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

November 28, 2001

TO: Each Regent

FROM: Judith A. Temby

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at Van Hise Hall, 1220 Linden Dr., Madison, on December 6 and 7, 2001.

Thursday, December 6, 2001

10:30 a.m.-12 noon – Presentation of Resolution of Appreciation to
Assembly Speaker Scott Jensen
Resources: Pros and Cons of Cohort Tuition
Presenter: Ric Porreca, Senior Vice Chancellor and Chief Financial Officer, University of Colorado-Boulder
Quality: The Scholarship of Teaching and Learning
Presenters: Professor William Cerbin, Professor Psychology and Assistant to the Provost, UW-La Crosse
Lisa Kornetsky, Director, UW System Administration Office of Professional and Instructional Development
1820 Van Hise Hall
All Regents Invited

12:00 p.m.-1:00 a.m. – Development Program:
Improving Retention and Graduation: A National Perspective
Presenter: Vincent Tinto, Distinguished University Professor and Chair, Higher Education Program, Syracuse University
1820 Van Hise Hall
All Regents Invited

1:00 p.m. – Building Our Resource Base - Tuition Options Overview
1820 Van Hise Hall
All Regents Invited

1:30 p.m. – Committee meetings
Education Committee
1820 Van Hise Hall

Business and Finance Committee reconvene
1920 Van Hise Hall

Physical Planning and Funding Committee reconvene
1511 Van Hise Hall

Friday, December 7, 2001

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

Thursday, December 6, 2001
10:30 a.m. – 12:00 noon
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

1. Presentation of Resolution of Appreciation to Assembly Speaker Scott Jensen

2. Resources: Pros and Cons of Cohort Tuition

   Presenter: Ric Porreca, Senior Vice Chancellor and Chief Financial Officer, University of Colorado-Boulder

3. Quality: The Scholarship of Teaching and Learning

   Presenters: William Cerbin, Professor of Psychology and Assistant to the Provost, UW-La Crosse
   Lisa Kornetsky, Director, UW System Administration Office of Professional and Instructional Development

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 6, 2001

12:00 – 1:00 p.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

Development Program

Improving Retention and Graduation: A National Perspective

Presenter: Vincent Tinto, Distinguished University Professor and Chair, Higher Education Program, Syracuse University

Participants: Regents, Chancellors, System President, Vice Chancellors, and President's Cabinet

Interested persons are welcome to attend the program as observers

Box lunches will be served. Luncheon reservations may be made by contacting the office of the Board of Regents by Monday, December 3rd at (608) 262-2324 (phone) or (608) 262-5739(fax). E-mail reservations may be sent to jtemby@uwsa.edu.

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REVISED

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, December 6, 2001
1820 Van Hise Hall
University of Wisconsin-Madison
10:30 a.m.

10:30 a.m. All regents

- Resources: Overview of Tuition Options and Issues.
Richard Porreca, Chief Budget Officer, University of Colorado-Boulder

- Quality: The Scholarship of Teaching and Learning.
William Cerbin, Professor of Psychology and Assistant to the Provost, UW-LaCrosse
Lisa Kornetsky, Director, UW-System Administration Office of Professional and Instructional Development

12:00 p.m.

Development Luncheon: Student Retention Presentation
Vincent Tinto, Distinguished University Professor and Chair, Higher Education Program, Syracuse University

1:00 p.m. All Regents

- Building Our Resource Base - Tuition Revenue Options
(1) UW System Per Credit Tuition
(2) Nonresident Alumni Legacy Differential Tuition
(3) Cohort Tuition
(4) Progressive Tuition, Progressive Aid
(5) Self-supporting Tuition for Professional and Other Niche Programs

1:30 p.m. (or upon completion of the previous session) Education Committee

a. Approval of the minutes of the November 8, 2001 meeting of the Education Committee.

b. Discussion.

(1) Student Retention

(2) Quality: The Scholarship of Teaching and Learning

(3) Resources: Overview of Tuition Options and Issues

(Over)

c. Report of the Senior Vice President for Academic Affairs:

(1) Announcement of 2001-02 Sabbatical Awards;

(2) Other.

d. High School Graduation Test
[Resolution I.1.d.]

e. PK-16 Council Progress Report.

f. UW-Milwaukee Charter School Proposal
[Resolution I.1.f.]

g. Renaming the School of Allied Health Professions, UW-Milwaukee
[Resolution I.1.g.]

h. Program Planning and Review Process

(1) Annual Program Planning and Review Report

(2) New Program Authorizations.

(a) Ph.D., Second Language Acquisition, UW-Madison (initial review)

(b) Ph.D., History, UW-Milwaukee (initial review)

i. Authorization to Recruit.

(1) Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point [Resolution I.1.i.(1)]

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

Closed session items:

k. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats.

UW SYSTEM
FACULTY SABBATICAL RECIPIENTS
2002-2003

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, 243 faculty members have been selected to receive sabbatical leaves during 2002-03, 144 of whom will be gone for one semester and the remaining 99 for the academic year. Of these totals, 34% 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		
Helen Dale Professor	English	SEM I	A common perception in education research is that much of the pedagogy pre-service teachers learn at the university is "washed out" by their first years of teaching. Because UWEC's English education program offers more courses than the average, our graduates might be better prepared than most new teachers to challenge the status quo of traditional secondary English teaching. My primary goal is to research the professional evolution of graduates of UWEC's English education program; in particular, I would like to explore whether former students in UWEC's English education program now teach in ways philosophically aligned with that program.
Richard W. Fletcher Professor	Music and Theatre Arts	SEM II	The repertoire for clarinet and bassoon, with or without keyboard, is among the most appealing chamber music for woodwinds and comprises one of the largest bodies of literature for two mixed woodwinds. Due primarily to the lack of a comprehensive listing, much of this literature is largely unknown. I propose to compile an annotated bibliography of $20^{th}/21^{st}$ century works for clarinet, bassoon and piano that will serve as a guide to this literature for teachers and performers, and to record selected compositions, previously unrecorded.
Scott C. Hartsel Professor	Chemistry	02-03	A 1-year sabbatical is requested to continue the P.I.'s research work on the antifungal drug Amphotericin B (AmB) and expand the P.I.'s repertoire of modern methods to include molecular biology methods (site directed mutagenesis, tissue culture, genomics) and new analytical techniques, e.g., matrix-assisted laser desorption mass spectroscopy (MALDI), capillary electrophoresis (CE), confocal fluorescence microscopy, individual organelle analysis. Overall, the PI would hope to apply these methods to his major area of expertise, polyene antibiotic mechanisms and drug delivery systems. In addition, this experience would serve to expand departmental curricular expertise in these new methods.

Name & Rank	School or Department	Term	Purpose
Susan D. Haugen Professor	Accounting and Finance	SEM II	This study will gather and analyze data concerning the risks, exposures, and organizational impact of cybercrime on small organizations, such as governmental entities and not-for-profit organizations. The goal of the research is to understand the human and technology issues that organizations must deal with to better manage the risks associated with cybercrime. Data will also be collected and analyzed related to cybercrime topics currently being taught in university accounting programs.
John Hildebrand Professor	English	SEM I	Congress is considering legislation to allow oil drilling in the Arctic National Wildlife Refuge in northeastern Alaska. At 19-million acres, ANWR is the largest refuge in the country, containing not only the greatest biological diversity of any protected area in the circumpolar north but also, perhaps, the largest untapped source of oil within America's borders. I propose to write a book examining the environmental, social, and economic dimensions of this issue.
Harry M. Jol Associate Professor	Geography	02-03	I will use a one-year sabbatical leave to interpret data and publish results from ground penetrating radar (GPR) research conducted at various locations in the United States, Canada, France and Israel, which I have collected since my arrival at the University of Wisconsin-Eau Claire (1996 – 2001). Additionally, I will use the time to learn/upgrade computer skills (3D visualization), which will be necessary for the continuation of my research and teaching. I will also continue my participation in ongoing and new field collaborative research projects where GPR data collection will occur.

Name & Rank	School or Department	Term	Purpose
Lisa R. LaSalle Associate Professor	Communication Disorders	SEM I	I will work with Dr. Herman Kolk and colleagues at the Nijmegen Institute for Cognition and Information in the Netherlands to interpret data collected from preschool-aged stutterers. These children comprise four subgroups of interest: those who respond fluently to an adult slow speech rate versus those who continue to stutter; those who show entrainment by slowing their own speech rate versus those who do not entrain. Describing the risk factors and psycholinguistic profiles of the members of these response subgroups of preschool stutterers will support protocols within the clinical manual that I have proposed to Thinking Publications, a manual which includes flowcharts for evaluation and treatment plans, outcomes and rationales.
Sue Peck Professor	Adult Health Nursing	SEM II	A sabbatical leave is being requested for spring semester 2003 to further develop my scholarship of research and practice with healing touch. The focus of my scholarship is to determine the kinds of health problems that healing touch is most useful for, and for whom healing touch provides the best benefits. This sabbatical experience will allow me to study in Australia with Aboriginal elders and healers, devoting attention to my practice of healing touch, and to develop my next research study on healing touch.
Michael Penkava Assistant Professor	Mathematics	02-03	The main goal of this project is to continue a research program in collaboration with Professor Motohico Mulase of UC Davis which has already resulted in two papers, one of which was published in the summer of 1999, the other, a result of visits supported in part by the Office of Research and Sponsored programs as well as a Research Opportunity Award from the NSF, having been submitted recently for publication. We currently are very actively investigating some important generalizations of our previous work on Moduli Spaces of Riemann surfaces to Quaternionic Matrix Models, and have some results in this direction already. In addition, projects involving Alice Fialowski, of The Eotvos Lorand University in Budapest, which are supported by a travel grant from the NSF, will also be pursued.

Name & Rank	School or Department	Term	Purpose
Jennifer Shaddock Associate Professor	English	SEM II	No literary critic has yet attempted to place Pat Barker, author of the acclaimed World War I trilogy--Regeneration (1991), The Eye in the Door (1993), and The Ghost Road (1996)--in the trajectory of British women novelists who have written on The Great War. I would like to use my sabbatical to do the necessary reading and writing to publish such a critical assessment.
Johannes Strohschänk Associate Professor	Foreign Languages	SEM I	The sabbatical will primarily be devoted to completing a book manuscript on the history of German immigration to Wisconsin during the 19th century, as well as the years before World War I (in collaboration with William G. Thiel, my fellow researcher). Furthermore, part of the available time will be used for transcribing a handwritten German diary by Johann Krohnke, co-founder of New Holstein, Wisconsin, spanning the years 1848-1897, with the aim of subsequently publishing an annotated English translation.
Lloyd W. Turtinen Professor	Biology	SEM I	I plan to analyze recent data from my ongoing research project on human cytomegalovirus (HCMV) pathogenesis and gather more data necessary to finish a manuscript on the US29 gene. To stay current with this advancing field, I also plan to gain experience and training in gene array technology and LightCycler PCR techniques at off campus locations. These new techniques will be implemented in the design of future viral and immune pathogenesis studies.
Ingolf Vogeler Professor	Geography	SEM II	During my sabbatical I will incorporate the 'New Cultural Geography' perspective that has emerged in the last five years into my course, Geography 188, Cultural Landscapes of North America. I will conduct fieldwork in a variety of critical cultural landscapes in the USA and Canada to illustrate the themes of this new approach. These new analytical and field-based materials will be used to create web pages and a teaching manual.

Name & Rank	School or Department	Term	Purpose
	University of Wisconsin-Green Bay		
Greg Aldrete Associate Professor	Humanistic Studies	02-03	Activities proposed by Dr. Aldrete center around a study of how natural disasters affected the city of Rome during the Roman empire. Physical, psychological and sociological effects will be studied. Results should lead to a new course offering and a scholarly book.
Frances Carleton Associate Professor	Urban and Regional Studies	02-03	Professor Carleton proposes to complete three projects including (a) a research project exploring how lower courts have interpreted the U.S. Supreme Court's affirmative action cases; (b) establish stronger ties with community agencies that sponsor internships; and (c) revise two courses he teaches regularly.
Steven Dutch Professor	Natural and Applied Science	02-03	This sabbatical proposal involves five primary activities: (a) travel to several U.S. locations of geologic interest; (b) learning how to use Java and JavaScript to create educational software; (c) archiving a collection of 15,000 slides; (d) preparing a manuscript describing isostatic rebound in Wisconsin; and (e) significantly enhancing a website on the geology of Wisconsin.
William Shay Professor	Information and Computing Sciences	SEM I	Professor Shay's proposal focuses on five specific projects: (a) revising the current edition of a textbook; (b) becoming more knowledge in the C++ programming language; (c) learning to develop software for PC-based and Linux servers; (d) expanding his knowledge of the Java language; (e) getting up-to-date in computer science and networking technologies.
Denise Scheberle Associate Professor	Public and Environmental Affairs	02-03	Professor Scheberle proposes to complete two major writing projects, the revision of textbook on federalism and environmental policy and an edited volume of environmental case studies. She also intends to further develop the campus' "Teaching Scholars Program" and review and update several courses that she teaches regularly.

Name & Rank	School or Department	Term	Purpose
	University of Wisconsin-La Crosse		
Jac Bulk Professor	Sociology & Archaeology	SEM I	To investigate how well the Australian aboriginal tribes have succeeded in their traditional ethnic heritages as compared to American Indian tribes.
Barry Clark Professor	Economics	02-03	Preparation of a textbook in the field of comparative economic systems.
Kimberly Harbst Associate Professor	Physical Therapy	02-03	"Establishing Expertise in Clinical and Research Motion Analysis for Clinical Populations" will establish expertise in clinical and research motions using new equipment housed in the Health Science Center. Will work with patients having neurological disorders, and musculoskeletal dysfunctions.
Kenneth Maly Professor	Philosophy	SEM II	To write a book entitled *Saying Anew: The Way Things Are,* which will be an attempt to study the language used in both the old, inherited and the new, emerging paradigms of philosophical-phenomenology, theoretical physics, architecture, and new musicology.
Carol Oyster Professor	Psychology	SEM II	To examine the range of romantic relationships of women over 50 and how these relationships impact on their lives.
Barbara Rusterholz Professor	Foreign Languages	02-03	To study the ways that African writers writing in French depict the French language schools and teachers, using the hypothesis that schools function in their works as a meeting point for European and African culture.
	University of Wisconsin-Madison		
Lyn Abramson Professor	Psychology	SEM II	Acquire theoretical and technical expertise about psychobiological systems which will greatly facilitate teaching of courses on mood disorders and clinical research methods as well as develop a new course on biopsychosocial therapy of Bipolar disorder.

Name & Rank	School or Department	Term	Purpose
Teresa Adams Professor	Civil & Environmental Engineering	02-03	Strengthen ability to teach courses and compete for funding in the area of transportation asset management by becoming familiar with the business functions for investment management at the Wis DOT and collaborating with colleagues.
Patrick Ahern Professor	Mathematics	02-03	Collaborate with colleagues at the Universite de Provence and the University of La Laguna and the research obtained will aid in the development of graduate special topics courses and for advising graduate students.
Christopher Anderson Professor	Astronomy	SEM 1	Collaborate with noted theorist in the chemistry and physics of comets in the interpretation of data gathered which will help develop a graduate seminar on cometary physics.
David Antonioni Associate Professor	Executive Education	SEM II	Enhance the development of the Project Management Program, and develop new material to teach in two content areas of the program: leading strategic deployment and coaching peers.
William Aquilino Professor	Human Development & Family Studies	02-03	Conduct intensive study of family relationships during sons' and daughters' transition to adulthood and in the early adult years with the goal being to develop a new course that will fit into the graduate developmental sequence in HDFS.
Jean Bahr Professor	Geology & Geophysics	02-03	Explore new research directions related to contaminant transport in areas of deep water table, revise existing courses and develop portions of a new course that is part of the major curriculum.
Agatino Balio Professor	Communication Arts	SEM II	Analyze the impact of the takeover of foreign film distribution in the US by multi-national conglomerates during the 1900's which will enhance the courses I teach on the American film industry.
James Baughman Professor	Journalism & Mass Connunications	02-03	Pull together data previously collected on the history of TV in the United States that will aid in writing a book and also contribute to course content.

Name & Rank	School or Department	Term	Purpose
David Bethea Professor	Slavic Languages	SEM I	Conduct research for a biography of Alexander Pushkin, Russia's national poet, that will fit into the courses that are being taught currently.
Vicki Bier Professor	Industrial & Engineering Physics	02-03	Audit courses, conduct extensive reading in the economics area, collaborate with colleagues in related areas and devote time to participate in teaching improvement initiatives on campus.
Marianne Bloch Professor	Curriculum & Instruction	SEM I	Conduct historical and cross-national readings related to the development of schooling and childcare in the 20th century that will be incorporated in teaching of current and potential new courses.
Peter Bosscher Professor	Civil & Environmental	02-03	Develop an engineering curricular track which would equip students to work in third world settings and have the skills and knowledge to improve the lives of people there.
Katherine Bowie Associate Professor	Anthropology /SE Studies Program	SEM I	Update the teaching of Anthro 350 and review literature that will help to develop two new courses in the general fields of political anthropology, "Peasant Politics" and "Anthropology of the State."
Jeanne Boydston Professor	History	02-03	Create an honors section in History 353 and another course by drawing on my research on women and political identities in the American post-Revolutionary era.
Patricia Brennan Professor	Industrial Engineering	02-03	Obtain laboratory training that will expand my understanding of basic and population geonomics that will complement research as well as help to develop appropriate curricula at the intersection of health systems engineering and clinical nursing.
William Brock Professor	Economics	02-03	Study the impact of adding more markets upon adaptive learning of economic equilibria, write several chapters for the "Handbook of Economics" series, and finish a book and use research to enhance instructional programs.

Name & Rank	School or Department	Term	Purpose
Aaron Brower Professor	Social Work	SEM II	Become current in how basic theories of human behavior impact social work practice in order to teach the Human Behavior & Social Environment courses in the School of Social Work.
B. Bradford Brown Professor	Educational Psychology	SEM II	Do basic research and program evaluation studies related to the Positive Youth Development movement in order to develop a new seminar assessing ways of creating positive peer environments in education contexts.
Sargent Bush Jr. Professor	English	SEM II	Edit, annotate, and interpret notes of a listener to several years of Puritan preaching which will expand the understanding of the ideas of leaders of the first generation of American colonists which will lend to enrichment of instruction for students.
Alan Carroll Assistant Professor	Geology & Geophysics	02-03	Visit researchers at other institutions, conduct fieldwork in South America, conduct research on the environmental record of ancient lake deposits and prepare a new undergraduate course on Meteorite Impacts.
Fong Chan Professor	Rehabilitation & Special Education	02-03	Take courses in multimedia courseware design and development to enhance research program, enrich the learning experience of our master's degree and doctoral level students, and strengthen the Internet expertise of the faculty in rehabilitation psychology.
Margaret Clagett-Dame Professor	Biochemistry	02-03	Conduct scholarly activity and expand capabilities in the study of gene expression and function that will enhance research program and increase effectiveness in training students.
Ivy Corfis Professor	Spanish & Portuguese	SEM II	Transcribe 15th-16th c. Hispanic chivalric romances in computerized, machine-readable form, accompanied by complete concordances, for scholarly literature and linguistic research as well as for study in graduate seminars and teaching Hispanic literature.

Name & Rank	School or Department	Term	Purpose
William Courtenay Professor	History	02-03	Continue research at the Vatican Archives in Rome on Papal supplication, looking specifically at the pontificates of Innocent VI (1352-1362) and Urban V (1362-1370) which will eventually allow me to update and restructure my courses on the Middle Ages.
Stephen Dembski Professor	School of Music	02-03	Work on the composition for an opera and provide a productive model for students, resulting in more authoritative instruction.
Heather Dubrow Professor	English	SEM II	Work on two additional chapters of a new book "The Challenges of Orpheus: The Rhetoric of Lyric in Early Modern England," which will enrich several undergraduate and graduate courses involving lyric and prepare to teach a new course.
Peggy Farnham Professor	Oncology	SEM I	Collaborate with scientists and clinicians involved in breast and gastrointestinal cancer research to enhance training skills in the histopathology of cancer and to gain insight into training programs that can improve the UW program.
Alberta Gloria Associate Professor	Counseling Psychology	SEM II	Conduct core studies for a book and collaborate with several other Chicano/a scholars in examining the experiences of Chicano/a students which will be used to train students in counseling.
Richard Green Professor	Real Estate & Urban Land Economics	02-03	Write book on real estate strategy and do projects involving housing in transition economies and mortgage trading which will enhance my teaching and help meet strategic goals of the department and the school.
Awad Hanna Professor	Civil & Environmental Engineering	02-03	Write a textbook on "Productivity Improvement in Construction" and develop a web-based course that can be taken by CEE undergraduate and graduate students.
Goran Hellekant Professor	Animal Health & Biomedical Sciences	SEM II	Write a laboratory manual, renew lecture notes, keep in close contact with laboratory group and write scientific articles on coding of taste in primates.

Name & Rank	School or Department	Term	Purpose
Mark Hill Professor	Computer Sciences	02-03	Collaborate with colleagues at a premier institution in computer architecture and transfer teaching and research methods back to Wisconsin.
Roberta Hill Professor	English	02-03	Write a novel "A Century of Sad Madness" and develop a graduate course in fiction writing for the new MFA in English.
Jacqueline Hitchon Associate Professor	Life Sciences Communication Family & Consumer Sciences	SEM I	Develop a new graduate course on the marketing of controversial agricultural products and their health implications, and integrate related material taught in an existing course.
John Hoessel Professor	Astronomy	SEM II	Develop an innovative graduate seminar on the interplay between technology and progress on key observation questions in astronomy.
Michael Hunt Professor	Environment, Textiles & Design	SEM II	Explore the convergence of the environmental design applications of environment and behavior studies and feng shui to incorporate in teaching, research and publications.
Paul Hutchcroft Associate Professor	Political Science	02-03	Complete the final research on a book on center-local relations in the Philippines, initiate work on a new project on the quality of democracy in the Philippines, Thailand, and South Korea, and incorporate data obtained in the courses that I teach.
Cavalliere Ketchum Professor	Art	02-03	Complete research for a traveling exhibition and catalogue and travel to villages of Taos and environs with students which will benefit anthropologists, historians, sociologists, etc. and those interested in Hispanic/Latino people.
Anatoly Khazanov Professor	Anthropology	SEM II	Develop four courses: Society and Culture in Totalitarian States; Public Monuments and Symbols; Peoples and Cultures of Russia; and Introduction to Central and Inner Asia.

Name & Rank	School or Department	Term	Purpose
Christopher Kleinhenz Professor	French & Italian	SEM I	Conduct extensive reading in history, history of science, urban planning and architecture, and popular culture to gain expertise in fields of literature and art history that will enrich courses and research on medieval Italian literature and permit development of a new course.
Richard Knowles Professor	English	SEM I	Write an essay on the central question of Shakespearean textual studies of the past two decades which will enhance the teaching of courses in Shakespeare 219-220, 417-18, 770, and in Renaissance Drama 411, 762.
Gary Kraemer Professor	Kinesiology	SEM I	Develop a new animal model of human infantile autism and an associated theoretical contribution which will contribute directly to course content and curriculum development in courses of childhood development disorders.
Nancy Langston Associate Professor	Forest Ecology & Management Environmental Studies	02-03	Develop a course in Social Forestry, develop a case study in environmental health for IES 113 and conduct research on the development of sustainable forestry in the Great Lakes region and continue research on the history of environmental health.
Joseph Lauer Associate Professor	Agronomy	SEM I	Enhance expertise by studying genotype X environment interactions and long-distance education techniques in private industry that benefit the Department and College's curriculum and student training.
Steffen Lempp Professor	Mathematics	02-03	Pursue research at the University of Heidelberg and revise syllabus for courses in his field of expertise--mathematical logic.
Maria Lepowsky Professor	Anthropology Women Studies	02-03	Design a new course on Gender, History, and American Cultures and update courses--Women in Cross-Societal Perspective, Anthropology of Gender, Medical Anthropology and Psychological Anthropology.

