teaching activities to a larger audience, with focus on measurement methodologies for use in Occupational Therapy and Assistive Technology.
Stone, Andrea Professor	Art History	01-02	Continue research for completing a monograph of several ancient Mesoamerica rock sites found on the shores of Lake Guija in western El Salvador.
Suzuki, Ichiro Professor	Electrical Engineering and Computer Science	SEM 1	Explore new research directions and strengthen contacts with Honda in the areas of computer graphics and robotics; collaborate with researchers of Kyushu University, Japan, on joint research projects in computational robotics and computational geometry.
Uttinger, D. Michael Associate Professor	Architecture	SEM 2	Research on studying sustainable architecture in Europe and developing relationships with faculty and professionals involved in sustainable design.
Washabaugh, William Professor	Anthropology	SEM 1	Design new course "Museums, Real and Virtual" for the Anthropology Department; develop a complementary set of projects that will extend museum-focused learning projects by addressing online exhibits and virtual museums.
Wilk, Joan Associate Professor	Foundations of Nursing	SEM 2	Prepare curriculum materials for enrichment of an existing course and/or the development of a new course that focuses on international health care systems and vulnerable populations.
Wolfram, Dietmar Associate Professor	Library and Information Science	SEM 1	Develop the content for a monograph dealing with informetric applications for information retrieval system modeling, use and evaluation.
Zou, Yi Ming Associate Professor	Mathematical Sciences	SEM 2	Focus efforts on research in quantum group theory, to develop course material in quantum computation and to further carry out the project of creating online math help, targeting high school students and freshman.
Zweben, Allen Professor	School of Social Welfare	01-02	Write a text on addictions using evidence-based treatment strategies for mental health professionals, psychologists, and social workers.

Name & Rank	School or Department	Term	Purpose
University of Wisconsin-Oshkosh			
Gregory H. Adler	Biology	SEM I	The purpose is to conduct research on tropical biology at the Smithsonian Tropical Research Institute in Panama.
Nancy J. Burnett	Economics	01-02	The purpose is to conduct research for a book manuscript on Gender and Economics.
Michael A. Eierman	Management Information Systems	SEM I	The purpose is to engage in an intensive study of all facets of the Object-Oriented approach to information systems analysis, design, modeling and development as well as the Unified Modeling Language and its application to the object-oriented approach.
Zoubir Benzaid	Mathematics	SEM I	The purpose is to conduct research in hybrid control systems and financial mathematics and to develop courses in mathematics of finance.
Robert R. Wise	Biology	01-02	The purpose is to conduct research at the UW Madison botany lab on the biochemical factors underlying the high-temperature inhibition of photosynthesis.
Zillur Khan	Political Science	SEM II	The purpose is to conduct research on the civil-military relations of two rival nuclear states, India and Pakistan.
Kathleen E. Corley	Religious Studies/ Anthropology	SEM I	The purpose is to conduct research, primarily at the Claremont Colleges Institute for Antiquity and Christianity, on lament and early Christian traditions.
Andrew O'Shaughnessy	History	01-02	The purpose is to conduct a comparative study of the political ideology of the British Caribbean and South Carolina in the period before 1800.
Henry F. Winterfeldt	Human Services/ Professional Leadership	SEM I	The purpose is to acquire expertise in the field of digital photography and digital multimedia and to use digital photography to develop virtual reality environments of the UW Oshkosh campus.
Julie Henderson	Journalism	SEM I	The purpose is to conduct a study of medical public relations with a health care agency located in North Dakota and Minnesota.
Arthur Pontynen	Art	SEM I	The purpose is to conduct research for a book manuscript on the History of Art that addresses the Postmodern perspective on culture.
Li Hu	Art	SEM I	The purpose is to conduct research on the Nanking Massacre and then execute a mixed media art project that consists of 8 drawings, 2 paintings, and one video on this topic.

Name & Rank	School or Department	Term	Purpose
Michael Burayidi	Geography	SEM II	The purpose is to conduct comparative research at Ryerson University in Toronto on sprawl and urban growth management in both the United States and Canada.

University of Wisconsin-Parkside

John D. Buenker Professor	History	01-02	I plan to investigate the critical role played by Charles McCarthy--director of Wisconsin's pioneering Legislative Reference Library, author of <i>The Wisconsin Idea</i> , and adviser to a host of state and federal officials—in transforming and institutionalizing the Progressive Era's myriad reformist ideas and variegated programs into landmark legislation, innovative public policy, and electoral victories for progressive candidates. I will also examine his precise position and function in the complex national and international networks of intellectuals, activists, and policymakers whom Daniel T. Rodgers has characterized as “transnational cosmopolitan progressives” Finally, I hope to construct a reasonably comprehensive and coherent explication of McCarthy's concept of the Wisconsin Idea as <i>via media</i> between laissez-faire liberalism and state socialism.
Frances M. Kavenik Professor	English	01-02	During the sabbatical leave, I propose to work on two projects. One involves the wedding of web-based technology to UW-Parkside's existing ACCESS (extended degree) program courses in order to serve our adult non-traditional students better. The other is a research project on women screenwriters of Hollywood's classical period (1920s-1940s), a study of the impact of those screenwriters on American culture by means of those popular texts.
Alexander Lichtman Professor	Mathematics	SEM II	This sabbatical proposal includes my research project on Linear Groups over Skew Fields and a plan of a study of the Actuarial Program in UW-Madison.

Name & Rank	School or Department	Term	Purpose
John Longeway Associate Professor	Philosophy	01-02	My intention is to pursue my study over the last decade of the commentary tradition on Aristotle's <i>Posterior Analytics</i> in the Middle Ages and Renaissance and the light it throws on philosophy of science in the period. This work has already resulted in a number of publications, and most recently I have completed a book on William of Ockham's (ca. 1285-1347) treatment of the work. I am currently, with the assistance of James South of Marquette University, researching and translating the logical works of Iacopus Zabarella on this topic (first published 1578), and I hope to complete that work, as well as exploring the commentary of Antony Coronel (published in 1510) and other fifteenth and sixteenth-century authors. This work will eventuate in the publication of translations of and studies on these works, extending the reach of the discussion of the tradition in my work on Ockham and his predecessors.
Xun Wang Associate Professor	Sociology	01-02	I would like to apply for one-year sabbatical leave during the 2001-2002 academic year. I plan to spend the sabbatical year to work on two major projects, along with several minor projects. First, I plan to co-edit a book on social welfare in the United States focusing on unemployment and reemployment, using a comparative approach. Second, I plan to develop a manuscript for a textbook on organization theories. Those two projects are closely related with my teaching and research interests in comparative sociology, sociology of organizations, China studies, and international studies. It certainly would benefit my career, my students and the university.

University of Wisconsin-Platteville

Theresa Burns Associate Professor	Humanities	01-02	This proposal focuses on helping develop our sister school relationships in Asia, and broadening Dr. Burns' cultural experience by teaching and visiting in China, conducting research in Vietnam, and visiting our sister school in Japan. Theresa also plans to teach and oversee implementation of a graduate on-line course she has developed that is to be offered as part of the Master's in Engineering Program. Secondary, Theresa plans to help expand the English as a Second Language program at UW-Platteville so it reaches out to American minority students, particularly Latino students.
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Name & Rank	School or Department	Term	Purpose
Raymond Spoto Professor	Humanities	01-02	Ray plans to travel abroad to Spain and conduct literary research for Spanish literature and civilization course. Upon return to UW-Platteville the research material will be used to write chapters for a book and/or articles for publication. The basic format of the book would follow the evolving esthetics and themes of the author Ramon del Valle-Inclan and how they reflect the literary movements of his time, both in Europe and in Spanish America.
Farhad Dehghan Professor	Economics	SEM II	Professor Dehghan plans to examine new trends in Mexican migration to the United States, particularly in the post NAFTA period, with particular emphasis on migration flows originating from the larger metropolitan areas such as Mexico City and Guadalajara. This study will test the hypothesis that Mexican migration has experienced significant transformation in the last two decades in terms of geographic origins, migrants' selectivity, and settlement process. The research findings will be published in economic development journals as well as presented at lectures, seminars and new courses at UW-Platteville and the Platteville community.
Robert Demaree Associate Professor	Fine Arts	SEM II	Robert plans to study the current state of choral composing and choral pedagogy, the new choral literature and investigate new composers, and to help support current choral composition by commissioning a work that would be presented by the UW-Platteville choral organization.
Tamer Ceylan Professor	Mechanical & Industrial Engineering	SEM II	This sabbatical study project will seek to promote the cultivation of critical thinking in undergraduate engineering students. To accomplish this, Professor Ceylan plans to visit the Foundation for Critical Thinking as well as searching for colleges and universities that have had accomplishments in the area of critical thinking.

Name & Rank	School or Department	Term	Purpose
Jill Clough Professor	Mechanical & Industrial Engineering	SEM I	A thorough literature review, discussions with faculty at other institutions, and interviews with practicing industrial engineers from a variety of organizations will provide the background necessary to produce a new textbook in operations analysis and technical writing with an added benefit of extending a network of contacts with colleagues at other institutions and industry. This new text will be available for educators which combines emerging techniques with conventional tools. The text will be directed at undergraduate industrial engineering students and will be shared with colleagues through a seminar addressing both the content and the processing of creating the text.
Louis Nzegwu Assistant Professor	Business & Accounting	SEM II	This sabbatical will engage Louis in education and research activities in Nigeria. The research will be designed to refresh and update the faculty member's knowledge of International Business pertinent to his curriculum responsibilities at UW-Platteville and to expand his knowledge of new areas of International Business relevant to the same.

University of Wisconsin-River Falls

Terry Ferriss Professor	Plant & Earth Science	SEM I	This one semester sabbatical is designed to strengthen and broaden the applicant's background in prairie and wetland restoration theory and practices for eventual enhancement of the Horticulture curriculum. The sabbatical incorporates classroom study, interaction with the restoration industry, hands-on experiences, and interaction with Horticulturists conducting restoration research.
Lynn Jermal Associate	Art	SEM II	Research profiles of art educators demonstrating leadership will be used to illustrate concepts in three articles for the practitioner on the role of leadership as a function of their job, personally and professionally. Drawings of the profiled art educators will be done as part of the process. The articles will be based on my research on leadership in art education. A proposal to publish a workbook on leadership for K-12 art certification programs would be an outgrowth of these publications.
David Trechter Associate	Agri. Economics	SEM II	This sabbatical proposal has two components: professional development in the use of Web based tools in the context of curriculum redesign and classroom teaching (teaching component) and research into new collaborative marketing forms emerging in Western Australia as compared to new cooperative forms in the United States (research component).

Name & Rank	School or Department	Term	Purpose
Stephen Ridley Professor	Animal & Food Sci.	01-02	Faculty member was invited to join the faculty of Food Science at Sultan Qaboos University (SQU) in Oman to participate in an 11 month teaching and research experience focused on Food Microbiology and Food Quality Assurance. This proposal has also been submitted to the CIES Fulbright Program.
Suzanne Hagen Professor	SCTA	SEM I	The proposed research would focus on qualitative descriptions of the communication strategies and practices of presidential selection at public comprehensive universities and 4-year private liberal arts colleges. Particular emphasis will be given to identifying communication strategies which facilitate the internal interactions of search & screen committees; result in productive personal interviews with candidates; generate understanding, awareness & support for the process within the college or university and/or the service area (community, region, state).
Kathryn Ernie Professor	Mathematics	SEM II	The goals of this sabbatical are to provide time for professional writing about the use of technology in the teaching of mathematics (K-14), for intensive study of JAVA, a dynamic web language, and to provide time for the creation of curriculum materials that utilize JAVA applications.

University of Wisconsin-Stevens Point

Patti Becker Associate Professor	University Library/Referenc e and Instruction	SEM II	This application is for a one-semester leave to complete research and to prepare a manuscript for publication on American public libraries during World War II. Although the American public library is a ubiquitous cultural institution, it has not been the subject of much critical study, and there is no published scholarly work (book or article) on their role and activities during this crucial period in American history. This research will be of particular interest to scholars in history, sociology, American studies, and librarianship.
Richard H. Behm Professor	English	SEM II	Sabbatical work will consist of three major components: a book-length collection of poetry, a chapbook (short collection) of 15-20 poems, and a collection of outdoor and nature essays. The book will be a collection of 60-75 selected poems from the last thirty years of writing and publishing. The chapbook will be fifteen to twenty new poems written while on sabbatical. The collection of essays will include new essays and previously published work.

Name & Rank	School or Department	Term	Purpose
Steven A. Bjella Associate Professor	Music	SEM I	Research during my sabbatical will be to attend and journal violin masterclasses at one of Europe's leading music schools the Royal College of Music in London, England. There are sixteen master teachers of violin at the Royal College of Music with weekly masterclasses offered. My research will investigate the European approach to violin teaching and performing, with special emphasis on Baroque and Classical violin performance practice. This research will lead to a series of lecture performances during the 2002 calendar year.
Diane Canfield Bywaters Professor	Art & Design	01-02	This artist will paint the North American Continental Divide within twelve national parks from Alaska through New Mexico using the en plein air (on location) painting approach. This series of artwork, created from June 2001 through August 2002, will be exhibited at various galleries, universities and museums. In addition to painting for an adult audience, there will be a special traveling exhibition created with a hands-on art project geared toward minority children. It is essential to reach this contingency group in creative, innovative ways to instill the importance of the National Park system and appreciation of our environment.
Richard Crowther Associate Professor	Biology	SEM I	A high percentage of cyanobacteria (blue-green algae) have the potential to produce neurotoxins and hepatotoxins that can be harmful, if not deadly, to humans and other animals. This proposal includes three elements: 1) to develop techniques to identify toxin-producing strains. The emphasis will be on developing a field test so that a body of water could be tested on site and within a short period of time; 2) to identify the most likely bloom periods and the presence of toxins; and 3) to isolate, propagate and identify cyanophages (viruses that attach cyanobacteria).
John Curtis Professor	Biology	SEM II	I have several thousand original (and many unique) 35 mm color slides that I have made over the last 35 years for the general botany and plant anatomy courses I teach. I propose to convert these to a CD-ROM with appropriate written explanation and to make these images available free or at cost of reproduction to anyone who can use them professionally. The teaching section of the American Botanical Society has expressed an interest in distributing these images.

Name & Rank	School or Department	Term	Purpose
Donna M. Desforges Associate Professor	Psychology	SEM II	The project proposed for my sabbatical leave will extend my program of research on stereotypes, prejudicial attitudes, and intergroup relations. This research is based on Allport's (1954) "contact hypothesis," which states that contact with member(s) of a negatively stereotyped group might ameliorate specific attitudes toward the member(s) interacted with and generalize to less negative general attitudes toward the group as a whole when that contact meets a set of specific conditions. My previous research provided the first complete and supportive tests of the contact hypothesis. That research also suggests strongly that one of the key variables involved in whether or not the sort of contact Allport recommended is the extent to which the member(s) interacted with are in some way representative of their group. The research proposed for my sabbatical leave will examine in more detail the impact of each of the conditions of the contact hypothesis with regard to member representativeness.
Robert B. Enright, Jr. Professor	Sociology	01-02	The purpose of this project is to research the topic of social roles and cultural definitions of late adulthood in American society. The project will involve reading literature on this subject by gerontologists, sociologists, cultural historians, and developmental psychologists, and exploring literary treatments of aging. It will also involve researching sites where innovative roles for older adults are being fostered. The effort will produce curriculum materials for two courses I teach: Sociology 366, The Sociology of Aging and Sociology 467, Social Gerontology. I will also write an essay for publication, tentatively titled: <i>Roles for Older Adults: New Ways of Viewing Late Adulthood in the 21st Century</i> .
Scott Frazier Professor	Health, Exercise Science & Athletics	SEM II	This sabbatical proposal will entail on-site visitations to examine outstanding physical education programs in regards to how they teach and prepare students to use technology in the teaching process. It will be a personal opportunity to work with and learn from nationally recognized experts in the area and see what technological skills they are imparting to their students. This project will allow me to update and stay abreast of current trends and enhance the technology competencies within the UW-Stevens Point major.

Name & Rank	School or Department	Term	Purpose
Vance Gruetzmacher Associate Professor	Business and Economics	01-02	This academic year sabbatical will focus first on a review of the changes in the Internal Revenue Code since 1985. Upon completion of the general review, the focus will change from an overview to an in depth review of the sections of the code that specifically relate to financial planning in the twenty-first century. After extensive study of specific fields, several papers and presentations will be assembled for presentation and publication at regional and national professional conferences. Also, new material will be gathered, organized and prepared for my UWSP taxation courses.
Joan Karlen Professor	Theatre & Dance	SEM I	I am requesting a one-semester sabbatical during fall 2001 to complete Collaborative Multimedia Research with the George Balanchine Foundation, New York, and Massachusetts Institute of Technology Center for Educational Computing Initiatives. My work will focus on the <i>Mediatext</i> project, a Web-based archiving system that will provide tools to assemble and present Web-based source materials -- video, music, and dance annotation -- into a single collection and provide the software environment that makes it possible for users to draw on this collection in a coherent and educationally useful way.
Patricia Kluetz Associate Professor	Interior Architecture	01-02	This sabbatical would provide an opportunity to explore a specific area of design communication--the interaction between the designer and member-owned organizations as clients. These organizations (private country clubs, private resorts, religious facilities) distinguish themselves from other institutional or hospitality clients in that the primary users of the facility are its members. Because of this, the membership as a whole has a vested interest in the facility and expects to be involved in all decision-making that affects the facility in any way. This dynamic of user involvement can present unique challenges to the designer.
Mark Plonsky Professor	Psychology	SEM I	The objective of the sabbatical will be to complete and further develop a Psychological Statistics Web Site that I began developing a couple of years ago. Real-time, interactive quizzes will be added for each topic covered. In addition, spreadsheets will be added to the site to demonstrate some of the statistical calculations involved in a more dynamic fashion than static web pages. Finally, samples of output from a mainstream statistical program will also be added to the site.

Name & Rank	School or Department	Term	Purpose
Sol Sepsenwol Professor	Biology	SEM II	In this proposal, I intend to assemble a new course in Biology: The Biology of Mammalian Reproduction (3 credits; lecture only)-- a survey of the mechanisms of reproduction including gametogenesis and gamete physiology, reproductive cycles and their hormonal, chemical and nervous control, mating behavior and strategies, pregnancy, parturition and lactation. It is intended to alternate with Biology 382, Endocrinology of Mammals.
Stephen G. Sherwin Professor	Theatre & Dance	SEM II	A Scenic Artist (or Scene Painter) is a painter responsible for translating the vision of the scenic designer to the realized scenery. The primary goal of the sabbatical project is to produce a comprehensive manual/text and CD for our theatre design/tech students in a scene painting course. Painting skills are learned and practiced in a general collection of painting projects. This group of individual projects would encompass standard painting techniques used in theatrical production. I propose to write a teaching manual that has instructions for individual scene painting projects. Upon completion of this project, the manual will be submitted for publication.

University of Wisconsin-Stout

Rita Christoffersen Professor	Technology	SEM II	Increase computer expertise in CAD and update background in current apparel and textile quality methods. Knowledge will be used to enhance courses in Textile Evaluation, Textiles for Interiors, Knit Design and Technology, Functional Clothing Design, and Textiles.
Richard Gardner Professor	English & Philosophy Department	01-02	Revise 450-page novel "Mananita", which seeks to depict a universal creative instinct; and restructure two classes to reflect a whole, unified view of creativity. This will enhance student creative thinking and problem solving skills and unite the presently disconnected creative styles of literature and technology.
Bruce Kuehl Professor	Human Development, Family Living & Community Educational Services Department	SEM II	Develop a psychoeducational approach that can be used to augment family therapy; incorporate this knowledge into family therapy training at UW-Stout; and begin constructing a text based upon established principles of family functioning that can be used to supplement a psychoeducational family therapy approach.

Name & Rank	School or Department	Term	Purpose
Karen Martinson Associate Professor	Business Department	01-02	Complete course work needed to complete a "Certificate in Personal Financial Planning" and which will also be used to meet continuing education units required for Certification as a Management Accountant. Knowledge gained will be incorporated into accounting classes taught at UW-Stout. Will also work to develop a new course in financial planning.
Ken Parejko Associate Professor	Biology Department	01-02	Complete historical novel based on the life of the Roman scientist, author, and statesman Pliny the Elder, whose Natural History was a standard text and reference book for the sciences for some 1500 years. Knowledge of Pliny will be used to explore questions pertinent to today's world. Explore in greater detail the influence of Pliny on Thoreau's thought and formulate articles on Pliny's ecological, environmental and epistemological views for publication.
Darshan Perusek Professor	English & Philosophy Department	SEM I	Project is related to work done as editor and writer for Kaleidoscope: International Magazine Of Literature, Fine Arts, and Disability. Will revise and edit 35 personally written essays, along with a new introductory essay, to be published under the title <u>Travels With My Daughter; Autobiographical Essays on Art and Disability</u> . Essays will be accompanied by paintings as well as by the voice of applicant's daughter (who has cerebral palsy) in the form of excerpts from her letters to relatives and friends.
Benjamin Pratt Associate Professor	Art & Design Department	SEM I	Visit cutting edge industrial design firms in New York and San Francisco. Write (and submit for publication and presentation) a theoretical paper drawing on the past, and speculating on the future of the industrial design discipline. Apply knowledge acquired in first two tasks to create innovative industrial design solutions.
Ana Vande Linde Associate Professor	Chemistry Department	SEM I	Write the calculator/computer-based chemistry experiments that are currently being tested/developed and incorporate these experiments in College Chemistry I and II Lab Manuals. Work with publishing companies to publish manuals. Write one or two articles on results of the studies on soybeans and submit articles for publication. Develop the course "Peoples and Events in Chemistry" into a web course. Explore developing and offering a four or five credit chemistry course in which the entire lab component is made up of computer simulated experiments.