Name & Rank	School or Department	Term	Purpose
Andrew Levine Professor	Philosophy	SEM II	Conduct research in the history of moral philosophy that will improve and expand teaching of Philosophy 549 and 555 as well as result in publications on the moral philosophies of Thomas Hobbes, John Stuart Mill, and Immanuel Kant.
John Logan Associate Professor	Sociology	02-03	Visit the Center for Statistics and the Social Sciences at Washington to study computationally intensive methods of inference that will aid in developing materials for a quantitative undergraduate course in social stratification.
Wei-Yin Loh Professor	Statistics	SEM II	Revise and update three courses--Stat 421 (course on categorical data analysis); Stat 424 (experimental design); and Stat 761 (a graduate course on decision trees for data mining).
Leon McCoughan Professor	Civil & Environmental Engineering	02-03	Work with colleague at Stanford University to develop analytic and numerical formulations for our recently developed nonlinear photonic crystal structures and also have release time to organize a graduate course in nonlinear optic principles and devices.
Robert McMahon Professor	Chemistry	02-03	Learn new experimental techniques and pursue research to prepare new proposals and manuscripts which will strengthen both the research and instructional programs within the department.
Narciso Menocal Professor	History	SEM II	Write a paper on Cuban nationalism in the arts for the last ten years, establish a new course on Cuban architecture and art and eventually complete a book on my research.
Arnold Miller Professor	Mathematics	02-03	Visit the University of Toronto and Fields Institute to pursue research interests and develop plans to modify UW undergraduate logic courses.
Timothy Moermond Professor	Zoology	SEM I	Conduct research in the newly developing area of community-based conservation and development which will strengthen understanding and open opportunities in this discipline to enhance conservation/development teaching and graduate training.

Name & Rank	School or Department	Term	Purpose
Silvia Montiglio Assistant Professor	Classics	02-03	Develop Classics 470 "theoretical approaches to myth" which will better meet the needs of our undergraduates and also work on second book "Greek Wanderings."
Kirin Narayan Professor	Anthropology	SEM I	Design three new courses--"Diaspora", "Asian Folklore", and "Asian Lives," as well as start writing a book titled "Sorrow and Joy are Brothers: Women's Lives in the Himalayan Foothills."
David Nelson Professor	Biochemistry	02-03	Develop a new course on the history of biochemistry from 1900 to 2000, write several essays on pivotal historical developments in biochemistry and search photos and movies for material to be incorporated into lectures and courses.
Joseph Newman Professor	Psychology	SEM I	Obtain new skills in using biological markers, statistical methods, and clinical techniques that will enhance my undergraduate teaching, clinical supervision, and functioning as Director of Clinical Training.
Brian Ohm Associate Professor	Urban & Regional Planning	SEM II	Develop instructional materials and processes for continuing the updating of Wisconsin's land use laws, and develop applied research program on the influence of legal rules on urban form that will enhance my instructional efforts.
Robert Ostergren Professor	Geography	SEM I	Conduct research to understand contemporary processes of region building in the Baltic Sea Region which will enrich my teaching at UW-Madison.
Alberto Palloni Professor	Sociology	02-03	Complete two book manuscripts, conduct research on the formal properties of population systems with endogenous feedback which will strengthen the materials for the course on multi-state populations models that I teach.

Name & Rank	School or Department	Term	Purpose
L. Allen Phelps Professor	Educational Administration	02-03	Focus on developing and updating new instructional resources that address learning in context (e.g., service or community based learning) for higher education, and systemic education-business-community partnerships that will be included in current and future courses.
Stephen Quintana Professor	Counseling Psychology	SEM I	Develop expertise in qualitative research methodology, which will be incorporated into methodological courses as well as into advising student research.
Paul Rabinowitz Professor	Mathematics	SEM I	Visit Princeton and Japan to work on research projects that will aid in the updating of Math 319.
Kenneth Raffa Professor	Entomology	SEM II	Spend time in European research labs involved in chemical ecology and forest insect management and help enhance research and teaching program.
Ellen Rafferty Professor	Languages & Cultures of Asia	02-03	Complete two Indonesian materials development projects, one textbook and a CD ROM for teaching intermediate level listening comprehension skills. Also, write articles and develop an Indonesian language and literature course.
Sherry Reames Professor	English	02-03	Finish a descriptive catalog of all Sarum breviary manuscripts that are presently known and accessible to scholars that can be used as a reference tool for medievalists in their research and will be useful in graduate seminars on medieval manuscripts.
Louise Robbins Professor	Library & Information Studies	SEM II	Continue research on the Franklin Book Programs; visit overseas locations where SLIS has graduates to explore aspects of international librarianship that will enhance teaching of international librarianship and government information courses.
Linda Roberts Associate Professor	Human Development & Family Studies	02-03	Engage in scholarly activities related to both teaching and research agendas on alcohol use/abuse as well as increase the effective dissemination of the course material to other universities.

Name & Rank	School or Department	Term	Purpose
Amos Ron Professor	Computer Sciences	02-03	Visit and interact with peer institutions and colleagues that will help prepare new courses and improve existing ones on the topics of spline approximations and wavelet decomposition.
Marjorie Rosenberg Associate Professor	Business	02-03	Work on two courses--Actuarial Mathematics I and II and develop materials to incorporate more background on the history and development of life tables in those countries and modify course material to include more background on the history and development of life tables (from the methodology end), as well as discuss practical differences between different life tables.
Joseph Salmons Professor	German	02-03	Work on "Cambridge History of the Germanic Languages" that will be used as a textbook and a reference work for graduate students in Germanic linguistics.
Mary Schneider Professor	Kinesiology	SEM II	Increase knowledge and competence in teaching evidence-based practice in the field of neuroimaging and genetics which will infuse practice concepts in the current Occupational Therapy curriculum and also in future courses.
Francis Schrag Professor	Educational Policy Studies	SEM II	Design a new course "Philosophical Perspectives on Postsecondary Education" and write an article analyzing the fundamental debates concerning postsecondary education in the twentieth century.
Diane Sheehan Professor	Environment, Textiles & Design	02-03	Study advanced weave technologies and software packages, which will be applied to the development of new instructional materials.
Leyuan Shi Associate Professor	Industrial Engineering	02-03	Develop two new courses in the emerging area of supply chain management and write an advanced book on large-scale optimization based on my recent research results in this area.
Dennis Stampe Professor	Philosophy	02-03	Complete a book on free will, that will develop and bring together the materials in my courses.

Name & Rank	School or Department	Term	Purpose
R. Anderson Sutton Professor	School of Music	SEM I	Conduct research on contemporary music and the media in Asia with focus on Korea and Indonesia that will enhance course offerings as well as result in significant publication.
Jeanne Swack Professor	School of Music	SEM II	Complete book "Composition and Performance in the Music of Georg Philipp Telemann," that will provide material for graduate seminars, Music 413, Music 211-212 and Early Music Ensemble 461.
Jolanda Vanderwal Taylor Associate Professor	German	02-03	Research Dutch literature of the 20th Century, specifically representations of "America" in Dutch-language literature, and the meaning of such representations which will be incorporated into teaching and two scholarly articles.
Paul Terry Professor	Physics	02-03	Collaborate with colleagues at key laboratories and universities that will help update the content of plasma courses Physics 527, 725, 726 and 801.
Eric Triplett Professor	Agronomy	SEM II	Conduct research at the Australian National University on the identification of genes in a bacterium that allows it to enter and survive in many plants that will be included in lecture materials and a new course on Genomics.
Mathew Turner Associate Professor	Geography	02-03	Work on a book manuscript on the environmental geography of the West African Sahel which will produce material useful for current courses as well as a new course to be developed on the biogeography of tropical savannas.
Monica Turner Professor	Zoology	02-03	Develop technical expertise in biogeochemical cycling for research at the interface of ecosystem and landscape ecology which will enhance my teaching og Zool 151 & 152.
Michael Venden Heuvel Associate Professor	Theatre & Drama	02-03	Conduct research for two books related to modern theory and theatre practice that will complement courses and will also form the basis for future courses on performance theory.

Name & Rank	School or Department	Term	Purpose
Mary Vernon Professor	Computer Sciences	02-03	Collaborate with top researchers in networking, streaming media, and/or grid technologies and./or people in industry who are developing state-of-the-art commercial media streaming services which will benefit research as well as courses.
Anne Vila Associate Professor	French & Italian	02-03	Develop three undergraduate courses, including a literature-in-translation course on the relationship between biological sex, "brain sex," and gender identity in 17th to 20th century French literature.
Thad Walker Professor	Physics	02-03	Collaborate with colleagues at Princeton and Duke to study other approaches to introductory courses for physics majors and complete an introductory textbook "Optical Pumping: Principles and Applications."
Z. Kevin Weng Associate Professor	Operations & Information Management	SEM I	Pursue research and overhaul the course structure and materials for three business courses, enhance knowledge of e-business strategies and complete backlogged research projects and initiate new research projects.
Kenneth West Professor	Economics	02-03	Work on two research projects whose results will be used in courses for graduate and undergraduate students.
Graham Wilson Professor	Political Science	SEM II	Examine how the world leadership role of the United States has affected its politics and institutions domestically which will result in two publications and add to teaching repertoire.
Susanne Wofford Professor	English	02-03	Complete a book "The Apparent Corpse: Substitution and Mimesis on the Shakespearean Stage" that will be helpful in my teaching of Shakespeare at both the beginning, advanced undergraduate and graduate level courses.
Jonathan Zeitlin Professor	History	02-03	Work on three major research/writing projects that will be incorporated into my current and future teaching, while also enhancing my ability to supervise graduate and undergraduate students.
	University of Wisconsin-Milwaukee		
Bettina Arnold Associate Professor	Anthropology	02-03	Conduct research in Germany, France, Spain, the Czech Republic, and Hungary for a book-length manuscript on European Iron Age archaeology solicited by Cambridge University Press.

Name & Rank	School or Department	Term	Purpose
Patricia Arnold Associate Professor	Business Administration	02-03	Develop consumer behavior research applicable to nonprofit marketing contexts. This research will be used to create course materials for masters level Nonprofit Marketing courses.
Melissa Barlow Associate Professor	Criminal Justice	SEM I	Complete work on a book, "Policing Black Milwaukee", and development of an undergraduate service learning course on "Crime, Communities and Culture."
Jay Beder Associate Professor	Mathematical Sciences	SEM II	Pursue research in the design of statistical experiments, in particular the problems of aliasing in non-regular fractional designs and of projections of fractional designs.
Kenneth Bendiner Professor	Art History	SEM II	Project to Computerize Classroom Teaching in the UWM Department of Art History and Create a Digital Image Bank for that purpose.
Marna Brauner Professor	Visual Art	02-03	To conduct advanced research in computer graphics applications to textile processes, research applicable to both my studio research and teaching.
Roberta Corrigan Professor	Educational Psychology	02-03	To pursue research and instructional development activities focusing on foundations of literacy.
Rob Danielson Associate Professor	Film	SEM II	Sabbatical activities will include 1) The exhibition of an audio installation in San Francisco & Seattle; 2) Development of a DVD 5.1 Surround Sound version of the installation for distribution through a network of planetariums; 3) DVD authoring additions to curriculum and outreach.
Christopher Davis-Benavides Associate Professor	Visual Art	02-03	Two objectives for sabbatical support, first is to expand my ongoing involvement in international study opportunities for our students; and second, renewing my presence as an exhibiting artist in my native country, Peru.
Michael Day Professor	Geography	02-03	Develop methods to intergrate research materials (karst "limestone" landscapes) into the department's new PhD program, which focuses on urban environments.
Pamela Downing Associate Professor	English	02-03	Book project on the use of proper names in Discourse; & Continuing Research on the Origin of Socio-Economic Class Differences in Language Use.

Name & Rank	School or Department	Term	Purpose
Fred Eckman Professor	Foreign Languages & Linguistics	02-03	The Learning of Foreign Language Pronunciation. Completion of data collection for a competitive research grant application from the National Institutes of Health.
Marcus Ethridge Professor	Political Science	SEM I	A detailed analysis of institutional and legal factors affecting interest group influence in American government.
Raymond Fleming Associate Professor	Psychology	SEM I	Will complete research and write eleven papers on stress and coping. Will also develop new materials, lectures and demonstrations for graduate courses.
Susan Fontana Associate Professor	Health Maintenance	SEM I	Prepare a manuscript for publication based on 4 years experience as treasurer of the National Organization of Nurse Practitioner Faculties. The purpose would be to assist advanced practice and other nurse faculty to understand financial statements.
Chava Frankfort-Nachmias Associate Professor	Sociology	02-03	Conduct research on emigration of Israeli lesbians from Israel. The project aims to explicate the experience of contemporary migration and its function in developing sexual identity and contribute to the emerging theory of transnationalism.
Glen Fredlund Associate Professor	Geography	SEM I	To gain technological expertise of satellite imagery and explore the range of contemporary applications of remote sensing technologies. Knowledge and skills will impact teaching, and contributions to geographical understanding of urban issues.
Bernard Gendron Professor	Philosophy	SEM I	Start of a book project, "Jazz Under the Shadow of Pop" which deals with modern jazz's tortuous relations with popular culture-its own ambivalence about being "popular" as well as its complicated relations with rhythm and blues, rock and other popular musics.
Jugal Ghorai Professor	Mathematical Sciences	SEM I	Maximum Likelihood Estimation of Parameters of Multivariate Gaussian Multi-dimensional Random Field and their Applications to Numerical Weather Prediction.
John Goulet Professor	English	SEM I	Work on a novel, "The Expense of Dreams in 1963."

Name & Rank	School or Department	Term	Purpose
Ann Hains Professor	Exceptional Education	02-03	Expand current knowledge base and skills in instructional technology and early childhood special education by exploring online instruction offered by other institutions/professional organizations to develop a collaborative certification and master's program.
Anthony Hains Associate Professor	Educational Psychology	SEM I	Further research in area of "Regimen Adherence in Adolescents with Chronic Illness."
Uk Heo Associate Professor	Political Science	SEM I	To complete work on a book project entitled "Global Leadership, Hegemonic War, and U.S. Primacy."
Thomas Holme Associate Professor	Chemistry	SEM II	Facilitation of the move of the Examinations Institute of the American Chemical Society from Clemson University to UW-Milw. Dr. Holme has been selected as the new Director for the institute.
Sara Hoot Associate Professor	Biological Sciences	SEM I	Biogeographical Analysis of "Primitive" Flowing Plants with Geographical Distributions in the Southern Hemisphere.
Nancy Hubbard Associate Professor	Architecture	SEM I	Complete research on the 19th century Milwaukee architect, Ed Townsend Mix and begin the first draft of a book on his career. Archival research on the landscape design of Civil War battlefield cemeteries. Gain practical experience in historic preservation through consultation on two building projects.
Thomas Hubka Professor	Architecture	02-03	Study larger patterns of American housing in order to unite several areas of existing architectural research. Seek opportunities for professional practice involving historical remodeling. Explore opportunities for disseminating the research from a forthcoming book.
William Kean Professor	Geosciences	SEM II	Enhancing the Geophysical program at UW-Milwaukee by introducing a new field technique and through research at national laboratories.
Gwat-Yong Lie Associate Professor	Social Work	SEM I	Will provide time to work on a book, “Cultural Competence in Social Work Practice”.
Susan Lima Associate Professor	Psychology	SEM II	To have a concentrated period of time in which to revise undergrad & grad courses in cognitive processes and the psychology of languages, develop a new ungrad course in the psychology of language, and further research on cognitive processes.

Name & Rank	School or Department	Term	Purpose
Michael Liston Associate Professor	Philosophy	SEM II	Perform further research on contemporary physics needed for (4) four book chapters and to develop a course on the philosophy of atomism.
Hugo Lopez Professor	Materials Engineering	SEM II	Experimental and mechanical studies will be carried out which will provide critical insight into the degradation modes of inconel alloy 690 and a high N2- Stainless steel.
Christine Lowery Associate Professor	Social Work	02-03	Continue the extensive research and study of aging and social-cultural change in seven villages of the American Indian Pueblo of Laguna, New Mexico.
Markos Mamalakis Professor	Economics	SEM II	Proposed research aims to examine social problems in a global environment through an economic conceptual framework and analytical orientation.
Doreatha Mbalia Associate Professor	Africology	SEM I	To write an article on the dialectical relationship between Malcolm X and Kwame Nkrumah, to continue work on a definitive biography of Kwane Nkrumah, and to enhance the Dept of Africology's Ghana Initiative and the UWM Milwaukee Idea.
Mark McBride Associate Professor	Biological Sciences	SEM II	Electron microscopic analysis of the gliding bacterium "Flavobacterium johnsoniae."
Steven McMurtry Professor	Social Work	SEM I	Start work on the 2nd volume of a three-volume reference book entitled “Desk Reference Guide to Rapid Assessment Instruments”. The 1st volume is set for completion August 2002.
David Mulroy Associate Professor	Foreign Languages & Linguistics	SEM II	Production of a new translation of at least one Greek tragedy, probably Euripides' Iphigenia at Aulis.
Laura Peracchio Professor	Business Administration	02-03	Research will examine the public policy implications of the current round of World Trade Organization (WTO) negotiations on the General Agreement on Trade in Services (GATS 2000) for the accounting and financial services sectors.
Jeffry Peterson Associate Professor	Music	SEM I	Continuing studies in the areas of 1) Baroque Performance Practice; 2) Vengerova Piano Technique; 3) Compact disc recording project; 4) Accompanist apprentice program.
Stephen Pevnick Associate Professor	Visual Art	02-03	Extend my knowledge of 3-d drawing software and thereby learn new drawing techniques to increase the sophistication of the 3-d computer drawing workshop which I teach.

Name & Rank	School or Department	Term	Purpose
Donald Pienkos Professor	Political Science	SEM II	Plan to study the efforts of three east central Europen democracies, the Czech Republic, Hungary and Poland, which are seeking to win admission into the European Union.
Cynthia Poulson Associate Professor	Theatre and Dance	SEM II	Visit theatre schools in New Zealand and Sweden to explore current production and performance practices. This will provide a link between UWM and other universities.
Lex Renda Associate Professor	History	SEM I	Performing archival research for a book-in-progress, which is the social and political history of the abolition of debtors' prison in the United States. This research will be incorporated in a new course on the development of social policy in the U.S.
Stephen Samerjan Associate Professor	Visual Art	SEM II	The development of a drawing handbook/text containing paradigmatic master drawn images and accompanying author generated analytical diagrams.
Umesh Saxena Professor	Industrial & Manufacturing Engineering	SEM II	Enhancement of teaching and research capabilities in management of energy, waste and productivity. Will make visits and collaborate with to other facilities involved in energy/waste management. Research will be used as framework for a certificate program in “Green Engineering at UWM.
Ann Snyder Professor	Human Kinetics	02-03	To coordinate a multi-state exercise training study; to develop a new course on exercise training; and to develop educational modules with the UWM Center for Science Education for grades K-12 in the areas of exercise and training.
Vernon Scott Solberg Associate Professor	Educational Psychology	SEM II	Will allow for writing a book after conducting 4 years of intervention research at an area high school.
Patricia Stevens Associate Professor	Health Maintenance	02-03	Work as Principal Investigator on (NIH) funded longitudinal study of HIV-infected women. This time will be used for data analysis and planning for follow-up work.
Kristene Surerus Associate Professor	Chemistry	SEM II	To learn state-of-the-art methods and protocols of bioinformatics at the Bioinformatics Research Center at the Medical College of Wisconsin.
Gerald Weisman Professor	Architecture	SEM II	Sabbatical leave will provide for time to lay foundations for various Age & Community activities focused on the creation of environments more supportive of the needs of older persons.

Name & Rank	School or Department	Term	Purpose
	University of Wisconsin-Oshkosh		
J. Ben Arbaugh	College of Business Administration	SEM II	To conduct research about growth-oriented firms in international environments using the International Entrepreneur of the Year Database in order to identify contextual factors that influence firm growth.
Gerald R. Fast	College of Education	SEM II	To determine the effectiveness of using the analogies approach with a diverse population.
James J. Grunloh	Economics	SEM I	To complete development of teaching materials related to the market transition in Eastern and Central Europe, as well as in Central Asia.
Jonathan Gutow	Chemistry	SEM II	To learn new experimental techniques for measuring molecular orientation and interactions at surfaces, as well as methods for analyzing the data collected.
Linda S. Hartenian	College of Business Administration	SEM I	To conduct research about the use of volunteers in regional/local agencies.
Rob McWilliams	Music	SEM II	To conduct research, primarily in Manchester, England, about wind band music by contemporary British composers.
Saadat Moussavi	Mathematics	SEM I	To conduct research, primarily at UW-Madison and UW-Platteville, about the application of mathematics on the real world problems in economics. Also, to adopt new teaching strategies for Numerical Analysis and Linear Numerical Algebra courses.
John L. Plude	Chemistry	02-03	To conduct research at Sultan Qaboos University in Muscat, Oman, to learn new techniques in analytical chemistry and environmental chemistry.
Walter J. Rainboth	Biology	02-03	To conduct research at the University of Michigan, Ann Arbor, for a book about Mekong fishes.

Name & Rank	School or Department	Term	Purpose
Katherine Roberts	English	SEM I	To conduct research and write about the topic of women and subjectivity in the Early Modern period in England.
Ronald Weaver	Art	SEM I	To refine painting skills, gain a greater understanding of classical and contemporary Spanish painting, to share this knowledge with students, and to enhance professional stance at home and abroad.
Linfeng Xie	Chemistry	SEM I	To investigate and develop, at Peking University in China, environmentally friendly reactions that are useful for the syntheses of drugs and natural products.

University of Wisconsin-Parkside

Andrew Brunner Professor	Mathematics	SEM I	It is proposed to continue a past collaboration with Professor Sidki of the University of Brasilia in studying groups acting on a one-rooted regular binary tree. One of the most tantalizing current problems in our area is to isolate what group theoretical properties have a faithful representation by automorphisms defined as finite-state automata. I would visit Brazil, to continue this collaboration. At the same time I would look more closely at the structure and curricula of undergraduate mathematics courses at the University of Brasilia.

Name & Rank	School or Department	Term	Purpose
Dennis Kaufman Associate Professor	Economics	SEM II	The objective of the proposed sabbatical leave is to develop a series of computational general equilibrium models and transform them into web-based interactive graphical "learning modules," which students can use to learn course material in several upper level economics courses. The computational models will analyze and simulate problems and issues in environmental and public economics, focusing particularly on the joint public/private provision of impure public goods and environmental goods. Because various relationships among economic variables will be represented by explicit functional forms and parameters, the mathematical software application Mathematica will be used to construct the models and solve for equilibrium values. In addition, the web content development applications Flash and Dreamweaver will be used to create the web-based interactive graphical elements of the learning models. Consequently, a significant portion of the sabbatical leave will be devoted to acquiring appropriate levels of expertise in Mathematica and Flash and learning how to effectively integrate these technologies into teaching and learning economics and solving economic problems.
Vera Kolb Professor	Chemistry	02-03	The one-year sabbatical will be spent at Northwestern University, Chemistry Department, where I would be doing research with Professor Joseph B. Lambert, Clare Hamilton Hall Professor of Chemistry, and Charles Deering McCormick Professor of Teaching Excellence. The subject of our research will be an experimental investigation of the types of the silicon-containing organic molecules that can be formed under simulated prebiotic conditions. These compounds may have a potential as the constituents of the alternative extraterrestrial life forms, which may be brought to Earth in the future sample-return missions to Mars. This work is directly related to the objectives of the NASA Planetary Protection Program, to which Professor Lambert has submitted a grant proposal, in which he had listed me as a Visiting Professor in 2002-2003.

Name & Rank	School or Department	Term	Purpose
Andrew McLean Professor	English	02-03	A year-long sabbatical will allow me to complete two short scholarly projects and a book manuscript on teaching Shakespeare. For almost a decade I have been documenting something new about Hamlet, and the influence of Pietro Aretino on Thomas Elyot in the early 16th-century. I am close to completing my book manuscript on teaching Shakespeare.
Gerhard Schutte Associate Professor	Sociology	SEM II	I propose to conduct a research project in South Africa to investigate through qualitative means how South Africans construct racial and ethnic categories under radically changed legal and social conditions in the aftermath of the Apartheid era. The research I plan to do will in one sense be a follow-up of a major research project I have done between 1989 and 1994 on racial and ethnic relations in the country. In another sense I intend to compare the South African ethno-racial situation with that of the United States.

University of Wisconsin-Platteville

Gwendolyn Coe Associate Professor	Education	SEM II	Dr. Coe plans to study the Appropriate Use of Technology in Limited English Proficient Early Childhood (Birth to Age Eight) Classrooms. The purpose of the study will be to determine which technologies (including hardware, software, and accompanying instructional methods) are effective in facilitating the development of competence in the acquisition of the English language. Dr. Coe will be observing classrooms, survey teachers, and interview parents in populations speaking several different languages.

Name & Rank	School or Department	Term	Purpose
Michael Lewis Professor	Fine Arts	SEM II	Dr. Lewis plans to arrange and publish modern editions of nineteenth century works for solo trombone from musical scores found in Germany. The compositions would be arranged and published for trombone and piano using the computer musical notation program Finale.
Terrance Liska Professor	Economics	SEM II	Professor Liska will be developing a new pedagogy that emphasizes critical thinking skills and incorporating this new pedagogy into an introductory microeconomics textbook designed to teach economic principles in a way that will equip students to apply economic principles in aspects of their daily personal and professional lives.
Willard Pulkrabek Professor	Mechanical & Industrial Engineering	SEM I	Professor Pulkrabek will be updating a textbook on Internal Combustion Engines that he has authored, and place the second edition on the market. In addition, Dr. Pulkrabek will be working toward having the second edition of this book translated in Spanish.

University of Wisconsin-River Falls

Judith Emmett Professor	Counseling & School Psychology	SEM II	Develop counseling skills in counselor supervision; pre-service supervision; in-service training needs of school counselors; prepare additional experienced school counselors to provide the professional supervision required by novice school counselors with initial educator license.
Michael Kahlow Associate Professor	Chemistry	02-03	Study the enzyme ribonucleotide reductase at University of Minnesota under the auspices of the NSF Research Site for Educators in Chemistry; may provide additional opportunities for summer research opportunities in 2003.

Name & Rank	School or Department	Term	Purpose
Bradley Mogen Professor	Biology	SEM I	To develop a novel, disease resistance gene screening protocol to combat wheat and barley disease called scab; enhance molecular and tissue culture skills; identify collaborative projects for future grants involving student research.
Donald Petzold Professor	Geography & Mapping Sciences	SEM II	To assemble the materials and prepare a book-length manuscript on the unique physiological properties, geographical distribution, and environmental importance of subarctic woodland lichens of the Quebec-Labrador region of Canada.
David Rusterholz Professor	Chemistry	02-03	Work with the research group of Dr. Rodney Johnson at the University of Minnesota to perform laboratory work on a synthetic organic chemical project; participate in research group meetings/seminars; gain further knowledge through interaction with instructors in the areas of pharmacogenomics, combinatorial chemistry and computer assisted drug design and modeling.

University of Wisconsin-Stevens Point

Clive David Professor	Forestry	SEM II 2002	Forest certification refers to a voluntary but formalized procedure that is used to verify whether the quality of forest management practices of a given ownership conforms to specified standards. Within the past 10 years, the importance of this procedure has burgeoned; it has serious technical, political, economic, and environmental implications--on both the national and international scenes. For the foreseeable future, forestry graduates of UW-Stevens Point will need a fundamental understanding of the various certification systems and their applications. I propose to study the major systems—including how they have been applied in practice—and incorporate my findings in at least one senior-level course that is required for all forestry majors.

Name & Rank	School or Department	Term	Purpose
Alan Haney Professor	Forestry	SEM II	I will investigate effects of different types and intensities of disturbance on vegetation and avian populations using data compiled from 75 permanent plots in forest communities that were repeatedly surveyed from 1976 to present. Disturbances included wildfire, timber harvests, and wind. Areas to be investigated include: 1) population trends in neotropical migrants and effects on avian community structure; 2) comparison of forest management practices to natural fire and wind disturbance on vegetation and avian community structure; and 3) vegetation characteristics that influence avian community structure.
Paul Hladky Associate Professor	Chemistry	SEM II	Chemists are playing an increasingly important role in the development of high performance materials, especially with the advent of technology that can manipulate individual atoms and molecules. Unfortunately, traditional chemistry programs ignore materials and very few textbooks tackle this topic at a level that is appropriate for junior-level chemistry majors. I will use my sabbatical to write a text that focuses on the chemistry of materials.
Michael Keller Professor	Music	02-03	Pianist Michael Keller proposes to spend his sabbatical year studying organ with Professor John Chappel Stowe at UW-Madison. Over the course of the year, Keller aims to increase his proficiency in pedal work and registration. He plans as well to expand his knowledge of the organ repertoire through concert attendance and to consult with organists in the Madison area. As a result of his sabbatical year, Keller will achieve two professional goals: first, he will be able to offer instruction in beginning organ to students at UWSP; and, second, he will increase his versatility as an accompanist. He has already planned two performances on his return—he will accompany the UWSP University Choir on a major choral piece and will give a joint recital with trumpeter Professor Robert Kase from UWSP.

Name & Rank	School or Department	Term	Purpose
Jeffrey Morin Professor	Art and Design	02-03	This sabbatical will provide time to produce a portfolio titled Sacred Space. This portfolio will contain prints that can be cut apart and assembled to create an architectural model of a chapel. The portfolio will explore *the sacred cut*, a series of letterforms (typeface) developed by Steven Ferlauto. These letterforms were previously published in The Sacred Abecedarium through sailorBOYpress, a design studio and publisher of limited-edition books established in 1983. The portfolio will also contain a limited-edition book that explains the geometric decisions in the typeface and chapel design.
Gary Olsen Professor	Theatre and Dance	SEM II	This sabbatical is to create a searchable web-based archive of the Department of Theatre and Dance production history. The myriad of poorly organized, inaccessible and delicate records from productions over the past decades include slides, photos, programs, posters, newspaper articles and reviews. A selection of these would be digitized to be incorporated into a user-friendly, broadly accessible archive.
Cathleen Palmini Associate Professor	Library	SEM II	This sabbatical will study and compare the letters, diaries, and memoirs of pioneer Arizona and Wisconsin women, held in State Historical Society Archives in Arizona and Wisconsin, to reveal women's reactions to this period of upheaval in their lives. Although the two areas were vastly different in landscape, history, diversity of inhabitants, and occupations of the men, did common themes run through the women's writing or did the dissimilarity of the areas find expression in the writing? This research will not only compare the range of women's written responses to settlement Arizona and Wisconsin, but will also seek to uncover the unique voices of individual common women.

Name & Rank	School or Department	Term	Purpose
Dennis Palmini Professor	Business and Economics	SEM II	A game-theoretic framework will be used to examine the justification and applicability of the Safe Minimum Standard decision rule to classes of environmental problems that exhibit differing degrees of uncertainty. I also want to examine what effect the ambiguity inherent in species preservation goals has, within a game-theoretic framework, on the cost of species preservation and hence on the application of the Safe Minimum Standard. Research results will be published in journals in environmental economics and conservation biology. Class materials on uncertainty and game theory will be prepared for my Environmental Economics course.
Marcia Parker Associate Professor	Foreign Languages	02-03	A French family of ten brothers and sisters, born between 1931 and 1948, has agreed to participate in videotaped interviews discussing their daily lives from childhood to the present day, offering personal perspectives on French culture and historical events from pre-World War II to the present. Editing of these tapes will provide many short video segments to enhance and bring to life French language learning and culture classes at all levels for multiple skill tasks (comprehension exercises, writing, discussion for language acquisition and cultural understanding, cultural comparisons, etc.). This rich source of information will also be available to support presentations and publications.
Aga Razvi Professor	Soils	SEM I	The project will increase the technology based skills necessary to offer courses to traditional and non-traditional students. Course content enhancements will be combined with WONDER network based delivery. One three-credit course will be upgraded, and two new one-credit courses will be developed as a result of this project. Courses developed will enhance the curriculum offerings for CNR majors but will afford the opportunity to engage off campus students as well.

Name & Rank	School or Department	Term	Purpose
Michael Ritter Professor	Geography/ Geology	SEM II	The purpose of the sabbatical is to create the Wisconsin Image Server (WIS) to support research and learning about Wisconsin. WIS provides an infrastructure to distribute images of the physical and cultural environment of Wisconsin. Emerging online technology can easily link and distribute image collections for anyone to use with a connection to the Internet. The Wisconsin Image Server will serve two purposes, 1) to act as a searchable database for images of Wisconsin, and 2) link image collections already online. Once completed, educators and students will have a central location from which they can search and download images for educational and research purposes.
Susan Slick Associate Professor	Education	02-03	With the current focus on accountability in education, teachers face the challenge to document and make visible their practice. By focusing on the topics of professional teacher portfolios and learning communities as a model for enhanced professional development, I hope to provide teacher educators and teachers with endorsement and encouragement to explore professional opportunities and to reflect on their practice. This sabbatical proposal focuses on writing articles for publication in teacher and teacher educator journals and applying, being accepted and being trained to facilitate a Courage to Teach program.
Edward Stern Professor	Biology	SEM I	There are very few issues that directly involve as many people as does human reproduction. The assumption that the majority of college-age students are well informed about human reproduction continues to be a myth as evidenced by the continued increase in teenage pregnancies and the spread of sexually transmitted diseases. Although there are numerous books that emphasize human sexuality, their coverage of the biological aspects of human reproduction is limited, while most of the texts that deal extensively with human reproductive anatomy and physiology are written for students pursuing careers in medicine and are technical in nature. This proposal involves the development of a manual to accompany Biology 202 (Human Reproduction), a course targeted toward non-biology majors.

Name & Rank	School or Department	Term	Purpose
Robert Wolensky Professor	Sociology	02-03	In my earlier studies of the anthracite coal industry of Northeastern Pennsylvania I discovered that one crucial aspect has received relatively little attention, namely, *access to the coal resource through legally arranged mineral rights agreements called contracts and leases.* In one other study I thoroughly investigated the contracting and leasing policies of one major coal company. With the proposed sabbatical I would like to fully explore those policies at the other four major coal companies in the region. Preliminary investigation has confirmed that the necessary information to carry out the study is available in archives and newspaper files.

University of Wisconsin-Stout

Hector T. Cruz Associate Professor	Education, School Counseling & School Psychology	SEM I	Investigate best practice in using laptop computers in teacher education courses. Develop a credit generating summer retreat for K-12 and vocational educators.
Nasser Hadidi Professor	Mathematics, Statistics & Computer Science	02-03	Work closely with the Casualty Actuarial Society and with practicing actuaries in the casualty insurance industry to better advise and collaborate with future UW-Stout students who aspire to be actuaries.
Lynn J. Harris Professor	Psychology	02-03	Work as a trainee in laboratories of Dr. Joseph E. Steinmetz of the University of Indiana-Bloomington to learn additional skills in experimental design, the use of psychophysiological equipment, and the writing and publishing of scientific papers.
Leslie A. Koepke Professor	Human Development, Family Living & Community Education Services	SEM I	Participate in culturally diverse experiences designed to enhance understanding about diverse children and families. Engage in planning and implementation of a qualitative research project with Hispanic/Latino families.

Name & Rank	School or Department	Term	Purpose
Marian C. Marion Professor	Human Development, Family Living & Community Education Services	SEM II	Focus on the concept of Developmentally Appropriate Practice in early childhood child guidance from the aspects of in-service professional, graduate student, and pre-service professional.
Kate Maury Associate Professor	Art & Design	SEM II	Visit India to study the culture, religion and how the crafts of the cottage industries are incorporated into the daily life of the community.
Maureen Mitton Associate Professor	Art & Design	SEM I	Complete the manuscript and artwork for the new edition of a book, "Interior Design Visual Presentation, Second Edition" and complete the proposal for a new book and continue related research.
Jerry L. Roiter Professor	Technology	SEM II	Study advanced design techniques and technologies and investigate the integration of CAD, rapid Prototyping, and investment casting.
Robert E. Salt Professor	Human Development, Family Living & Community Education Services	SEM II	Increase knowledge of indigenous cultural practices and beliefs as they relate to family life, gender roles, sexuality, spirituality, health and healing. Increase personal contact with persons from indigenous cultures from around the world in order to gain experiential learning.
E. Mitchell Spencer Assistant Professor	Technology	02-03	Study and document examples of Postmodern, High-Tech, and Deconstructive Architecture in the United States and Europe; increase knowledge of construction methods and project delivery systems in the US and Europe; and develop course materials, professional presentations, and publications based on the research conducted.
University of Wisconsin-Superior			
Susan Heide Associate Professor	Teacher Education	SEM I	This study will examine varied first languages of children of minority cultures in various countries. Specifically, the work will address the difficulties these children have in mastering the language of the majority culture.
Larry Martin Associate Professor	Social Work	02-03	This work will examine and expand tribal education in the fight against Diabetes.
Richard Walker Professor	Teacher Education	SEM I	The proposer will study recent developments in 3D-design and sculpture through studio work with fiberglass, welding and casting.

Name & Rank	School or Department	Term	Purpose
	University of Wisconsin-Whitewater		
Malvina Baica Professor	Mathematical & Computer Sciences	SEM I	Dr. Baica will coordinate with colleague, Prof. Cardu of Romania, to develop a book enlarging the results obtained by the authors in seven papers published by the reputable journal "Energy Conversion and Management" under the care of the "Energy Associates" of Belton, TX, with the publisher "Elsevier" of Great Britain.
Brenda Clayton Associate Professor	Health, Physical Education, Recreation & Coaching	SEM II	This research and program development project will create the foundation for culturally diverse teaching and program development experiences for student teachers in physical education and faculty members in the Department of Health, Physical Education, Recreation and Coaching. A comparative analysis of sites in New Mexico, North Carolina, Australia, Jamaica, Sweden, and Hungary will be used to: (1) determine the feasibility of international and national placements for student teachers; (2) facilitate the development of physical education in culturally diverse communities; and (3) increase the visibility of the department, college, and university through publication and presentation of research.
Pamela Clickenbeard Professor	Education Foundations	SEM II	In the spring semester (and following summer) of the 2002-2003 fiscal year, I plan to research and write a literature review on gifted and talented students and their motivation patterns. I wrote an annotated bibliography of approximately 60 articles published between 1980 and 1994; that will serve as the starting point for the review. This review, which will be submitted first to the Review of Educational research, will serve as the intellectual foundation for subsequent scholarship and teaching: for grant proposals, for publications regarding the practical implications of the research for teachers and parents, and for teaching education students how to work with gifted students in their classrooms.

Name & Rank	School or Department	Term	Purpose
Marilyn Durham Associate Professor	Languages & Literatures	SEM II	I will spend my sabbatical studying the field of young adult literature, assessing the divergent directions this body of literature has taken to address the changing needs of today's readers. After investigating the evolving nature of the genre, I will be able to analyze the appeal for young readers these books hold, evaluate their relevance and effectiveness, and implement these insights to redesign my syllabus and enhance my effectiveness in English 310 and 510 (Adolescent Literature), which I teach every other semester. I will present my findings and conclusions in a paper at the 2003 Conference of the National Council of Teachers of English, an annual forum that requires peer-review of all presentations. I plan to attend a graduate seminar in this field that will be offered by the School of Education at the UW-Madison.
Baocheng Han Associate Professor	Chemistry	SEM II	The overall objective of this sabbatical proposal is to learn state-of-art instrumentation and modern experimental methods/techniques in the field of synthetic chemistry and to incorporate those into my undergraduate research and education curriculum. The method used is to synthesize and characterize the complexes and to study their potentials, mechanisms, properties and reactivity. At the same time, each electrode reaction is spectroscopically monitored using in-sity UV-visible, ESR, and FTIR spectroelectrochemistry.
Susan Huss-Lederman Associate Professor	Languages and Literatures	SEM I	The purpose of this project is to examine the relationship between text genre and recall with adult English as a Second Language (ESL) learners. Past reading studies relying on text recall that have been conducted on adult ESL learners have examined either incidental vocabulary learning in high interest texts or recall of academic, expository texts read by university students. The proposed experimental study will be conducted on adult ESL learners at the beginning level of proficiency, relying on their written and spoken text recall of narrative and descriptive texts to determine whether genre has a bearing on recall.

Name & Rank	School or Department	Term	Purpose
Denton Marks Professor	Economics	02-03	This sabbatical involves investments in my teaching and research through visits to two European universities. I shall visit the Technical University of Brno (Czech Rep.) and work as a faculty collaborator and student advisor on a project that draws on my teaching and research background in Managerial Economics to study Czech engineering firms. I shall visit Umea University (Sweden) and collaborate with faculty studying the market for higher education in the European Union, making some comparisons with the U.S. market. When not overseas, I shall prepare papers for presentation and publication based on the visits.
Robert Mertens Professor, Chair	Art	SEM I	This project proposes to investigate lost techniques of lens based optic imaging which sought to interpret space on a two-dimensional picture plane as understood by the unaided eye using optical imaging tools. The project proposes to explore the camera Lucida, a pre-photographic optical device developed in the early days of the 19th century as a portable "modern" version of the camera obscura. The objective of the activity is to explore pre-photographic lens-based optical rendering as it informs contemporary two dimensional image making.
Star Olderman Associate Professor	Women's Studies	02-03	This proposal has two main objectives, both connected to the relatively recent proliferation of materials available on women adventurers and to the issues the writings raise about gender expectations. The first objective is to create a new course, Women of Courage: Exploring Gender Issues for Women Adventurers. The second involves preparing work for publication. I will revise and expand a paper I have written on the contemporary short story and essay writer/adventurer Pam Houston. Secondly, I want to prepare myself to write on the 19th Century English adventure traveler, Isabella Bird, By expanding my reading of her work and putting it within the context of other Victorian adventurers. The overriding purpose of the sabbatical is to update and improve my knowledge of women's issues by immersing myself in this important material.

Name & Rank	School or Department	Term	Purpose
William Powell Professor	Social Work	SEM II	There is a growing and important body of literature developing in the profession of social work about the debate over whether social work should best be conceptualized and taught as a science or an art. This debate goes to the heart of the academic preparation of social work students and the skills needed for productive practice. Are students best prepared by a firm grounding in the arts and humanities or the physical and social sciences? Though the origins of the profession are rooted in both fields, academic programs have tended to accentuate the sciences to the detriment of the arts. Significant figures in the field have, for the past decade, strongly argued that a stronger emphasis on the arts would strengthen the academic preparation of students. During this sabbatical I intend to do a broader reading about the skills and abilities that are needed for excellence in practice. I plan to discuss my findings and ideas with exemplars in the field to obtain feedback and suggestions. The results of my work will be at least one and possibly two articles, two juried paper sessions at national professional conferences, and the development of new classroom exercises intended to increase student learning. My experience as both an educator and a practitioner as well as the editor of a major journal will be invaluable in this study and in publishing the results. The result of this work will substantially increase our knowledge base in this developing discussion and will be of significant use to academicians and practitioners alike.

Name & Rank	School or Department	Term	Purpose
Sameer Prasad Professor	Management	02-03	The use of the Internet to facilitate business transactions has been growing rapidly. E-commerce transactions today provide an electronic medium to coordinate activities with buyers, suppliers, and other participants within the global supply chain networks. These groups of individuals need to carefully coordinate their activities and rely heavily on Information Systems (IS). The sabbatical will entail conducting investigations into the role of groups/teams operations within supply chain and e-commerce linkages on a world wide basis. The study will involve an expansive literature review and empirical assessment in developing and developed countries, resulting in a series of publications in seminal journals. This study would help me develop a fundamental understanding of this critical area and have a multiplier effect on the courses I teach, future research publications and curricula development. The results of this study will be disseminated to UWW students, faculty and the local business community via speaking engagements, lectures and publications.
Ann Riall Associate Professor	Special Education	SEM I	The purpose of this project is to describe, in depth, the quality of home visits conducted by staff from two county Birth-to-Three programs serving infants and toddlers with disabilities and their families. Further, this study will compare the outcomes to CEC Division Recommended Practices. The results will be disseminated through professional journals and national presentations. The results will also be used to direct content of the new Early Childhood Education, dual licensure program.
Richard Salem Professor	Sociology	SEM I	During my sabbatical, if granted, I propose to conduct an evaluation of five halfway houses for convicted adult offenders that are operated under contract for the Wisconsin Department of Corrections. I will seek to compare the implementation of several treatment modalities on the positive outcomes for criminal offenders. There outcomes include various behavioral improvements such as maintaining employment, improving interpersonal relations and reducing criminal involvement.

Name & Rank	School or Department	Term	Purpose
Patricia Shaw Associate Professor	Curriculum & Instruction	SEM I	The purpose of this sabbatical is to analyze data regarding three different research studies and prepare manuscripts, for at least two of the studies, to be submitted for publication. The purposes of these studies are: to determine the effect of prior school experiences and training on pre-service teachers' beliefs about teaching (Study #1); to assess pre-service teachers' ability to tie educational theory to the practice of teaching (Study #2); and to analyze the types of investigation, problems, or questions that teachers address in their research while completing a graduate level capstone project (Study #3).
Stephen Solheim Associate Professor	Biological Sciences	02-03	I will be using my time during this period in two distinct research fields. I have two projects concerning Neotropical Sterculiaceae (chocolate family) already underway that will be completed during this time: a floristic treatment of Sterculiaceae of Veracruz, Mexico, and a monographic treatment of the genus Reevesia in Mexico and Central America. I will be enlarging the scope of my systematic studies by doing fieldwork in Pando, Bolivia, where plants of my family occur but are poorly known. I also do ecological research on interactions of deer and hare with forest trees in the Great Lakes region. The large data set that my collaborators and I have built needs further analysis and this will result in extending the work that we have previously published.

University of Wisconsin Colleges

Wava Haney Professor	Anthropology and Sociology	SEM II	Conduct research on the diversification of the work roles (agricultural, small town businesses, services, new economy firms, and home based employment) and family patterns of rural Wisconsin women over the past two decades. She will also work with Norwegian colleagues to design a comparable study in Norway that will be conducted in 2003.