Name & Rank	School or Department	Term	Purpose
William Way Assistant Professor	Hospitality & Tourism Department	SEM I	Identify critical factors which influence hotel and restaurant feasibility by profiling a sample of hotels and restaurants and the condition of their market. Results to be used to enhance teaching and learning in the Hospitality & Tourism graduate and undergraduate programs.
Norman Zhou Professor	Technology Department	SEM I	Work on the joint program between UW-Stout and North China University of Technology (Beijing) and, also, work on a joint research project between UW-Stout and East China Normal University (Shanghai).

University of Wisconsin-Superior

Mary Balcer Professor	Biology	2001-02	This study will examine changes in the plankton community in the Duluth-Superior region of the Great Lakes ecosystem. By reviewing published literature and archived plankton samples, and collecting and analyzing new samples, the interaction of exotic species such as the zebra mussel and spiny water flea with the native zooplankton will be determined. The study will ascertain how rapidly the exotic populations are expanding as well as what factors may limit their growth.
Michael Ball Professor	Sociology	SEM II	This work will involve a study of recent developments in white supremacy. It will begin with a review of current writing in the area and include an examination of racism on the internet and researching racist groups in Northern Wisconsin. The results of this work will be published in scholarly journals.
Anthony Bukoski Professor	English	Fall Semester	The goal of this project is to write a novel about the Louisiana Resettlement Program. Following World War II, Polish Displaced Persons came to work on the south Louisiana sugar cane plantations. The proposed novel will deal with the social, political, labor and living conditions of these Displaced Persons.
Chad Scott Associate Professor	Mathematic	Fall Semester	The proposer will collaborate with a colleague at Syracuse University to conduct research in the area of Harmonic Analysis. The two have written several joint papers on topics ranging from Boundary Values for Harmonic Forms to the Hadamard-Schwartz Inequality. In addition to completing current research, the two will collaborate on a NSF grant proposal to support continuing work in this area.

Name & Rank	School or Department	Term	Purpose
University of Wisconsin-Whitewater			
Deborah Aks	Psychology	01-02	Dr. Aks' sabbatical will focus on research that explores aspects of visual search that is critical to perceiving the world around us and focus on teaching through researching and developing effective on-line lectures.
Thomas Colwin	Theatre/Dance	01-02	Dr. Colwin's sabbatical will achieve two goals: 1) Professional scenic designing for the theatre, outside of the academic environment, will be pursued and 2) Dr. Colwin will learn and become proficient in the use of the "AutoCAD" program for computerized drafting. The two pursuits would come together in the latter half of the year as AutoCAD would be used to help produce one of the design projects being proposed.
Betty Diamond	Languages and Literature	01-02	The sabbatical will allow Dr. Diamond to accomplish two related objectives: the revision of English 377/Theater 310: An Introduction to Playwriting, and the completion of <i>Such a Pretty Face</i> , a full-length play.
Robin Fellows	Music	SEM II	A sabbatical would provide a period of dedicated time for Dr. Fellows' musicological research and travel necessary to begin a critical edition of commonly performed French compositions written for flute and piano. The research would relate directly to his teaching and research specialties at UW-Whitewater, which are private studio flute instruction and solo flute performance.
Marvin Free	Sociology	SEM II	During a sabbatical, Dr. Free will analyze the empirical literature in both social science and law journals and will also include some original essays. The release time will additionally permit Dr. Free to begin preliminary work toward the development of a special topics course in race and criminal justice.
Stephen Friedman	LEARN Center	01-02	Dr. Friedman's sabbatical will support a Fulbright proposal to work at the University of Namibia (UNAM), Africa in the general area of faculty development. This sabbatical will focus first on the faculty development responsibilities, then lecturing as it pertains to students, and finally the nature of the research he would like to conduct.
Marilyn Lavin	Marketing	SEM I	Dr. Lavin's sabbatical proposal outlines a study of the impact of the Internet on the curricula of Marketing Departments in the State of Wisconsin and across the U.S. The effort will examine how departments are adjusting their course offerings at both the undergraduate and graduate levels

Name & Rank	School or Department	Term	Purpose
Robert L. Leitheiser	Management/M CS	01-02	Dr. Leitheiser's sabbatical will have three elements: (1) an in-depth documentation and literature study of the wireless technology and its impact on current development methodologies and on current e-Commerce practice; (2) a study of action research methodologies and their application to the Information Systems field and (3) a part-time internship with a firm that is actually developing distributed, communication based applications in an area of the country that is a leader in this technology
Andrea Maxworthy O'Brien	Curriculum & Instruction	SEM I	Dr. O'Brien's proposed sabbatical would provide the opportunity for her to further develop and formally share her expertise in science trade books for children through (1) a series of articles in professional journals (2) an in-service program for area teachers and (3) a special studies course for graduate students.
Howard Olson	Finance and Business Law	SEM I	The faculty researcher, Howard Olson, will collaborate with Thomas Bergamini, president of BT ² , a Madison, Wisconsin based environmental engineering and consulting group, in developing a methodology for interfacing identified Wisconsin Brownfields with newly created Brownfield grant programs and appropriate liability insurance products
Manuel Ossers	Languages and Literature	SEM II	Dr. Ossers' will put together an edition of a full-length book by selecting, compiling, and revising seven of his published articles and conference papers on the narrative of Juan Bosch, father of the modern Dominican short story
Dale E. Ritterbusch	Languages and Literature	01-02	The scholarly objective of Mr. Ritterbusch's sabbatical proposal is to do further research and writing for a volume on the history and literature of the Vietnam War and its aftermath. The creative part of this sabbatical proposal involves the writing of short fiction and poetry for several collections already in progress.
Lance Urven	Biological Sciences	01-02	Dr. Urven will travel daily to Dr. Francisco Pelegri's laboratory in the Genetics Department at the University of Wisconsin-Madison to conduct microscopic and genetic analyses of mechanisms leading to the formation of reproductive cells, that is, sperm of males or eggs of females, using zebrafish as an experimental model
Richard J. Wagner	Management	SEM I	This project is designed to develop an evaluation plan for distance learning programs using a 'traditional' training evaluation plan – a plan based on widely accepted and used Kirkpatrick's four level model. The results of these evaluations will be used to extend traditional training/learning theory to the field of distance learning

Name & Rank	School or Department	Term	Purpose
Michael Woller	Biological Sciences	01-02	Dr. Woller will collaborate with Dr. Johnston, the world authority on interactions of the posterior pituitary hormones Oxytocin and Anti-diuretic Hormone (OXY and ADH). In addition to new research, Dr. Woller has an extensive backlog of data sets from research at UWW, which will be analyzed, and publications written/submitted.

University of Wisconsin Colleges

Judith Baker Associate Professor	Art	01-02	<p>“Art and Science Drawn Together: Tradition and Innovation in Teaching and Studio Work.” The coming together of art and science has a long history. An artist may seek visual information from a source or as a vehicle for metaphorical content; a scientist may desire to see ideas visually described, perhaps as a means of presentation to others. In line with this, my teaching has increasingly incorporated themes and ideas influenced by both art and science. I have found that both art and science students learn and appreciate their own disciplines more effectively through the working methods of both subjects. During my sabbatical, I will take the two Interdisciplinary (art/science) courses I co-developed into new directions. I will co-develop a shared curriculum between Life Drawing (Art 201) and Anatomy (ZOO 234). In an intense year of work, I will continue my study of traditional (oil, watercolor, encaustic) materials as well as new art media technologies. This knowledge will have a direct effect on teaching my studio and my new IS course which includes painting in Italy. During the year I will work to master particular computer imaging programs (Photoshop, Painter) and techniques utilizing the scanner and graphics tablet, so that my Two-Dimensional Design course may include greater emphasis on computer graphics.</p>
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Name & Rank	School or Department	Term	Purpose
William Drennan Professor	English	Fall 2001	Although the horrific murders at Taliesin, Spring Green, in the summer of 1914 involved the twentieth century's most celebrated architect, the country's most conspicuous translator of European feminist writings, and, arguably, the most architecturally important residence in the United States, the incident—surely Wisconsin's “crime of the century”—has received only superficial attention from Frank Lloyd Wright's numberless biographers, to the point that the urgent historical and sociological importance of the event has been overlooked. In an effort to redress this situation, I agreed last August to collaborate with Ron McCrae, city editor of the Madison <i>Capital Times</i> , on a thorough, scholarly, definitive, and painstakingly researched book-length treatment of the murders. To this end, we have already undertaken much field investigation and an archival review of pertinent primary and secondary materials. But much research and writing remain to be done, both in terms of the murders themselves and how the eighty-six-year-old crime reflects and comments upon a host of allied contemporary issues, including racism, classism, feminist and radical religious thought, and the anatomy and genesis of violence.

Sabbaticals By Semester And Academic Year, 2000-2001

Institution	Semester I	Semester II	Academic Year
Eau Claire	5	3	2
Green Bay	1	2	2
La Crosse	2	4	0
Madison	25	25	51
Milwaukee	10	15*	17
Oshkosh	5	7	5
Parkside	0	2	6
Platteville	1	4	0
River Falls	3	1	1
Stevens Point	2	4	5
Stout	4	6	0
Superior	0	0	1
Whitewater	4	3	8
Colleges			
Totals	62	76	98

* These were put in SEM II, but reported as going in SEM I or SEM II.

SABBATICALS BY RACE

Institution	Males	Females	Minorities
Eau Claire	6	4	1
Green Bay	3	2	0
La Crosse	2	4	0
Madison	79	22	11
Milwaukee	26	16	6
Oshkosh	10	6	1
Parkside	3	3	2
Platteville	3	2	2
River Falls	5	0	1
Stevens Point	9	2	1
Stout	8	2	0
Superior	0	1	1
Whitewater	11	4	1
Colleges			
Totals	165	68	27
Averages			

Revisions to UW System Undergraduate Admissions Policy (72-11) and
Traditional and Nontraditional Freshman Admissions Policy (87-8):
University of Wisconsin System Administration

EDUCATION COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the revisions to the UW System Freshman Admissions Policy (72-11) and Traditional and Nontraditional Freshman Admissions Policy (87-8), be approved.

REVISED HIGH SCHOOL GRADUATION REQUIREMENTS AND UW SYSTEM ADMISSION

EXECUTIVE SUMMARY

BACKGROUND

The statutory provisions (ss. 118.30 and 33) concerning graduation from public high schools in Wisconsin have changed. The new law requires that multiple measures be used to determine if students receive a diploma. By September 1, 2002, school boards must develop a high school graduation policy that includes, in addition to the required 13 credits, pupil scores on the state-developed high school graduation test (HSGT), pupil academic performance, and teacher recommendations. Districts may adopt their own high school graduation test which is designed to measure whether pupils meet the academic standards adopted by the school board. Under current state law, upon the request of a parent or guardian, a school board shall excuse a student from taking either the state-developed HSGT or the locally adopted test. Disabled and limited-English speaking pupils may be exempted from the HSGT and would then complete an alternative assessment developed by the local district.

The date for granting or denying a diploma based on the above criteria is set for the 2003-2004 school year. Student scores on the graduation tests must appear on transcripts after September 1, 2003.

REQUESTED ACTION

Approval of resolution I.1.b.(5), revising UW System Freshman Admissions Policy (72-11) and Traditional and Nontraditional Freshman Admissions Policy (87-8).

DISCUSSION

Admission: Admission to UW System institutions requires "graduation from a recognized high school or equivalent" and 17 Carnegie units in specified content areas: 4 units in English, 3 units in social studies, 3 units in mathematics, 3 units in science and 4 units in other academic areas (BOR Res. 72.11). Other factors that influence admission decisions include grade point average, class rank and performance on the ACT/SAT test. Information concerning specific admission requirements at UW institutions is available at <http://uwhelp.wisconsin.edu/admin/adm02.htm>.

Admission decisions for new freshmen made in the fall/winter for the following fall semester are conditional. These initial, conditional decisions will continue to be based on the current criteria and student participation in the HSGT will not be a consideration.

Final admission requires that students maintain their high school academic standing and successfully complete courses in progress as outlined on the application. The final (8th semester) transcript provided by the high school provides the required certification that the

applicant has fulfilled this obligation. **In accordance with the new statutory requirements, after September 2003 students from public high schools in Wisconsin also will be required to provide evidence on the final transcript that they have taken all sections of the HSGT or the test adopted by their school board.**

Future Direction: The admission requirements will be amended, as outlined above, on a temporary basis. Information will be gathered concerning the relationship between performance on the HSGT and academic success for entering students. UW System and DPI staff will evaluate over time the potential of using student performance on the HSGT to assist in admission and/or placement decisions.

72-11 FRESHMAN ADMISSIONS POLICY

History: Res. 239 adopted 7/14/72; amended by 87-7 and Res. 6152, 7/92; supplemented by Res. 6441, 6/93; amended by Res. 7317, 10/96. (See also 87-8.); amended by Res. 7584, 12/5/97.

Wisconsin has long held a strong commitment to maximize educational opportunity for her citizens. In recognizing the necessity of making educational opportunity equally accessible to all its citizens through the University of Wisconsin System, it is important that the diverse needs of the state's population be accommodated through a flexible admissions policy. The state must meet the dual goals of fulfilling the special missions of each campus and providing accommodation for students at some institutions within the University System's range of programs. The following parameters provide a framework for a Systemwide admissions policy, from which more specific requirements may be implemented by the various institutions of the university system.

Freshman applicants must satisfy the following minimum requirements to be considered for admission:

I. Graduation from a recognized high school or equivalent.

A. A recognized high school is one which either, (1) is accredited by a regional accrediting association or state university or, (2) is recognized or accredited by a state department of public instruction or its equivalent.

B. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system or state department of public instruction based on the GED examination, the Wisconsin High School equivalency Examination or other established criteria.

II. Distribution Requirements

A. Effective fall 1991, a minimum of 16 high school credits is required. Eleven of the 16 units will be the DPI requirements (P.I. 18.03):

English 4 credits

Social Science 3 credits

Mathematics 2 credits

Natural Science 2 credits The remaining 5 units will be: From the above areas or foreign language 3 credits

From the above and/or fine arts,

computer science and other academic areas 2 credits

TOTAL 16 credits

Each institution may specify additional unit requirements for the remaining 5 units and may specify required content for all 16 units.

B. Effective fall 1995, for students graduating from high school in spring 1995 and thereafter, a minimum of 17 high school credits is required. Thirteen of the 17 credits will be distributed as follows:

English 4 credits

Social Science 3 credits

Mathematics 3 credits

Natural Science 3 credits

The remaining 4 units will be: From the above areas, foreign language, fine arts, computer science and other academic areas 4 credits

TOTAL 17 credits

Each institution may specify additional unit requirements for the remaining 4 units and may specify required content for all 17 units.

C. After September 2003 students graduating from public high schools in Wisconsin will be required to provide evidence on their final transcript that they have taken all sections of the state-developed High School Graduation Test or the test adopted by their school board.

D. In recognition of curricular initiatives occurring in many high schools that depart from a traditional Carnegie unit structure, the UW System has initiated an alternative admission process referred to as Competency-Based Admission. Effective fall 1998, high school officials may elect to prepare a UW System Competency-Based Admission profile in addition to, or in lieu of, the traditional high school transcript for those students whose high school curriculum is not well described by the traditional Carnegie unit structure. The combination of the student's credentials must indicate evidence of preparation in English, social science, mathematics and natural science at a level comparable to that assumed by the traditional distribution requirements. The admission requirements at each institution for students who apply using Competency-Based Admission will be equivalent to the admission requirements for students who apply under the Carnegie unit system.

III. Evidence that the applicant is prepared to do satisfactory work at the campus to which he or she is applying.

A. Normally this evidence will consist of the student's rank in class. Any Institution, based on its mission and supportive services, may set specific requirements on rank in class.

B. Any institution may require test scores of all or some of the applicants as additional evidence but they may not deny admission to any student based on test scores alone.

C. Students lacking rank-in-class or test score qualifications may be considered if, on the basis of other factors, they appear to have a reasonable probability of success. Particular consideration in admission will be given to applicants who have been out of school for two or more years, service veterans, as defined by state and federal policies, and to students who have been disadvantaged as a result of substandard education, family income level, or ethnic background.

IV. Requirements for out-of-state students will be the same as those for resident students except that an institution may adopt special requirements for foreign applicants. If the number of qualified out-of-state students exceeds the ability of the institution to accommodate them, the institution shall determine the criteria for selection from among qualified applicants.

V. Applicants who do not qualify according to the above requirements may appeal for special consideration through the appropriate Director of Admissions. Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration.

87-8 TRADITIONAL AND NONTRADITIONAL FRESHMAN ADMISSIONS POLICY

History: Res. 3810 adopted 6/5/87, amended by Res. 7584, 12/5/97. (See also 72-11.)

Whereas, the purpose of enrollment management is to preserve and enhance educational quality throughout the University of Wisconsin System, and whereas, to assure quality, it is important to use the limited resources in the most effective manner, and whereas institutions, schools, and programs should not admit more students than can be served in an orderly fashion, the Board establishes two categories of freshman admissions: (1) Traditional and (2) Nontraditional. All students admitted in the fall, 1988 will be admitted on the basis of the criteria established within these categories.

1. Traditional Admissions includes:

- a. Standard Admissions: Those students (a) who are from a recognized Wisconsin high school, meet the high school academic unit distribution requirements, and effective fall, 1989 have taken the ACT and meet the predetermined high school rank for the institution, (b) who did not meet the predetermined high school rank but meet a predetermined ACT/SAT or combined ACT/high school rank score, or (c) for whom high school rank is not available or who did not meet the standard criteria but who meet other quantifiable criteria such as standardized or institutional achievement test scores, alternate high school units, specified courses, g.p.a., or have demonstrated exceptional talents in particular areas, or (d) effective fall 1998, who are from a recognized high school and meet predetermined admission criteria based on UW System Competency-Based profile. Effective September 2003, students who are from a public high school in Wisconsin will be required to take the state-developed High School Graduation Test or the test adopted by their school board.

(b) Discretionary Admissions: Those students in the traditional admissions category who meet the predetermined admissions criteria but who have less probability of success. The student's chance of success will be based on a comparison with the past degree recipients admitted on the same criteria. Should there be a need to limit admissions, students in the discretionary admission category would be admitted on a limited basis to achieve the enrollment management goal.

2. Nontraditional Admissions:

(a) Older Nontraditional Admissions Over Age 20: Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. Students who are over the age of 20 will be evaluated on criteria appropriate to their special circumstances.

(b) Nontraditional Admissions Under Age 20 (Exceptions): Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. These students may be admitted but considered exceptions.

Further, the Board of Regents requires institutions to evaluate the retention and graduation success of students admitted under its various admissions criteria to establish baselines for determining the probability of student success. These evaluations shall be shared with the Board of Regents annually, with the initial report due in December 1987.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Provost and Vice Chancellor, at a salary within the 2000-01 Regent Salary Range.

Request for Authorization to Recruit

Institution: University of Wisconsin-Madison(APO use only) For Board of Regents consideration on: December 8, 2000

Submit this request to the Academic Personnel Office. Regent approval is required when the proposed salary range exceeds \$155,857 (75% of President's current salary), or when initiating recruitment for a Provost/Vice Chancellor/Dean. (This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.)

Type of Request: Check ☒ appropriate box(es).☒ Proposed salary above \$155,857☒ Provost/Vice Chancellor/Dean recruitment1. Official University Title of Position: Provost and Vice Chancellor for Academic Affairs2. Division/College/School – Department/Project: Academic Affairs

3. Description of Duties:

Chief Operating Officer of the University and Deputy to the Chancellor
in overall academic and administrative management of the University.

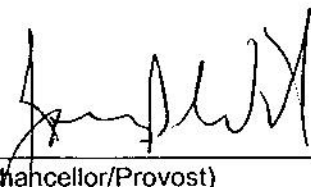
4. Recommended Salary Range & Basis: A\$150,000 – \$180,234 (Sr Exec Group 6 max)5. Source of Funds: 1016. New Position _____ Replacement x If replacement, indicate name and salary of former incumbent:

<u>John Wiley</u>	<u>A\$180,234</u>
(name)	(salary)

7. Brief justification of Salary Range:

See attached.

8. Approved by:

_____	_____		<u>11/20/00</u>
(Dean/Director)	(date)	(Chancellor/Provost)	(date)

9. Authorization to Recruit (Approved) (Denied) by the Board of Regents on _____

_____	_____
(signature)	(title)

**PROVOST
UW-MADISON**

Required to attract a person with the experience and competence to serve as the Provost for the UW-Madison. The 1999-00 median salary for our peer institutions is \$214,600. Using an inflation rate of 4% for 2000-01, the median would be \$223,184 with a range of \$190,823 to \$233,228.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Provost and Vice Chancellor, at a salary within the 2000-01 Regent Salary Range.

FORMAT A: REQUEST FOR AUTHORIZATION TO RECRUIT

Institution: UNIVERSITY OF WISCONSIN-RIVER FALLS For Board of Regents Consideration on: DECEMBER 8, 2000

If proposed salary is above 75% of the salary of the UW System President, Regents' approval is required. This form must be received by the Chancellor's Office three weeks before the date of the Regents' meeting at which the request is to be considered; it should be filed with the Office of the Senior Vice President for Academic Affairs fourteen working days prior to such meeting.