Name & Rank	School or Department	Term	Purpose
Anthony Millevolte Associate Professor	Chemistry	SEM I	As a Visiting Associate Professor at the University of Minnesota, he will develop a pedagogy to guide the science education of liberal arts students, increase his qualifications to teach and revise HIS 256, "The History and Culture of the Sciences," and design a continuing education course in the history of science for secondary school science teachers.
Jeff Kleiman Associate Professor	History	02-03	Teach upper level undergraduate classes and graduate courses in American social and political history at the University of Lodz, Poland. Additionally, the position in the larger American Studies and Mass Media departments will acquaint him with interdisciplinary education unavailable at his campus. The location of Lodz is propitious for his work in the area of Holocaust Studies.
Kerry Trask	History	SEM II	Complete a book-length manuscript on the Black Hawk War of 1832 and the deeply felt questions of identity, which troubled both the Natives and the Euro-Americans of southern Wisconsin. The examination of the regional racial-ethnic upheaval will address the changing collective sense of "self" and "other" in Wisconsin over the last one-hundred and seventy years relating to his courses dealing with the history of Wisconsin, American minority groups, and the Great Lakes region.
Murugesapillai Maheswaran Professor	Mathematics	SEM II	Construct a virtual textbook in College Algebra with related hypermedia materials, including preparation of theory, notes and illustrative examples for different sections of the textbook, the construction of graphs and figures, and the creation of exercises for students. The products of the project will be valuable for classroom instruction, for distance education and as online references that could be accessed by students from school or home.

Name & Rank	School or Department	Term	Purpose
Margaret Rozga Professor	English	02-03	Research and write a series of essays to be incorporated in a book that examines issues in the study of the multi-ethnic literature of the United States. Specifically, this study will look critically at metaphors of multiculturalism and the ways those metaphors shape perceptions of what is American literature and, consequently, curricula and pedagogy in teaching multi-cultural literature.

Sabbaticals By Semester And Academic Year, 2002-2003

Institution	Semester I	Semester II	Academic Year
Eau Claire	5	5	3
Green Bay	1	0	4
La Crosse	1	2	3
Madison	18	24	53
Milwaukee	17	18	15
Oshkosh	6	4	2
Parkside	1	2	2
Platteville	1	3	0
River Falls	1	2	2
Stevens Point	2	7*	5
Stout	3	4	3
Superior	2	0	1
Whitewater	6	5	4
Colleges	1	3	2
Totals	65	79	99

*** One was reported as SEM II of 2002.**

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SABBATICALS BY GENDER AND RACE

Institution	Males	Females	Minorities
Eau Claire	8	5	0
Green Bay	4	1	0
La Crosse	3	3	0
Madison	63	32	11
Milwaukee	31	19	8
Oshkosh	10	2	1
Parkside	4	1	0
Platteville	3	1	0
River Falls	4	1	0
Stevens Point	11	3	2
Stout	6	4	2
Superior	2	1	0
Whitewater	7	8	2
Colleges	4	2	1
Totals	160	83	27
Averages			

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Defer Implementation of Regent Resolution 8267:
Revisions to the UW System Undergraduate Admissions Policy

EDUCATION COMMITTEE

Resolution I.1.d:

That upon the recommendation of the President of the University of Wisconsin System, the Board of Regents defers implementation of Regent Resolution 8267 (December 8, 2000) revising UW System Undergraduate Admissions Policy, pending 1) the development and evaluation of the High School Graduation Test as a useful diagnostic tool aiding admissions decisions and predicting college success, and 2) the resolution of criteria relating to equitable treatment of all applicants to UW System schools. The Education Committee and the full Board of Regents will take further action upon resolution of these issues.

DEFER IMPLEMENTATION OF REGENT RESOLUTION 8267 REVISED HIGH SCHOOL GRADUATION REQUIREMENTS AND UW SYSTEM ADMISSIONS

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin System Board of Regents, in its admission policies, encourages all applicants to complete a rigorous K-12 curriculum. In order to ensure this, it is necessary to work closely with K-12 educators and to support change linked to increased student achievement.

The promulgation of the Wisconsin Model Academic Standards in 1998 was such a change. These standards were designed to describe a curriculum that adequately prepares students for the challenges of the new century. The High School Graduation Test (HSGT) is designed to measure students' achievement relative to these standards. The recent changes in the statutory requirements for high school graduation in Wisconsin (ss.118.30 and 33) require school boards to develop a graduation policy that includes, among other factors, evidence that students have taken the high school graduation test (or the test adopted by their school board).

On December 11, 2000, the Board of Regents (Regent Resolution 8267) responded to this new statutory requirement by amending UW System admissions policy. Resolution 8267 revised the UW System Freshman Admissions Policy (72-11), Section II. C., to read, "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," and the Traditional and Nontraditional Freshman Admissions Policy (87-8), Section 1.A., to read, "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." This action was undertaken to demonstrate the Board of Regents' support for an initiative designed to promote rigorous academic achievement for Wisconsin students.

REQUESTED ACTION

Approval of resolution I.1.d., deferring implementation of Regent Resolution 8267 (December, 2000) to revise the UW System Freshman Admissions Policy (72-11) and the Traditional and Nontraditional Freshman Admissions Policy (87-8).

DISCUSSION

Resolution I.1.d. seeks to address the confusion resulting from Regent Resolution 8267, which has been misinterpreted by potential students, parents, school districts, and the people of Wisconsin. The UW System Board of Regents' reiterates its strong endorsement of effective accountability measurements of K-16 educational programs, while at the same time taking into

consideration several unresolved issues regarding the statutory requirements for administering the graduation test.

The Administrative Rules that will govern implementation of the HSGT have not been adopted and are thus not available for review. In addition, the final version of the HSGT has yet to be published. Therefore, no evaluation of the test has been possible to determine: 1) whether it is an effective means of measuring student achievement; 2) whether as a diagnostic tool it helps to predict success in college; and 3) whether it adds to the information already included in UW System admissions criteria.

Additionally, other considerations remain regarding the HSGT which raise issues of equitable treatment of applicants to UW System institutions, including the fact that not all students are required to take the test: e.g., non-resident students, students with learning disabilities, returning adult students, private- and home-schooled students, and students from schools that develop their own test. Further, 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.

Resolution 8267 was passed 1) under the assumption that the issue would receive further consideration, and 2) with the intent that the admissions policy changes were temporary, pending development and evaluation of the test. At that time, Regent Olivieri stressed his understanding that "passing this resolution does not preclude further discussion of the topic and allows the board to take further action before the test becomes a criterion for admission to UW institutions" (Education Committee Minutes, December 7, 2000). Regent Smith emphasized that the committee was "endorsing the process and [would] work to establish appropriate academic standards. Subsequent to development of the standards, the Board of Regents will revisit this issue and make a determination regarding the test's impact on UW admissions policies" (ibid.).

In February, 2001, the Board of Regents again discussed some of the questions that remained pending implementation of the high school graduation test as a requirement for admission to UW System institutions. Regent Smith referred the issue to the Education Committee, asking them for further study and a report in Fall, 2001 (Education Committee Minutes, February 9, 2001).

At its November, 2001, meeting, the Board heard testimony from several experts in the area of standardized testing regarding the importance of developing a good test and being able to evaluate its efficacy prior to adopting its use. It also heard that there are now available in Wisconsin mathematics and English diagnostic tests designed to provide high school sophomores and juniors with analysis of their potential college preparation. The Education Committee agreed to come back to the Board in December with clarification on what the Board's role and actions ought to be; hence the development of Regent Resolution I.1.d.

UW System Administration and DPI staff will continue to work closely together as the HSGT moves toward implementation. Information will be gathered concerning the efficacy of the test in measuring student achievement, and the relationship between performance on the HSGT and academic success for entering students. Following review by the Education Committee and upon evaluation of the use of student performance on the HSGT in admission and/or placement decisions, the Board may make a final determination of how best to use the examination.

Charter School Contract:
The YMCA Youth Leadership Academy, Inc.
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the board approves the Charter School contract with the YMCA Youth Leadership Academy, Inc.

December 7, 2001 **Agenda Item I.1.f.**

UNIVERSITY OF WISCONSIN-MILWAUKEE CENTER FOR CHARTER SCHOOLS CONTRACT WITH THE YMCA YOUTH LEADERSHIP ACADEMY, INC.

EXECUTIVE SUMMARY

Background

The Charter School movement is growing in the United States (the U.S. Office of Education projects more than 1700 charter schools in 1999-2000). It represents an experiment whereby individual states authorize the creation and operation of alternative forms of public schools. The goal of the experiment is to determine if there are better ways to deliver primary and secondary education to pupils with better educational results.

Wisconsin has authorized the creation of Charter Schools since 1993. State statutes were amended in 1997 to permit UW-Milwaukee to operate its own Charter School or to contract with third parties to operate Charter Schools. Rather than operate its own Charter School, UW-Milwaukee elected to create the *Center for Charter Schools* to oversee a process by which the university will contract with non-profit third parties to operate Charter Schools. Wisconsin Statutes require that when UW-Milwaukee contracts with third parties, the Board of Regents must approve the agreements.

At its May 1999 meeting, the Board of Regents approved, in principle, a draft of a contract that UW-Milwaukee intended to use as a model in negotiations with non-profit entities that applied to UW-Milwaukee for Charter Schools. Using this model contract, and upon the recommendation of the University of Wisconsin-Milwaukee Chancellor, Provost and Center for Charter Schools, the enclosed contract would establish the YMCA Youth Leadership Academy, Inc. as a Charter School operated by the YMCA of Metropolitan Milwaukee. UW-Milwaukee, and the YMCA Youth Leadership Academy, Inc., have reached agreement on the terms of the contract. The YMCA of Metropolitan Milwaukee board of directors has approved the attached contract.

To assure that quality education will be delivered to pupils under this arrangement, Article Five of UW-Milwaukee's contract with the YMCA Youth Leadership Academy, Inc. specifically provides that the university shall review and approve such "operation or management contracts" with third parties. The YMCA of Metropolitan Milwaukee retains responsibility for the operations of the YMCA Youth Leadership Academy, Inc., under the contract with UW-Milwaukee.

REQUESTED ACTION

Approval of the resolution approving the contract to establish a YMCA Youth Leadership Academy, Inc., Charter School.

ELEMENTS OF THE CONTRACTS

The contract follows the *general* model approved by the board at the May 1999 meeting. The major elements are as follows:

- Article One – Definitions - Key terms of the contract.

- Article Two - Parties, Authority and Responsibilities.

- Article Three – Obligations of the Grantee – Under the "Definitions" section of the contract, the YMCA Youth Leadership Academy, Inc. is defined as the "grantee" of the charter. Article Three is important in that it recites the requirements of the law and how the grantee will meet those requirements.

- Article Four – Additional Obligations – This section includes additional considerations that help define the school, its practices, UW-Milwaukee administrative fee and financial reporting.

- Article Five – Joint Responsibilities – Details the review of management contracts and methods of financial payments.

- Article Six – Notices, Reports and Inspections – Facilitates certain aspects of UW-Milwaukee's oversight responsibilities.

- Article Seven – Miscellaneous Provisions – Significant in this section is the Code of Ethics provisions (7.2).

- Article Eight – Provision Facilitating UW-Milwaukee Research – Sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of Charter Schools and their impact upon educational practice.

- Article Nine – Revocation of Agreement by UW-Milwaukee – This section defines circumstances that might constitute default of the contract by the grantee and therefore permit UW-Milwaukee to revoke the contract. This section is critical to establish that a Charter School can be closed for not complying with the law, contract conditions, or failing to meet its educational purpose(s).

- Article Ten – Termination by the Grantee – This section is the counterpart to Section Nine in that it establishes circumstances under which the grantee may terminate the contract.

- Article Eleven – Technical Provisions – Details standard contract language for mutual protection of the parties.

- Article Twelve – Public Records and Open Meetings – Details the requirements the Grantee manage and oversee the Charter School in accordance with all applicable federal and state laws regarding public records and open meetings.

This document also includes six appendices.

Educational Plan

The YMCA Youth Leadership Academy, Inc. (YLA) concept is an outgrowth of the current Youth Leadership Academy program, which has provided summer, weekend, and after school programming, with a focus on academics and self-discipline, for central city Milwaukee youth for the past 10 years.

The Charter School option gives YLA the opportunity to offer a full-scale educational program serving up to 450 youths in kindergarten through eighth grade. The YMCA is developing a $13,000,000 facility at 12th street and North Ave. in Milwaukee to house the school program, a day-care facility and community facility. Construction on the facility began in late spring of 2001 and is expected to be ready for students in August of 2002.

The YLA academic program will offer an extended school year of 200 days, and extended school days of 7 hours and 30 minutes as well as after school programs and services. The curriculum of the school will utilize a basic skills approach in the areas of reading and math using the Open Court Reading program with a strong emphasis on phonics, language arts and the SRA math program. Unique to this school will be it's emphasis on leadership development, on encouraging youth to accept responsibility for their actions, on teaching strategies for critical thinking, and on demonstrating to students that knowledge is a vehicle for self-empowerment.

RECOMMENDATION

The University of Wisconsin System recommends approval of the resolution approving the Charter School with the YMCA Youth Leadership Academy, Inc.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the name of the University of Wisconsin-Milwaukee School of Allied Health Professions be changed to the College of Health Sciences.

Supporting material for Agenda Item I.1.g. (Rename the School of Allied Health Professions, UW-Milwaukee) may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324
Fax: 608-262-5739

December 7, 2001 **Agenda Item I.1.h.1.**

PROGRAM REVIEW AND PROGRAM PLANNING IN THE UW SYSTEM

December 2001

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 2000-01.

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 is 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 1996-97 through 2000-01. For purposes of this tally, the academic year begins on July 1 and ends on June 30.

	1996-97	1997-98	1998-99	1999-00	2000-01
Entitlements	7	21	20	16	10
Authorizations	8	10	10	28	4
Implementations	13	5	10	15	21
Joint Reviews	11	7	5	10	4

Between July 1, 1996 and June 30, 2001, 74 programs received entitlement to plan, including 41 programs at the baccalaureate level, 30 at the master's level and 3 at the doctoral level, including one baccalaureate-doctoral program. The board authorized 60 new programs for implementation during this five-year period, and the institutions implemented 64 new programs.

Since the board mandated the joint review process in 1981, a total of 116 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. Since 1981, 5 programs have been discontinued as a result of this review. There are currently 61 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 2000-01, 81 program reviews were completed, with 6 conditional continuations and 1 recommendation for discontinuation. Of the program reviews that began in or before 2000-01, 72 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. All University of Wisconsin institutions are accredited by the North Central Association.

Currently, about 238 UW System programs are eligible for accreditation by recognized specialized accrediting organizations. Thirteen institutions hold specialized accreditations, ranging from 2 at UW-Parkside to 86 at UW-Madison.

UW System institutions annually report accreditation activity to the UW System Office of Academic Affairs. In 2000-01, UW institutions reported the completion of 36 specialized accreditations. In the past three years, 92 accreditation reviews have been completed, including institutional accreditations. There are 51 accreditation reviews scheduled to begin in 2001-02.

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.

December 7, 2001 **Agenda Item I.1.h.2.a.**

NEW PROGRAM AUTHORIZATION
PH.D. IN SECOND LANGUAGE ACQUISITION
UW-MADISON
(INITIAL REVIEW)

EXECUTIVE SUMMARY

Background

In accordance with procedures outlined in University of Wisconsin System Academic Planning and Program Reviews (ACIS-1.revised), the new program proposal for a Ph.D. in Second Language Acquisition (SLA), UW-Madison, is presented to the Board of Regents for initial review. As stipulated by ACIS-1 revised, this program proposal will be on the agenda for the February 2002 meeting for a second review, at which time UW System Administration will recommend that the Board of Regents take action authorizing the Chancellor to implement the program. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The institution and System Administration will conduct that review jointly, and the results will be reported to the board.

Over the past 25 years, Second Language Acquisition (SLA) researchers have established their field as distinct from more established research fields, such as linguistics, psychology, sociology, languages, and education. By focusing on the nature of the relation among language, culture, biology, societal structure, literacy, and identity, SLA researchers conduct systematic study of how individuals acquire, maintain, or lose competence in two or more languages, and how languages come into contact and change. SLA research explores these relationships from various interdisciplinary perspectives, seeking to probe how languages and the fundamental human concepts underlying them are learned and perceived.

Currently the UW-Madison campus offers a Ph.D. minor in SLA. The minor, which was approved in 1993, is administered by 15 faculty members from a range of disciplines and departments. Approximately 25 students have completed or are in various stages of completing this minor. They include graduate students in Curriculum and Instruction, French and Italian, German, Slavic Languages and Literatures, or Spanish and Portuguese.

REQUESTED ACTION

This program is presented for initial review. No action is requested.

DISCUSSIONS AND RECOMMENDATIONS
Program Description

The proposed program will be a 36-credit committee-administered interdisciplinary Ph.D. housed in the College of Letters and Science. Students will come to the program with an M.A. in a foreign language, English linguistics, education and language, or curriculum and instruction

and have completed course work in foreign language teaching methodology, linguistics, and research methods. All students will complete a 9-credit introductory sequence and additional courses in research design and methodology. Each student will select an area of specialization and a minor either in a foreign language or a SLA sub-area. Preliminary examinations and dissertations will be within the discipline of SLA.

Program Goals and Objectives

In order to prepare researchers and scholars the program will:

- educate students in the understanding of SLA through the study of multilingualism, language acquisition and loss, and multilingual language use in education, the workplace, and the family;
- provide research training and experience in the sociology and psychology of knowing two languages and in the linguistics of languages in contact; and
- prepare graduates for a broad range of professions in language fields including academic faculty positions in SLA graduate programs, teaching in or directing foreign language programs, and working in the private sector with language learning, maintenance, or disorders.

Evaluation from External Consultants

Three outside evaluators reviewed and endorsed the program. The evaluators commended the scholarly strength of the faculty and the interdisciplinary focus of the program. The reviewers also recommended that the program consider how it would maintain program cohesion. Core courses and specialization strands were added to strengthen cohesiveness and a governance structure was added to ensure program stability. Departments also reaffirmed their commitment to hire SLA graduate students as teaching assistants.

Need

The field of SLA is of growing importance both in terms of the amount of scholarly work produced and the academic job market. For example, in the last three years the numbers of tenure-track positions in foreign language literatures and in English as a Second Language (ESL) have declined while the numbers of tenure-track positions in SLA with a foreign language or ESL concentration have increased. This trend is evidenced by the number of advertisements listing SLA as a primary or secondary job qualification in the Modern Language Association's *Job Information Bulletin*. In 2000, for the third year in a row, there were approximately 70 positions in SLA and foreign language and/or linguistics advertised; 40 positions were advertised in SLA and English. Other research institutions report that that they are not finding applicants with the SLA expertise they are seeking. The interdisciplinary nature of the program will make it particularly attractive to students in the humanities and those seeking future positions as course supervisors in foreign language programs.

Projected Enrollment

The program will admit 3-4 students annually, over four years making a community of 12-16 Ph.D. students. Those admitted will have completed the equivalent of the master's degree in the language of concentration and will meet specific fluency standards. Graduate students will have the opportunity for funding through PA positions in various campus studies centers and projects, and through TA positions, in addition to university fellowships.

Year	2002-03	2003-04	2004-05	2005-06	2006-07
New students admitted	4	4	4	4	4
Continuing students	0	4	8	12	12
Total enrollment	4	8	12	16	16
Graduating students	0	0	0	4	4

Relationship to Institutional Mission

The newly released statement by Chancellor Wiley, "Connecting Ideas: Strategies for the University of Wisconsin-Madison" cites five strategic priorities for the coming years. One of these priorities is to accelerate internationalization. The study of foreign cultures and their languages are integral to this process. As Americans increasingly enter the global community, more language skills will be needed. The ultimate goal of SLA research is to understand better and thus to foster and promote language acquisition. As this proposal indicates, an interdisciplinary approach is needed to understand most fully how second languages are learned and thus best taught.

Academic and Career Advising

Processes and expectations for providing advising to students are defined in the program's governance procedures. Upon arrival, each student will be assigned an advisory committee to include faculty members in the areas of the students' academic interests, a member from the department of the minor, and one member who ensures that courses are selected according to program guidelines and that the executive committee of the SLA program reviews and approves the cohesiveness of the student's plan of study.

Assessment

A major component in the assessment of the program will be assessment of the graduates. This assessment of the program's graduates will focus on student's job placement and professional success, student success at advancing to candidacy and passing preliminary and oral examinations, time to degree, and data on student satisfaction through the review of course evaluations and exit surveys upon graduation and three years later. The administrative support person will be responsible for maintaining records to track academic job placements of the program's graduates and graduates' professional and academic contributions to their fields. The

Co-chairs of the program, working with faculty colleagues, will provide brief biannual reports to all faculty committees involved and keep records for use in the five-year program evaluation.

Comparable Programs in Wisconsin

There are no interdisciplinary Ph.D. SLA programs in Wisconsin comparable to the proposed program. The University of Wisconsin-Milwaukee offers a Ph.D. program in English Language and Linguistics, but that program focuses exclusively on the acquisition of English as a Second Language and is not comparable to the proposed SLA program.

Comparable Programs Outside Wisconsin

There are 17 programs in North America that are roughly comparable to the proposed program. These 17 programs divide into two program models: a program administered from within an individual department (e.g. Carnegie Mellon, University of Hawaii-Manoa) and a program jointly administered by several participating departments (e.g. University of Arizona, University of Iowa).

Use of Technology

Technology is important in SLA research. Teaching foreign language, especially less commonly taught languages, increasingly uses distance education. Students in this program will use technology to do scholarly work and will be able to choose classes that are delivered using distance education. Because some of the curriculum will be delivered using distance education, we expect that the program will be attractive to secondary teachers who wish to continue studies in second language acquisition at the doctoral level.

Resource Needs

The program requires no additional faculty members. Six primary faculty members will each contribute 10% of their time to this program. Additional faculty will contribute time on a rotating basis depending on their level of participation in teaching and whether or not they are directly advising SLA students. The program will require a ½ time staff person to administer the program, under the direction of program faculty co-chairs. Resources for the program assistant and S&E will come from reallocations within the College of Letters & Science, predominately from the language departments that are participating in the SLA program. The program can begin with currently offered courses.

Estimated Total Costs and Income

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Personnel						
Fac/Acad Staff (1)	37,627	0.60	39,132	0.60	40,698	0.60
Grad Assistants	0		0		0	
TA ships)	15,865	0.75	33,000	1.50	51,479	2.25
PA ships)	19,550	0.66	40,665	1.32	64,078	2.00
Subtotal		73,042		112,797		156,255
ADDITIONAL COSTS (Specify)						
Personnel Classified Staff	11,789	.5	12,261	.5	12,751	.5
Non-personnel						
Other						
S&E		7,000		4,000		4,000
Library				150		300
Subtotal		18,789		16,411		17,051
TOTAL COSTS		**91,831**		**129,208**		**173,306**
CURRENT RESOURCES						
Reallocation		72,281		88,543		109,228
Gifts and Grants		19550		40,665		64,078
TOTAL RESOURCES		**91,831**		**129,208**		**173,306**

RECOMMENDATION

No action requested at this time.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (May 2000), Academic Information Series #1 (ACIS-1.revised).