☐ Proposed salary at or below 75% of the salary of the UW System President

☐ Proposed salary above 75% of the salary of the UW System President

1. Official University Title of Position: PROVOST AND VICE CHANCELLOR

2. Division/College/School – Department/Project: _____

3. Description of Duties (attach page if necessary):

SEE ATTACHED

4. Intended length of appointment: Limited

5. Recommended Salary Range: \$107,529-\$131,425 Source of Funds: 102 01 010200 1

6. New Position ☐ Replacement ☒ If replacement, indicate information on previous person:

ROBERT L. MILAM

(Name)

\$124,000

(Salary)

7. Brief justification of Salary Range (attach comparable salary information from other institutions and comparable salary information from the department or unit affected):

8. Approved by:

(Dean/Director)

(Date)

An. Lydecker
(Chancellor/Vice Chancellor)

11-15-00
(Date)

9. Authorization to Recruit (Approved) (Denied) by the Regents/Senior Vice President:

(Signature)

(Title)

(Date)

PROVOST/VICE CHANCELLOR

UNIVERSITY OF WISCONSIN – RIVER FALLS

The Provost and Vice Chancellor serves as the chief academic officer of the University and reports to the Chancellor. He/she serves as chief executive officer in the absence of the Chancellor, participates in meetings of vice chancellors of the UW System, and represents the University's interests in academic affairs both internally and externally.

The Provost/Vice Chancellor articulates a clear vision for faculty and program development within the context of a public comprehensive university. He/she also encourages and supports the creation of learning environments that assist in fulfilling University mission, values and goals. The Provost/Vice Chancellor oversees all academic programs, policies and curriculum as well as academic services; recommends allocation of academic resources and provides direction for budget development; makes recommendations to the Chancellor on appointments, renewal, tenure, promotion and salary; monitors the policies and procedures for the evaluation of faculty and academic staff; facilitates faculty development activities; facilitates, monitors, and approves externally funded research programs; implements and monitors University of Wisconsin System mandates; and serves or is represented on various committees of the Faculty Senate and the administration.

Units reporting to the Provost/Vice Chancellor include the Colleges of Agriculture, Food and Environmental Sciences, Arts and Sciences, and Education and Graduate Studies, as well as the School of Business and Economics. Also reporting to the Provost/Vice Chancellor are the Dean of Students, Director of Library, Director of Admissions, and Registrar.

PROVOST/VICE CHANCELLOR MARKET
(Non doctoral Institutions)

Peer Median 1999-00	Peer Median (1999-00+4%)	2000-01 Regent Salary Range		2000-01 SEG Range ¹	
\$ 120,928	\$ 125,765	Minimum	Midpoint Maximum	Minimum	Midpoint Maximum
		\$ 107,529	\$ 119,477 \$ 131,425	\$ 79,186	\$ 106,902 \$ 134,617

VICE CHANCELLORS

	Current Salary
Satz (EAU)	\$ 122,400
Cohen (GBY)	\$ 124,000
Rada (LAC) ²	\$ 107,529
Mocker (OSH) ²	\$ 107,529
Ostheimer (PKS)	\$ 117,800
Butts (PLT)	\$ 120,000
Milam (RVF)	\$ 124,000
Meyer (STP)	\$ 120,000
Sedlak (STO)	\$ 122,400
Schelin (SUP)	\$ 120,000
Prior (WTW)	\$ 120,000
Cleek (COL) ²	\$ 107,529
Van Kekerix (EXT)	\$ 122,400
AVERAGE	\$ 118,122

¹ 2000-01 Senior Executive Group 1 range approved by JCOER on May 2, 2000.

² Interim Appointment

New Program Authorization (Implementation):
B.A., Religious Studies
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A in Religious Studies.

**NEW PROGRAM AUTHORIZATION
B.A., RELIGIOUS STUDIES
UW-MADISON
(Implementation)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in *University of Wisconsin System Academic Planning and Program Review* (ACIS-1.revised), the University of Wisconsin-Madison presents the proposal for a Bachelor of Arts in Religious Studies for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and the UW System Administration.

The Religious Studies Program, established in the mid-1970s, will offer the major. Since 1997, the program has quintupled the number of instructional staff, more than doubled its course offerings, instituted an undergraduate certificate (minor), legislated an organizational structure, initiated a Faculty Colloquium, and won four faculty positions through the campus-wide Sesquicentennial Hiring Initiative.

REQUESTED ACTION

Approval of resolution I.1.d.(1) authorizing implementation of the B.A. in Religious Studies, UW-Madison.

DISCUSSION AND RECOMMENDATIONS

Program Description

The Religious Studies Program is interdepartmental, involving 60 faculty from 22 departments. Religious Studies might most properly be considered one of the humanities, but it also includes the social sciences, and cooperation with certain natural sciences is possible. However labeled, Religious Studies is central to the liberal arts.

The program's core requires 31 credit hours (36 for honors) designed to introduce students to the range of religious traditions, deepen their knowledge of at least one tradition, and develop various analytical skills. They must pass three capstone courses, including an independent research tutorial, ensuring they will enjoy close contact with faculty.

The program is governed according to legislation passed by the Program Faculty. Faculty elect a Director annually to administer the program. A Steering Committee, consisting of 7-10 individuals elected by the faculty, will advise the Director.

Program Goals and Objectives

The program is designed so that students will:

- examine a variety of the world's religious traditions;
- understand at least one tradition in depth;
- become familiar with manifestations of religious awe in such things as texts, rituals, social institutions, and personal expression;
- understand different methodological approaches to religion;
- assess scholarly literatures on religion, conduct their own research into the subject, and present their conclusions clearly in speech and writing.

Graduates will acquire the skills to analyze religion and communicate their findings cogently. They should be capable of entering many different careers, acting as fully informed citizens, and negotiating an ever more complex and diverse world.

Evaluation from External Consultants

All four external evaluators praised the excellence of the program's faculty and the strength of its curriculum. One described faculty resources as "outstanding" and the curriculum as "wide ranging and--in certain key areas--very deep indeed." Another said, "it is clear that the university already has in place a superb faculty which can quite ably offer the range of courses required for a Religious Studies major." Three of the four commented that projected enrollments are reasonable--"even modest," according to one.

Strengths or Unique Features

The proposed Religious Studies major compares favorably with those of leading national programs. It has particular strengths in Asian traditions, methodology, and the history of religious traditions, specifically:

- Islam, especially its history and social context. One senior scholar has been hired via the Sesquicentennial Hiring Initiative, and a second appointment is imminent.
- The internationally known Buddhist Studies Program, which will be bolstered by a Sesquicentennial Hire next year.
- Extensive coverage of South Asian traditions, together with growing coverage of East Asian traditions (which have been fortified by hiring a leading younger scholar via the Sesquicentennial Hiring Initiative).

- An intimate working relationship with The Center for Jewish Studies.
- Coverage of “folk,” “indigenous,” “popular” and “non-classical” traditions.
- Numerous courses in humanistic and social scientific methodology.
- Extensive attention to religion as a historical, social and cultural phenomenon, most notably in the history of Christianity.
- Language instruction. UW-Madison leads the nation in number of languages taught, so that students may read virtually all canonical scriptures in their original tongues.

Need

UW-Madison sits virtually alone among leading American universities in failing to offer a baccalaureate in Religious Studies. The proposed program will inform students about the diversity of the world’s religious traditions at a time when “globalization” makes such knowledge imperative. In addition, it will: (1) increase students’ knowledge about a universal human institution which has influenced history and society for millennia; (2) introduce them to a method of posing and answering ultimate questions different from but not necessarily antagonistic to social and natural scientific perspectives; and (3) increase their skills in evaluating evidence, assimilating information, devising hypotheses based on thorough examination of data, and communicating their arguments lucidly, logically, and powerfully.

Religious Studies offers an attractive second major, especially to students who may wish to expand their knowledge beyond a specific professional focus. For those students interested in a particular career, a degree in religious studies can prepare them for pastoral vocations, teaching at secondary schools and colleges, and counseling; it can also ground graduate study across the humanities and social sciences.

Projected Enrollment

The current growth of the current Religious Studies Program over the past three years suggests that the major will attract large numbers of students. In 1998-99, 523 students enrolled in 11 courses through Religious Studies; since twice that many lectures and seminars will be offered in fall, 2000, registration is expected to double. More substantive evidence of the popularity of religious study is the fact that, from 1987-88 through 1999-00, 31 students (2.4/yr.) pursued a degree in religious studies through the Individual Major Program. In addition, another 8-10 students per year apply for the minor (certificate) in Religious Studies. The following table shows estimated program enrollment over the next five years:

YEAR	2000-01	2001-02	2002-03	2003-04	2004-05
STUDENTS	20	30	40	50	60
GRADS	10	15	20	25	30

Relation to Institutional Mission

Religious Studies exemplifies UW-Madison's goals of fostering interdisciplinary study and interdepartmental collaboration. Providing instruction about the world's many religions is designed to attract students and faculty from minority as well as majority traditions in the United States, thereby supporting the University's campaign to increase diversity. The program's goals are congruent with the philosophy of the College of Letters & Science that the liberal arts should offer an education for: (1) the complete person; (2) citizenship; (3) a productive life; and (4) the love of learning.

Academic and Career Advising

The Program will appoint one or more faculty advisors to counsel majors about courses, credits, degree requirements, etc., and students may also make use of such campus units as Student Academic Services and the Faculty Advising Service. Faculty, especially those supervising students conducting original research, will be able to discuss career options with individual students. The College's Career Advising and Placement Service, to which all majors will have access, is specifically dedicated to helping students plan their futures.

Assessment

Assessment will be accomplished through course evaluations, student exit surveys, and faculty evaluations of student achievement. In addition, each course will be evaluated by students, as mandated by the Program's Legislative Code. Such assessments provide detailed data concerning instructors' performance—and hence the degree to which students believe they have been satisfactorily informed about religious traditions and approaches to the study of religion. Graduating seniors will be surveyed to determine how they think the Program achieved each of its five stated objectives. Finally, the Steering Committee will review a random sample of essays collected from every mandatory seminar, assess their achievement, and recommend pedagogical changes as warranted.

Comparable Programs in Wisconsin

Twenty-one Wisconsin institutions grant credentials in Religion/Religious Studies/Religious Education. Three UW System campuses, UW-Eau Claire, UW-Milwaukee, and UW-Oshkosh, offer religious studies majors and minors. UW-Madison's program is most similar to UW-Milwaukee's in organizational and intellectual structure.

Comparable Programs Outside Wisconsin

More than 600 institutions of higher education in the United States--many of them denominational academies--offer credentials in Religious Studies and associated fields. Ninety-one lie within the Upper Midwest. University of Minnesota-Twin Cities offers a baccalaureate in religious studies devoted almost exclusively to Judaism and Christianity. UW-Madison's integrated comparative framework differs substantially from the structure of Minnesota's program. Three peer institutions, Indiana University, Northwestern University and the University of Iowa, have achieved the national stature to which UW-Madison realistically aspires.

Use of Technology

Technology is currently used in many courses, and additional elements will be introduced as they become available and relevant. Virtually all students use computers for writing assignments, and some courses employ email lists to allow professors and students to communicate outside the classroom. In addition, the Program maintains a continually updated website providing information about faculty, course offerings, curricular developments, coming events, and links to other sites of interest.

There are no immediate plans to transmit or receive courses using Distance Education technology. However, development of new courses or modification of existing ones to utilize this technology will be considered whenever appropriate.

Resource Needs

Since faculty, courses, and material support (including library resources) are already in place, no additional expenditure on these items is necessary. UW-Madison will reallocate resources to support the proposed program. A summary of estimated additional costs for the first three years is included below.

Estimated Total Costs and Income

PERSONNEL	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Faculty/Academic Staff	\$13,480/ \$26,960	0.4-0.8	\$20,826/ \$34,711	0.6-1.0	\$21,450/ \$35,750	0.6-1.0
Graduate Assistants	To be determined		To be determined		To be determined	
Short-Term Staff	\$15,215/ \$21,327	0.5	\$15,791/ \$22,133	0.5	\$16,387/ \$22,969	0.5
NON-PERSONNEL						
Supplies & Expenses	\$5,000		\$3,750		\$3,825	
Capital Equipment	0		0		0	
Library Resources	0		0		0	
Computing Resources	\$2,030		0		0	
Other	\$2,991		0		0	
TOTAL COSTS	\$38,716/\$58,308		\$40,361/60,594		\$41,662/62,544	
INCOME						
Reallocation	\$38,716/\$58,308		\$40,367/\$60,594		\$41,662/62,544	
TOTAL INCOME	\$38,716/\$58,308		\$40,367/\$60,594		\$41,662/62,544	

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(1), authorizing implementation of the B.A. in Religious Studies, UW-Madison.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

New Program Authorization (Implementation):
B.A., Jewish Studies
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in Jewish Studies.

**NEW PROGRAM AUTHORIZATION
B.A., JEWISH STUDIES
UW-MADISON
(Implementation)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in *University of Wisconsin System Academic Planning and Program Review* (ACIS-1.revised), the University of Wisconsin-Madison presents the proposal for a Bachelor of Arts in Jewish Studies for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and the UW System Administration.

The proposed program will be administered by the Center for Jewish Studies, a constituent unit of the UW-Madison College of Letters and Science. It builds on a certificate program that was established in 1995. A total of 80 certificates have been awarded since that program's inception. In addition, the Jewish Studies major will draw on the solid foundation in language and textual study provided by the Department of Hebrew and Semitic Studies.

The major will benefit from the Center's commitment to outreach with the Madison and Wisconsin Jewish communities, and its extra-curricular sponsorship of cultural activities. For example, the Center offers an extensive Lecture Series throughout the academic year, by itself (through four endowed lectures) or together with other UW-Madison units or other UW institutions (e.g. the UW-Milwaukee program). Approximately ten lectures and extended visits by visitors are offered each year. In the recent past, the Center has also sponsored art exhibitions at the Elvehjem Museum of Art and the Helen Allen Textile Museum in the School of Human Ecology.

REQUESTED ACTION

Approval of resolution I.1.d.(2) authorizing implementation of the B.A. in Jewish Studies, UW-Madison.

DISCUSSION

History and Context

The Center for Jewish Studies (now called the George L. Mosse/Laurence A. Weinstein Center) was founded in 1991 with the express purpose of developing a nationally and internationally recognized program. Since that time, the Center has expanded to the point where, as the result of student interest, faculty commitment, College support and alumni generosity, this major can be proposed with confidence. In 1999-2000, 24 tenured or tenure-track faculty and four lecturers were involved with the Center, including some of the university's most distinguished teachers and researchers. At least three new faculty members are expected in the 2000-01 academic year.

Relation to Institutional Mission

The Jewish Studies Program exemplifies UW-Madison's commitment to interdisciplinary undergraduate teaching and learning, combining curricula from the humanities and social sciences. Both the structure of the Center and the nature of Jewish Studies itself are inherently interdisciplinary, drawing on faculty from twelve different departments.

Need

The Jewish Studies major will add another dimension to the UW-Madison undergraduate program array. UW-Madison's Hebrew and Semitic Studies department was among the first of its kind in the United States and remains among the most distinguished. Establishing the Jewish Studies major broadens the opportunity for students to study in depth a field covering the 3,500 years of the Jewish experience. Student interest is indicated by the fact, noted above, that 80 certificates have been awarded in the past five years and that the number certificates awarded has remained stable at approximately 15-18 per year. Approximately 600 students enroll in the 10-12 Jewish Studies courses offered each semester.

Many graduates from this program will pursue graduate education in letters and science programs or in professional fields such as education, law and public service.

Evaluation from External Consultants

All three external reviewers strongly supported creation of the Jewish Studies major. One described it as "comparable to that offered by other peer universities." Another reviewer described the curriculum as "appropriate for the major," and "rigorous and demanding." This individual also praised the Education track as "innovative." The third described the overall program as "very rich."

Program Description

The Jewish Studies major requires a minimum of 30 credits. Students are required to be proficient in the Hebrew language to enable them to deal with Hebrew texts in the classroom and for research purposes. The credits are divided among several clusters that focus on literature, history and other disciplinary areas (e.g. Anthropology, Law, Music, Philosophy, Sociology, etc.), and support the acquisition of an integrated and coherent body of knowledge. The major includes a required capstone course.

The program is designed to enable students to:

- gain a quality, broad-based liberal education in Jewish Studies;
- focus on a particular aspect of Jewish studies and understand its interdisciplinary relationship to other areas of learning and experience;
- think critically and express themselves clearly and informatively about subjects of Jewish interest;
- relate classroom instruction to out-of-class opportunities for community service; and
- establish the intellectual habits useful for life-long learning.

The major has an Education track that includes course work based in the School of Education and requires a total of 33 credits [24 in Jewish Studies; 9 in Education (Curriculum and Instruction and Educational Policy Studies)]. This track provides a series of courses that explore the role that education has played in Jewish civilization, Jewish ideas concerning the nature and aims of education, and philosophical, curricular and pedagogical issues relating to education in Jewish Studies in a pluralistic, democratic society. In this track, the capstone course is replaced with a required seminar. It is expected that of the 15-20 prospective majors, three or four will use this option.

The Center expects that between 15-20 students per year will take advantage of the new major. The Certificate Program will be continued as an option for students who prefer a concentration rather than a major in Jewish Studies.

The following table shows estimated enrollment over the next five years:

YEAR	2000-01	2001-02	2002-03	2003-04	2004-05
STUDENTS	10	20	24-30	30-40	36-42
GRADUATES	5	10	12-15	15-20	18-21

It is expected that undergraduates will complete the major and graduate at the same rate as the College's average. Normal requirements (e.g. breadth, general education) of the campus will apply to all students. Students will have regular access to the program adviser, who will be a faculty member. In addition, new courses are being created that would expand the curriculum on a regular basis, in part through the Course Incentive Grant Program funded by the Center.

Strengths or Unique Features

The Education track is a truly unique feature of the program. It combines resources from the School of Education and the College of Letters and Science. This option will be especially popular for students who wish to continue their education with the purpose of becoming secondary school teachers.

Assessment

Assessments will include course evaluations, student exit surveys, and faculty evaluations of student achievement. Such assessments provide detailed data concerning instructors' performance—and hence the degree to which students believe they have been satisfactorily informed about religious traditions and approaches to the study of religion. Graduating seniors will be surveyed to determine how they think the Program achieved each of its five stated objectives. Finally, the Steering Committee will review a random sample of essays collected from every mandatory seminar, assess their achievement, and recommend pedagogical changes as warranted.

Comparable Programs in Wisconsin

There are no comparable programs in Wisconsin. UW-Milwaukee offers a small certificate program in Jewish Studies.

Comparable Programs Outside Wisconsin

The program aspires to join other nationally recognized programs in Jewish Studies. These include Ohio State University, Indiana University, and the University of Michigan in the midwest; the University of Washington on the west coast; and Brandeis and New York University on the east coast. The Center for Jewish Studies has already achieved national prominence.

Use of Technology

The Center faculty and staff utilize technologies in teaching as appropriate to the course materials and the enhancement of the learning experience. For example, e-mailing and class listserves, together with consultation of websites with a Jewish focus (Jewish museums, research centers, databases in law and history), are popular and are commonly used to expand instructor-student communication and increase access to information. A number of courses use video to augment the textual materials. Use of interactive technologies is expected to be popular in the near future.

Budget

Beginning with the 2000-01 academic year, the Center will derive its budget from the College of Letters and Science as a percentage of the amount of expenditures made from its endowment (currently upwards of \$6 million). This amount includes instructional and supplies funding provided on an annual basis by the L&S College. The following table shows estimated costs and income for the proposed major.

Estimated Total Costs and Income

PERSONNEL	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Faculty/Academic Staff (gifts)*	\$81,000		\$85,000		\$125,000	
Faculty and Staff (Director)**	\$3,300	.10	\$8,000	.20	\$9,000	.20
Classified***	\$5,300	.25	\$5,500	.25	\$6,000	.25
NON-PERSONNEL						
Supplies & Expenses	\$1,000		\$1,000		\$1,000	
Capital Equipment	0		0		0	
Library Resources	0		0		0	
Computing Resources	0		0		0	
TOTAL COSTS	\$90,600		\$99,500		\$141,000	
INCOME						
Reallocation	\$9,600		\$14,500		\$16,000	
Gifts and Grants	\$81,000		\$85,000		\$125,000	
TOTAL INCOME	\$90,600		\$99,500		\$141,000	

*All named professorships funded through gifts

**Director currently allocated .25 FTE; will return to .50 for next director

***Currently 50 percent FTE/50 percent of classified staff paid through gift funds

Library resources are sufficient to support the major. In addition, the General Library possesses a segregated, endowed fund to purchase instructional materials in the area of Jewish Studies. The Center for Jewish Studies also has an extensive library of video materials for instructional use.

The Center's facilities and equipment are sufficient to meet the program's needs. No additional budgetary requests are contemplated.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(2), authorizing implementation of the B.A. in Jewish Studies, UW-Madison.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Information Series #1 (ACIS-1.revised).

New Program Authorization (Implementation):
M.S., Computer and Information System
University of Wisconsin-Parkside

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Computer and Information Systems.

**NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN
COMPUTER AND INFORMATION SYSTEMS
UW-PARKSIDE
(Implementation)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), UW-Parkside presents the proposal for a Master of Science in Computer and Information Systems to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

Increasing the supply of Computer and Information Systems professionals is the greatest regional workforce need, according to a recent Stamats Communications survey of the business community in UW-Parkside's service region. The proposed Master of Science in Computer and Information Systems (MSCIS) degree program is intended to address this workforce need. The MSCIS program will graduate practitioners who have a broad understanding of the design and implementation of information systems and demonstrated competence in computing systems technology. Courses in the MSCIS program will be offered in the evenings so students who work full-time during the day can complete the degree program in two to three years, depending on their entrance qualifications.

The proposed MSCIS program will be administered through UW-Parkside's Department of Computer Science. Computer Science faculty, staff, and laboratory resources will support the program, in collaboration with Management Information Systems faculty from UW-Parkside's Department of Business. Curricular matters will be handled by a Steering Committee consisting of faculty from both CS and MIS who are actively involved in MSCIS program activities.

REQUESTED ACTION

Approval of resolution I.1.d.(3) authorizing implementation of the M.S.. in Computer and Information Systems, UW-Parkside.