December 6, 2001 **Agenda Item I.1.h.2.b.**

NEW PROGRAM AUTHORIZATION
PH.D. IN HISTORY
UW-MILWAUKEE
(Initial Review)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the University of Wisconsin System *Guidelines for Academic Program Planning and Approval*, the new program proposal for the Ph.D. in History at the University of Wisconsin-Milwaukee is presented to the Board of Regents for initial review. As stipulated by the *Guidelines*, this proposal will be included in the agenda for the February meeting for a second review, at which time UW System administration will recommend that the Board of Regents take action authorizing the Chancellor to implement the program. If approved, the program will be subject to a review to begin 5 years after its implementation. The institution and UW System will conduct that review jointly, and the results will be reported to the Board.

The UW-Milwaukee Department of History has had an M.A. program since 1960. It is currently the largest M.A. program in the College of Letters and Science. The Department drafted its entitlement to plan a Ph.D. proposal in 1992 and received permission to develop the request for authorization to implement the program in 2000.

REQUESTED ACTION

No action is requested at this time.

DISCUSSION AND RECOMMENDATION

Program Description

The program will be housed in the UW-Milwaukee Department of History, which by Fall 2002 will have more than 30 faculty members. It is designed to meet the needs of men and women already in the workforce. All students admitted to the program will hold a master's degree in History or a related discipline. To complete the Ph.D. program, students will take at least 30 additional graduate credits, at least 9 of them in fields other than History. Students will choose one of 3 concentrations: Urban History, Global History, or Modern Studies. They will take 4 "methods" courses, the core course in the concentration, and at least 6 credits of dissertation work. Students must demonstrate proficiency in a foreign language or a skill relevant to historical study. They must also pass a preliminary examination before writing the dissertation as well as an oral examination after writing the dissertation.

Program Goals and Objectives

Students will acquire or enhance their ability to master a body of knowledge through research in secondary literature and primary sources, explore problems by analyzing a variety of materials and perspectives, and write in an effective and professional manner. They will learn to test their ideas in a community of scholars and produce original scholarly work suitable for publication or dissemination in other forms. They will also become familiar with new technologies and gain skills applicable in many different careers.

Relation to Institutional Mission

The program is in line with the *Core Mission of the UW System Doctoral Cluster*, which commits the System to "promoting public service and research efforts directed toward meeting the social, economic, and cultural needs of the State of Wisconsin and its metropolitan areas," and the *Select Mission of the University of Wisconsin-Milwaukee,* which commits the University to "developing and maintaining high quality graduate programs appropriate to a major urban doctoral university." It will allow non-traditional students in the largest metropolitan area in the state to continue their education and advance their careers by enrolling in a non-traditional program designed with their needs in mind. It will keep these students, as well as some traditional students who might otherwise enter Ph.D. programs elsewhere, in Wisconsin and increase the supply of well qualified applicants for a variety of jobs in education and other fields.

Strengths/Unique Features

The concentrations are defined thematically, rather than nationally and chronologically, and all 3 are interdisciplinary in nature. In addition to traditional courses on historiography and research methods, students will take innovative courses on pedagogy and technology. Courses will be offered in the late afternoon and early evening to accommodate students with full-time jobs.

Accreditation

N/A

Evaluation from External Consultants

Two external consultants reviewed the proposed program and described it as "excellent" and "exceptionally strong." They agreed that the faculty is large and strong enough to implement an innovative program that differs in many ways from other programs in the state and meets the needs of identifiable groups of potential students. One consultant applauded the Department for building on its "current strengths" and identified two of the new courses, "Professional and Pedagogical Issues in History" and "History and the New Media," as "innovative and important." The other consultant noted that the American Historical Association, following an extensive review of graduate education, will recommend that departments develop or expand offerings in

both global and public history. He added that the UW-Milwaukee proposal "envisions a Ph.D. program that will make precisely the kind of contribution that educational leaders consider most important for the foreseeable future."

Need

We expect to draw many if not most of our students from southeastern Wisconsin. To assess demand, the Department sent questionnaires to some 800 elementary and secondary social studies teachers. More than 150 of them expressed interest in the program, and most indicated that they are more interested in career advancement or personal satisfaction than in changing jobs. We have designed the Global History concentration in response not only to developments in the historical profession but also to the introduction of the Wisconsin Department of Public Instruction requirement that social studies teachers take courses in world history.

We assume that the program will also interest several other kinds of students:

- Historians already working in archives, museums, historic preservation, historical editing, public policy, and private historical consulting, including graduates of the Public History concentration in our M.A. program;

- Men and women working in a wide range of other occupations in the metropolitan Milwaukee area who want the advanced degree for career or personal reasons; and

- Individuals interested in teaching History in 2 or 4-year colleges and universities.

We expect graduates of our M.A. program to constitute a significant percentage of our Ph.D. students. We surveyed ten years of M.A. students and learned that 48 of 142 had continued their graduate studies elsewhere. Two-thirds of them indicated that they might have remained here if UW-Milwaukee had had a Ph.D. program. Another ten who did not pursue the Ph.D. indicated that they would have done so here if that option had been available to them. When we polled the students in our M.A, program last year, ten expressed interest in the proposed Ph.D.

The market for college and university jobs in History remains very competitive, but more jobs were advertised last year than the year before, and, judging from the September, October, and November American Historical Association newsletters, more jobs will be advertised this year than last year. The state Department of Workforce Development projects that the number of jobs for History teachers typically requiring a Ph.D. will expand from 300 in 1998 to 350 in 2008 and identifies the likely areas of growth as Milwaukee County, the Green Bay area, and central, western, and southwestern Wisconsin. The national Bureau of Labor Statistics projects that the number of college and university jobs typically requiring a Ph.D. will expand from 865 in 1998 to 1061 in 2008. Specific figures for History are not available.

Projected Enrollment

We expect to admit 5 to 7 students per year and estimate that we will have 5/10/15/20/25 students enrolled in Years One through Five.

Comparable Programs in Wisconsin

UW-Madison and Marquette University have Ph.D. programs in History, both structured in traditional geographical and chronological terms and intended for traditional full-time students. Unlike these programs, the UW-Milwaukee Ph.D. is structured around 3 interdisciplinary concentrations and intended to meet the needs of students already in the workforce.

Comparable Programs outside Wisconsin

Minnesota has one Ph.D. program in History, at the University of Minnesota, and Illinois has several, including Loyola University, Northern Illinois University, Northwestern University, University of Chicago, University of Illinois-Chicago, University of Illinois-Champaign/Urbana. Almost all of the institutions in our "Urban 13" peer group have Ph.D. programs in History.

Collaboration

The program involves intra-institutional collaboration between History and the Urban Studies Program, the Center for International Education, and the Modern Studies Program in the Department of English. Under the Cooperative Graduate Student Exchange Program, our graduate students may take courses at Marquette University that are not offered at UW-Milwaukee. Members of our department have participated in doctoral examinations at Marquette, and members of the Marquette department will be available to participate in doctoral examinations in the proposed Ph.D. program. We have had preliminary discussions with UW-Madison faculty members about collaborative activities involving graduate students. Through the Committee on Institutional Cooperation, our graduate students may enroll in special courses or take advantage of research opportunities at Big Ten universities and the University of Chicago.

Use of Technology/Distance Education

Many of our courses already involve instructional technology in one form or another. One of the required "methods" courses will cover the pedagogical uses of technology, and another will explore the historical uses of new media. Several members of the Department have taught courses through distance education, and some of our new courses would lend themselves to delivery in this format. Almost all of the teachers who voiced interest in the program indicated that they would take courses online. Decisions about distance education will be based on quality, demand, and cost.

Academic and Career Advising

Students will consult periodically with, and have their schedules approved by, the Director of Graduate Studies or the Major Professor, who advises the dissertation and chairs the preliminary and doctoral examination committees. Our faculty members have extensive experience in all aspects of academic work, from publication to administration, and are well qualified to provide individualized advising. Students will have access to other types of advising through the UW-Milwaukee School of Education and Career Development Center.

Assessment and Program Evaluation

Students who earn the Ph.D. will be asked to complete a confidential evaluation of the program including questions about its impact on their careers and performance. The departmental Graduate Affairs Committee will conduct a self-assessment of the program every 3 years. The program will be reviewed in 5 years and regularly thereafter as provided by the timetable of graduate program reviews. Feedback will be used to revise courses and requirements.

Resource Needs

No additional resources are required to support the program, which will be financed through reallocation of funds in the regular departmental budget. In Years One/Two/Three, we estimate that we will have 5/10/15 Ph.D. students, who will be enrolled in (8/9/10) graduate courses along with M.A. students, and that .5/.75/1 FTE will be devoted to teaching and advising Ph.D. students. We expect that 2 of these students may have teaching assistantships (two @ 50% = 1 FTE), and that one member of the office staff may spend 10/15/20% of her time on the program.

RECOMMENDATION

No action is requested at this time.

RELATED REGENT POLICIES

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

BUDGET FOR PROPOSED PROGRAM
Estimated Costs and Resources

	YEAR ONE		YEAR TWO		YEAR THREE	
	Dollars	FTE	Dollars	FTE	Dollars	FTE
CURRENT COSTS	N/A					
COSTS ATTRIBUTABLE TO PH.D. PROGRAM						
Personnel:						
Faculty/Acad Staff	$29,112	0.5	$45,416	0.75	$62,977	1.0
Graduate Assistants	$17,500	1.0	$18,200	1.0	$18,928	1.0
Classified Staff	$1,254	0.1	$4,397	0.15	$6,097	0.2
Fringe benefits	$13,020		$19,038		$25,515	
Nonpersonnel:						
S&E	$838		$838		$838	
TOTAL COSTS	$61,724		$87,889		$114,355	
RESOURCES						
Reallocation	$61,724		$87,889		$114,355	
TOTAL RESOURCES	$61,724		$87,889		$114,355	

Authorization to Recruit:
Provost and Vice Chancellor for Academic Affairs
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE:

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point 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 a 2001-02 range of $113,384 to $137,917, or as may be adjusted for 2002-03 according to Regent Policy, and that the salary of the new hire shall be set by the President of the University of Wisconsin System.

REVISED

I.2. Business and Finance Committee

Thursday, December 6, 2001
1820 Van Hise Hall
1:00 p.m.

10:30 a.m. All Regents – 1820 Van Hise Hall

- Resources: Pros and Cons of Cohort Tuition
  Ric Porreca, Senior Vice Chancellor and Chief Financial Officer, University of Colorado-Boulder

- Quality: The Scholarship of Teaching and Learning
  Professor Bill Cerbin, UW-La Crosse

12:00 p.m. Vincent Tinto, Distinguished University Professor and Chair Higher Education Program, Syracuse University
- Improving Retention and Graduation: A National Perspective

1:00 p.m. All Regents

a. Building Our Resource Base – Tuition Options Overview
   (1) Progressive Tuition, Progressive Aid
   (2) Cohort Tuition
   (3) Self-supporting Tuition for Professional and Other Miscellaneous Programs
   (4) Per Credit Tuition
   (5) Nonresident Discount for Alumni Children

1:30 p.m. or upon conclusion of 1:00 p.m. session
1920 Van Hise Hall

b. Building Our Resource Base – Tuition Options Discussion

c. UW-Stout Laptop Differential
   [Resolution I.2.c.]

d. UW-Milwaukee Per Credit Tuition for 2002 Summer Session--DEFERRED
   [Resolution I.2.d.]

e. UW-Whitewater Tuition Differential
   [Resolution I.2.e.]

f. Committee Business
   (1) Approval of Minutes of November 8, 2001
   (2) Report on Continuing Appropriations
   [Resolution I.2.f.(2)]
   (3) Report on using the Continuing Appropriation to Serve Adult Students
   [Resolution I.2.f.(3)]
   (4) Report on State Imposed Costs
   [Resolution I.2.f.(4)]

g. Blue Cross/Blue Shield Update

h. Report of the Vice President

i. Closed Session to consider trust matters as permitted by s.19.85(1)(e), *Wis. Stats.*

Supporting material for Agenda Item I.1.i.(1) (Authorization to Recruit, UW-Stevens Point) may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324
Fax: 608-262-5739

BUILDING OUR RESOURCE BASE: TUITION REVENUE OPTIONS

EXECUTIVE SUMMARY

BACKGROUND

As noted in the first paper in this series on Building Our Resource Base, "A clear challenge for the UW System is to find ways of enhancing revenues from federal sources, alumni, and corporate fund-raising, and to continue to enhance tuition revenue from sources like employer reimbursement, while maintaining a strong and clear focus on retaining its public identity and service to the state through enhanced GPR funding."

In the three months since that September paper, the state and national fiscal situations have changed considerably, and the economic recession may require re-opening of the state's 2001-03 biennial operating budget due to significant revenue shortfalls. In that environment, it is imperative to reiterate the original goal of the Building Our Resource Base theme: UW System seeks additional revenues for a margin of excellence and not to simply use tuition revenues to offset GPR base reductions. At the same time, the present situation reinforces our original understanding that unpredictability in state GPR support for public higher education makes it imperative that other sources of funding be developed.

Tuition Context

UW System resident tuition remains affordable. Peer information shows that:

2001-02 MADISON BIG TEN PEER GROUP TUITION COMPARISONS

	TUITION AND SEGREGATED FEES	DISTANCE FROM THE MID-POINT	RANK
Resident Undergraduate	$4,086	$(935)	8 of 9
Nonresident Undergraduate	$16,318	$2,275	2 of 9
Resident Graduate	$6,358	$234	4 of 9
Nonresident Graduate	$20,496	$7,046	2 of 9

2001-02 MILWAUKEE PEER GROUP TUITION COMPARISONS

	TUITION AND SEGREGATED FEES	DISTANCE FROM THE MID-POINT	RANK
Resident Undergraduate	$4,054	$(709)	12 of 15
Nonresident Undergraduate	$15,184	$4,091	1 of 15
Resident Graduate	$6,178	$413	5 of 15
Nonresident Graduate	$19,480	$7,658	1 of 15

2001-02 COMPREHENSIVE PEER GROUP TUITION COMPARISONS			
	TUITION AND SEGREGATED FEES	DISTANCE FROM THE MID-POINT	RANK
Resident Undergraduate	$3,333	$(632)	32 of 35
Nonresident Undergraduate	$12,103	$3,244	5 of 35
Resident Graduate	$4,574	$240	17 of 35
Nonresident Graduate	$14,398	$5,673	2 of 35

The resident adult market is also affordable for Wisconsin citizens, and the Assembly just passed a provision that will provide tax relief for employers who pay the tuition of employees enrolled for degree credit.

However, required special increases for nonresident undergraduates in 2001-03 are driving the cost in that particular market to a level that is of concern. Nonresident undergraduates subsidize resident undergraduate costs. Nonetheless, if the cost of nonresident undergraduate tuition becomes high enough to decrease the number of nonresident enrollments, that revenue source could actually decrease. This is of special concern because Wisconsin is engaged in a brain gain strategy to attract more college graduates to the state, to increase its per capita income and hence its state tax base. Nonresident students who graduate from a Wisconsin institution form a part of the in-migration pattern, and should be cultivated as part of the brain gain strategy.

Tuition Options

A series of tuition options have been identified in discussions over the past year among the Regents, Chancellors and System officers. This Executive Summary provides an overview and the accompanying set of five papers provides a detailed look at the following options:

1. Per Credit Tuition
2. Nonresident Discount for Alumni Children
3. Cohort Tuition
4. Progressive Tuition, Progressive Aid
5. Self-Supporting Tuition for Professional and Other Niche Programs

REQUESTED ACTION

Decisions do not need to be made this month in terms of recommending approval of the five new tuition approaches (except on the per credit pilots being proposed at UW-Stout and UW-Milwaukee in separate resolutions today). However, guidance is requested in terms of:

- Specifying which tuition options have initial support to the extent that they should have further research and evaluation of possible effects. Regents may wish to ask

for further information on one or more options before further consideration. These items will then be brought back to the Board for final consideration later in the spring of 2002, when final consideration of Building Our Resource Base items is undertaken.

- Indicating which tuition options should not receive further consideration at this time.

DISCUSSION

The principles adopted by the Board of Regents in September 2001 to guide this evaluation of funding strategies are culled from the Board of Regents' tuition policy and the Regents' *Study of UW System in the 21st Century* and are listed below:

Principles Guiding UW System Funding Strategies

1. The UW System is committed to affordability.
2. State-funded financial aid should be linked to tuition increases.
3. The UW System will provide accountability to its stakeholders.
4. UW System educational quality requires a predictable and fair share investment by the state.
5. UW System institutions commit to continuous reallocation of base resources to meet a portion of system and institutional priorities.
6. UW System will continue to manage and measure its success against specific targets and benchmarks such as enrollment targets, graduation rates and other benchmarks, in order to continue its mission as a public university.
7. At the same time, the University System requires operational flexibility commensurate with its responsibilities to its multiple stakeholders.

The five options in the attached papers provide a range of policy choices:

1. Per credit tuition provides the option to offer equity in cost per course across full and part time students
2. A nonresident discounted tuition rate for out-of-state children of alumni could enhance both the state's brain gain strategy and alumni giving to our institutions capital campaigns.
3. Cohort tuition offers more predictability in costs for parents and students across 5 years of college attendance.
4. Progressive tuition coupled with progressive aid would permit greater equity in total cost for instruction across income classes. Currently, low UW System resident undergraduate tuition means that the families of wealthier students pay a far smaller share of their income for a university education compared with lower income students.
5. Further encouragement of UW System institutions to serve the adult market on a cost recovery or cost enhanced basis would help with the brain gain strategy and potentially bring in revenues to subsidize resident undergraduates, given our below-average total support per student.

Certainly, each of these options has pros and cons, and some degree of risk or uncertainty in terms of actual revenue enhancement that might result. Some, like cohort tuition, would be a significant administrative challenge. In considering these items, all of these factors should be carefully weighed. It might be prudent to confine some of these options to a pilot at a single or only a few campuses, to evaluate their actual effects before putting the entire System at risk for revenue or added costs.

Summaries of the Five Options

Each of the five proposals is described below, with the most significant pros and cons. Further description and more extensive pros and cons are included in the individual option papers.

Per Credit Tuition

This option provides the ability to charge all students for all credits taken. It may be approached using one of two methods: revenue neutral (would decrease the costs to part-time students below the current plateau) or revenue generating (all students would pay the current per credit rate, keeping part-time students at the current rate and increasing the costs to those above the plateau).

Revenue Neutral

Pro: Equity in payment for all students. To the extent that students now use the plateau to take more courses than those required for their degrees, reduced time to degree may result. This would free up state resources to enhance quality improvement measures or increase enrollments.

Con: Could reverse the subsidy from full-time to part time students since the cost of serving part-time students is actually higher (they take longer to graduate and are utilizing the university services for a longer period of time).

Revenue Generating

The pros and cons are basically the same as above, except that more or all students would be bearing higher costs, depending on the per credit rate charged.

A concern of either approach is that it would remove the positive feature of the current tuition plateau that is linked to time to degree. For those students using the plateau to take 15-18 credits per semester, the plateau provides an incentive to complete degrees faster.

Nonresident Alumni Legacy Differential Tuition

This approach is an attempt to address a state brain gain strategy by increasing the number of nonresident students without reducing resident access, by offering a somewhat reduced tuition to nonresident alumni children to attend University of Wisconsin System institutions. This proposal would increase enrollment targets. Thus any brain gain increases would occur without a decrease in resident access. In addition, it is hoped that this proposal will also enhance overall tuition revenue and (based on feedback from nonresident alumni who are approached by the universities as potential donors) increase fund raising and gift giving on the part of the alumni whose children attend our campuses.

Pro: The proposal is a means to improve the "brain gain" strategy of the University of Wisconsin System. It is designed to attract increased numbers of nonresident students to our campuses. Each year, a significant percentage of these students remain in the State after graduation.

Con: The proposal has the potential to make non-resident tuition rates appear more complicated and inequitable. If it includes the alumni of all System campuses, it might be a challenge to verify and track all individuals.

Cohort Tuition

Cohort tuition is a means to provide students and families with an increased ability to predict the cost of tuition for the entire term taken to earn an undergraduate degree (as reasonably defined by the institution). Cohort tuition can be defined as charging differing tuition rates to differing cohorts of student populations while charging each student within a particular cohort the same rate. Typically, cohort tuition might mean that new freshmen are all charged the same (higher than current tuition) rate for 4-5 years, with or without a predetermined annual percentage increase, such as the rate of inflation.

Pro: This option enables better financial planning for students and families, and may offer positive benefits to the university and state as well. By reducing the cost to obtain a degree in 4 or 5 years, it provides an incentive to complete education and graduate faster. This offers the potential for reducing state support per resident degree and increasing institutional capacity (by shortening time to graduation).

Con: Periods of sustained high inflation or other cost drivers could result in revenue losses for the institution or the need to add a special assessment to the guaranteed rate in out years. Without a compact with the state, it is difficult to estimate the annual impact of state legislative and gubernatorial actions on annual tuition revenue requirements. The model is also not easily adaptable for less than full-time students

Progressive Tuition, Progressive Aid

This approach offers a way to generate additional revenues for quality initiatives in the UW System that do not receive state fiscal support but are of high priority to the universities. At the same time, it does so by reducing the state subsidy for those who can most afford tuition and increases aid to hold harmless those lower income students who are most price sensitive to tuition rates. This option provides a method of raising resident, undergraduate tuition and need-based financial aid at the same rate. There are two ways to increase the financial aid side of the option: by an amount equal to the dollar increase in tuition or equal to the percent increase in tuition.

Pro: There is more equity in terms of ability to pay. Additional tuition revenue is generated from the tuition increase. This revenue could be used to increase the quality of education for all students and improve the support per student.

Con: This option is presented with the understanding that the additional tuition revenue generated would not replace GPR, but add to the GPR funded in the biennial budget. If this did not occur, the goals of this approach would not be met.

Self-Supporting Tuition for Professional and Other Niche Programs

This option offers a method to encourage campuses to expand self-supporting tuition and niche programs, and price all service-based pricing and distance education courses at a level that does not divert resources from support of the core resident undergraduate student body, by stipulating that they be priced at least at 150% of current tuition.

Pro: Increased options for adult, non-traditional, students who wish to continue their education with increased convenience. This option would also provide increased revenue to the UW System.

Con: The non-traditional student market must remain strong in order for the expanded self-supporting tuition and niche programs to be successful. The increased tuition may also price non-traditional students out of the market if they are not provided with tuition reimbursement at their current job, or if they are unemployed.

RELATED REGENT POLICY

Regents' Tuition Policy. Regents' *Study of UW System in the 21st Century*.

UW SYSTEM PER CREDIT TUITION

BACKGROUND

This paper examines per credit tuition as part of the Board of Regents priority of Building Our Resource Base. The Board recommended consideration of a campus pilot of per credit tuition in its study of the UW System in the 21st Century.

UW-Stout is proposing implementation of per credit tuition in conjunction with a per credit laptop fee and per credit segregated fees beginning in Fall 2002. In addition, UW-Milwaukee is proposing a pilot to move to per credit pricing for summer session, beginning in 2002. UW-La Crosse and UW-Whitewater have also conducted studies on the subject in the past.

In addition to analyzing tuition approaches at other universities, the pros and cons of per credit tuition and the anticipated effects on UW System administrative procedures, this paper explores and presents three possible approaches to per credit tuition:

- Per credit on a revenue neutral basis
- Per credit to generate additional revenue
- Continuing to use the plateau system of tuition

Current Operating Policies

The UW System uses the traditional tuition approach based on a plateau. Undergraduate students are charged per credit up to 12 credits. Between 12 and 18 credits students pay a flat fee equivalent to the charge for 12 credits. The per-credit rate is again charged for each credit over 18. There is also a plateau in place for graduate students that begins at 8 credits. Table 1 illustrates the current undergraduate tuition structure at one UW System Campus (UW-Stout).