DISCUSSION AND RECOMMENDATIONS

Program Description

The proposed MSCIS program is a 30-credit graduate program with two capstone courses that require significant team projects. The design of the MSCIS program models the curricular building blocks recommended by computing and information systems professional organizations.

The proposed program:

- includes the *foundations* of mathematics and programming necessary to be successful in the curriculum;
- rests on a *core* of primary courses, including data management; analysis, modeling, and design; data communications and networking; project and change management; and Information Systems policy and strategy.
- *integrates* core concepts through project courses and an enterprise viewpoint; and
- offers a *career track* emphasis in technical applications including web programming and technical electives.

Students will go through the program in cohort groups. In each of the two required academic years, students in a cohort group will take two courses in fall semester, two in spring semester, and one during the summer session. Students with deficiencies in foundation knowledge may need up to an additional academic year of remedial work in areas such as mathematics, programming and data structures. All MSCIS courses will be offered in the evenings after 6:00 p.m. and will be accessible to those who have full-time day jobs.

Program Goals and Objectives

The objectives of the MSCIS program are to increase the supply of high quality information technology professionals in the region and to contribute to the professional advancement of the region's information technology workforce.

The proposed MSCIS program targets two populations of prospective students:

- those who have undergraduate degrees in non-technical fields and who wish to gain credentials as information technology professionals, and
- those who have undergraduate degrees with preparation in technical fields – including those with degrees in computer science (CS) or management information systems (MIS) – and who wish to advance themselves technically and professionally

Evaluation from External Consultants

Both external consultants strongly supported the program. One indicated that the program will serve both UW-Parkside and the business community well. He commended the joint effort of the CS and MIS faculty in developing the proposed program. He also noted that the proposed program is different than many other programs in that it is technically oriented and will provide job skills for individuals with little previous formal technical education. Many other programs either provide solely a strong business focus or are intended for students pursuing research.

Several of the consultants' suggestions were incorporated into the proposed program. For example, one expressed concern about waiving the foundation requirements when a student enters with a “stale” MIS or CS degree. He outlined an admissions and advising approach that will allow us to ensure that students have the kind of current knowledge base necessary for success in the proposed program. The other consultant suggested that a formal capstone experience would strengthen the program, and we subsequently incorporated capstone experiences into two required courses. Finally, the consultants suggested that we might need to strengthen the business preparation of students in the program. Students who wish to pursue careers specifically in business information systems will be advised to take additional courses in business foundations.

Need

The Stamats Communications study, commissioned by UW-Parkside, indicated that there is considerable interest in computer and information systems graduate programs. The study reported that, in telephone interviews with 400 adults, the availability of a Master's degree was the highest priority (53%). These 400 adults also identified *Computer and Information Systems* as their top degree choice. From a survey conducted with employers in the region, the study also reported that finding qualified employees to fill an increasing number of computer and information systems positions was the highest priority workforce need.

The United States Bureau of Labor Statistics (BLS) reports that the position of information technology specialist – including database administrators, computer support specialists, computer engineers, and systems analysts – has the *fastest projected national employment growth rate among all employment categories* in the period from 1998 to 2008. The BLS goes on to project that:

employers will continue to need programmers with strong technical skills who understand an employer's business and its programming needs. Given the importance of networking and the expansion of client/server environments, organizations will look for programmers who can support data communications and help implement electronic commerce and intranet strategies. . . . Because demand fluctuates with employers' needs, job seekers should keep up to date with the latest skills and technologies.

At least half of the requests for information received by the CS Department came from prospective students who already have bachelor degrees and who wish to retrain in information technology. Many of these prospective students also have little or no technical preparation, and the vast majority of them work full time. They are looking for an academic program that is available to

part-time students and that will allow them to obtain professional credentials in information technology. Such students are prime candidates for our MSCIS program.

Projected Enrollment

Assuming full implementation in fall 2001, we conservatively estimate the following enrollments and number of degrees granted for five years. We predict a 5% attrition rate from year one to year two, and a 5% attrition rate from year two to graduation. These predicted attrition rates are comparable to those in the MCS program at UW-Whitewater, the CIS program at Southern Illinois University, Edwardsville, and the MBA program at UW-Parkside.

Academic Year	Entering	Total	Graduating
2001-2002	12	12	0
2002-2003	16	27	10
2003-2004	18	33	14
2004-2005	20	37	16
2005-2006	20	39	18

These tables do not reflect enrollments in prerequisite classes for students who need such preparation.

Relation to Institutional Mission

UW-Parkside 's mission expresses a commitment *to high quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national, and global communities.* The MSCIS degree program is designed to be a high quality educational program serving its local (regional) community.

The UW-Parkside mission further identifies the following objectives that pertain directly to the proposed CIS Master's degree program:

1. *Offer liberal arts, professional and pre-professional programs of high quality and actively seek their continual improvement* - The proposed MSCIS degree program will be a high quality professional program. It builds on UW-Parkside's successful undergraduate CS and MIS programs; it follows professional curricular recommendations, and is taught by qualified and talented staff.
2. *Attract and retain a diverse and multicultural population of students, faculty, and staff* - The proposed MSCIS degree program will actively recruit a diverse student population and will employ strategies such as mentoring and peer groups to maximize the success of all students in the program.
3. *Foster a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction in support of excellence* - The proposed MSCIS program will employ peer groups; collaborative learning activities; and team projects

involving students, faculty, and the business community. These collaborative activities facilitate development of a learning community and achievement of academic excellence.

4. *Prepare graduates to be successful in their professional and civic lives* - The proposed MSCIS program will prepare graduates for successful professional careers in information technology.
5. *Provide programs that meet the needs of people throughout their lives* - The proposed MSCIS program will serve the needs of those who wish to continue their professional development in information technology fields beyond the baccalaureate degree.

Academic and Career Advising

MSCIS faculty will provide academic and career advising throughout the student's program. The Program Coordinator will be given release time to carry out advising activities. The UW-Parkside Career Center will be actively involved with the MSCIS program in identifying and advertising employment opportunities, setting up on-campus employer interview schedules, and helping students to prepare effective resumes.

Assessment and Program Evaluation

The Steering Committee will meet annually to assess the success of the MSCIS program in meeting its objectives and to establish strategies for program improvement using the following sources of information and feedback:

- **Capstone Experiences** in the required Advanced Databases and Software Engineering/Project Management courses will provide the opportunity to assess student learning outcomes based on students' demonstration of mastery of content and process through significant project work.
- **Student Evaluations** will be conducted at the end of each course using standard evaluation forms along with additional questions appropriate to courses in the MSCIS program. We will use these evaluations to determine if there are weaknesses that we can address and to identify strengths that we can capitalize on.
- **Advisory Panel** input will be obtained during annual meetings with the department.
- **Exit Interviews** will be conducted with all students who leave the program.
- **Alumni Surveys** will be sent to MSCIS degree recipients one and two years after graduation.

Comparable Programs in Wisconsin

The following programs are found in the UW System: (a) Master of Science in Computer Science, UW-Madison and UW-Milwaukee; (b) Master of Software Engineering (MSE),

UW-La Crosse; (c) Master of Science in Management, MIS concentration (MSM/MIS), UW-Milwaukee; (d) Master of Science in Information Systems (MSIS), UW-Oshkosh; (e) Master of Science in Management Computer Systems (MCS), UW-Whitewater.

The proposed MSCIS program is more technical than traditional IS Master's programs with a greater focus on practical application than traditional CS Master's programs. Most of the programs listed above are traditional CS or IS programs or expect a business background for entering students. Focused on the needs of part-time students, the proposed MSCIS program will serve those students in UW-Parkside's service area who would find it impossible to commute to another institution for coursework.

Comparable Programs Outside Wisconsin

Comparable Master's programs in CIS or IS are available outside Wisconsin, but their service areas generally do not overlap that of UW-Parkside.

Integration and Use of Technology

As a technically-oriented program, The MSCIS program will integrate technology throughout its curriculum. Students in the MSCIS program will have a dedicated computer laboratory with workstations and servers providing software that represents what they will be using as information technology professionals. Most courses will require students to demonstrate mastery of course concepts and processes through significant project work using laboratory computing systems. Capstone projects may involve working with clients from the business community; such projects will integrate the computing technology provided by the client into the project.

The MSCIS Steering Committee has identified a list of distance education courses offered by other institutions that will satisfy program requirements. Up to six transfer credits of distance education coursework will be accepted. Because many of the MSCIS courses will involve significant project work to be carried out in teams, and will involve face-to-face contact with personnel at client companies, most courses will not involve distance education.

Resource Needs

Existing faculty, academic staff, classified staff, library, computer and capital resources will, for the most part, be sufficient to support this new program. Modest additional faculty resources (1.5 FTE in the first two years) and some additional staff development resources will be required. Faculty and S&E resources will be obtained through internal reallocation. Computer laboratory equipment and software upgrades – planned in years two and three – will be funded through a University/Corporate partnership.

Summary of Estimated Costs and Resources

PERSONNEL COSTS	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	DOLLARS	#FTE	DOLLARS	#FTE	DOLLARS	#FTE
Faculty/Academic Staff	\$70,000	1.0	\$110,000	1.5	\$120,000	1.5
Graduate Assistants						
Classified Staff						
SUBTOTAL	\$70,000	1.0	\$110,000	1.5	\$120,000	1.5

NON-PERSONNEL COSTS	DOLLARS	DOLLARS	DOLLARS
Supplies And Expenses	\$3,000	\$3,500	\$4,000
Capital Equipment		30,000	
Library Resources			
Computing Resources	4,000	4,000	5,000
Other (Define)			
SUBTOTAL	\$ 7,000	\$37,500	9,000
TOTAL COSTS FOR PROGRAM	\$77,000	\$147,500	\$129,000

RESOURCES	DOLLARS	DOLLARS	DOLLARS
Reallocation	\$77,000	\$117,500	\$109,000
Gifts and Grants		30,000	20,000
Other (Define)			
TOTAL RESOURCES	\$77,000	\$147,500	\$129,000

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(3), authorizing implementation of the M.S. in Computer and Information Systems, UW-Parkside.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Stout, the Board of Regents approves the revised UW-Stout mission statement.

**REVISED MISSION STATEMENT
THE UNIVERSITY OF WISCONSIN-STOUT
(APPROVAL)**

EXECUTIVE SUMMARY

BACKGROUND

Chapter 36.09(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

The University of Wisconsin-Stout requests approval for its newly revised mission statement. These changes have been reviewed by the campus and endorsed by the Faculty Senate. Copies of UW-Stout's proposed revised mission statement, with deletions lined through and additions highlighted, and its current mission statement, are attached. The revised mission statement adds mathematics, business, family and consumer sciences, and manufacturing-related engineering and technologies. It deletes home economics and removes the restriction of undergraduate programming in manufacturing engineering.

UW-Stout's revised mission statement underwent initial review at the September 7, 2000 meeting of the Education Committee. On November 8, 2000, a public hearing was held on the UW-Stout campus. Regent Gregory L. Gracz presided. Speakers included university administrators, area business and industry representatives, and UW-Stout faculty.

REQUESTED ACTION

Approval of resolution I.1.e., approving UW-Stout's revised mission statement..

UNIVERSITY OF WISCONSIN-STOUT MISSION STATEMENT (With Revisions)

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice and experimentation. Extending this special mission into the future requires that instruction, research and public service programs be adapted and modified as the needs of society change.

- (a) The university offers ~~an undergraduate program in manufacturing engineering and~~ undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied **mathematics and** science, art, **business**, industrial management, human behavior, ~~and home economies.~~ **family and consumer sciences, and manufacturing-related engineering and technologies.**
- (b) The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the student to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development.
- (c) The university's programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education and human services and the relationships of individuals to their environment and to society.
- (d) The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.
- (e) The university expects scholarly activity including research, scholarship, development and creative endeavor that supports its programs at the baccalaureate level, its select graduate programs and its select mission.
- (f) The university, through outreach and public service, addresses the needs of society and contributes to the welfare of the state and to its economic and technological development and cooperates with University of Wisconsin-Extension.
- (g) The university cooperates with the other University of Wisconsin institutions; the ~~Vocational, Technical and Adult Education~~ **Wisconsin Technical College System**, and other state and national agencies; and participates in statewide, national, and international programs.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the revisions to the UW-Parkside Faculty Personnel Policies and Procedures be approved.

FACULTY POLICIES AND PROCEDURES UNIVERSITY OF WISCONSIN-PARKSIDE

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code ("Faculty Rules: Coverage and Delegation") requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3-6 and 8 must be approved by the Board of Regents before they take effect.

The proposed revision to the UW-Parkside Faculty Personnel Policies entails adding a subsection 6.04(4) to UWPF 6. The addition is intended to ensure that each probationary faculty appointee receives an annual written evaluation of progress toward tenure.

The proposed revision has been approved by the UW-Parkside Faculty Senate and is recommended by Chancellor John P. Keating. It has been reviewed by UW System legal counsel, who has determined that the change meets the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.f.(1), revising UW-Parkside Faculty Personnel Policies.

DISCUSSION AND RECOMMENDATIONS

UW System Administration recommends approval of these revisions.



University of Wisconsin-Parkside

900 Wood Road, P.O. Box 2000
Kenosha, Wisconsin 53141-2000

Faculty Governance
262/595-2384

May 22, 2000

Elizabeth Rindskopf
University Of Wisconsin System
Office of General Counsel
1738 Van Hise Hall, 1220 Linden Drive
Madison, WI 53706

Ms. Rindskopf:

On April 18, 2000, the UW-Parkside Faculty Senate approved an addition to UWPF 6: Faculty Personnel. This new subsection will ensure that each probationary faculty appointee receives an annual written evaluation of progress toward tenure. This subsection will require approval of the Board of Regents to become effective in Fall as scheduled. Chancellor Keating has not sought a delay or objected to implementation. The language approved by the Senate follows:

6.04 (4)

Each probationary faculty appointee shall receive an annual written evaluation of his/her progress toward the achievement of tenure. Each departmental executive committee shall establish procedures that ensure that this annual evaluation is prepared in a timely manner. Responsibility for preparation of the evaluation may not be delegated under UWPF 3.05 (2). Each written evaluation shall be reviewed by the department chair with the probationary faculty appointee shortly after it has been prepared. Evaluations shall be delivered to the faculty appointee with a copy to the dean no later than May 15 of each year. The probationary faculty appointee shall have the right to prepare a written response for the record.

Please review this language and schedule the matter for Board approval. Contact me if you have any questions.

Sincerely,

Larry Duetsch
Secretary of the Faculty

cc: Chancellor Keating

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the revisions to the UW-Madison Faculty Policies and Procedures be approved.

FACULTY POLICIES AND PROCEDURES UNIVERSITY OF WISCONSIN-MADISON

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code ("Faculty Rules: Coverage and Delegation") requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3-6 and 8 must be approved by the Board of Regents before they take effect.

The proposed revisions to the UW-Madison Faculty Policies and Procedures are contained in the attached document, *Proposed Changes to Faculty Policies and Procedures Chapter 9*. This document reflects, through the use of cross outs and highlighting, all of the pending proposed amendments to the existing Chapter 9. The following documents are also attached: (1) Final Report of the 1999-2000 *Ad Hoc* Committee to Review *Faculty Policies and Procedures* (Faculty Document 1495a); University Committee Recommendation to Amend *Faculty Policies and Procedures* 7.05.B. (Faculty Document 1483a); Motion to Amend the Proposed Revision of Faculty Policies and Procedures 7.05.B. (Faculty Document 1503); and University Committee Recommendation to Amend *Faculty Policies and Procedures* 7.14.F. (Faculty Document 1486).

These revisions have been approved by the UW-Madison Faculty Senate and are recommended by Chancellor David Ward. They have been reviewed by UW System legal counsel, who has determined that the changes meet the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.f.(2), revising UW-Madison Faculty Personnel Policies.

DISCUSSION AND RECOMMENDATIONS

UW System Administration recommends approval of these revisions.

Revisions to Undergraduate Transfer Policy
University of Wisconsin System

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the revisions to the UW System Undergraduate Transfer Policy be approved.

REVISION TO UW SYSTEM UNDERGRADUATE TRANSFER POLICY (ACIS 6.0)

EXECUTIVE SUMMARY

BACKGROUND

The 2000-01 biennial budget included a provision requiring the President of the University of Wisconsin System and the Director of the Wisconsin Technical College System (WTCS) to submit a report to the legislature on efforts to coordinate transfer of credits, including a plan to coordinate the transfer of credits for additional credits, and a timetable for implementation of the plan." A joint WTCS/UWS transfer study committee was formed which made a series of recommendations to a joint meeting of the Wisconsin Technical College Board and the Board of Regents in April 2000.

During the joint meeting, the Board of Regents passed a statement of guiding principles on student transfer from the Wisconsin Technical College System and a resolution authorizing the institutions to create two plus two degree completion programs and multi-institutional articulation agreements with WTCS. The resolution also increased the limit on general education transfer credits from WTCS occupational programs by permitting two courses in mathematics and/or natural science to be accepted in transfer. The resolution called for the increase in credits to be effective Fall semester 2000 and the institutions are operating under that increase.

DISCUSSION

The proposed change to the UW System Undergraduate Transfer Policy (ACIS 6.0) brings the policy into line with the action of the Board in April 2000. Section V.C.2 has been modified as follows:

FROM: UW institutions may accept in transfer up to fifteen (15) WTCS non-college parallel general education credits.

TO: UW institutions may accept in transfer up to fifteen (15) WTCS credits of general education coursework within the areas of communications, behavioral sciences and social sciences from WTCS programs leading to an associate degree of applied sciences; and, in addition two courses in mathematics and/or natural sciences.

In addition, language referring to WTCS "College Parallel" programs has been changed to reflect the terminology preferred by WTCS, "Liberal Arts Collegiate Transfer."

Deletions (lined out) and additions (underlined) are shown on the attached copy of ACIS 6.0.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.g. revising the UW System Undergraduate Transfer Policy (ACIS 6.0).

RELATED REGENT POLICIES

Planning the Future (12-86)

Undergraduate Transfer Policy Memorandum (12-82)

ACIS 6.1 and 6.2 (6-98)

UWS Transfer Working Group Final Report (6-95)

UWS General Education Transfer Working Group Final Report (9-97)

Statement of Principles on Student Transfer from WTCS to UWS (4-7-2000)

Board of Regents Resolution # 8107 (4-7-2000)

UNIVERSITY OF WISCONSIN SYSTEM
UNDERGRADUATE TRANSFER POLICY

~~6-5-98~~

12-8-2000

This document is a revision of the UW System Undergraduate Transfer Policy replacing the document last revised on ~~December 8, 1995~~ June 5, 1998 and all other prior versions. It incorporates numerous provisions called for by the Board of Regents in "Planning the Future" and the ~~"Statement of Principles on UWS/VTAE Credit Transfer."~~ "Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System to the University of Wisconsin System" of April, 2000. It further incorporates the recommendations of the 1995 UW System Transfer Working Group and the 1997 UW System General Education Transfer Working Group. These provisions establish procedures and guidelines for UW institutions to ~~improve~~ facilitate the overall transfer process for all students.

Other Relevant Documents:

Planning the Future (12-86)

~~Statement of Principles on UWS/VTAE Credit Transfer (5-89)~~

Undergraduate Transfer Policy Memorandum (12-82)

ACIS 6.1 (6-98)

ACIS 6.2 (6-98)

UWS Transfer Working Group Final Report (6-95)

UWS General Education Transfer Working Group Final Report (9-97)

Statement of Principles on Student Transfer from WTCS to UWS (4-7-2000)

Board of Regents Resolution # 8107 (4-7-2000)

GLOSSARY OF TERMS*

Breadth Requirements

A category of general education requirements within a degree program that seeks to instill in students a "breadth" or range of knowledge in several disciplines (e.g. humanities, natural sciences, social sciences).

College/School Requirements

A set of requirements that is determined by a college/school for completion of a degree by students enrolled in that college/school.

Competency Requirements

A category of requirements within a degree program that seeks to establish a minimum level of student proficiency in certain disciplines (e.g., English, math).

Continuing Student

A student who enrolls as a new freshman and continues to attend the same institution (i.e., a student who does not transfer).

General Education Requirements

A category of requirements within a degree program that normally consists of basic competencies and breadth of knowledge.

Liberal Arts Collegiate Transfer

A term defining the WTCS program offered specifically for transfer at MATC-Madison, MATC-Milwaukee, and Nicolet Area Technical College. (Previously referred to as "College Parallel").

Nonresident Student

A student who does not meet the requirements for paying in-state tuition rates as defined by state statute.

Resident Student

A student who meets the requirements for paying in-state tuition rates as defined by state statute.

Transfer Credit

Credit earned at one institution accepted in transfer at another institution.

Transfer Student

A designation given to students who transfer credit from another institution of higher education, other than credits earned during Summer Session or while enrolled in high school, and have not previously enrolled at the receiving institution.

University-wide Requirements

A set of requirements that must be completed by all undergraduate degree students enrolled at the institution.

UW Institution Associate Degree

A degree awarded by UW institutions which meets the minimum requirements approved by the UW Board of Regents.

* = Terms included in this glossary are defined for purposes of this policy and may not be consistent with definitions used in other settings.

UW SYSTEM UNDERGRADUATE TRANSFER POLICY

~~June 1998~~
December 2000

INTRODUCTION

Mobility is a common human phenomenon. This is particularly true for students in higher education. For several reasons -- a change in major, a family move, the economic or familial necessity of attending college close to home -- students are frequently faced with the need to obtain their collegiate education from two or more institutions.

In response to such needs, the University of Wisconsin System (UW System) welcomes transfer students from other accredited colleges and universities and from other UW institutions. A conscientious effort has been made to create a student-oriented transfer process. The foremost goal is a policy that provides a strong focus toward serving students and strives to treat transfer and continuing students in the same way on program issues (e.g., degree requirements, program changes and registration).

The challenge in this UW System Undergraduate Transfer Policy is to reach an appropriate balance among varied and sometimes competing goals. These goals include: (a) facilitating student mobility; (b) recognizing the distinct mission of each UW institution and the faculty role in the development of the missions; (c) providing information to students on course equivalencies and program requirements throughout the System; and (d) balancing the System concerns with institutional autonomy and program integrity.

I. PRINCIPLES OF ACCOMMODATION FOR TRANSFER STUDENTS

The UW System endorses the "Joint Statement on Transfer and Award of Academic Credit" developed in 1978 by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation which states in part that "transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics."

Further, the "Joint Statement" addresses distinctions in the purpose of credit acceptance as follows: "At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student. Institutions have a responsibility to make this distinction and its implications clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential."

- A. UW institutions should accept in transfer as much credit as is pertinent to the student's new curriculum and the institution's graduation requirements. In accepting credits from accredited colleges and universities, maximum recognition of courses satisfactorily completed shall be given to transfer students in satisfying requirements at the receiving institution. The "Principles of Accommodation" shall be implemented by recognizing general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.

UW institutions may award transfer credit for courses for which they do not have a comparable department or curricular area or for which they may not have a direct course equivalent. Where appropriate, these credits should apply toward satisfying general education and other degree requirements.

When applying a course toward general education breadth requirements, the receiving institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending institution and the student requests that the original designation be applied, the request should be approved where appropriate under these principles of accommodation.

- B. The following additional principles of accommodation apply to students transferring within the UW System:
 - 1. A course designated as fulfilling a general education breadth requirement at one UW institution should transfer as general education at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.
 - 2. A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.
- C. UW institutions should apply academic policies and procedures to continuing and UW System transfer students in a similar manner. In applying this principle, the following examples may be helpful:
 - 1. UW institutions should permit courses completed by UW System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to the students.
 - 2. In determining whether to award upper level credit for courses completed by UW System transfer students, institutions should apply the same practice used for their own freshmen and sophomores.
 - 3. UW institutions that permit continuing students to graduate using the catalog requirements in effect at the time of their matriculation, should employ the same policy for UW System transfers using their date of matriculation at a UW institution.
 - 4. UW institutions should apply to both UW System transfer students admitted to the institution (see Section II.E.) and continuing students the same criteria for admission to a major or program or for applying a course toward a degree.
 - 5. UW institutions should permit UW System transfer students admitted to the institution to register with similar priority as continuing students.
- D. If all other conditions for admission are met, credits shall be transferred to the new institution subject to the guidelines elsewhere in this policy and provided that the grades earned in courses at the previous institution are recognized as passing grades at the new institution. However, each institution will determine if, and how, credits will be applied toward a degree.

If a student should subsequently transfer to another academic program or another UW institution, all credits will again be evaluated to determine if, and how, they will be applied toward a degree.

Student course grades may be used as a factor to determine if, and how, transfer credit is applied, but the same principles should be applied to both transfer and continuing students.

- E. When a student transfers within the UW System, the record of all successfully completed undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript.

The credits should be evaluated to determine which will apply to major requirements, general education breadth requirements, competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Credits which are not applicable to the requirements of the specific program should be noted on an official institution document.

- F. Students seeking transfer of credit after attending one or more accredited institutions of higher education, who are found to be admissible, and who completed the admission process, shall be given an evaluation of credits prior to enrollment. Degree requirements for full-time and part-time transfer students from UW institutions shall be determined by the same institutional policy used to determine degree requirements for continuing students. Students should be informed in writing of the opportunity and procedures for appealing any course transfer determination.
- G. The Transfer Information System (TIS) is a UW System source for official institutional undergraduate course and program information. Institutions will provide information and data necessary to establish TIS and keep it current and accurate.
- H. Schools, colleges, and departments should provide timely information to other UW institutions about all new programs and curricular changes. The institution initiating curricular action should consider the effects of program development or modification on potential transfer students.
- I. Transfer policies of specific colleges or schools shall be explicitly stated in catalogs and bulletins. Students applying for transfer should be made aware of the UW System transfer policy at the outset through appropriate brochures, pamphlets or bulletins. Changes in admission and/or program requirements should be announced and well publicized prior to implementation via brochures, pamphlets, bulletins, catalogs and TIS.
- J. The UW System Office of Academic Affairs will coordinate transfer policy and procedures within the UW System. Questions about interpretation of transfer policy and procedures should be referred to that office.

II. MINIMUM GENERAL ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

- A. Normally students with an overall 'C' (2.00 grade point average on a 4.00 scale) average at their previous institution(s) shall be admissible. In fulfilling the institutional mission, it may be necessary for a school, college or department to set standards for entry to their programs which exceed the institution's minimum transfer GPA requirements. Such standards for entry shall apply equally to transfer and continuing students.
- B. Institutions may admit students with less than an overall 'C' average at their previous institution(s) if they would originally have been admissible as a freshman and/or if they would be eligible to continue had they achieved their existing academic record at the new institution.

- C. Admission requirements for non-resident transfer students will be the same as those for other transfer students except that an institution may adopt special requirements for international student applicants. If the number of qualified non-resident transfer students exceeds the ability of the institution to accommodate them, or if the institution needs to ensure that priority is granted to students transferring from UW institutions as specified in II. E. below, the institution shall determine the criteria for selection from among qualified applicants. (Note: For purposes of this policy, Minnesota students eligible for reciprocity are considered as residents.)
- D. Transfer students who do not qualify under the provisions above may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.
- E. During periods of enrollment management, the number of transfer students admitted may be controlled. In such cases, institutional policy will determine the criteria by which limitations of access shall be applied, but preference for admission of transfer students shall be given to students transferring from the UW Colleges and other UW institutions where the student's desired major or program is not offered, subject to the limits of an institution's enrollment target.

III. TRANSFER OF A UW INSTITUTION ASSOCIATE DEGREE

For purposes of facilitating transfer between UW institutions, Associate Degrees awarded by UW institutions should include the minimum general education breadth requirements defined by the UW System Board of Regents.

The UW baccalaureate-granting institutions shall consider transfer students holding such an Associate Degree to have satisfied the university-wide general education breadth requirements of the receiving institution.

The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students.

The following may not necessarily be satisfied by the Associate Degree:

- A. competency requirements or levels of proficiency in English composition, speech, foreign language and math established by the receiving institution for continuing students
- B. upper division general education courses normally required of continuing junior and senior students
- C. general education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)
- D. requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)

Students who transfer with an Associate Degree awarded by a UW institution which includes an ethnic studies (cultural diversity) component will be considered to have satisfied the ethnic studies requirement at any other UW institution.

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

IV. RECOGNITION OF INSTITUTIONS AND PROGRAMS

The UW System bases its general policy on the acceptance of credit from another institution on that institution's mission, quality of programs, its accreditation status and its recognition by the American Council on Education (ACE).

A. Institutional Accreditation

Credit earned in institutions of higher education that are accredited is transferable if applicable to the student's degree program at the new institution. If the institution offers both ~~college-parallel and non-college-parallel~~ liberal arts collegiate transfer and occupational courses, the full transfer applies only to the ~~college-parallel~~ liberal arts collegiate transfer courses.

B. Programmatic Accreditation

For schools accredited by a programmatic accrediting association, credit may be granted in the specialty of accreditation (art, music, etc.) if recommended by the appropriate academic department or equivalent.

C. Not Accredited

Credit earned in institutions of higher education that are not accredited is not acceptable for transfer except as outlined below. Students who have taken courses at non-accredited schools may seek credit by examination in courses where continuing students have the right to earn credit by examination. Credit earned in an institution which is a "Recognized Candidate" for accreditation is transferable if applicable to the student's degree program at the new institution.

D. International Students

Credit may be granted for postsecondary work if the institution is listed in the "International Handbook of Universities" or in the "Commonwealth Universities Yearbook". Credit may be granted for postsecondary work from institutions not listed in these publications upon departmental evaluation of program syllabi.

E. Credit by Examination

Each UW institution should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures and/or other competency based alternatives. These options will allow any student the opportunity to gain credit by demonstrating competency.

Each institution will retain the prerogative to establish proficiency score levels, courses for which credit by examination is deemed appropriate except as noted in V.C.2., limitations of credit allowed, policies regarding testing fees, and other related policies that are consistent with the characteristics, ability and achievement of the particular student body at the institution.

Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree.

F. Non-collegiate Educational Experiences/Credit for Prior Learning

UW institutions may grant credit on the basis of recommendations made by the guides to non-collegiate educational experiences published by the American Council on Education's (ACE) Office on Educational Credit and Credentials, (e.g., the "Guide to the Evaluation of Educational Experiences in the Armed Services" and "A Guide to Educational Credits for Training Programs").

All non-collegiate education courses/credits accepted by the institution must be so designated on the student's transcript. Upon transfer, credits granted for non-collegiate educational experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

V. TRANSFER OF CREDIT FROM NON-BACCALAUREATE INSTITUTIONS

A. Freshman/Sophomore Colleges and Universities

Students transferring from the UW Colleges and other similar freshman/sophomore institutions to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

B. UW-Extension

University level courses completed through the Independent Study program of UW-Extension will transfer on the same basis as equivalent courses taken at UW institutions.

C. Wisconsin Technical College System

Credit transfer between the Wisconsin Technical College System (WTCS) and the UW System is based upon the following principles:

1. Students transferring from the three WTCS accredited ~~college-parallel programs~~ liberal arts collegiate transfer programs at Madison, Milwaukee and Nicolet Area Technical Colleges to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.
2. UW institutions may accept in transfer up to fifteen (15) ~~WTCS non-college-parallel general education~~ credits of general education coursework within the areas of communications, behavioral sciences and social sciences from WTCS programs leading to an associate degree of applied sciences; and, in addition, two courses in mathematics and/or natural sciences. In cases where UW institutions find such coursework not acceptable for transfer, WTCS students should have an opportunity to earn credit by examination if the UW institution offers a course that is generally comparable in content and/or title.
3. UW institutions should work with WTCS districts to identify areas where Associate Degree programs have direct relationships with Baccalaureate Degree programs. Where program relationships are found to exist, transfer articulation agreements are encouraged. All such credit transfer and articulation agreements should conform to the "Guidelines for Developing Program-to-Program Articulation Agreements" (ACIS 6.2). Copies of original and updated agreements should be sent to the UW System Office of Academic Affairs.

Under these articulations, students in certain WTCS Associate Degree programs who subsequently enroll in a related UW Baccalaureate Degree program may be able to transfer related occupational and technical credits. These credits may transfer to other UW institutions only if a similar credit transfer or articulation agreement exists.

Renaming the School of Business and Economics
University of Wisconsin-River Falls

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the UW- River Falls School of Business and Economics be renamed the College of Business and Economics.

12/08/00

I.l.g.

RENAMING THE SCHOOL OF BUSINESS AND ECONOMICS UW-RIVER FALLS

EXECUTIVE SUMMARY

BACKGROUND

The UW-River Falls School of Business and Economics was created in 1998. It currently enrolls over 1100 students, approximately 19 percent of the university's student population. The school also has administrative responsibilities for the Computer Science and Information Systems Unit. Following approval of the name change, the university intends to recruit for a Dean of the College to replace the Interim Director of the School.

This name change is requested for two reasons: (1) to give the unit greater prominence as befits its leadership role in developing the economy of the St. Croix Valley; and (2) to create a parallel organizational structure for the university's four academic units. Creating the position of dean will enable the university to attract a greater number of highly qualified applicants to lead the College.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.h., renaming the School of Business and Economics as the College of Business and Economics.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Information Series #1 (ACIS-1.revised).

UNIVERSITY OF WISCONSIN
RIVER FALLS

Office of the Chancellor

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River Falls, WI 54022



November 14, 2000

MEMO TO: Katharine Lyall, President, University of Wisconsin System

FROM: Ann Lydecker, Chancellor, UW-River Falls

RE: Request to change from "School" to "College" of Business and Economics

In 1998 the University of Wisconsin-River Falls created a School of Business and Economics from the departments of accounting, business administration, and economics. Currently the School enrolls over 1100 students, approximately 19% of the University's student population. It also assumes administrative responsibilities for the Computer Science and Information Systems Unit, which is scheduled to move completely into the SBE in the Fall of 2001.

Since assuming my responsibilities in August, I have reviewed the organizational structure of UW-RF as it relates to our mission and goals. As a result, I now request that the title of the School of Business and Economics at UW-River Falls be changed to the College of Business and Economics, and that this change take effect beginning with Fall Semester of 2001. We will then proceed with a search for a Dean of the College to replace the Interim Director of the School.

Rationale:

- UW-RF is taking a leadership role in developing the economy of the St. Croix Valley, the fastest growing region of the state. Because UW-RF is the only four-year institution in the St. Croix River watershed, our Business and Economics unit is central to the development and implementation of action plans evolving from the St. Croix Valley Regional Economic Forum held in early October. The College designation gives greater prominence to this unit.
- The position of "Dean" will attract greater numbers and more highly qualified applicants than did the Director position. Currently we have an Interim Director because previous searches for a fulltime, permanent Director failed.
- The four academic units of the University will have parallel organizational structures, which will facilitate collaboration on program planning and delivery both within the University and in partnership with business, industry, government, non-profit and educational agencies within the greater St. Croix Valley and across the state.

I will be happy to answer questions or provide further information you may need. Thank you in advance for giving this request your fullest consideration, and for acting on it in a timely fashion so that we may proceed with our search for a Founding Dean for the College.

12:00 p.m. Development Lunch on E-Business in Higher Education

1:00 p.m. All Regents Invited

- a. 2001-03 Unclassified Pay Plan Recommendation
[Resolution I.2.a.]
- b. 2001-03 General Compensation Distribution Plan and Guidelines
[Resolution I.2.b.]
- c. Management Flexibility
 - (1) Report on Continuing Appropriation Authority
[Resolution I.2.c.(1)]
 - (2) Past and Possible Delegation from Board and System to Institutions
 - (3) Position Flexibility
- d. State's Fiscal Condition

2:00 p.m. or upon conclusion of All Regent Session – Joint with Physical Planning and Funding

- Long Range Facility Maintenance Plan
- 2001-03 All Agency Funds
- UW-Madison Utility Capacity Problems and Solutions

2:30 p.m. or upon conclusion of Joint Session with Physical Planning and Funding

- e. Approval of minutes of the November 9, 2000 meeting of the Business and Finance Committee
- f. E-Business in Higher Education
- g. WARF View on Venture Capital
- h. Report of the Vice President
- i. Additional items which may be presented to the Business and Finance Committee with its approval
- j. Audit Subcommittee
 - (1) Status Report
 - (2) Programs and Policies on Student Alcohol Use
- h. Closed Session to consider trust fund matters as permitted by s. 19.85(1)(e), *Wis. Stats.*

2001-03 Unclassified Pay
Plan Recommendation

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the UW System President, and pursuant to s. 230.12(3)(e) Wis. Stats., the Board of Regents directs the UW System President to notify the Governor and the Legislature that the UW System requests a 4.2% salary increase each year of the 2001-03 biennium for faculty, academic staff, and university senior executives in order to obtain competitive market salaries by the end of the biennium. The Board further directs the UW System President to transmit to the Department of Employment Relations Secretary, currently available information on unclassified salaries for UW System peer institutions and related economic indices on which this request is based.

Further, pursuant to s. 20.865(1) (cj) Wis. Stats., the state be asked to fund the cost of any difference between the pay plan provided by the federal government under the Smith Lever Act and the pay plan for UW-Extension employees, up to a maximum of 3%.

Further, that the Department of Employment Relations Secretary be asked to recommend to the Joint Committee on Employment Relations, that academic staff salary ranges be increased by up to the full amount of the pay plan each year of the biennium.

Further, that the Department of Employment Relations Secretary be asked to recommend to the Joint Committee on Employment Relations, that university senior executive salary ranges be adjusted to reflect the Board of Regents executive salary structure which establishes a midpoint of the salary range at 95% of the peer median and sets the salary range at 90% and 110% of that midpoint.

Finally, that the President forward to the DER Secretary staff benefit improvements recommended by the UW System Fringe Benefits Advisory Committee.

2001-03 UNCLASSIFIED PAY PLAN RECOMMENDATION

EXECUTIVE SUMMARY

BACKGROUND

Funding for faculty, academic staff, and senior executives biennial pay plan awards is budgeted in the "compensation reserve" appropriation contained in the biennial budget. In order to advise the Governor and the Legislature of the projected salary increases needed to competitively recruit and retain faculty, academic staff, and senior executives, the Board of Regents is expected to make known its pay plan request in time for biennial budget deliberations. Moreover, pursuant to s. 230.12(3)(e) Wis. Stats., the Board is required to convey faculty, academic staff, and senior executive salary recommendations to the Department of Employment Relations (DER) Secretary so that the Secretary may make a pay plan recommendation to the Joint Committee on Employment Relations (JCOER). The President transmits the Board's pay plan recommendations immediately following Board action. The 2001-03 pay plan guidelines are presented as a separate item. Following adoption of those guidelines, the UW System President will direct the chancellors to proceed with faculty and academic staff performance evaluation programs, the results of which can be converted to compensation awards for 2001-03.

REQUESTED ACTION

Approval of Resolution I.2.a.

Pursuant to s. 230.12(3)(e) Wis. Stats., the Board of Regents directs the UW System President to notify the Governor and the Legislature that the UW System requests a 4.2% salary increase each year of the 2001-03 biennium for faculty, academic staff, and university senior executives in order to obtain competitive market salaries by the end of the biennium. The Board further directs the UW System President to transmit to the Department of Employment Relations Secretary, currently available information on unclassified salaries for UW System peer institutions and related economic indices on which this request is based.

Further, pursuant to s. 20.865(1) (cj) Wis. Stats., the state be asked to fund the cost of any difference between the pay plan provided by the federal government under the Smith Lever Act and the pay plan for UW-Extension employees, up to a maximum of 3%.

Further, that the DER Secretary be asked to recommend to the Joint Committee on Employment Relations, that academic staff salary ranges be increased by up to the full amount of the pay plan each year of the biennium.

Further, that the DER Secretary be asked to recommend to the Joint Committee on Employment Relations, that university senior executive salary ranges be adjusted to reflect the Board of Regents executive salary structure which establishes a midpoint of the salary range at 95% of the peer median and sets the salary range at 90% and 110% of that midpoint.

Finally, that the President forward to the DER Secretary, staff benefit improvements recommended by the UW System Fringe Benefits Advisory Committee.

DISCUSSION AND RECOMMENDATIONS

Annually, the UW System President convenes a systemwide Compensation Advisory Committee composed of faculty and academic staff representatives. In consultation with that committee the President reviewed salary data from established peer groups and national reports on faculty salaries. The committee also examined projections of several economic indicators obtained from the U.S. Bureau of Labor Statistics, Wisconsin Economic Outlook, and the Wisconsin Department of Revenue.

The Compensation Advisory Committee reviewed the 1999-00 average salaries paid to ranked faculty at peer institutions established by the 1984 Governor's Faculty Compensation Study Committee. The committee examined 1999-00 national American Association of University Professors (AAUP) salary information to project 2000-01 average salaries. (2000-01 salary data will not be reported until late January 2001.) In 1999-00 AAUP salaries increased by 3.7% and are projected to increase by at least that amount for 2000-01. Under this projection, it is estimated that at the start of the 2001-03 biennium ranked faculty in the UW System will be about 2% below their peers when adjusted for regional differences in cost-of-living. We expect pay increases over the next two years to at least keep pace with the current year inflation rate of 2.8%. We might also expect pay increases over the next two years to be at least comparable to the AAUP salary projection of 3.7% for the current year. The midpoint of these two projections is 3.2% each year. The 3.2% annual need, coupled with the 1% market gap each year, requires a total salary increase of 4.2% each year to restore faculty to a median position among peers by the end of the 2001-03 biennium and will keep academic staff and executive salaries from falling further behind the market.

This resolution will enable the UW System President to transmit faculty, academic staff, and university senior executive pay plan information to the DER Secretary as required by state statute. This will allow state government to have sufficient notice of unclassified pay plan needs as it deliberates on the 2001-03 biennial budget. The resolution also asks, pursuant to s. 20.865(1)(cj) Wis. Stats., that the State fund the cost of any difference between the pay plan authorized for UW employees on GPR and the pay plan provided by the federal government for UW-Extension employees funded by the Smith-Lever Act, up to a maximum of three percent (3%). After receiving pay plan recommendations from the Board of Regents, the DER Secretary is required to submit to JCOER, a pay plan proposal that is based upon the Board of Regents ability to recruit and retain faculty, academic staff and senior executives, salary data for comparable jobs in universities and the public and private sector, costs and standards of living, and the state's employment policies. The DER Secretary will receive supporting documentation to support the Board of Regents recommended pay plan.

RELATED REGENT POLICIES

Regent Policy 94-4

2001-03 General Compensation
Distribution Plan and
Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the 2001-03 General Compensation Distribution Plan and Guidelines (Exhibit A) be approved. If changes are required as a result of actions by either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President is authorized to act on these changes.

2001-03 GENERAL COMPENSATION DISTRIBUTION PLAN AND GUIDELINES

EXECUTIVE SUMMARY

BACKGROUND

Pursuant to s. 36.09 (1)(j), Wis. Stats. the Board of Regents establishes salaries for faculty, academic staff, and university senior executives prior to July 1 of each year for the next fiscal year. As the first year of the biennium approaches, because of the legislative timetable the Board is generally without a pay plan and budget at the time it needs to make decisions concerning compensation for the coming year. The authorization to proceed with planning for 2001-03 salary adjustments under general guidelines will permit completing required merit evaluations prior to July 1 in a manner that permits conversion of the evaluation results to compensation adjustments. This allows salary obligations to be honored effective July 1, 2001 even if the budget bill is not enacted until after that date. These guidelines are intended for use in both years of the 2001-03 biennium.