Table 1.

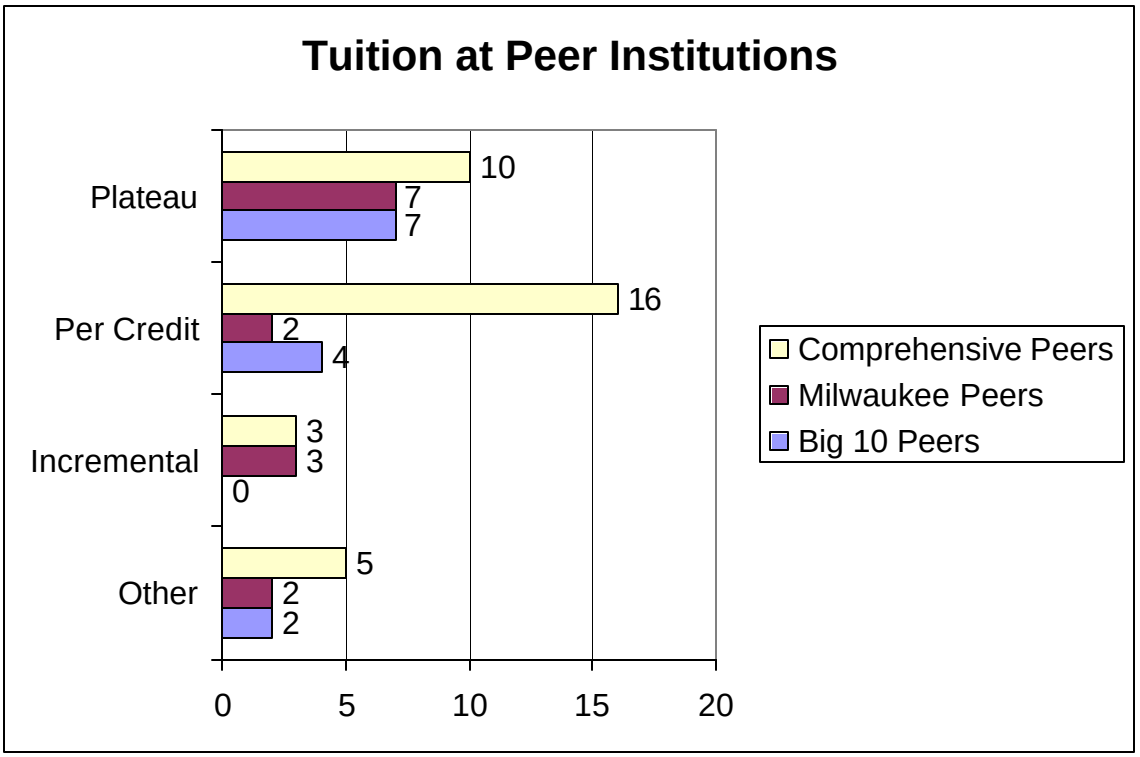
	RESIDENT	NONRESIDENT	MINNESOTA RECIPROCITY
UW-STOUT			
A. UNDERGRADUATE			
1. Full Time (12-18 Credits)			
a. Fees + Tuition	1,458.00	5,720.00	1,554.00
b. Segregated Fees	236.88	236.88	236.88
c. Textbook Rental	56.16	56.16	56.16
d. Total	1,751.04	6,013.04	1,847.04
2. Part Time (Per Credit)			
Less than 12 credits or equivalent	121.50	476.70	129.50

A September 2000 survey of other state university system tuition policies revealed the following regarding per credit tuition (the response rate was 46%, with 23 of 50 states responding):

- 26% of those surveyed used per credit tuition only
- 30% used per credit at some institutions (where campuses were able to develop their own tuition policies)
- 57% of respondents that used per credit tuition either exclusively or at some institutions used it at the undergraduate level
- 30% of the respondents that used per credit tuition either exclusively or at some institutions used it at the graduate level
- 13% of respondents used per credit tuition exclusively or in some form at the professional level

Through further analysis of UW System peer institutions, it was discovered that the size and focus of an institution plays a large role in the approach to tuition chosen. Table 2 details the tuition methods used at UW System peer institutions.

Table 2.



As can be seen from the table, the size, focus and location of the institution affects the way tuition is assessed. Larger schools such as Big 10 Peers, with a reliance on research and full-time, campus resident students tend to utilize plateau tuition schedules. The average student at a Big 10 Peer institution is full time and benefits financially from the plateau. Part-time students, who take longer to obtain their degree, pay for each credit,

thus paying more in total to obtain the same degree. Table 3 compares two students, one part-time the other full-time, each enrolled in a 120 credit program with the plateau tuition and tuition at $100 per credit up to the plateau.

Table 3.

	Student A	Student B
Status	Part-time	Full-time
Credits taken per semester	9	15
Total tuition per semester	$900	$1,200
Years to graduation	6.7	4
Total cost of degree	$12,000	$9,600

UW-Milwaukee peers tend to have large commuter populations and more part-time students who benefit from per credit tuition. Finally, comprehensive peers draw from a smaller population base and have still larger part-time populations. A larger proportion of these institutions tend to rely on per credit tuition.

Alternative Tuition Approaches

Per credit tuition has been considered, sometimes adopted, and even rescinded at various universities nationally. A number of pros and cons have emerged from institutional debate and experience with per credit vs. plateau. The options presented below are revenue neutral per credit tuition, revenue generating per credit tuition and continuation of the plateau.

1. Revenue neutral per credit tuition

The revenue neutral approach to per credit tuition can be interpreted in one of two ways: revenue neutral to the student or revenue neutral to the university.

To achieve revenue neutrality to the student, students would realize a reduction in per credit charges. However, students enrolled in the current 12-18 credit plateau would be charged for all credits taken. A determination would be made as to how the proration could be handled most equitably with the end result being that part-time students would no longer be paying a larger proportional amount than full-time students.

UW-La Crosse proposed this type of per credit tuition using a denominator of 15 credits. Under this plan, students enrolled in 15 or fewer credits would pay an amount equal to or lower than the current rates. Students enrolled in more than 15 credits would pay a slightly higher amount of tuition in total. UW-La Crosse's approach is not entirely

revenue neutral to the individual student, as a small portion of students would see an increase in their costs.

Revenue neutrality to the university could be achieved by dividing the current tuition revenue by estimated total credits to achieve a per credit rate which would be identical for each student, regardless of full or part-time status. UW-Stout used this approach as a model for the per credit tuition proposal. Table 4 shows the difference between current charges and charges with per credit tuition in place.

Table 4.

Current rate within plateau	Per credit, revenue neutral to university
$121.50	$100.21

The pros and cons for revenue neutral per credit tuition:

Pro: Part-time students would no longer subsidize full-time students through higher actual per credit costs.

Pro: Students may be more aware of the courses they are taking and the ramifications of the amount they spend on tuition and thus focus on completing their degree in four years.

Pro: Reduced time to degree might free up state resources to enhance quality improvement measures or increase enrollment growth.

Pro: Revenue forecasting would be easier and more accurate.

Pro: Wisconsin residents make up a large portion of part-time students. They would gain from the playing field being leveled.

Con: Students enrolled in degree programs requiring a higher number of credits would actually pay a higher total for their degree.

Con: Students might be deterred from taking enrichment and breadth courses outside of their degree requirements. Fine arts and exploratory courses in other departments could be affected.

Con: Students might be motivated to enroll in fewer courses each semester to reduce immediate costs. This could lengthen time to degree and lower overall tuition revenue.

Con: Students who change majors and need to take more classes to complete their major would be penalized.

Con: Full-time students might begin to subsidize part time students since the cost of serving part-time students is actually higher for support services as they take longer to graduate and are utilizing the university services for a longer period of time.

Mechanism: Board of Regents approval.

2. Revenue generating per credit tuition

Under this option, all students would pay the same per credit tuition or a slight increase; no students would see a decrease. Most students (those taking 12 or fewer credits) would not see any increase. Those enrolled in more than 12 credits would pay more because these credits would have previously been included in the plateau.

Pros and cons: The pros and cons of a revenue generating system are basically the same as the revenue neutral approach, above; however, this approach produces additional revenue.

Mechanism: Board of Regents approval.

3. Retain current tuition system

The current system is per credit from 1-11, plateau from 12-18, per credit above 18.

Pro: The plateau provides an incentive to take more credits and complete degrees faster.

Pro: The plateau encourages students (provides the opportunity) to take breadth courses within the credit plateau.

Con: Part-time students pay more than full-time students for each credit. However, part-time students cost more to service.

Mechanism: No change required.

Table 5 provides a comparison of the three options presented.

Table 5.

Per Credit Revenue Neutral		**Revenue Generating**	**Current/Plateau**
To Student	*To University*		
Tuition is prorated based on a denominator, few students will see a tuition increase, Most will remain level or decrease.	Tuition is based on current tuition revenue divided out to arrive at a per credit rate.	No student would see a decrease in tuition. Students currently within the plateau would be charged for those credits.	Tuition is charged per credit to 12 credits followed by a plateau where students pay at the 12-credit rate to 18 credits.

Anticipated Effects of a Shift to Per Credit Tuition

Four areas could be affected by a shift to per credit tuition.

Financial Aid: With a shift from the current system of the plateau to per credit, there could be a change in the way financial aid is calculated and awarded. This could result in a change in administrative costs and requirements at campuses.

Segregated Fees: A decision would have to be made regarding the charging of fees. Would they remain the same or be changed to per credit along with the tuition system?

Tuition Billing: A major shift would have to occur in the tuition calculation, especially for full-time students. This would require modification of tuition billing systems.

Potential Risks/Rewards: Because we cannot be sure how students' decisions may change with a change in tuition approach, there is the possibility that overall tuition revenue and time-to-degree could increase or decrease with a shift to the per credit approach.

Conclusion

It's important to first look at the mission of the UW System institutions before deciding that per credit tuition is a benefit to the system as a whole. As mentioned earlier, the focus of UW-Madison is very different than that of Comprehensive institutions. There may be no single tuition approach that is the best solution to achieving every mission.

The purpose of the Building Our Resource Base papers is 1) to find ways to increase the UW System's revenue base and/or 2) to increase revenue stability. Achieving either of these goals depends on the (unknown) behavioral response of students.

Using the revenue neutral approach, tuition revenues would not be increased, but revenue predictability and stability could be enhanced. If students now enrolled in 13-17 credits choose to take lighter course loads to avoid paying more tuition, revenue may actually decrease. By moving to a revenue generating approach, there will be an increase in tuition charged resulting in an initial influx of revenue the first year. However, as time goes by this will not be an exponential increase but will continue to move with tuition increases in the same way the current system has. If it is ultimately determined that using per credit tuition could reduce the amount of time and money spent administratively on tuition, this could be seen as a revenue-building proposition.

NONRESIDENT ALUMNI LEGACY DIFFERENTIAL TUITION

BACKGROUND

As part of the yearlong review proposed by the Board of Regents concerning the topic, "Building Our Resource Base," this paper addresses a proposal designed to address a state brain gain strategy by increasing the number of nonresident students without reducing resident access. This would be accomplished by establishing a reduced tuition rate at University of Wisconsin System institutions for children of nonresident alumni. For the purposes of this proposal, nonresident alumni refer to degree recipients of a University of Wisconsin System institution, who are also United States citizens.

Tuition rates would still be set to exceed 100% of the actual cost per student at the institutions. This proposal may or may not result in an increase in total tuition dollars depending on the number of nonresident alumni children who choose to attend to our institutions. Nevertheless, it is hoped that, by furthering alumni loyalty and inter-generational ties to our institutions, the potential for active involvement and fund raising opportunities will grow.

This proposal would increase enrollment targets. Thus, any brain gain increases would occur without a decrease in resident access.

Relation to the Present Situation

Differential alumni tuition would be a new concept for the University of Wisconsin System. The campuses currently do not provide tuition differential pricing to nonresident alumni children. However, there is a basis for differential nonresident tuition levels. There is variation within the broad category of nonresidents as to level of tuition paid. Based on a compact, Minnesota residents pay a differential tuition, lower than other nonresidents, to attend University of Wisconsin System institutions. Each year, the Board of Regents (based on statutory authority given under the Tuition Award Program) also exempts from nonresident tuition up to 200 students at UW-Parkside and up to 150 students at UW-Superior, in programs identified as having surplus capacity.

Because such differential tuition programs are uncommon, one cannot readily investigate the findings of other states when evaluating this proposal. Of the states responding to a recent SHEEO question on this matter, only Wyoming and Nevada have noted a differential tuition rate for nonresident alumni children. In Nevada, these students are assessed resident tuition rates; while in Wyoming, they pay 150% of a portion of the resident tuition. Table 1 describes the size and impact of these programs.

Table 1
Universities of Nevada-Reno and Wyoming Comparisons

	Nevada	**Wyoming**
Total Undergraduates	10,478	8,490
Nonresident Undergraduates (% of Total)	19%	25%
Total Nonresident Undergraduates	1,990	2,122
Total Nonresident Alumni Children	81	200
Nonresident Alumni Children as percent of all Nonresidents	4.0%	9.4%
Resident Tuition (annual)	$2,415	$2,807
Nonresident Tuition (annual)	$9,630	$8,729
Differential Tuition (annual)	n/a	$3,965

Across all UW System campuses, the percent of nonresident (excluding Minnesota compact) students hovers around 8%. However, as noted in Table 2, the majority of these students are found at UW-Madison. Even if most of the interest in this program were to take place at the Madison campus, there would be benefits to the other campuses as well. This policy is designed also to affect nonresident enrollments at the Comprehensives as well as the Doctoral campuses. However, it might also result in increased interest among traditional resident applicants at the Comprehensive campuses. Thus, if additional nonresidents were successfully to seek enrollment at the Madison campus, there might be pressure to accept additional residents at the other campuses. In a time of stagnation in the numbers of high school graduates in the state, this might be beneficial to all our campuses.

Table 2
Profile of New Undergraduates – Fall 2000
University of Wisconsin System Campuses

	EAU	GBY	LAC	MSN	MIL	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	UWC	TOTAL
Freshmen Fall 2000	2,094	996	1,614	5,736	2,979	1,652	828	1,003	1,126	1,530	1,322	421	2,077	3,964	27,342
Percent of Freshmen															
Wisconsin Res.	73%	93%	81%	64%	97%	97%	88%	91%	53%	92%	68%	57%	93%	97%	
Minnesota Compact	25%	3%	16%	11%	1%	1%	0%	3%	43%	4%	29%	36%	0%	0%	
Other Nonresident	2%	5%	3%	25%	2%	2%	12%	6%	4%	4%	2%	7%	7%	3%	
Number Freshmen Other Nonresident	42	50	48	1,434	60	33	99	60	45	61	26	29	145	119	2,253

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For Fall 2001, UW-Madison has provided home state/country (excluding Minnesota) data for those new freshman applicants with alumni parents. This is valuable as it provides information on geographic distribution. Approximately 50% of these applicants are from Illinois, California, New York and Michigan. Illinois alone accounts for over 30% of all nonresident freshman applicants with alumni parents.

Table 3
UW-Madison New Freshman Applicants Fall 2001
Nonresidents with UW-Madison Alumni Parents

Home State	Applicants		Admitted		Enrolled	
	Number	Percent	Number	Percent	Number	Percent
Illinois	218	32%	143	31%	41	30%
California	46	7%	33	7%	8	6%
New York	46	7%	33	7%	9	6%
Michigan	32	5%	20	4%	3	2%
TOTAL ALL	*680*	*100%*	*460*	*100%*	*137*	*100%*

A related factor that might be significant in gauging interest in this program is the tuition rates at the state universities in these states. In this case, alumni parents in Illinois and Michigan might be most interested in this program, as these states have the highest resident tuition rates. A comparison, including tuition rates for UW-Madison, is offered in Table 4.

Table 4
Comparative Resident and Nonresident Tuition
Largest Nonresident Alumni States

	Resident Tuition	Nonresident Tuition
Illinois	$ 5,294	$ 13,114
California (average of 5 UC Campuses)	4,066	14,844
New York	3,400	8,300
Michigan	6,862	20,973
UW-Madison	3,586	15,800*

*Second highest in Big 10

The availability of this type of tuition discount could increase the ability of UW System institutions to recruit alumni children from those states like California, with large populations and significant growth projected in the traditional college age group.

Options

A. Offer a tuition differential of $3000 per year to the children of nonresident alumni, as defined above, from any UW institution entering as freshmen any UW System campus. The resulting tuition would cover instructional costs, as required of all nonresident tuition rates. At present, instructional costs are approximately $8,600 at the doctoral cluster, $7,450 at the university clusters, and $6,570 at the colleges, compared with nonresident undergraduate tuition of $15,800 at UW-Madison, $14,592 at UW-Milwaukee, $11,544 at the Comprehensives and $10,088 at UW Colleges.

Table 5
Nonresident Tuition Figures

CAMPUS	ONE SEMESTER	FULL YEAR	COST OF INSTR.
Madison	$7,900	$15,800	$8,600
Milwaukee	7,296	14,592	8,600
Eau Claire	5,822	11,644	7,450
Stout	5,850	11,700	7,450
Comprehensives	5,722	11,444	7,450
Colleges	5,044	10,088	6,570

B. Offer the differential to children of nonresident alumni from any UW institution provided the children attend the same institution as the parent. All other considerations would remain the same.

C. Structure the program so that the differential could also be offered to children of nonresident alumni who transfer into the University of Wisconsin System from other institutions.

Implementation Considerations

- Additional nonresident students would need to be enrolled to balance loss of revenue. Thus, as Table 6 indicates, to replace the loss of revenue, for every 2.4 and 1.3 students who receive a discount at the Doctoral and Comprehensive campuses, respectively, an additional student paying full nonresident tuition would have to be enrolled.

Table 6
An Example of the Effect of Differential Tuition

	Tuition Differential at $3000	
	Doctoral Campuses	Comprehensives
Hypothetical* Number of Nonresident alumni children presently on campus	700	73
Loss of Tuition based on Hypothetical Number of Nonresident alumni children on Campus	-$2,100,000	-$219,000
Additional Nonresident Students Paying Full Nonresident Tuition needed to make up Dollar Shortfall	291	56

- The balance of resident and nonresident students at the Madison campus could be altered. Madison has an undergraduate nonresident cap of 25% as per Board of Regents policy. They are presently at 21% overall. Based on the numbers involved, such a proposal might not create the level of increase required to affect this percentage. These numbers are not significant at the other campuses. Again, this proposal might create increased pressure on the part of resident 18 year olds for admission to the other UW System institutions.

- Enrollment Management: If this proposal were successful, overall enrollment targets would have to be increased as appropriate to cover these brain gain increases without decreasing resident access.

Pros and Cons of Proposal in General

Pros

- Brain Gain
  These proposals are intended to expand the geographical heterogeneity of our campuses. Approximately 20% of nonresident students remain in the state. An increase in the number of nonresident students can result in the potential for increased numbers of these students to remain in the state.

- Build Institutional Loyalty and Ties
  These proposals provide a tangible method of increasing the familial ties between alumni and the university. Each may lead to multi-generational connections, not just on the part of Wisconsin residents but also with nonresidents as well.

- Increased Resident Applicants to Comprehensives
  Increased nonresident interest primarily at UW-Madison might create a situation in which there would be additional pressure on the part of resident 18 year olds to enroll at the UW-Milwaukee, the Comprehensives and the Colleges. While this might present some difficulty politically at a time when UW-Madison is being pressured to increase the number of resident students accepted, this would be beneficial to some comprehensives at a time in which the State predicts no growth in this demographic sector.

- Increased Donation and Gift Revenue

Cons

- Brain Drain
  It should also be recognized that these proposals may actually exacerbate the brain drain in the state by giving nonresidents an incentive to remain out of the state. Thus, any push to reside in Wisconsin in order to avail oneself of the higher educational benefits is diminished. In addition, this proposal does not provide any assurance that students enrolled under this program will remain in-state.

- Increased Enrollments
  If significantly increased numbers of nonresident students were to arrive on our campuses, it might require total enrollment increases to maintain the balance between resident and nonresident students. This is likely only a problem at UW-Madison and may present political problems at a time when there is legislative pressure to increase the number of resident students accepted onto the campus.

- May Not Build Loyalty
  If the proposal is one that permits alumni of one institution to send children to any other institution, it may not cement the loyalties expected with individual campuses.

- More Complicated Tuition Rates and Bookkeeping
  These proposals have the potential to make nonresident tuition rates appear more complicated and inequitable. If it includes alumni of all the System campuses, it might be a challenge to verify and track all individuals.

Implementation Options

- Tuition Discount

  A tuition discount would equal a set reduction from the present nonresident tuition rates. As an example this reduction could equal $3000 per year. This would still exceed the actual instructional costs at the institutions, presently averaging $8,600 at the doctoral campuses, $7,450 at the comprehensives and $6,570 at the colleges.

  Mechanism for implementation: This option would not require statutory changes.

- Tuition remission

  Tuition remissions are presently granted in a number of specific situations: athletic scholarships, Tuition Award Program at Parkside and Superior, remissions for children of slain police officers, ambulance drivers, EMTs, etc. In some cases, there is also a cap on the number of remissions which can be awarded. A specific remission amount (e.g. $3,000) could be established

  Mechanism for implementation: A statutory change would be required to create such a remission.

- Merit based grant

  This would entail a determination of the criteria for this award. It might function similarly to the scholarships awarded by the various alumni clubs throughout the country. For example, at present, these organizations provide approximately $400,000 in scholarships at the UW-Madison annually.

  Mechanism of implementation: This option would not require special statutory changes. In this case, the University System would have to raise the revenue to provide these grants.

Next Steps

If the Board of Regents wishes to pursue this proposal further, it will be necessary to have all campuses determine which nonresident students are presently children of alumni. This will permit us to ascertain the affect of this program on all of the campuses.

COHORT TUITION

BACKGROUND

State funding for public universities continues to ebb and flow according to internal fiscal pressures in the home state and nationwide. In a number of states, shifts in public spending away from higher education and into K-12 education, property and corporate tax relief, corrections, Medicaid, and other priorities has put increased pressure on universities and state legislatures to rely on additional tuition revenues to fund a greater share of new spending needs. Since most tuition rates are set on an annual basis, and economic and political climates vary from year to year, causing sometimes dramatic shifts in tuition rate increases, many students and their families find it difficult to predict the annual cumulative cost of four to five years of tuition.

These funding pressures and/or the desire to provide students and families with an increased ability to predict the cost of tuition to earn a degree, have caused a number of public and private universities to consider, and in some cases implement, cohort tuition models.

Issues that would need to be seriously considered are:

1) the risk of not meeting revenue needs for the tuition share of cost, especially in a volatile state fiscal environment where costs are being shifted off of GPR and base cuts are a cyclical phenomenon.
2) the intensive administrative considerations as students stop out and then appeal their assignment to a different cohort, including differential tuition rates charged to students.

Definition of Cohort Tuition

In the most basic sense, cohort tuition can be defined as charging differing tuition rates to differing cohorts of student populations while charging each student within a particular cohort the same rate. Typically, cohort tuition might mean that new freshmen are all charged the same rate with or without a predetermined annual percentage increase, such as the rate of inflation, for 4-5 years. The issue of how transfer students should be handled would need to be decided. The transfer student could be treated for tuition purposes in the same manner as a freshman or as a member of the class into which they are transferring.

Cohorts may be based on any number of criteria including residency status, class standing based on credits earned, years enrolled, traditional or nontraditional student status, or even declared major. Institutions have many options in determining the tuition they will charge to each cohort, including guaranteeing one set rate, increasing at a specific rate, or increasing at specific dollar or percentage levels and an indexed percentage increase. Cohort tuition does not generally apply to segregated fees or room and board charges, which are a significant part of the cost of education. One would expect that even if tuition is flat, a student would continue to receive increases in segregated fee rates and room and board rates.

Cohort Tuition Model Options

Any number of variations for grouping students into cohorts and applying tuition rates exist. Research indicates that there are at least three basic models forming the foundation of the cohort

tuition frameworks that institutions are adopting, or considering, and that each institution's model is based on the goal(s) they are attempting to achieve.

Model 1: Guarantee new freshman a single tuition rate for a specified length of time or number of credits

Model 2: As with model 1, new freshman are guaranteed a single tuition rate for a specified length of time or number of credits but the tuition rate increases each year by a determined factor (1%, 2%...) or index such as the Consumer Price Index (CPI).

Model 3: Each incoming freshman cohort pays the base tuition rate plus an additional differential tuition amount until a target differential tuition level for the institution is achieved. For example, if an institution wants to phase in a differential tuition of $2,000 over 4 years, each of the next four freshman cohorts would pay the previous cohort's tuition plus the standard annual tuition increase and a $500 differential tuition.

Model 1

The University of Colorado at Boulder proposed implementing a cohort tuition framework similar to Model 1 for resident students in the fall of 1999 and nonresident students in the fall of 2000. Each entering freshman would be guaranteed a flat tuition rate through their fourth year – or 135 credit hours in five years for double majors and specialty degrees. Only full-time and transfer students were assigned to cohorts.

Table 1
University of Colorado at Boulder Tuition Schedule

Resident Freshman			**Nonresident Freshman**		
FY 99-00			**FY 00-01**		
	With Fixed Tuition	Without Fixed Tuition		With Fixed Tuition	Without Fixed Tuition
Year 1	$2,710	$2,658	Year 1	$16,196	$15,886
Year 2	$2,710	$2,724	Year 2	$16,196	$16,284
Year 3	$2,710	$2,792	Year 3	$16,196	$16,690
Year 4	$2,710	$2,862	Year 4	$16,196	$17,108
Year 5	$2,710	$2,932	Year 5	$16,196	$17,536
Total	$13,550	$13,968	Total	$80,980	$83,504
FY 00-01			**FY 01-02**		
	With Fixed Tuition	Without Fixed Tuition		With Fixed Tuition	Without Fixed Tuition
Year 1	$2,832	$2,724	Year 1	$16,926	$16,284
Year 2	$2,832	$2,792	Year 2	$16,926	$16,690
Year 3	$2,832	$2,862	Year 3	$16,926	$17,108
Year 4	$2,832	$2,932	Year 4	$16,926	$17,536
Year 5	$2,832	$3,006	Year 5	$16,926	$17,974
Total	$14,160	$14,316	Total	$84,630	$85,592

The model assumes that the Colorado legislature would increase tuition rates at the same rate as inflation, which was predicted to be 2.5% per year. The flat or fixed rate would increase by an additional 2% for a total of 4.5% for each new cohort. The model holds students harmless for inflation increases over 2.5% and allows the university to generate moderate additional revenue in periods of moderate or steady inflation. It is important to note that this model builds in an inflationary component upfront when setting the flat rate for the cohort. This component helps mitigate the impact of inflation over 4-5 years but does not cause the rate to vary from year to year for each cohort like the framework of Model 2.

The proposal which was approved by the Colorado Commission on Higher Education and state Legislature was eventually vetoed by the Governor and replaced by a new four year compact that increased state resources by 1% over inflation and student tuition by $300 per year.

Model 2

Gustavus College in Minnesota has a tuition plan that is somewhat similar to Model 2. For a $600 one-time fee as a freshman, incoming students are guaranteed that tuition room and board will increase by no more than 3% per year, without regard to actual tuition trends.

Another tuition plan based on Model 2 could include an increase to the flat rate charged to each incoming freshman cohort and guarantee of that rate plus projected inflationary increases based on the Consumer Price Index. For example, assuming that each new cohort was assessed a 5% tuition increase over the previous cohort's rate plus annual inflation increases; the first two cohorts would look like the following:

Table 2
Flat Rate Plus Annual Increase Model

Year	CPI	Resident Tuition	Nonresident Tuition
FY 01-02			
Previous Cohort's Tuition		$3,000	$12,000
Cohort 1: Base Tuition After 5% Increase		$3,150	$12,600
Year 1	2.5%	$3,229	$12,915
Year 2	3.0%	$3,326	$13,302
Year 3	2.7%	$3,415	$13,662
Year 4	2.0%	$3,484	$13,935
FY 02-03			
Previous Cohort's Tuition		$3,229	$12,915
Cohort 2: Base Tuition After 5% Increase		$3,390	$13,561
Year 1	3.0%	$3,492	$13,968
Year 2	2.7%	$3,586	$14,345
Year 3	2.0%	$3,658	$14,632
Year 4	2.3%	$3,742	$14,968

Model 3

The third tuition model framework essentially uses a variant of cohort tuition to phase in a significant differential tuition increase without guaranteeing a flat tuition or indexed rate increase in future years. A good example of this model is the new tuition plan that the University of Illinois instituted this fall. The plan calls for an increase of $500 per year, over returning student tuition rates, for each of two years at the Urbana-Champaign and Chicago campuses for freshmen and other first-time students only. Previously enrolled students saw their tuition rates climb by 3% at the Chicago campus and 5% at Urbana-Champaign.

Assuming that the differential tuition is phased in over 2 years and that tuition at the University of Illinois – Urbana continues to rise at 5% per year, the following table summarizes the impacts of this tuition plan on tuition rates until it is fully phased in after four years.

Table 3
University of Illinois – Urbana

	Resident		Nonresident	
	Undergraduate	Graduate	Undergraduate	Graduate
Fall 2000-01	$5,004	$5,632	$12,451	$13,141
Fall 2001-02				
Returning Students	$5,254	$5,914	$13,074	$13,798
New Students: Cohort 1	$5,754	$6,414	$13,574	$14,298
Fall 2002-03*				
Returning Students	$5,517	$6,210	$13,728	$14,488
Cohort 1	$6,517	$7,210	$14,728	$15,488
New Students: Cohort 2	$6,517	$7,210	$14,728	$15,488
Fall 2004-05*				
Returning Students	$5,793	$6,520	$14,414	$15,212
Cohort 1	$6,793	$7,520	$15,414	$16,212
Cohort 2	$6,793	$7,520	$15,414	$16,212
New Students: Cohort 3	$6,793	$7,520	$15,414	$16,212
Fall 2005-06*				
Cohort 1	$7,132	$7,896	$16,185	$17,023
Cohort 2	$7,132	$7,896	$16,185	$17,023
Cohort 3	$7,132	$7,896	$16,185	$17,023
New Students: Cohort 4	$7,132	$7,896	$16,185	$17,023

*Based on a hypothetical continuation of the Fall 2001-02 tuition increase of 5%.

Pros and Cons of Various Models

Model 1: Fixed Tuition Rate for A Specified Number of Years and Credits

Pros:

- Better financial planning for students and families
- By fixing or guaranteeing a specific rate for a limited time (4 or 5 years) it provides an incentive to complete education and graduate faster to avoid higher new rates

- Potential for reducing State support per resident degree and increasing institutional capacity by shortening time to graduation
- Can be combined with 4-year graduation guarantee programs to ensure that students can complete a degree
- The predictability of future tuition rates is particularly attractive to nonresident students who often experience large fluctuations in dollar increases when tuition rates increase
- Implementation over 4-5 years, however, allows institutions the ability to evaluate each cohort's effect on its revenue stream
- By increasing tuition predictability, it may enhance recruitment and enrollment growth, particularly for high tuition programs and nonresident students
- Improved tuition revenue estimating
- Opportunity to moderately increase tuition revenues

Cons:

- Periods of sustained high inflation or other cost drivers could result in revenue losses for the institution or the need to add a special assessment to the guaranteed rate in out years
- Current financial/budget system does not allow us to easily "set aside" first and second year revenues, when tuition rates are slightly higher, to cover third and forth year costs, when tuition rates are lower
- Without a compact with the state, it is difficult to estimate the annual impact of state legislative and gubernatorial actions on annual tuition revenue requirements
- The model is not easily adaptable for less than full-time students
- Having three or more cohorts with a fixed tuition rate limits the flexibility of institutions to generate increased tuition revenues without significant changes in tuition rates for new cohorts
- Difficult to respond to serious or last minute changes in state support or legislative actions (for example, the 2001-02 pay plan or mandated nonresident undergraduate tuition increases)
- Campus billing and receivable systems would need to incorporate more complex tuition schedules
- May not be equally applicable or appropriate for each of the comprehensive and doctoral institutions

Mechanism:

The tuition continuing appropriation would have to be modified from a limited to a full continuing appropriation. Currently, statutory language prohibits the Board of Regents from increasing tuition for resident undergraduate students for more than the established budget level, increases for compensation, a projected loss of enrollment due to enrollment or mix changes, distance education, nontraditional courses and intersession courses, differential tuition and state imposed costs.

<u>Model 2: Fixed Tuition Rate for Specified Number of Years and Credits Plus Specific or Indexed Annual Increases.</u>

The pros and cons of Model 2 are basically the same as those for Model 1 except for the following:

Pro: Model 2 reduces the impact of unknown future inflationary pressures on institutional tuition revenues when it is indexed for inflation or includes a specified annual increase percentage

Con: Including an annual inflation adjustment tool reduces the ability of students and families to anticipate the cost of 4 or 5 years of tuition.

Mechanism: The tuition continuing appropriation would have to be modified from a limited to a full continuing appropriation.

Model 3: Phasing a Differential Tuition Over Several Cohorts.

Pros:

- Increases the tuition revenues available to fund student initiatives and a margin of excellence
- Phasing spreads the larger differential tuition increase over several years
- There is predictability in the size and timing of the differential tuition increase
- Institutions are not locked into guaranteed future tuition rates (and, by extension fixed revenue limits)

Cons:

- Annual base tuition rates are still unpredictable for students and family
- Campus billing and receivable systems would temporarily need to incorporate more complex tuition schedules

Mechanism:

The tuition continuing appropriation would have to be modified from a limited to a full continuing appropriation.

Feasibility of Implementing Cohort Tuition in Wisconsin

Mechanism for Implementation:

The tuition continuing appropriation would have to be modified from a limited to a full continuing appropriation.

Possible Implementation Results:

Models 1 and 2 provide predictability in tuition costs for students who remain in their cohort through graduation. However, unless the increment above current tuition levels for each cohort is assigned, Model 1 especially, and possibly even Model 2, might not cover regular costs if the state continues to provide only modest GPR increases, continues to ask UW System to absorb much of compensation increases from tuition, and assesses administrative GPR base cuts approximately every 2-3 biennia.

With nonresident tuition rates at about 4 times the rate of resident tuition, and already near the top of each institution's tuition peers, either Model 1 or Model 2 could enhance the marketability of UW System institutions to nonresident students by providing predictable tuition rates to students and families.

Model 3 does not provide significant benefits over the current ability of the Board of Regents to enact differential tuition rates at individual UW institutions. In many states, tuition rates are set by the legislature and institutions would be more advantaged by the authority provided to the University of Wisconsin Board of Regents rather than having to implement tuition Model 3. The phasing of increases, which is the underlying mechanic of Model 3, could, however, be useful should the board want to consider implementing more substantial differential tuition rates at a particular campus or systemwide.

The ease of implementing these tuition models would be greatly enhanced if they were limited to full-time students, as other institutions have done. However, there would need to be clear guidelines for how tuition is affected by students changing from full-time to part-time and vice versa.

Guidelines would need to be established for dealing with transfer students who are admitted after the cohort tuition is implemented.

Should the Board of Regents be interested in implementing cohort tuition, with tuition revenues being approximately one-third of UW System's GPR Fee base and the potential of inadequate coverage of costs, they may want to consider piloting a program at an institution with a relatively high full-time student population rather than systemwide.

At that point, consideration would need to be made regarding how a model could take into account transfer students, students who are enrolled for more than 5 years and Minnesota Reciprocity students who would need to be considered separately.

Finally, if the Board of Regents is interested in a cohort approach to enhancing tuition revenue for the sake of obtaining revenue for unmet quality needs, it may wish to consider systemwide differential tuition instead.

The Appendix provides detailed illustrations of the impact of actual implementation

Appendix

A Specific Implementation Scenario:

Consider the following simplified sketches of how tuition Model 1 might look for a UW System institution. The first view (Table 4) tracks the result on full time resident undergraduate tuition cohort tuition rates and resulting revenue growth over a 19 year period. The model assumes that the current tuition is $3,500 per year, that future tuition revenues need to grow at 7% per year to keep pace with increasing compensation costs, cost-to-continue, and new initiatives (i.e. library cost increases, enrollment growth, IT, economic stimulus, student services, etc.) and that the cohort tuition option would not be available to current students. Current students would experience a 7% tuition increase each year until they graduate. Cohort A are new Freshman classes and include 38% of the institution's enrollments. Cohort B are continuing Sophomores and include 20.5% of the institution's enrollments. Cohorts C, D and E include Junior, Senior and fifth year senior classes and have 17.5%, 15.8% and 7.4% of the institution's enrollments, respectively.

Table 4
Model 1: UW Institution Resident Undergraduate Scenario

Base Annual Tuition $ 3,500 (excluding segregated fees)
Annual incrs for grandfathered 7%

		Tuition Cohort						
	% incrs	A	B	C	D	E	Weighted	Average
Year	for Cohort A	38.9%	20.5%	17.5%	15.8%	7.4%	Average	% Incrs
1	9.00%	3,815	3,745	3,745	3,745	3,745	3,772	7.78
2	10.00%	4,197	3,815	4,007	4,007	4,007	4,041	7.14
3	10.00%	4,616	4,197	3,815	4,288	4,288	4,314	6.75
4	10.00%	5,078	4,616	4,197	3,815	4,588	4,594	6.48
5	8.00%	5,484	5,078	4,616	4,197	3,815	4,923	7.15
6	7.00%	5,868	5,484	5,078	4,616	4,197	5,330	8.28
7	7.00%	6,279	5,868	5,484	5,078	4,616	5,743	7.75
8	7.00%	6,718	6,279	5,868	5,484	5,078	6,164	7.32
9	7.00%	7,188	6,718	6,279	5,868	5,484	6,599	7.06
10	7.00%	7,692	7,188	6,718	6,279	5,868	7,061	7.00
11	7.00%	8,230	7,692	7,188	6,718	6,279	7,555	7.00
12	7.00%	8,806	8,230	7,692	7,188	6,718	8,084	7.00
13	7.00%	9,423	8,806	8,230	7,692	7,188	8,650	7.00
14	7.00%	10,082	9,423	8,806	8,230	7,692	9,255	7.00
15	7.00%	10,788	10,082	9,423	8,806	8,230	9,903	7.00
16	7.00%	11,543	10,788	10,082	9,423	8,806	10,596	7.00
17	7.00%	12,351	11,543	10,788	10,082	9,423	11,338	7.00
18	7.00%	13,216	12,351	11,543	10,788	10,082	12,132	7.00
19	7.00%	14,141	13,216	12,351	11,543	10,788	12,981	7.00

Tuition revenues, as measured by the average percentage tuition increase shown in the last column of Table 4, fluctuate around the tuition revenue increase target of 7% shifting first down, then up, and then down again before leveling off at a steady state in year 10.

At early stages, downward trends in tuition revenue occur even though tuition for each new cohort is being increased at a rate higher than 7% and non cohort tuition is increasing at 7%. In general, because tuition rates stay fixed for a period of five years, the impact of each cohort on

tuition revenues, again as indicated by the numbers in the last column, continue until the cohort is replaced.

It is important to note that under the current UW System tuition structure, tuition rates would need to increase by 7% each year in order to achieve a 7% increase in tuition revenues each year.

Under this model, the tuition rate for the first year's cohort would increase by 9% from the current tuition but that rate would be fixed for 5 years. This amounts to an approximate increase of 1.9% per year. Yet, as Table 4 indicates, tuition revenues increase by nearly 7% per year. Table 5 indicates the annual percentage increase for a student and the total tuition dollars they would pay over 5 years.

Table 5
Annual Percentage Rate Increase and Total Tuition Paid Under Cohort Tuition

		Tuition Cohort						
Year	% incrs for Cohort A	A	B	C	D	E	Annual % Increase	Total Tuition Paid
1	9.00%	3,815	3,815	3,815	3,815	3,815	1.8%	19,075
2	10.00%	4,197	4,197	4,197	4,197	4,197	2.0%	20,983
3	10.00%	4,616	4,616	4,616	4,616	4,616	2.0%	23,081
4	10.00%	5,078	5,078	5,078	5,078	5,078	2.0%	25,389
5	8.00%	5,484	5,484	5,484	5,484	5,484	1.6%	27,420
6	7.00%	5,868	5,868	5,868	5,868	5,868	1.4%	29,339
7	7.00%	6,279	6,279	6,279	6,279	6,279	1.4%	31,393
8	7.00%	6,718	6,718	6,718	6,718	6,718	1.4%	33,591
9	7.00%	7,188	7,188	7,188	7,188	7,188	1.4%	35,942
10	7.00%	7,692	7,692	7,692	7,692	7,692	1.4%	38,458
11	7.00%	8,230	7,692	7,188	6,718	6,279	1.4%	36,107
12	7.00%	8,806	8,230	7,692	7,188	6,718	1.4%	38,634
13	7.00%	9,423	8,806	8,230	7,692	7,188	1.4%	41,339
14	7.00%	10,082	9,423	8,806	8,230	7,692	1.4%	44,232
15	7.00%	10,788	10,082	9,423	8,806	8,230	1.4%	47,328

Table 6 on the next page indicates the impact of UW System's current tuition framework on resident undergraduate students with annual 7% tuition increases over a 5 year period. Under the current tuition framework a new Freshman would experience 7% tuition increases for each of the 5 years shown. Their tuition would increase from $3,745 for their freshman year to $4,909 should they remain through for a fifth year. After 5 years of college the student paying the cohort tuition will have paid $19,075 and the student under current tuition system $21,537, or $2,462 dollars more.

Table 7 illustrates the new freshman tuition rates and total tuition dollars paid by a student under the current tuition framework and using the cohort tuition model presented in Table 4. Recall, that both models result in nearly the same level of increase in tuition revenues for the institution each year.

Using this hypothetical tuition scenario, the current tuition model results in lower new freshman tuition rates over time but more actual tuition dollars being paid by students compared to the cohort model.

Similar types of results occur when the scenario is changed to reflect nonresident student cohorts and tuition rates, and when the time to degree is reduced from five years to four years.

Table 6
Annual Percentage Rate Increase and Total Tuition Paid Under Current Tuition System

Year	% incrs Per Year	Class Standing					Total Tuition Paid
		Fr.	Soph.	Junior	Senior	5th Yr	
1	7.00%	3,745	4,007	4,288	4,588	4,909	21,537
2	7.00%	4,007	4,288	4,588	4,909	5,253	23,044
3	7.00%	4,288	4,588	4,909	5,253	5,620	24,657
4	7.00%	4,588	4,909	5,253	5,620	6,014	26,383
5	7.00%	4,909	5,253	5,620	6,014	6,435	28,230
6	7.00%	5,253	5,620	6,014	6,435	6,885	30,206
7	7.00%	5,620	6,014	6,435	6,885	7,367	32,321
8	7.00%	6,014	6,435	6,885	7,367	7,883	34,583
9	7.00%	6,435	6,885	7,367	7,883	8,434	37,004
10	7.00%	6,885	7,367	7,883	8,434	9,025	39,594
11	7.00%	7,367	7,883	8,434	9,025	9,657	42,366
12	7.00%	7,883	8,434	9,025	9,657	10,333	45,331
13	7.00%	8,434	9,025	9,657	10,333	11,056	48,504
14	7.00%	9,025	9,657	10,333	11,056	11,830	51,900
15	7.00%	9,657	10,333	11,056	11,830	12,658	55,533

Table 7
Comparison of New Freshman Tuition Rates and Total Tuition Paid

Year	New Freshman Tuition Rates			Total Tuition Paid		
	Current	Cohort	Difference	Current	Cohort	Difference
1	3,745	3,815	(70)	21,537	19,075	2,462
2	4,007	4,197	(189)	23,044	20,983	2,062
3	4,288	4,616	(328)	24,657	23,081	1,576
4	4,588	5,078	(490)	26,383	25,389	994
5	4,909	5,484	(575)	28,230	27,420	810
6	5,253	5,868	(615)	30,206	29,339	867
7	5,620	6,279	(658)	32,321	31,393	927
8	6,014	6,718	(704)	34,583	33,591	992
9	6,435	7,188	(754)	37,004	35,942	1,062
10	6,885	7,692	(807)	39,594	38,458	1,136
11	7,367	8,230	(863)	42,366	36,107	6,259
12	7,883	8,806	(923)	45,331	38,634	6,697
13	8,434	9,423	(988)	48,504	41,339	7,166
14	9,025	10,082	(1,057)	51,900	44,232	7,667
15	9,657	10,788	(1,131)	55,533	47,328	8,204

PROGRESSIVE TUITION, PROGRESSIVE AID

BACKGROUND

This paper is included as one of the Tuition Options in the series, "Building Our Resource Base." It describes a method of raising resident, undergraduate tuition and need-based financial aid at the same rate. This option would ensure that low income students are "held harmless" by increases in tuition, and provide more equity in pricing among all income groups. Currently, low tuition and State GPR dollars are subsidizing high income resident students who have the ability to pay a higher tuition rate. Additional tuition revenue generated by this option would help to increase the support per student, which is currently below the national average, and allow UW System institutions to increase funding for quality improvement programs.

National Context

The progressive tuition, progressive aid tuition model is evident among the fifty states. When comparing average tuition and fees in a state versus the amount of need-based financial aid per full time equivalent student, there are a number of states that rank high in both categories (Table 1).

Table 1
High Tuition, High Financial Aid States (1999-00)

State	Average Tuition & Fees	Rank	State Need-Based Aid per FTE	Rank	Combined Tuition/Aid Rank*
Vermont	$6,913	1	$597	6	9
Pennsylvania	$5,610	3	$777	4	5
New Jersey	$5,255	4	$1,050	1	3
Michigan	$4,538	7	$366	14	11
Connecticut	$4,435	9	$529	8	6
Maine	$4,122	11	$355	17	10
Massachusettes	$4,105	12	$477	9	7
Illinois	$4,038	13	$1,036	2	2
New York	$3,983	14	$1,027	3	1
Minnesota	$3,800	15	$732	5	4
Virginia	$3,733	16	$365	16	8

* Combined Tuition/Aid Rank is determined by the percent of tuition covered by State financial aid.