In preparing the recommendation, the UW System President has consulted with the chancellors and the Systemwide Compensation Advisory Committee, composed of faculty and academic staff. Consistent with past direction from the Board, the proposed distribution plan recognizes merit/market and solid performance factors.

REQUESTED ACTION

Approval of Resolution I.2.b. (Attached, Exhibit A)

The resolution establishes 2001-03 Unclassified Pay Plan Distribution Guidelines, authorizes the institutions to proceed with planning for 2001-02 salary adjustments using a suitable evaluation system that permits conversion of the evaluation results to compensation adjustments prior to July 1, 2001 and allows the Executive Committee, in consultation with the System President, to act on necessary changes in the event these guidelines are not consistent with actions by the Joint Committee on Employment Relations or newly approved legislation.

DISCUSSION AND RECOMMENDATIONS

Each institution needs to conduct its unclassified personnel and salary evaluations, using a suitable evaluation system. Judgments based on the system should be recorded before July 1, 2001 so that the provisions of s. 36.09 (1)(j), Wis. Stats. are met. Passage of this resolution will enable the faculty, academic staff, and university senior executives to receive the full amount of 2001-02 compensation adjustments irrespective of any delay in the enactment of a 2001-03 compensation plan and/or biennial budget.

The pay plan distribution guidelines provide that not less than one-third of total compensation be distributed on the basis of merit/market and not less than one-third be distributed on the basis of solid performance. The remaining one-third of the pay plan may be used to address these and other compensation needs with appropriate attention to pay compression. The reference to compression is intended to give more attention to this issue in the salary review process.

Essentially, this policy continues the distribution plan first established by the Board in 1993-95 and continued in the last three biennia. The guidelines mirror the Governor's 1992 Compensation Commission recommendation that "performance objectives for faculty and instructional academic staff should give appropriate weight to the importance of teaching within the tripartite faculty responsibilities of teaching, research, and public service" by stipulating that the evaluation factors include appropriate recognition of this priority. It also addresses the range of distribution needs identified by the Systemwide Compensation Advisory Committee. In addition, these guidelines authorize the President, following consultation with the chancellors, to earmark up to 10% of the total pay plan each year to be used at the discretion of the chancellors to address special compensation needs such as specific market shortfalls by faculty rank and to reward innovative, collaborative program delivery and exceptional performance in support of institutional goals.

The President is authorized each year to increase the systemwide faculty salary minima for each rank by up to the full amount of the pay plan. With respect to Category B academic staff, consistent with the gender and race equity proposals adopted by the Board in November 1994, the increase in salary minima will continue to be linked to the adjusted faculty salary minima. Following Regent approval of the 2001-03 pay plan proposal to state government, the Secretary of the Department of Employment Relations (DER) will be asked to recommend to the Joint Committee on Employment Relations (JCOER) that academic staff Category A salary ranges be increased by up to the full amount of the pay plan. Unless otherwise provided by law, the resolution specifies that the President can adjust the ranges for Category A by up to the full amount of the pay plan.

DER will also submit university senior executive salary range recommendations to JCOER for approval. The UW System President will forward, following the Board's approval, the request that the ranges be adjusted to reflect the Board of Regent's executive salary structure which establishes a midpoint of the salary range at 95% of the peer median and sets the salary range at 90% and 110% of the midpoint. DER will be provided the latest peer information when it is available in the spring.

The guidelines continue the Board's policy that staff cannot be paid lower than the minimum nor more than the maximum of the salary range for their position. An exception is provided for the few staff whose current salary would be above the adjusted maximum. Such "red-circled" employees are subject to a long-standing policy that permits such staff to be eligible for a salary increase of up to half of the amount by which the salary range is adjusted. Over time, this permits the salary range maximum to catch-up to the red-circled salary.

Each institution will be required to submit its plan for distributing compensation adjustments to System Administration for approval before implementation. The Board

establishes the criteria for distribution of faculty merit pay under its power to fix the salaries of faculty. The faculty has primary responsibility for developing faculty merit pay distribution plans for the institution. System Administration, on behalf of the Board of Regents, will withhold approval of any institution plan for distribution of pay plan adjustments not in compliance with Board guidelines. Any institution distribution plan not in compliance with those guidelines would be returned to the involved chancellor for corrective action by the faculty. Implementation of faculty pay adjustments at any such institution would be deferred until a distribution plan meeting the Board guidelines is resubmitted by the institution and approved by System Administration in accordance with criteria set by the Board.

RELATED REGENT POLICIES

Regent Policy Document 74-13, October 4, 1974

Regent Policy Document 87-15, as revised June 6, 2000

Regent Policy Document 92-6, September 11, 1992

Regent Policy Document 94-4, May 6, 1994

2001-03 General Compensation
Distribution Plan and
Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the 2001-03 General Distribution Plan Guidelines for unclassified staff be approved as follows:

- (1) Each chancellor is directed to proceed with faculty and academic staff salary evaluation using a suitable evaluation system, the results of which can be converted to a salary, once the pay plan is known. The salary review should be conducted in accordance with the performance standards outlined in Recommendation #9 of the 1992 Report of the Governor's Commission on University of Wisconsin Compensation. A record of the evaluation judgments shall be made before July 1, as provided in s. 36.09 (1)(j), Wis. Stats.
- (2) The 2001-03 compensation adjustments for faculty, academic staff, and university senior executives shall be provided such that not less than one-third of total compensation shall be distributed on the basis of merit/market and not less than one-third of the total compensation plan shall be distributed on the basis of solid performance. The remaining one-third pay plan allocation may be used to address these and other compensation needs with appropriate attention to pay compression. The President, following consultation with the chancellors, is authorized to earmark up to 10% of the total pay plan each year for the chancellors' discretionary use to meet special compensation needs such as market shortfall by faculty rank, innovative, collaborative program delivery and exceptional performance in support of institution goals.

Merit/Market determinations for faculty should be based on a systematic performance evaluation program which identifies positive contributions by the faculty member to teaching, research, public service and/or the support functions inherent in the institution's mission. Assessment of teaching faculty shall include consideration of student evaluations (Regent Policy Document 74-13, October 4, 1974).

Merit/Market determinations for academic, limited and other unclassified staff shall be based on a systematic performance evaluation program which allows supervisory assessment of meritorious performance in their areas of assigned responsibility.

Solid performance adjustments shall be provided to those faculty and academic staff who have demonstrated satisfactory performance.

- (3) Any and all compensation adjustments must be based on performance; across-the-board compensation adjustments not based on merit are prohibited. At a minimum, continuing staff who have performed at a satisfactory level shall be entitled to a compensation adjustment from funds set aside to recognize solid performance, except when an employment contract or administrative practice holds to the contrary.
- (4) Each institution will be required to submit its plans for distribution of the compensation adjustments to System Administration for approval before implementation can be accomplished. System Administration is directed to return any institution's distribution plan not in compliance with the Board guidelines to the involved chancellor for corrective action by the faculty. Implementation of faculty pay adjustments shall be deferred until a distribution plan meets the Board's guidelines.
- (5) Unless otherwise specified by executive/legislative action, the effective dates for the payment of the 2001-03 pay plan rates will be July 1 each year for annual basis employees, the start of the academic year for those on academic year appointments, and other dates as set by the chancellors for persons with appointment periods commencing at times other than July 1 and the beginning of the academic year.
- (6) The President is authorized each year to increase the systemwide faculty salary minima by up to the full amount of the pay plan and rounded to the nearest hundred dollars. For Category B research and instructional academic staff, the Board authorizes the continuation of the current policy linking titles to the faculty salary minima based on percentage relationships approved in the 1994 Gender and Race Equity Study. Salary ranges for Category A academic staff and university senior executives will be established in accordance with the pay plan approved by the Joint Committee on Employment Relations. Unless otherwise provided by law, the Board authorizes the President to adjust the Category A salary ranges by up to the full amount of the pay plan.
- (7) Base salaries shall not be less than the salary minima or pay range minimum. The salary increase shall not move the base salary above the academic staff salary range maximum. Unclassified staff who are currently paid above the maximum shall be eligible for a salary increase of up to half of the amount by which the salary ranges have been adjusted.
- (8) Salary adjustments for promotion in faculty rank shall, on an academic year basis be no less than \$1,000 for promotion to assistant professor, \$1,250 for promotion to associate professor, and \$1,500 for promotion to professor. Institutions may set policies on adjustments for promotions on an annual basis appointment, consistent with these minima.

- (9) Each institution shall receive funding for the full amount of the pay plan authorized for 2001-03. The funding allocation shall be distributed as soon as possible after final approval of the pay plan by executive/legislative action and after the distribution plan is approved by System Administration as being in compliance with these guidelines.
- (10) Each institution shall complete its actions on stipend schedules for non-represented graduate assistants prior to July 1 and shall establish a factor for adjustments, which can be applied expeditiously to determine stipend increases. Stipend schedules for each graduate assistant category shall be separately established.
- (11) The Board affirms the delegated authority of the President of the System to establish individual salaries at or below 75% of the salary of the UW System President within state policy and the funds appropriated for that year. Appropriate annual budget documentation will be reported to the Regents for information.
- (12) If the Regent's meeting schedule does not afford an opportunity for timely action by the full Board on salary adjustments, the Board authorizes the Executive Committee of the Board, in consultation with the System President, to approve any discretionary salary adjustments effective for 2001-02. Appropriate information shall be provided to all members of the Board.
- (13) Compensation actions related to the unclassified pay plan and delegated to the chancellors shall be completed in accordance with statutory requirements, legislative intent, Regent's policy, and shall be reported to the President of the System by August 1, or within three weeks after the approval of the unclassified compensation plan, whichever is later, to make possible the preparation of payrolls and reporting to the Board of Regents.

If changes are required to these guidelines as a result of either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President, is authorized to act to modify the guidelines to be consistent with those actions.

1999-2000 UW System Report On
Continuing Appropriation Authority

BOARD OF REGENTS

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 1999-2000 Continuing Appropriation Report for submission to the Legislature.

December 8, 2000

Agenda Item 1.2.c.(1)

UNIVERSITY OF WISCONSIN SYSTEM
1999-2000 CONTINUING APPROPRIATION REPORT

BACKGROUND

The 1999-2001 State of Wisconsin Biennial Budget, 1999 Wisconsin Act 9, included a provision to change the appropriation for tuition and fee revenues (Academic Student Fees, Fund 131) from an annual, sum certain to a continuing appropriation, which would allow the UW to expend all monies received as tuition.

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 1999-2000, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose.

Wisconsin Act 9 also required the Board of Regents to report annually, beginning on December 15, 2000, any state-imposed costs not covered by general purpose revenue that were used to compute academic fee increases for resident undergraduate students. A statement regarding this report is included.

REQUESTED ACTION

Approval of the following resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Continuing Appropriation Report for submission to the Legislature.

UNIVERSITY OF WISCONSIN SYSTEM
1999-2000 CONTINUING APPROPRIATION REPORT

The 1999-2001 State of Wisconsin Biennial Budget, 1999 Wisconsin Act 9, included a provision to change the appropriation for tuition and fee revenues (Academic Student Fees, Fund 131) from an annual, sum certain to a continuing appropriation, which would allow the UW to expend tuition revenues as received. Before this change, the UW System had to go to quarterly meetings of the Joint Committee on Finance to request release of these funds. Often, this release was not approved until well into the second semester. This meant that the number of sections needed to accommodate enrollment growth could not be offered in a timely fashion.

Changing the Academic Student Fee appropriation from an annual, sum certain appropriation to a continuing appropriation allows the UW System to plan for, budget and expend all funds related to enrollment growth. It also allows the UW System to create and expand programs that are funded, in whole or in part, by tuition without having to return to the legislature to request additional spending authority. The UW System has always been able to collect revenue for programs but has been limited in the amount that it could spend by the total appropriation in the biennial budget. The new language allows revenue generated from a student paying tuition to be used immediately to benefit that student.

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 1999-2000, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose.

1999-2000 expenditures in the Academic Student Fee appropriation for the University of Wisconsin System were \$475,466,116. The amounts printed in the schedule, 1999 Wisconsin Act 9, s. 20.285 (1)(im) for 1999-2000 for Academic Student Fees, was \$438,925,000. The difference is \$36,541,116, which consists of expenditures in the following three major categories:

Compensation Related	\$28,169,083
Enrollment Related Funding (including special differential increases)	7,348,942
Special Fee Programs	1,023,091
Total Expenditure Above Statutory Authority	\$36,541,116

Compensation Related Items:

The University of Wisconsin expended \$28,169,083 for compensation related items that were not included in the statutorily authorized level. The amount of fee income for compensation related items is larger this year because the state approved a 5.2% faculty and academic staff pay plan of which only 2% was funded through a combination of General Purpose Revenue (GPR or state

funded) and Fees. The other 3.2% was funded from academic student fees. This was an explicit action undertaken by the Legislature as part of the 1999-2001 biennial budget compensation process. These items were not budgeted into our appropriation authority, therefore the state expects the continuing appropriation for tuition to pick up its share of these costs along with the fee share of other approved pay plan increases. The breakdown of compensation related items is as follows:

Faculty and Staff Increases	\$26,918,338
Classified Bargained Increases	1,008,679
Non-represented Classified Increases	129,229
Classified Length of Service	39,290
Craftworker Increases	73,547
Total Compensation Related	\$28,169,083

Enrollment Related Funding:

Beyond the \$28.2 million related to state authorized compensation increases, institutions generated \$7.3 million of revenue above their revenue target through a combination of increased enrollments and changes in the mix of students between undergraduate and graduate, resident and non-resident. This additional fee income was used to support programs serving nearly 1,600 additional students who would not otherwise have received services. In addition, some institutions have differential tuition programs (priced differently than the standard undergraduate/graduate schedule because of the cost of operating the program or to provide additional revenue to a needed resource area). Fee income for differentially priced programs is passed on to the institution.

A major reason for requesting the continuing appropriation authority was to be able to expand enrollments to meet state access needs and create new programs to serve adult and non-traditional students. Given the late passage of the biennial budget in the year covered by this report (1999-2000), the only revenues related specifically to new programs are the UW-Madison Evening MBA and Pharm D differentials. The legislature did not pass the biennial budget until October of 1999 by which time institutions were already operating their fall programs. This fall the Board of Regents approved the UW-River Falls Masters of Management program and other programs such as this are expected using the continuing appropriation authority. These new programs, as well as fee income from increased access to 1,000 students, will show up in next year's 2000-01 report.

Expenditure for Enrollment Related Funding include the following:

Enrollment Increases/Mix Changes	\$4,320,827
Intercession/Winterim Funding	846,700
Evening MBA Differential	353,200
Pharm D Differential	392,400
Allied Health Differential	66,100
Alternative Summer Session (per credit)	140,000

Access to Learning	925,000
Milwaukee MBA Differential	304,715
Total Enrollment Related	\$7,348,942

Special Fee Programs:

The UW System also operates some special fee programs that are self-supporting. They are generally small programs at specific institutions. Expenditures for Special Fee Programs is as follows:

University Courses in High Schools	\$573,805
Supervisory Teachers	271,585
Project Success	84,779
Other Special Fee Programs	92,922
Total Special Fee Programs	\$1,023,091

In summary, the University of Wisconsin System expended \$36,541,116 above the amounts included in the 1999-2001 Wisconsin Act 9 for Academic Student Fees for compensation related items, enrollment related items and special fee programs.

The University of Wisconsin System is also required to report any state-imposed costs that were used to increase fee rates for resident undergraduate students. There was no increase in resident undergraduate tuition for 2000-01, and therefore, there are no state imposed costs to report.

RECOMMENDATION

Approve this report for forwarding to the Legislature.

AUDIT STATUS REPORT

BACKGROUND

This report is presented to the Board of Regents Audit Subcommittee to provide: 1) a status report on the major projects the UW System Administration Office of Internal Audit is conducting; 2) an overview of UW institutional auditors' activities; 3) an update on Legislative Audit Bureau audits in the UW System; and 4) a summary of a recently completed program review project.

REQUESTED ACTION

For information only.

MAJOR OFFICE OF INTERNAL AUDIT PROJECTS

- 1) Student Alcohol Use Policy review work has identified policies and programs related to alcohol use and abuse among students at UW System institutions and other higher education institutions. A report has been completed, and a summary is attached.
- 2) Study Abroad review activities are focused on describing the extent of study abroad activities, the scope of policies affecting study abroad, and the ways in which UW System institutions manage student and faculty health and safety risks in study abroad programs.
- 3) Remedial Education review activities are designed to assess UW System institutions' compliance with and implementation of RPD 88-16, "Remedial Education Policy." Included are a review of procedures related to placement tests, test fees, and remedial courses.
- 4) Risk Management review work is examining the risk management function at both the UW System Administration and UW System institution level, as well as focusing on the management of selected high-risk areas.
- 5) High School Programs review work is examining opportunities for high school students to earn credits in the UW System, as well as the implementation of related UW System policies.
- 6) Student Health Services review work is addressing the implementation of RPD 78-9, related to health center services, as well as operational issues and cost-efficient practices at student health centers.

- 7) Protection of Digital Copyrighted Material review work is being planned. The review will focus on the mechanisms in place at UW System institutions to address potential copyright infringement by campus computer users.

UW SYSTEM INSTITUTIONAL AUDITORS

The UW System Office of Internal Audit has collected information on audits the UW institutional auditors conducted in fiscal years (FY) 1998, 1999 and 2000. Analysis of this information shows that UW institutional auditors are conducting audits in each of the core audit areas discussed with the committee in the past: 1) cash handling, 2) payroll and personnel, 3) property control, 4) auxiliary operations, 5) tuition and segregated fee revenues, and 6) major systems. Also, the UW institutional audits emphasize operational and control issues in a wide variety of management areas, from student centers to summer camps. The Office of Internal Audit compiles the audit information and distributes it to the institutional auditors so that they can more readily exchange information about methodologies.

The Office of Internal Audit also recently coordinated a training session for the institutional auditors on white collar crime. The training covered such crimes as misconduct in office, records destruction, and theft, as well as investigation techniques and computer forensics.

OUTSIDE AUDITS

The Legislative Audit Bureau is conducting several UW System-related projects: 1) the annual, federally mandated A-133 financial compliance audit for FY 2000, due to be completed by April 30, 2001; 2) the statewide financial statement audit, with an opinion on UW statements due in mid-December; 3) a recently-begun management review of the lease and affiliation agreements between the Board of Regents and University of Wisconsin Hospitals and Clinics, as required by state statutes; 4) a review of UW-Madison's Division of Information Technology, being conducted as part of an on-going review of information systems and due to be issued in early 2001; and 5) a review of UW-Madison Tobacco Research and Intervention Center expenditures for FY 1999, also scheduled for completion in early 2001.

**Program Review Summary:
Programs and Policies on Student Alcohol Use**

The University of Wisconsin System Office of Internal Audit reviewed the UW System's efforts to address student alcohol use and abuse. Student drinking has generated concern nationwide. In addition, studies during the past six years have shown that a higher percentage of UW students have engaged in binge drinking, compared with other students nationally.

The objectives of the review were to determine the status of the UW System's efforts to address problems related to student alcohol use and to identify activities or programs that might serve as models for future efforts. The report covers: 1) alcohol-related policy directives at UW System, the UW institutions, and other higher education systems and institutions; 2) UW System institutions' approaches to student alcohol use; 3) program administration considerations, such as funding and program evaluation; and 4) emerging and promising practices cited in the national literature.

UW Policies on Student Alcohol Use

The primary Board of Regents policy on student alcohol use, Regent Policy Document 85-2, emphasizes educational and supportive approaches. In 1985, when the Board policy was passed, Wisconsin's legal drinking age was 18 years, and 95 percent of UW students were of legal drinking age. As of the beginning of 1999-2000, with a legal drinking age of 21 years, only 54 percent of UW students were of legal drinking age. Although the educational and supportive approach of the 1985 policy continues to have merit, the report recommends the policy be updated to ensure it reflects the current environment, in which there are both a greater number of underage students and serious concerns about binge drinking. The report also recommends the UW System institutions review and update their individual policies.

UW Institutions' Approaches to Alcohol Use

The UW System institutions have developed a diverse array of approaches to student alcohol use and abuse, including: 1) awareness and education programs, which provide information about alcohol use; 2) environmental and targeted approaches, which attempt to influence students' behavior or to offer alternatives to drinking; 3) enforcement of underage drinking laws and discipline for on-campus violations; or 4) alcohol assessment, counseling and treatment. Each category has a particular target audience or underlying strategy. UW System institutions' programs and practices appear to be consistent with general trends in alcohol abuse prevention programs at other higher education institutions nationwide.

Program Administration

Funding for alcohol abuse prevention efforts is a significant concern among UW System institutions because limited new funding has been available. Alcohol-related programs are funded from a combination of sources. A limited amount of new general purpose revenue became available in 1989-91 and was allocated among the UW System institutions to provide a total of five alcohol and other drug abuse coordinators. Federal grant funding and program revenue are available for some activities. Also, some UW institutions have been able to obtain funding through private sources.

Evaluating programs to identify successful approaches has received limited attention, both at UW System institutions and elsewhere. At the UW institutions, most evaluative efforts appear to be behavioral surveys, not correlated directly with specific programs. The report recommends the UW System institutions strengthen the evaluation of alcohol abuse prevention efforts and share information about successful approaches.

Each UW institution has established a permanent alcohol and other drug abuse (AODA) task force. In addition, the UW System Office of Academic Affairs appointed a UW systemwide committee in 1999, with representation from each UW institution. Regular meetings among the UW institution AODA coordinators could also help further the exchange of information.

The federal Drug-Free Schools and Campuses Act requires higher education institutions to have policies on alcohol and other drugs, to distribute the policies, and to review alcohol and other drug programs and policies every two years. Noncompliance with these requirements can result in the loss of federal funds. The report recommends the UW System institutions take full advantage of the opportunities these requirements present, for example, conducting biennial reviews that are as comprehensive as possible.

Emerging National Approaches

Higher education institutions throughout the country have implemented strategies to reduce student alcohol use and abuse. Some key strategies described in the research are: 1) sending clear messages about alcohol abuse prevention and integrating prevention efforts into the curriculum; 2) building coalitions with members of the community in which the campus is located; 3) enforcing laws and setting effective policies; 4) sending strong, consistent messages from administrators about alcohol abuse prevention; 5) evaluating program results; and 6) allocating sufficient resources. The report recommends the UW institutions consider the emerging approaches and recommendations from the literature as they plan future alcohol abuse prevention efforts.

I.3. Physical Planning and Funding Committee

Thursday, December 7, 2000
Room 1820 Van Hise Hall
2:00 p.m. (or upon conclusion of
All Regents Meeting)

Joint Session with Business and Finance Committee - Room 1820

- a. Long Range Facility Maintenance Plan
[Resolution I.3.a.]
- b. 2001-03 All Agency Funds
[Resolution I.3.b.]
- c. Discussion: UW-Madison Utility Capacity Problems and Solutions

(Physical Planning Committee adjourns to Room 1511)

- d. Approval of minutes of the November 9, 2000 meeting of the Physical Planning and Funding Committee
- e. Report of the Assistant Vice President
 - Building Commission Actions
 - Dark Sky Program
- f. UW Colleges Annual Report
- g. Research Park Report (presented by Mark Bugher)
- h. UW-Madison: Remodeling for ROTC Relocation
\$710,000 Institutional Funds
[Resolution I.3.h.]
- i. UW-River Falls: Parker and Crabtree Residence Halls Window Replacement
\$465,000 Program Revenue-Cash
[Resolution I.3.i.]
- j. UW-Stevens Point: Thirteen Residence Halls Telecommunication Project
\$949,000 Program Revenue-Bonding
[Resolution I.3.j.]

- k. UW-Whitewater: Esker Hall - The Kettle/Convenience Store Renovation
\$700,000 (\$600,000 Program Revenue Supported Borrowing and
\$100,000 Program Revenue Cash)
[Resolution I.3.k.]
- x. Additional items which may be presented to the Committee with its approval
- z. Closed session for the purpose of discussing real estate negotiations (UW-Madison),
as permitted by s. 19.85(1)(e), *Wis. Stats.*

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, to preserve the significant investment made by the University of Wisconsin System and the State of Wisconsin in University facilities, and to affirm its stewardship role in the management of those assets, the Board of Regents adopts a Long-Range Plan for Facility Maintenance and Renewal, with the following elements:

1. The new Long-Range Plan will be based on the computerized asset management program called FacMan, which provides a dynamic method of assessing the University of Wisconsin System's facility maintenance, renewal and restoration needs and an on-going inventory of those needs.
2. To implement the Plan, beginning in the 2001-03 biennium, requests for funding through the Capital Budget should be sufficient to eliminate the current \$800 million backlog of deferred maintenance over a ten-year period and to undertake needed cyclical maintenance and renovation as it becomes due so that a backlog does not recur.
3. All University of Wisconsin System degree-granting institutions will complete condition assessments on all remaining GPR buildings, utilities and site work, as well as all Program Revenue funded facilities, for inclusion in the Long-Range Plan beginning in the 2003-05 biennium.
4. Project implementation will be focused on data generated by the FacMan program.
5. The facility database should be kept current.

University of Wisconsin System
LONG RANGE FACILITY MAINTENANCE & RENEWAL PLAN

Executive Summary

BACKGROUND

The University of Wisconsin System has over 1,700 facilities funded from general purpose revenues and program revenue sources. Those facilities total over 50 million gross square feet of space and have a total replacement value of approximately \$5.5 billion. Over 66 per cent of our GPR-funded space is over thirty years old, and half of that amount, or 33 per cent of the total, was constructed in the decade between 1960 and 1970.

The capital renewal and replacement of the nation's higher education facilities has been a growing problem for several decades. In response to concern expressed by the Board of Regents, the University of Wisconsin System conducted Building Condition Surveys of all its facilities in 1990. The surveys indicated a likely backlog of approximately \$364 million in deferred maintenance for UW System GPR facilities. In the 1991-93 Capital Budget, the Board of Regents endorsed the concept of initiating a 10-year plan to eliminate the backlog identified in those surveys, and directed that future capital budgets should emphasize efforts to extend the useful life of existing facilities.

Since then, the University System has received approximately \$400 million GPR bonding to repair and renew facilities. While this has enabled the System to make progress on the \$364 million backlog identified 10 years ago, additional maintenance needs have been accruing as the facilities age. Importantly, the 1990 survey and resultant 10-year plan did not anticipate funding needs that would occur during those 10 years as a consequence of items reaching the end of their useful life, such as roof replacements needed every 20 years. Deferred maintenance backlog grows when funding is insufficient to accomplish cyclical and breakdown maintenance needs as they occur.

At its September 1997 meeting, the Physical Planning and Funding Committee requested a new dynamic method be developed to assess the University System's facility maintenance, renewal and restoration needs and keep an on-going inventory of those needs. This information was requested to form the basis of a new long-range plan for facility maintenance, and provide guidance to the Board of Regents regarding appropriate ongoing funding levels. The program selected to support that effort is called FacMan, an acronym for **F**acilities **M**anagement. This computerized asset management tool was developed by Western Washington University, selected by the University of Wisconsin System and subsequently adopted by the Department of Administration for evaluation of all state-owned facilities. Status reports on implementation of the FacMan program were provided to the Physical Planning and Funding Committee in September 1998 and again in November 1999.

REQUESTED ACTION

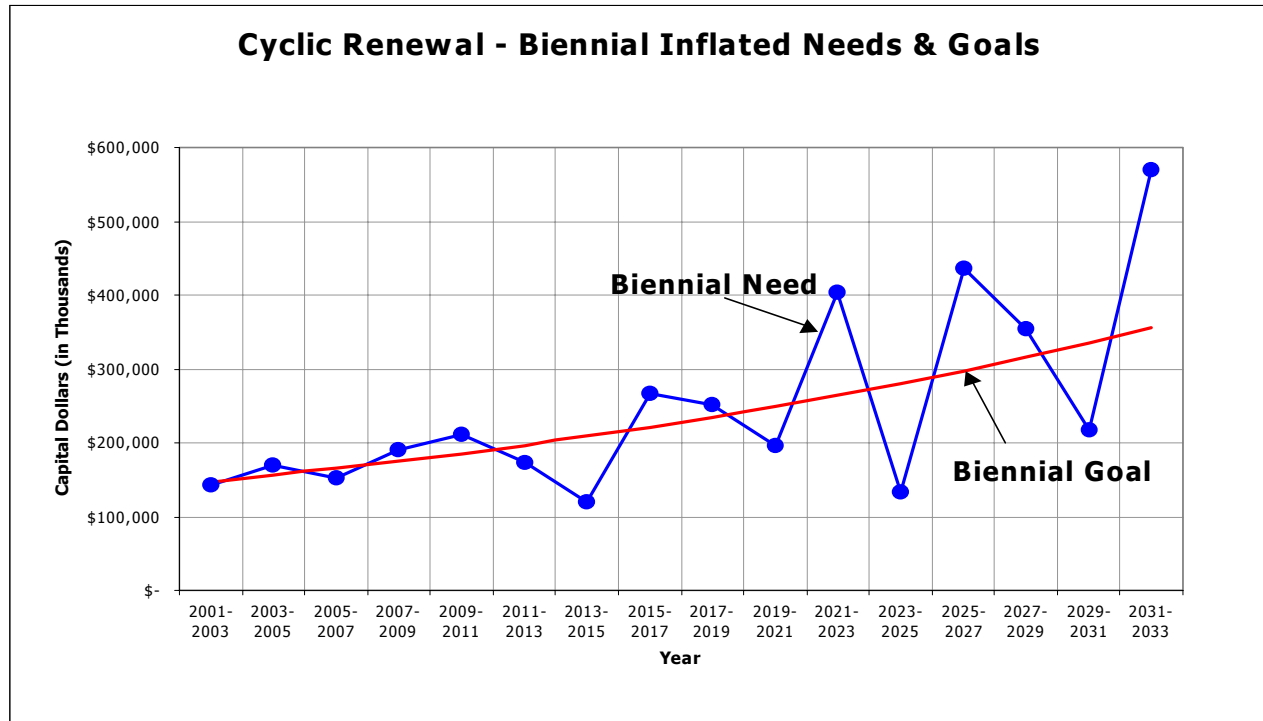
Based on facility condition assessments, it is recommended that the Board of Regents endorse a new Long-Range Plan for Facility Maintenance and Renewal:

1. The new Long-Range Plan will be based on the computerized asset management program called FacMan, which provides a dynamic method of assessing the University of Wisconsin System's facility maintenance, renewal, and restoration needs and an on-going inventory of those needs.
2. To implement the Plan, beginning in the 2001-03 biennium, requests for funding through the Capital Budget should be sufficient to eliminate the current \$800 million GPR backlog of deferred maintenance over a ten-year period and to undertake needed cyclical maintenance and renovation as it becomes due so a backlog does not recur.
3. All University of Wisconsin System degree-granting institutions will complete condition assessments on all remaining GPR buildings, utilities and site work, as well as all Program Revenue funded facilities, for inclusion in the Long-Range Plan beginning in the 2003-05 biennium.
4. Project implementation will be focused on data generated by the FacMan program.
5. The facility database should be kept current.

DISCUSSION and CONCLUSIONS

Implementation of the FacMan program has been a collaborative effort between the various UW institutions and the state Department of Administration. This joint effort has resulted in a program that will provide a consistent approach to long range capital budget planning for the University's physical plant needs.

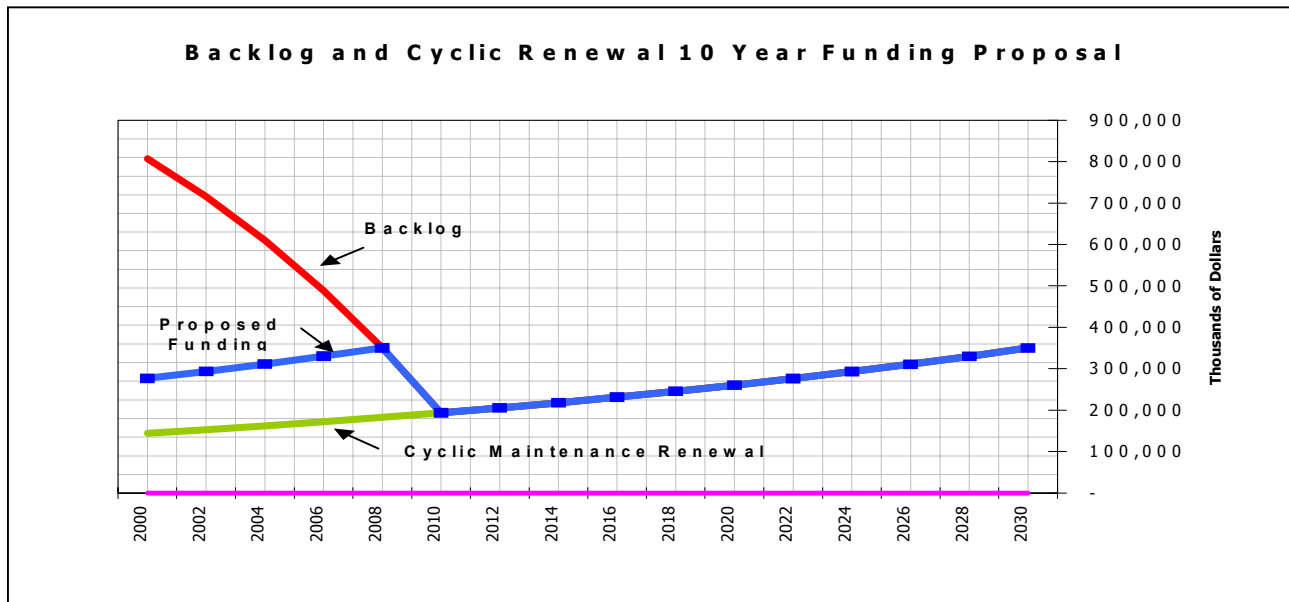
The audits conducted thus far include Backlog and Cyclical needs in major GPR facilities. This was given priority for purposes of identifying an appropriate funding level as a part of the UW System's 2001-03 Capital Budget request for Maintenance and Renewal. Costs and life expectancies were developed for approximately 300 typical building components. These factors were selected and developed based on national standards taken in context of historical UW System data and experience. The database provides escalation factors to match implementation dates. Cyclical maintenance comes due at various times resulting in high and low points. However, the database allows for budgeting with a goal of leveling those costs over time. The chart on the following page illustrates this leveling over the next 30 years.



Preliminary audit information indicates a backlog of deferred maintenance on major GPR facilities of approximately \$807 million. This figure represents about 20 per cent of the \$4 billion replacement value of GPR buildings. Utility needs, such as underground lines and site work, and Program Revenue-supported facilities will be audited for inclusion in the 2003-05 funding recommendations.

RECOMMENDATIONS

System Administration recommends that the Board of Regents adopt a 10-year plan to eliminate the current backlog and address cyclical items as they become due to avoid adding to the backlog. The following chart illustrates the funding level required to eliminate the backlog plus cyclical needs as they occur.



Institutions should complete audits of buildings, utilities and all Program Revenue-funded facilities for inclusion in the Long Range Plan starting with the 2003-05 biennium. The Long Range Plan also directs the institutions to maintain and keep their facility's inventory and data current and accurate.

PREVIOUS ACTION

November 2000:

The proposed Long-Range Plan was presented to the Board of Regents for a first reading.

NOTE: The entire text of the report submitted to the Board of Regents in November 2000 is available at (website link) <http://www.uwsa.edu/capbud/cap.htm>.

Amend the 2001-03 Capital Budget Request to
Include Funding Provided by Statewide All
Agency Appropriation, UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the 2001-03 Capital Budget request be amended to include \$250.0 million (\$200 million GFSB and \$50.0 million PRSB), to be submitted to the Department of Administration and the State Building Commission. The amended 2001-03 Capital Budget request will provide funding in the following All Agency appropriations:

2001-03 All Agency Funding Recommendation Summary

General Fund Supported Borrowing (GFSB)

Wisbuild Initiative	\$125.0 M
Utilities Repair & Renovation	42.9 M
Health, Safety & Environment	16.2 M
Land Acquisition	5.0 M
Equipment Allocation	<u>10.9 M</u>
Total GFSB Recommended:	\$200.0 M

Program Revenue Supported Borrowing (PRSB)

Systemwide Auxiliaries Maintenance, Renewal, etc.	<u>\$50.0 M</u>
TOTAL FUNDS RECOMMENDED:	\$250.0 M

THE UNIVERSITY OF WISCONSIN SYSTEM

Request For Board of Regents Action December 2000

1. Institution: The University of Wisconsin-System
2. Request: Requests authority to amend the University's 2001-03 Capital Budget request to include \$250,000,000 (\$200,000,000 of General Fund Supported Borrowing and \$50,000,000 of Program Revenue Supported Borrowing) to conduct various projects funded through the statewide All Agency appropriations.
3. Description of the Request: This request will amend the University's 2001-03 Capital Budget request to include a sufficient funding level to address maintenance and renewal needs identified by current facilities audits, conducted as a result of implementation of the FacMan assessment management program, and campus priority lists for those areas not currently addressed in FacMan. The GPR facility audits have identified a likely deferred maintenance backlog of \$800 million. This request will provide sufficient funding to begin a 10-year plan to eliminate the current backlog and provide sufficient funding to undertake needed cyclical maintenance and renovation so that the backlog is not increased. The request will also provide additional funding to implement projects typically funded through the statewide All Agency Accounts but not included in facilities audits.

At their August 25, 2000 meeting, the Board of Regents recommended enumeration of \$366 million (\$223 million of GPR and \$143 million of Gifts, Grants and Program Revenues), as part of the 2001-03 Capital Budget. The recommendation included enumeration for construction and planning of only major projects. It did not include additional GPR or Program Revenue Supported Borrowing for Maintenance and Renewal projects typically funded through the All Agency appropriations, so that data could be compiled relative to FacMan.

The following paragraphs provide a brief description of typical projects that would be implemented in each funding category.

- a. Wisbuild Initiative (\$125,000,000)
GPR Major Projects recommended by the Board of Regents for enumeration in the 2001-03 Capital Budget include approximately \$150 million of maintenance and renewal work. This request will add \$125 million through the Wisbuild Initiative funding category to provide the \$275 million recommended in the Long-Range Plan to eliminate the current backlog and undertake needed cyclical maintenance and renovation as it becomes due so that a backlog does not recur.

The facilities maintenance and renewal work to be funded through the Wisbuild Initiative All Agency appropriation has been primarily identified through facilities audits conducted through the FacMan program implementation process. Work will address deficiencies in various facility elements including: the building's shell, such as roof and exterior walls; services, such as mechanical, electrical and plumbing systems; interior elements, such as walls, ceilings and floors; equipment and furnishings; and special demolition (asbestos abatement).

- b. Utilities Repair and Renovation (\$42,900,000)
Projects funded through the Utilities Repair and Renovation appropriation typically address exterior infrastructure systems, such as steam and chilled water distribution systems, water supply and waste-water treatment, telecommunication/data systems, and primary electrical distributions systems. Repairs and renovation work on the campus central heating and cooling plants are also included in this funding category. Utilities will be audited prior to the 2003-05 biennium.
- c. Health, Safety and Environment (\$16,200,000)
Projects funded through the Health, Safety and Environment appropriation typically address projects that correct health and safety deficiencies and environmental issues. Most of the health and safety deficiencies are included in the facilities audits conducted by the institutions as part of the FacMan implementation process. However, work that addresses environmental issues outside of the buildings, such as underground storage tanks, soil and groundwater remediation, etc. were not included in those audits. Funds required to address those issues total approximately \$16.2 million.
- d. Land Acquisition (\$5,000,000)
This request will enable acquisition of selected parcels of land in locations significant to basic program and university operations. The parcels will be acquired as they become available to preserve property for planned GPR supported facilities. Without acquisition funding, the parcels will most likely be sold for non-university uses, precluding university use of the land and impeding campus plan development. It is anticipated that these parcels will be acquired within the 2001-03 biennium.
- e. Equipment Allocation - (\$10,900,000 GPR)
The UW Colleges have identified \$8 million of GPR to acquire new and replacement equipment for twelve projects for new and remodeled space at ten UW College campuses and equip an additional Distance Learning Classroom at four locations. Construction costs will be paid by the various municipalities.

UW-Extension has identified a total of \$2,475,000 of GPR to purchase new or replace worn out television and radio equipment at several locations, and provide digital transmission equipment for WHA-TV.

f. Program Revenue Supported Borrowing (\$50,000,000)

More than one-fourth of the buildings owned by the UW System are supported by various auxiliary operations such as: residence halls, student unions, and food service facilities. Where cash is insufficient to meet those needs, bonding authority is used. The institutions have identified auxiliary facilities maintenance and renewal projects (costing over \$100,000) and land acquisition needs for parking totaling approximately \$50 million funded from Program Revenue Borrowing. Some of these projects will be cost-shared with GPR if appropriate. The audits conducted through implementation of the FacMan program did not include auxiliary facilities. The auxiliary facilities will be audited and included for the 2003-05 Capital Budget

4. Budget:

GFSB – Wisbuild (Backlog & Cyclical)	\$125,000,000	
GFSB – Utilities Repair and Renovation	42,900,000	
GFSB – Health, Safety & Environment	16,200,000	
GFSB – Land Acquisition	5,000,000	
GFSB – Equipment Allocation	<u>10,900,000</u>	
Total Additional GPR Requested:	\$200,000,000	
PRSB for Auxiliaries Maintenance and Renewal		<u>50,000,000</u>
Total Funds Recommended:		\$250,000,000

5. Previous Action:

November 7, 2000 The University of Wisconsin's Long-Range Facility Maintenance and Renewal Plan and 2001-03 Capital Budget Recommendation was presented to a joint session of the Business and Finance and Physical Planning and Funding Committees.

Authority to Construct a Remodeling for
ROTC Relocation, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Remodeling for ROTC Relocation project, at an estimated total project cost of \$710,000, using Institutional Funds (non-GPR).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2000

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Remodeling for ROTC Relocation project, at an estimated total project cost of \$710,000, using Institutional Funds (non-GPR).
3. Description and Scope of Project: This is a combined request for remodeling separate spaces to accommodate two distinct ROTC units for the next five to ten years that are currently located at 1402 University Avenue. Building locations and details of the work involved follow.

Genetics Research Laboratory Building: Approximately 5,000 ASF on the first floor of the Genetics Research Lab Building, located at 1910 Linden Drive West, will be renovated for the Military Science (Army) Reserve Officers Training Corps (ROTC). Remodeling of 14 rooms will provide private offices for the cadet leaders and most officers and staff. Work will include capping existing floor drains in all rooms, removing sinks in 11 rooms and capping related drains and water lines, leveling the floors, asbestos abatement, and carpet installation. Windows will be painted, window coverings will be installed, and walls and ceilings will be patched and painted. A central air conditioning system for the entire building will also be provided. In addition, door hardware will be replaced, two restrooms will be updated to provide access for the physically disabled, and the east and west exit corridors of the building will be widened to comply with current codes.

1327 University Avenue: Approximately 5,250 ASF on the first floor of the storefront at this location will be renovated for the Air Force Reserve Officers Training Corps (ROTC). The scope of work will develop three private offices for most senior officers and semi-private or shared offices for the cadet leaders and most noncommissioned officers. Carpeting will be installed, and a secure storage area will be developed. A new packaged HVAC unit will be installed to serve the remodeled areas, and the entry vestibule will be made ADA accessible by enlarging the vestibule and replacing the step from the sidewalk with a ramp.

Similar spaces will be developed at each location, including a computer lab, study space, small library area, lounge/conference room, and storage. New voice/data jacks and electrical outlets will also be installed at both sites.

4. Justification of the Request: The Military Science and Air Force ROTC units need to vacate current space at 1402 University Avenue to enable demolition of that facility in early 2002 for the construction of the Biotechnology/Genetics Center Addition. This will

necessitate relocation of the Military Science group containing 10 full time staff, and 40 enrolled cadets and the Air Force unit consisting of 7 full-time staff and 80 enrolled cadets.

The Genetics Research Building has been used for temporary storage, some departmental shop activities, and temporary assignments for art studios over the past five years. The UW-Madison Master Plan calls for eventual demolition of this facility, in approximately 10 years or so, to allow for construction of additional College of Agricultural and Life Sciences research space. The space no longer meets the needs of biological research activities, but can be converted to meet pressing needs for conventional office and program space for Military Science ROTC.

UW-Extension reverted space at 1327 University Avenue to UW-Madison for use by the Air Force ROTC. The space is in relatively good condition but lacks sufficient private office space.

As a Land Grant University, the UW-Madison has an obligation to provide program space to the Reserve Officers Training Corps. No single large space to accommodate these two groups within a one-year timeframe is available on campus. Though the programmed spaces for the Military Science and Air Force ROTC activities are similar, it would not be appropriate for these units to share common spaces because of their individual missions to build a strong identity for their respective cadets. This is significantly reinforced in socialization aspects. These remodeling proposals respond to these particular space needs.

The projected schedule for the 1327 University Avenue project anticipates the start of construction during summer 2001 with completion targeted for early 2002. The timetable for the Genetics Research Lab renovation forecasts construction implementation during fall 2001 with completion by spring 2002. Based on the similarity of spaces and implementation schedules, some time and cost savings could be achieved if a consultant is hired to design and bid both projects.

5. <u>Budget:</u>	Genetics <u>Research Lab</u>	1327 <u>University Avenue</u>	<u>TOTAL</u>
Construction:	\$387,000	\$198,200	\$585,200
A/E Design:	31,000	16,700	47,700
DFD Management:	17,500	8,400	25,900
Asbestos Abatement:	13,500	0	13,500
Contingency:	<u>27,000</u>	<u>10,700</u>	<u>37,700</u>
Total Project Budget:	\$476,000	\$234,000	\$710,000

5. Previous Action: None.

Authority to Construct a Parker/Crabtree
Residence Halls Window Replacement
Project, UW-River Falls

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Parker/Crabtree Residence Halls Window Replacement project, estimated at a total project cost of \$465,000, using Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2000

1. Institution: The University of Wisconsin-River Falls
2. Request: Requests authority to construct a Parker/Crabtree Residence Halls Window Replacement project, estimated at a total project cost of \$465,000, using Program Revenue-Cash.
3. Description and Scope of Project: This project will provide for removal and replacement of all fixed and operable windows in Parker and Crabtree Residence Halls, which are located on the east end of the UW-River Falls campus. Each building contains 169 double-hung windows, 16 fixed pane windows, and 16 slide-by windows. The new units will be single-hung, aluminum-frame, insulated glass windows with a full-size exterior screen. The windows must be designed so that campus staff can maintain all components of the windows. In addition, security screening will be installed on all windows at the ground level. Due to building occupancy schedules, this project will be staged over two summers, with one residence hall completed in 2002 and the other in 2003.
4. Justification of the Request: Parker and Crabtree Halls are identical typical residence halls. Constructed in 1967, each hall provides living accommodations for 266 students. Females occupy Parker Hall, while Crabtree Hall provides a co-ed living environment. This proposal is for the replacement of residence hall windows that were installed at the time of original construction. The windows are aluminum framed, double-hung units with combination storm/screen windows on the exterior. There is no source for replacement parts for these windows. The locking pins and ratchet holes are worn to the point where windows do not stay open reliably. Spring balance systems are failing as well. Because of the poor window design, insects gain entry through the masonry weep holes and through open holes in the aluminum window frame. The most cost-effective solution is replacement of the total window system with contemporary units.

Windows associated with doors, entries, and vestibules were replaced in 1985 with fixed thermal pane units and will not be replaced at this time. Twenty additional double-hung windows and ten slide-by window units will be purchased as spares for maintenance purposes.

This project is part of an on-going maintenance program designed to extend the useful life of the nine residence halls on campus. Other residence halls maintenance projects range from in-building utility system repairs to aesthetic improvements. Annual building condition assessment reports are evaluated to determine the most critical deferred

maintenance problems and to identify associated projects that can be remedied over the course of a single summer.

Through the Residence Living Committee and shared governance process, students have been actively involved in discussing upcoming deferred maintenance projects and planning for approximately \$600,000 of deferred maintenance projects each summer, all funded through cash reserves. Half of that amount is built into the standard housing operating budget. The remainder is accumulated under a funding policy that was phased in during 1997-98 to finance deferred maintenance needs. Full implementation of the \$150 increase in the annual resident student room rate was realized in 1998-99. The 2000-01 double occupancy room rate is \$1,932.

The scope of the proposed project is limited by two factors—work that can be completed during summer months and available cash reserves. Residence hall occupancy is currently at 97%. To ensure housing availability, it is not possible to take a residence hall off line to perform deferred maintenance work. Accordingly, window replacement will be accomplished during the spring/summer periods of 2002 and 2003.

5. Budget:

Construction	\$391,000
A/E Design & Other Fees	31,000
DFD Management	16,000
Contingency	<u>27,000</u>
Estimated Total Project Cost:	\$465,000

6. Previous Action: None.

Authority to Construct a Thirteen
Residence Halls Telecommunications
Cabling Project, UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Thirteen Residence Halls Telecommunications Cabling Project at an estimated total project cost of \$949,000 of Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December, 2000

1. Institution: University of Wisconsin-Stevens Point
2. Request: Requests authority to construct a Thirteen Residence Halls Telecommunications Cabling Project at an estimated total project cost of \$949,000 of Program Revenue Supported Borrowing.
3. Description and Scope of Project: This project will replace the existing data wiring in all thirteen residence halls. The halls are Baldwin, Burroughs, Hansen, Hyer, Knutzen, Neale, Pray-Sims, Roach, Smith, South, Steiner, Thomson, and Watson. Approximately 1,770 rooms will be updated in the thirteen buildings, including all student resident rooms, staff offices, recreation areas, studies and one computer lab in each building. Each student room and staff office will have two data jacks. Category 5E data cabling will be run from each jack location to the main distribution frame (MDF) room in the basement of each hall.

In each building, a new raceway system will be installed from the MDF room in the basement to the resident rooms on the upper floors. Cables from the MDF will be run horizontally in enclosed ceiling-mounted raceway and then vertically in raceways from the basement level to each student room on the upper floors. Additional power outlets, a new grounding system and an equipment rack will be installed in each MDF room.

The duration of the project will be three years, with five buildings being wired during the summer of 2001, four buildings being wired in the summer of 2002, and the remaining buildings rewired during the summer of 2003. Work will be scheduled around summer conference commitments and maintenance schedules.

4. Justification of the Project: UW-Stevens Point's goal is to offer improved technology capabilities, including high speed Internet access, to each student resident. The existing wiring is more than 15 years old, and obsolete for today's network applications. Progressively over the last ten years, more and more students brought personal computers with them to campus. For Fall 2000, UWSP Residential Living expects about 1,700 residents to request network and Internet access from their rooms. In many cases, two connections are needed for two students in a given room. Each room currently has just one data connection and the Residence Halls are increasingly unable to satisfy student demand for access. This project will meet the UWSP goal of providing the needed infrastructure to accommodate two high-speed network connections in each room. The availability of network access for over 3,000 students directly in their rooms should in turn help to reduce the significant pressure for access to computers in the computer labs.

Currently one, four-pair Category 3 cable runs from the MDF room to each student room. The four-pair circuits are split to provide a telephone voice jack and computer network data jack. The MDF's are located in basement telecommunication rooms where the campus telephone, TV and fiber optic cables enter the buildings. These MDF rooms currently lack adequate power and grounding to serve the needs of the network support equipment to be installed and will need to be upgraded. This rack-mounted electronic equipment will serve the student rooms, small computer labs, and the residence hall directors' offices and staff offices.

To fund debt service for the residence hall rewiring project, the room rate will increase by approximately \$14 per year, for two consecutive years. The cumulative increase will be \$27 by the second year. Based on the 2000-01 double room rate of \$2,136, the additional debt amounts to an approximate .63 per cent room rate increase each year, for two years. The total cumulative percentage increase by the second year will be 1.3 per cent.

The general concept for this project has been discussed with the Residence Hall Association (RHA) several times during the past few years. The Association has been supportive at every discussion, and because of the need for greater access, they have encouraged action.

5. Budget:

Construction	\$771,500
A/E Design fees	61,700
DFD Management fees	30,900
Contingency	54,000
MDF Upgrade	<u>30,900</u>
Estimated Total Project Cost	\$949,000

6. Previous Action: None.

Authority to Construct an Esker Hall The
Kettle/Convenience Store Renovation
Project, UW-Whitewater

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, authority be granted to construct an Esker Hall The Kettle/Convenience Store Renovation project at an estimated total project cost of \$700,000 (\$600,000 Program Revenue Supported Borrowing and \$100,000 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request For Board of Regents Action December 2000

1. Institution: The University of Wisconsin-Whitewater
2. Request: Requests authority to construct an Esker Hall The Kettle/Convenience Store Renovation project at an estimated total project cost of \$700,000 (\$600,000 Program Revenue Supported Borrowing and \$100,000 Program Revenue Cash).
3. Description and Scope of Work: This project will involve renovation of 4,146 ASF of space occupied by The Kettle, a fast food service restaurant and convenience store located on the lower level of Esker Hall, as well as a 1,854 ASF storage room. Work will relocate The Kettle's food preparation and servery areas, and the Convenience Store into an adjacent, unused storage room. The space vacated by those functions in The Kettle will enable the existing dining area to be expanded and renovated with new carpeting, ceiling, lighting, tables, chairs, and booth units. A raised seating area will also be provided.

Work will provide new facades, exterior doors and windows, a new outside canopy, signage, service counters, and replacement of existing fixed equipment. Appropriate traffic flow will be addressed and the space will be updated with a pleasant dining environment for the resident student population. The convenience store area will be provided with new freezers, coolers, and appropriate dry goods shelving.

4. Justification of the Request: The Esker Dining Hall was constructed in 1969. An Esker Dining Hall Remodeling project, completed in 1999, extensively remodeled the facility. However, remodeling of The Kettle area was not included in the project because it was necessary to maintain it as a food service facility while the main dining facility was off line.

The Kettle has never been remodeled. It currently functions as a fast food restaurant, serving pizza and sub sandwiches. It also includes a small convenience store. The Kettle is open Sunday through Thursday from 11:00 a.m. until 9:00 p.m, and Friday and Saturday from 11:00 a.m. until 7:00 p.m. serving an average of 1,500 and 1,800 customers per day primarily from the East Residence Life Complex. All functions are very cramped. The vacant storage area can be redeveloped to meet these needs. The floor tile in the storage area was recently removed during the recent remodeling project, leaving bare concrete with a very uneven surface. A large portion of the ceiling together with lighting was also removed from this room. Stored materials currently in this room will be accommodated in other storage spaces within Esker Hall.

Approval of this project at this time will enable construction to commence in May 2001, and be completed by the beginning of the fall semester in September 2001.

5. Budget: The consultant's estimated project cost is as follows:

Construction	\$406,000
A/E Design fees	67,100
DFD Management	22,500
Printing Fees	1,000
Furnishings, Signage, & Accessories	43,400
Contingency	36,000
Food Service Equipment/Millwork	109,000
Energy Management, DDC, Testing & Balancing	5,000
Asbestos Abatement	<u>10,000</u>
Estimated Total Project Budget	\$700,000

6. Previous Action: None.

REVISED

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, December 8, 2000

9:00 a.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the November 10 meeting of the Board
3. Report of the President of the Board
 - a. Wisconsin Economic Summit
[Resolution II.11.a.]
 - b. Report on the November 29 meeting of the Wisconsin Technical College System Board
 - c. Report on the December 6 meeting of the Hospital Authority Board
 - d. Resolution of Commendation: Chancellor David Ward
[Resolution II.11.d.]
 - e. Resolution of Commendation: Interim Senior Vice President Gary Thibodeau
[Resolution II.11.e.]
 - f. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Budget Performance Measures
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
9. Communications, petitions, or memorials
10. Unfinished or additional business
11. Recess into executive session to consider honorary degree nominations, UW-Stout and UW-Milwaukee, as permitted by s.19.85(1)(f), *Wis. Stats.*, to discuss real estate negotiations, UW-Madison, as permitted by s.19.85(1)(e), *Wis. Stats.*, to consider the possible dismissal of a public employee, to deliberate concerning the case, and to take final action, as permitted by s.19.85(1)(a), 19.85(1)(b), and 19.85(1)(f), *Wis. Stats.*, to consider compensation adjustments at UW-Madison, as permitted by s.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.**

*The executive session may be moved up for consideration during any recess called during the regular meeting agenda. The regular meeting will be reconvened in open session following completion of the executive session.

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2001-03 Biennial Budget
Performance Measures

BOARD OF REGENTS

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the specified goals and respective targets for the 2001-03 Biennial Budget Performance Measures.

2001-03 UW System Biennial Budget Performance Measures

BACKGROUND

At its August 25, 2000, meeting, the Board of Regents identified four performance indicators to be submitted to the Department of Administration. The DOA has required all (large) state agencies to include performance measures with their 2001-03 budget submissions. The four UW indicators are:

- Service Rate: Provide access to the UW System for at least 32 percent of the immediate Wisconsin high school graduates.
- Retention Rate: Achieve an 82 percent second year retention rate for the full-time new freshmen entering the UW System in 2004.
- Graduation Rate: Achieve a six year graduation rate of 64 percent for the full-time new freshmen entering the UW System in 2004.
- Contribution to the Wisconsin Economy: Create at least \$300 million annual earnings generated by UW System graduates.

When the budget request for 2001-03 was adopted in August, the BOR approved the performance measures but requested, and the DOA has required, specific quantifiable targets for the identified measures. The attached document provides the ending goals and year-to-year targets, developed from individual campus plans. If approved by the BOR, these targets will be submitted to DOA in December. Note that achieving these targets assumes favorable action on the Regent's 2001-03 budget request.

DISCUSSION

The Enrollment Management 21 Plan (EM21) approved by the Board in June 2000, balances the need to serve traditional 18 to 24 year old students with the anticipated influx of adult students who will be enrolling in degree completion and certificate programs. EM21 was developed with the recognition that between 1999 and 2003 the number of high school graduates in Wisconsin is projected to rise by less than 3,000 and then decline to approximately the 1999 level. As a consequence, the EM21 Plan calls for a modest increase in the number of immediate Wisconsin new freshmen served by the UW System. Our goal is to serve at least 32 percent of Wisconsin high school graduates every year.

This will ensure that Wisconsin continues as one of the highest service rate states for public four-year higher education. Wisconsin ranked 4th in the nation (8th without the UW Colleges) in 1996, the most recent year for which complete data are available. A goal of 32 percent will provide a service level that keeps Wisconsin among the top states in providing service to its traditional student population.

The UW System is also committed to ensuring the successful completion of the bachelor's degree. Our graduation rate goal is to increase the proportion of full-time new freshmen graduating within six years by 4.5 percentage points to 64 percent for the entering class

of Fall 2004. The national reporting standard (for purposes including Student-Right-to-Know legislation) requires the graduation rate to be calculated on students who enroll full-time their first semester of attendance and complete their degree program within 150% of standard time.

Changing the outcome of a six-year process is inevitably a long-term endeavor. Students who entered the UW System as full-time new freshmen in 1994 through 1999 have not yet completed a full six years. Consequently, graduation rate increases for cohorts that are already in the pipeline are modest. Most of the growth in the graduation rate can be seen in the cohorts entering between 2000 and 2004. By increasing the six-year graduation rate by 4.5 percentage points, the UW System will add more than 900 graduates each year to Wisconsin's potential workforce.

Note that UW institutions already compare favorably with national data on this measure. Approximately 52 percent of the 1991 UW System entering class (the most recent year for which national data are available) graduated within six years of matriculation from the UW institution at which they first enrolled (an additional seven percent graduated from another UW institution). This compares to approximately 48 percent of new freshmen entering public four-year institutions nationally who graduate within six years.

We know that the greatest percentage of students leave school between the first and second year. Therefore, in order to improve graduation rates, which are long-term indicators, targets have been established to increase year-to-year retention, a measure whose progress can be seen in the short term and which is an indicator of increases in graduation rates in the future. Our goal is to increase the proportion of students that persist to the second year of study at the institution where the student first enrolled by 3.5 percentage points to 82 percent for the entering class of Fall 2004. This will increase our sophomore class by more than 800 students and this increase which will filter through to the junior and senior classes, as well. Achieving these increases depends on the additional resources requested in the 2001-03 budget.

There are many ways in which the UW System contributes to the economic vitality of the State of Wisconsin including the earning power of its graduates. The measure of that impact is the difference between the earnings of a college graduate compared to someone with a high school education. By this measure, 20,000 UW System graduates each year will create at least \$300 million of additional annual income. This assumes that Wisconsin achieves a balance in net migration of college graduates.

REQUESTED ACTION

That upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the specified goals and respective targets for the 2001-03 Biennial Budget Performance Measures.

RELATED REGENT POLICIES

Regent Resolution II.5.d, 2001-03 Biennial Budget Performance Measures, dated August 25, 2000.

**University of Wisconsin System
2001-03 Biennial Budget
Performance Measures**

Measure I: Service Rate

Goal: Provide access for at least 32 percent of Wisconsin immediate high school graduates.

Year (Cohort)	High School Graduates	Wisconsin Immediate New Freshman	Service Rate
1996-97 (1996)	57,511	18,366	31.9%
1997-98 (1997)	60,197	19,436	32.3%
1998-99 (1998)	62,813	20,520	32.7%
1999-00 (1999)	63,734	20,767	32.6%
2000-01 (2000)	62,918	21,100	33.5%
2001-02 (2001)	63,478	21,200	33.4%
2002-03 (2002)	64,722	21,200	32.8%
2003-04 (2003)	66,296	21,200	32.0%
2004-05 (2004)	65,720	21,200	32.2%

High School graduates are projected for years 2000-01 through 2004-05.

Measure II: Persistence Rate (Students retained at original institution)
Goal: Retain 82 percent of new freshmen to the second year of study.

Year (Cohort)	Percent Retained to Second Year
1995-96 (1994)	76.6%
1996-97 (1995)	77.6%
1997-98 (1996)	78.2%
1998-99 (1997)	78.5%
1999-00 (1998)	78.5%

2000-01 (1999)	78.4%
2001-02 (2000)	78.9%
2002-03 (2001)	79.5%
2003-04 (2002)	80.3%
2004-05 (2003)	81.1%
2005-06 (2004)	82.0%

Measure III: Graduation Rate (Students graduating from any UW institution)
Goal: Graduate 64 percent of new freshmen within six years of matriculation.

Year* (Cohort)	Percent Graduated within Six Years
1995-96 (1989)	59.9%
1996-97 (1990)	57.6%
1997-98 (1991)	56.9%
1998-99 (1992)	58.5%
1999-00 (1993)	59.5%
2000-01 (1994)	59.0%
2001-02 (1995)	60.4%
2002-03 (1996)	60.7%
2003-04 (1997)	61.0%
2004-05 (1998)	61.5%
2005-06 (1999)	61.8%
2006-07 (2000)	62.0%
2007-08 (2001)	62.5%
2008-09 (2002)	63.0%
2009-10 (2003)	63.5%
2010-11 (2004)	64.0%

* Year denotes the reporting year not the academic year the degree was completed.

Measure IV: Contribution to the State of Wisconsin's Economy

Goal: Contribute at least \$300 million to Wisconsin earnings annually.

Year (Graduating Class)	Contribution To WI Economy
1999-00 (1998-99)	\$ 300 Million
2000-01 (1999-00)	\$ 320 Million
2001-02 (2000-01)	\$ 340 Million
2002-03 (2001-02)	\$ 370 Million
2003-04 (2002-03)	\$ 390 Million
2004-05 (2003-04)	\$ 420 Million

Wisconsin's earning differential between high school and college graduates based on wage data from Census Bureau, CPS-ORG, NBER data.

**Board of Regents of
The University of Wisconsin System**

Meeting Schedule 2000-01

2000

January 6 and 7
(Cancelled, circumstances permitting)

February 10 and 11

March 9 and 10

April 6 and 7

May 4 and 5 (UW-Platteville)

June 8 and 9 (UW-Milwaukee)
(Annual meeting)

July 13 and 14
(Cancelled, circumstances permitting)

August 24 and 25
(Biennial Budget)

September 7 and 8

October 5 and 6 (UW-LaCrosse)

November 9 and 10

December 7 and 8

2001

January 4 and 5
(Cancelled, circumstances permitting)

February 8 and 9

March 8 and 9

April 5 and 6

May 10 and 11 (UW-River Falls)

June 7 and 8 (UW-Milwaukee)
(Annual meeting)

July 12 and 13

August 23 and 24
(Cancelled, circumstances permitting)

September 6 and 7

October 4 and 5 (UW-EauClaire)

November 8 and 9

December 6 and 7

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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Vice President - Gerard A. Randall, Jr.

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Other Student Appeals

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The Regents President and Vice President serve as ex-officio voting members of all Committees.