Among those states listed above, Connecticut and Illinois both have policies to increase financial aid at the same rate as tuition. Connecticut requires public institutions to set aside 15% of tuition revenue for need-based financial aid and State financial aid for public university students is based on a formula that matches the institution set-aside. In Illinois, the maximum award amount for the State need-based grant is capped at the total amount of tuition and fees at the

most-expensive public institution, and each year State general funds are provided to off-set the increase in tuition. Applying the same measurements as Table 1, Wisconsin ranks 22nd in average tuition and fees and 24th in State need-based financial aid per FTE.

Current Operating Policies

Tuition Policy Principles

At present, there is no statutory requirement for the State to increase financial aid at the same rate as tuition. However, such bills have been introduced in the Legislature for the past few years. The Board of Regents' Tuition Policy Principles include language that upholds this idea. These principles are included in Board resolutions passed with each biennial budget. Specifically regarding financial aid, the principles state:

- Tuition and financial aid in the UW System should balance educational quality, access, and ability to pay.

- As a matter of fiscal and educational policy, the State should, at a minimum, strive to maintain its current GPR funding share (65%) of regular budget requests for cost-to-continue, compensation and new initiatives, and fully fund tuition increases in state financial aid programs.

- GPR financial aid and graduate assistant support increases should be kept commensurate with general tuition increases.

Continuing Appropriation for Tuition

In the 1999-01 Biennial Budget the State granted the UW System continuing appropriation authority for tuition revenue. However, the statutory language put a limit on the amount the Board of Regents could increase tuition for resident undergraduate students. This limitation would need to be removed for the Board of Regents to adopt a progressive tuition, progressive aid policy.

Alternative Operating Policies

There are several alternatives within the progressive tuition, progressive aid model. These include:

- Additional tuition revenue, generated from the tuition increase, would finance the financial aid needed to off-set the tuition increase.
- GPR would finance the financial aid needed to off-set the percent increase in tuition.
- GPR would finance the financial aid needed to cover the dollar increase in tuition.

1. Financial aid increase financed by additional tuition revenue.

This alternative would use additional tuition revenue, generated from the tuition increase, to provide the financial aid needed to off-set the increase in tuition for low-income students. There are two ways in which the financial aid could be increased. The first option would be to raise the financial aid equal to the dollar increase in tuition. For example, if tuition increased $100 the financial aid needed would be approximately $2.8 million. This figure is derived by taking the number of resident, undergraduate students receiving need-based aid and multiplying that number by the dollar increase in tuition (this assumes all other financial aid would stay constant). The other option would be to increase the financial aid programs equal to the percent increase in tuition. If tuition increased by 1% then financial aid programs would need to increase 1%, or $225,000.

Pro: The dollars needed for financial aid are more reliable if funded through UW System instead of the State. In tight fiscal years, the state might not provide its share of financial aid dollars to match the tuition increase.

Con: Because UW System would use tuition revenue to fund the dollar increase in tuition, there would not be as much additional tuition revenue to use for other priorities.

Con: Increasing the financial aid program appropriation by the percent increase in tuition does not ensure the student receives the same increase in their grant award. For example, if the program receives an additional $225,000, a student might only receive an increase of $5 to their grant award. If tuition increased by $100, the $5 increase to their grant award would not help them pay for the tuition increase. This could also lead to a decrease in access for low income students.

Mechanism for implementation: This option would require a statutory language change to the continuing appropriation for tuition, in order to allow the Board of Regents the ability to raise tuition to the midpoint of peers.

2. GPR to finance the percent increase in tuition.

In this alternative, the State would provide the funds needed to increase the State financial aid program appropriations at the same rate as tuition. If tuition increased 1%, then the State financial aid program appropriations would increase 1%.

Pro: This alternative is similar to the way we currently request increases in financial aid programs. In recent years, the State has, for the most part, increased financial aid programs by the same percentage as tuition increases.

Pro: This alternative requires a smaller amount of financial aid dollars than the options to equal the dollar increase in tuition.

Con: As was noted above, increasing the financial aid program appropriation by the percent increase in tuition does not ensure the student receives the same increase in their grant award.

Under this alternative, the low income student would not be "held harmless" by the tuition increase.

Con: This alternative would rely on State GPR to fund the increase needed for financial aid programs. While the State could agree to fund the increase needed for financial aid, it might back out of that agreement in tight fiscal years. This has happened in both Connecticut and Illinois and as a result, financial aid increases have not kept up with tuition increases. That could put a strain on low income students and decrease their access to the UW System.

Mechanism: This alternative would also necessitate a statutory language change to the continuing appropriation for tuition. It would require new statutory language (or a compact with the state) that would ensure the State funds its share of financial aid.

3. GPR to finance the dollar increase in tuition.

Similar to Alternative #2, this alternative requires the State to set aside GPR to finance financial aid commensurate with the increase in tuition. In contrast to Alternative #2, the GPR needed for this alternative would match the dollar increase in tuition, instead of the percent. For example, if tuition increases $100 per student, financial aid would need to increase by $100 for that student.

Pro: Unlike Alternative #2, this alternative increases the financial aid programs according to the dollar increase in tuition. A student's grant award would increase by the same dollar amount that tuition increases. As a result, low income students would be "held harmless" by the increase in tuition.

Con: Similar to Alternative #2, this alternative would rely on the State agreeing to fund financial aid programs. This option is more expensive than increasing financial aid by the percent increase in tuition and therefore, it might be difficult to get the required state funding, especially in a tight fiscal environment.

Mechanism: This alternative would also require a change to the continuing appropriation for tuition language. New statutory language (or other) would also be needed to ensure the State provides the GPR to fund this policy.

Pros and Cons that are applicable to all three alternatives

Pro: Additional tuition revenue generated from the tuition increase. This revenue could be used to increase the quality of education for all students and improve the support per student.

Con: All options are presented with the understanding that the additional tuition revenue generated would not replace GPR, but add to the GPR funded in the biennial budget. If this did not occur, the goals of this approach would not be met.

SELF-SUPPORTING TUITION FOR PROFESSIONAL AND OTHER NICHE PROGRAMS

BACKGROUND

As an increased number of adult and non-traditional students are looking to continue their education, the need has arisen for courses that are taught at more convenient locations, at times that do not coincide with work hours, and that can apply directly to their occupation. With the increased costs inherent in providing this expanded access, as well as the more limited scope of the courses, many colleges and universities are turning to self-supporting tuition, in which the student pays for at least 100 percent of the cost of the course to cover the additional services provided, and niche programs which provide courses that are more specialized and targeted towards a specific market.

What are self-supporting tuition and niche programs?

As part of the Enrollment Management 21 (EM21) plan approved by the Regents in June 2000, the Board delegated "authority to approve institutional requests to charge service-based tuition and fees for graduate and other adult programs…to the UW System President to facilitate timely response to demand for these programs." The Board asked that the President bring back the guidelines that System Administration will use for pricing proposals and update Regents periodically on proposals that have been approved.

UW System Administration's guidelines for service-based pricing programs require that the program be a graduate or other adult non-traditional program for credit. A non-traditional student is either:

a) A student who is age 25 and above, part or full time, at the under-graduate, professional or graduate level, or
b) A student who is enrolled in programs delivered in a non-traditional manner (i.e. flexible as to time, place, media, or instruction).

The program must also meet one or more of the seven criteria outlined in the EM-21 Policy:

a) Offers flexible scheduling packages
b) Offers flexible course delivery options, such as through distance education
c) Provides ancillary services
d) Implements degree completion programs
e) Provides more geographic dispersion
f) Works with area employers to develop programs to meet training needs
g) Provides more Certificate and customized Master's degree programs.

A service-based pricing program is priced to take into account fixed and variable costs, future enrollments and frequency of offerings, recognizing new and additional program cost implications. Programs will also be responsible for the cost of fringe benefits. These courses/programs must at least recover direct costs without institutional subsidy. Because of the additional services provided to the adult students by these courses, as well as the requirement that 100 percent of tuition revenue be returned to the institution, it is presumed that charges will be above the current tuition schedule.

Self-Supporting Tuition and Niche Programs in the UW System

There are a number of recent offerings in the University of Wisconsin System under the self-supporting tuition scheme:

- The University of Wisconsin-Madison offers an evening MBA program, a Professional Master of French program, a Capstone Certificate in French Studies program, and a Customized Master's in Engineering.
- The University of Wisconsin-Milwaukee offers a Master's of Liberal Studies, Master's in Management/e-business, and an executive MBA.
- The University of Wisconsin-River Falls offers a Master's Degree in Management, a Master's in Hospitality and Tourism – Global Hospitality Management Concentration, Master's of Science in Training and Human Resource Development, a Master's of Science in Vocational Education, a Certificate in Hospitality and Tourism, and a Principal's Certificate.

However, UW System had hoped for more Service-Based Pricing proposals than it has received to date under this Regents' authorized flexibility.

Possible future self-supporting tuition programs in the UW System include:

- MS-Biotechnology, Doctor of Audiology.
- MS in Pathologists' Assistant Studies, Complimentary/Alternative Health Practices Certificate, MS in School Health Education, Master of Software Engineering, Bachelor of Liberal Studies Degree, Dosimetry Program, Masters of Education: Standards Based Teacher Licensing Program.
- Leadership certificate, Conflict Resolution certificate, Global Skills Certificate, World Wide Web Publishing Certificate.
- Specialist Degree in School Psychology, Master's in Reading, Counseling Master's, Outdoor Education Certificate, Master's in Marketing Communication, Certificate in Financial Planning.
- Master's Degree in Engineering Management

The University of Wisconsin System also offers a wide variety of evening, weekend, niche and distance education degree programs that serve non-traditional students around the state. A complete list of evening, weekend, and distance education programs is available at www.uwhelp.wisconsin.edu/adult/credits. Some innovative examples include:

- UW-Eau Claire, which offers a storefront center to provide student services in one convenient location, as well as a partnership with UW-Stout on the Chippewa Valley Initiative.
- At UW-Stout non-traditional students may utilize "Stout Solutions" which is a one-stop shop that provides service to businesses, industries, educational groups and government agencies seeking customized learning and research. UW-Stout also offers a Master's in Hotel/Tourism Management that is offered through distance education and includes courses from UW-Whitewater's online MBA Program.

- UW-Stevens Point offers both a BS in Business Administration and a BA in General Studies that are available via distance education and in the evenings/weekend format.
- UW Colleges which, in the fall 2001 semester, offered 23 on-line courses and has had a 21% increase in evening course offerings over the last two years.
- A customized Master's Degree in Engineering, Capstone/Graduate Certificate Programs and an evening MBA at UW-Madison.
- A Master's in Management program at UW-River Falls that achieved more than double the expected enrollments in its 1st year.

Table 1 lists the Per Credit Resident Tuition Rates (without Segregated Fees) for 2001-2002 in the UW System

TABLE 1

	UW-Madison	UW-Milwaukee	UW Comprehensives
Graduate	$365.00	$349.15	$223.35
Business Masters	$449.25	$429.75	$251.80
Evening MBA	$753.65		
Pharmacy	$341.25		
Communication Sciences Disorders		$417.90	
Occupational Therapy	$365 (Grad Rate)	$417.90	
Physical Therapy	$365 (Grad Rate)		$267.25 (Graduate at UW-La Crose)

Source: UW System

Self-Supporting Tuition and Niche Programs in Wisconsin outside of the UW System

The degree offerings of Wisconsin private institutions are necessarily self-supporting but, in addition, they have moved aggressively to offer niche programs in Wisconsin, especially those focused on adult students. Table 2 lists the College, Graduate Program Offered and Tuition of these programs as of 10/22/2001.

TABLE 2

College	Graduate Programs Offered	Tuition
Alverno College	Master of Arts for Teachers and Trainers	$374 per credit
Cardinal Stritch College	Master of Arts Master of Education Master of Science Master of Business Administration Master of Health Services Administration	$390 per credit
Carroll College	Master of Education Master of Health Care Certificate Master of Physical Therapy	$270 per credit
	Master of Software Engineering	$385 per credit
Carthage College	Master in Education Program for part-time students	$275 per credit
	Master in Social Work	$520 per credit
	Executive MBA	$48,000 flat rate

Concordia University	Business Administration Master of Science in Physical Therapy Nursing	$375 per credit
	Education Counseling Education Reading Church Music Education Student Personnel Administration	$325 per credit
	Master of Physical Therapy	$7,630 per semester
	Master of Occupational Therapy	$7,350 per semester
Edgewood College	Masters of Business Administration Masters of Education Masters in Marriage/Family Counseling Masters in Nursing Administration Masters in Religious Studies	$425 per credit
Lakeland College	Masters of Education Masters of Theology	$200 per credit
	Master of Business Administration	$260 per credit
	MBA Online	$275 per credit
Marian College	Master of Arts in Education	Recertification/elective courses - $190/credit Summer required degree courses - $235/credit Fall required degree courses - $249/credit
	Master of Science in Organizational Leadership and Quality	$295 per credit
Marquette University	Graduate School	$565 per credit
	MBA Program	$585 per credit
	School of Education (including programs in counseling & counseling psychology)	$420 per credit
	Dental Graduate Program	$8,280 per semester
Milwaukee School of Engineering	Architectural Engineering (MSAE) Engineering (MSE) Engineering Management (MSEM) Environmental Engineering (MSEV) Medical Informatics (MSMI)	$440 per quarter credit
	Perfusion (MSP) For students registered Fall 2000 For students registered Fall 2001	$6,900 full time $7,250 full time
Mount Mary College	Master of Science in Dietetics, Art Therapy and Occupational Therapy Master of Arts in Education	$403 per credit
St. Norbert College	Master of Science in Adaptive Education Master of Theological Studies	$235 per credit
	Master of Science in Education	$251.85 per credit
Silver Lake College	Master of Science in Management and Organizational Behavior Master of Arts in Education Special Education M.M.-Music: Kodaly	$295 per credit

Viterbo College	Graduate School of Education	$510 per 3 credit graduate course in Wisconsin $390 per 3 credit elective course in Iowa
	Graduate School of Nursing	$410 per credit

Source: UW System Market Research, 2001

Market Analysis of Non-Traditional Graduate Students in Wisconsin

In order to best serve the non-traditional student, it is important to understand the make-up of this market. According to the College Board, 69% of graduate adult students are women, 31% are men, and most of these adult students work full-time. Seventy-five percent of adult students enroll part-time, and of these students, 55% enroll in evening courses, 40% in daytime courses, and 5% in weekend courses. According to the College Board, adults looking to further their education want programs that improve their career prospects and earnings, certificates and customized content, competencies and certification of them, convenience, and ancillary services included.

The most recent U.S. Census numbers further support the fact that continuing one's education can lead to greater earning power:

ANNUAL EARNINGS BY DEGREE LEVEL AND FIELD OF TRAINING: 1996

	Bachelor's Degree	**Master's Degree**
Business	$47,544	$66,948
Engineering	$38,496	$66,156
Liberal Arts	$31,032	$41,520
Social Science, Law	$31,920	$43,884
Science, Medicine	$33,396	$53,124
Education	$33,624	$51,360
Other	$33,648	$48,540

Source: U.S. Census Bureau. Survey of Income and Program Participation, 1996 Panel

The 1995 NCES Household Education / Adult Survey states that in Wisconsin the participation rate in all forms of adult education is 56%, which is higher than the national participation rate of 43%. 46% of females participate in all forms of adult education nationally versus 42% of males. In Wisconsin the participation rate is even higher with 67% of females and 48% of males enrolled in all forms of adult education. Further encouraging non-traditional students to continue their education is the fact that Wisconsin is slightly above the national average in employer reimbursement for credit / degree coursework. 50.2% of Wisconsin employers will reimburse their employees for these courses versus the national average of 48.8%.

In the Wisconsin market, UW System Market Research analyzed the in state competition for non-traditional graduate students from 1995-1999 in an October 2001 report. Generally, Wisconsin's non-traditional, graduate market continues to shrink in size in

1999 as it has through the mid and late 1990's. In 1995 the total non-traditional graduate enrollment in Wisconsin was 16,354; in 1999, enrollment had declined to 15,779. This amounts to a 4% decrease between 1995 and 1999.

During this general decline in non-traditional graduate enrollments, the UW System had a decrease of 1,086 students or 10% between 1995 and 1999. At the same time the competitive sector increased enrollments between 1995 and 1999 by 511 students or 10%.

Wisconsin Total Non-Traditional Graduate Enrollments by Sector – 1995 to 1999

	1995 Total	1997 Total	1999 Total	1995-1999 N Change	1995-1999 % Change
UW System	**11,060**	**10,314**	**9,974**	**-1,086**	**-10%**
UW Doctorals	6,705	6,232	5,949	-756	-11%
UW Comprehensives	4,355	4,082	4,025	-330	-8%
COMPETITION	**5,294**	**5,589**	**5,805**	**511**	**10%**
Comp Doc (Marquette)	1,223	1,360	1,203	-20	-2%
Private, 4 Year Inst.	4.071	4,229	4,602	531	13%
TOTAL ENROLLMENTS	**16,354**	**15,903**	**15,779**	**-575**	**-4%**

Source: UW System Market Research 2001

Of further interest to the Wisconsin non-traditional education market is Assembly Bill 320, introduced in the spring of 2001. This bill would create a nonrefundable income tax and franchise tax credit for businesses that pay tuition for an individual to attend a university, college, or technical college. The individual would have to be enrolled in a degree-granting program in order to qualify. The credit would be equal to 50% of the tuition paid by the business. If the individual's taxable income in the year prior to enrolling in the program was below 185% of the federal poverty level, the credit would be equal to 75% of the tuition paid.

Options

The UW System has a few options in encouraging an expansion of self-supporting tuition across its campuses.

1. It may be beneficial for the UW System to seek GPR to create an investment fund in order to aid campuses with one-time costs associated with starting programs aimed at the non-traditional market. This money could be used for recruitment until costs can be recovered by the self-supporting tuition.

> *Pro:* Will encourage campuses to begin, as well as expand, service-based pricing and niche programs.
>
> *Con:* There may not be additional GPR to support this fund.

2. The Board of Regents may wish to strongly encourage campuses to cost all service-based pricing and distance education courses at least at 150% of current tuition.

Pro: Better able to serve non-traditional students.

Pro: Increased revenue to the UW System.

Con: The non-traditional student market must remain strong in order for the expanded self-supporting tuition and niche programs to be successful. This is an area where the market will have to be analyzed closely as self-supporting tuition and niche programs continue to expand. The UW System Market Research unit will work closely with the institutions to assess the market to determine an appropriate price for all new adult programs.

3. Look into providing scholarships for non-traditional students that do not have access to employee reimbursement for continuing education.

Pro: Would enable UW System to bring in students who might otherwise be unable to further their education because of cost.

Con: There may not be additional GPR available to fund this option.

4. A fourth option would be for campuses to develop models of increased flexibility in staffing in order to find instructors interested in teaching during non-traditional hours and through non-traditional methods. This could be made possible through the additional tuition revenues earned.

Pro: May help eliminate resistance from faculty when asked to add to their course load.

Con: There may also be administrative resistance to charging multiple prices for courses.

The University of Wisconsin System currently has the necessary authority to institute the above tuition options. There are no further mechanisms required in order to expand self-supporting tuition for professional and other non-traditional programs.

UW-Stout "Per Credit Tuition"
For Tuition, Differential Tuition,
Segregated Fees, Textbook Rental, and
Laptop Computer Per Credit User Fee

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Stout, the Board of Regents authorizes the UW-Stout to convert to a per credit tuition system for undergraduate and graduate students for tuition, the existing "Access to Learning" differential tuition, segregated fees, textbook rental, and for a new laptop computer per credit user fee. This action would be phased in, beginning with new freshmen, fall 2002. It would continue to be phased in for new freshmen for a period of four years. Current UW-Stout students would have six years to complete their education under the current plateau tuition and fees system, at which time, the plateau system would be eliminated. Graduate students and other populations (special, transfer, etc.) would be incorporated as reasonable within the four-year implementation period.

PER CREDIT TUITION (FOR TUITION, DIFFERENTIAL TUITION, SEGREGATED FEES, TEXTBOOK RENTAL, AND LAPTOP COMPUTER PER CREDIT USER FEE) UW-STOUT

EXECUTIVE SUMMARY

BACKGROUND

In its "Study of the UW System in the 21st Century," the Board of Regents approved flexibility for tuition setting. This study also recommended the UW System establish a goal to use instructional and distance education technologies to develop an enhanced student-centered learning environment and remove time and place as barriers to learning, both on and off campus. Further, in "The University of Wisconsin Online" the Board of Regents approved the stated principles including the need for all students to understand and use the technology skills characteristic of online learning courses during their collegiate career. At the September 7, 2001, Board of Regents meeting, the Board accepted the contract with Compaq Computer Corporation to provide a laptop computer leasing program for the students and staff at the University of Wisconsin-Stout. UW-Stout now requests Board authority to eliminate the tuition and fees plateau and implement per credit tuition and fees.

REQUESTED ACTION

Approval of Resolution I.2.b., authorizing UW-Stout to convert to a per credit tuition and fees system for undergraduate and graduate students for tuition, the existing "Access to Learning" differential tuition, segregated fees, textbook rental and for a new laptop computer per credit user fee. This action would be phased in, beginning with new freshmen, fall 2002. It would continue to be phased in for new freshmen for a period of four years. Current UW-Stout students would have six years to complete their education under the plateau system, at which time, it would be eliminated. Graduate students and other populations (special, transfer, etc.) would be incorporated as reasonable within the four-year implementation period.

DISCUSSION AND RECOMMENDATIONS

UW-Stout has support from the student, faculty, and academic staff senates for this initiative. The impetus for the request to move to per credit tuition began with campus discussions in the mid-1990s to create a digital environment at UW-Stout. This included

visits to campuses that had already deployed laptop programs, reading current literature on higher education successes and failures, and engaging a higher education consultant to review the UW-Stout's technology position. November 7, 2000, the Faculty Senate passed a resolution supporting the initiative to transition the campus to a digital environment.

More recently, the Chancellor engaged the campus in discussions to implement the laptop program, including pedagogy, training, facilities, and finance. A comprehensive approach was taken in regards to finance. Principles incorporated into the proposal included administrative simplicity, supporting adult and part-time student access, equity, and infusing the digital environment into all aspects of campus life. Based upon these principles, a comprehensive approach to eliminate the plateau system and move to per credit tuition emerged.

The Stout Student Association passed resolution USS32-11.07 on October 17, 2001, "…the SSA supports the per credit model for fees and tuition for the incoming class of 2002 and future classes."

The Faculty Senate passed resolution 01-02/18 on October 17, 2001, "…endorse the Laptop Tuition Modeling report with the understanding that the campus is leaning to the per credit model."

The Senate of Academic Staff passed resolution 01-02/10 on November 7, 2001, "endorse the per credit model of tuition and fees for new freshmen students coming to UW-Stout in the laptop program."

ESTIMATED RATE COMPARISONS

Based upon fall, 2000 enrollment data*, the following are estimated tuition rates under this proposal. The conversion to per credit tuition and segregated fees is revenue neutral. The Board of Regents at the June 2002 meeting will determine actual tuition rates for 2002-2003; the amounts below do not include the system-wide increases for fall 2002 based upon the biennial budget.

<u>Current (Fall, 2001) Per Credit Rates Within the Plateau Model:</u>
(Includes 5% Differential Tuition that was approved by the Board of Regents in 1999 and implemented fall 1999)

Per Credit – Resident	$121.50
Per Credit – Non-Resident	$476.70

Estimated Rates Under a Per Credit Model for Tuition and Laptop Per Credit User Fee:

Per Credit – Resident	$103
Per Credit – Non-Resident	$404
Per Credit – Laptop	$ 36

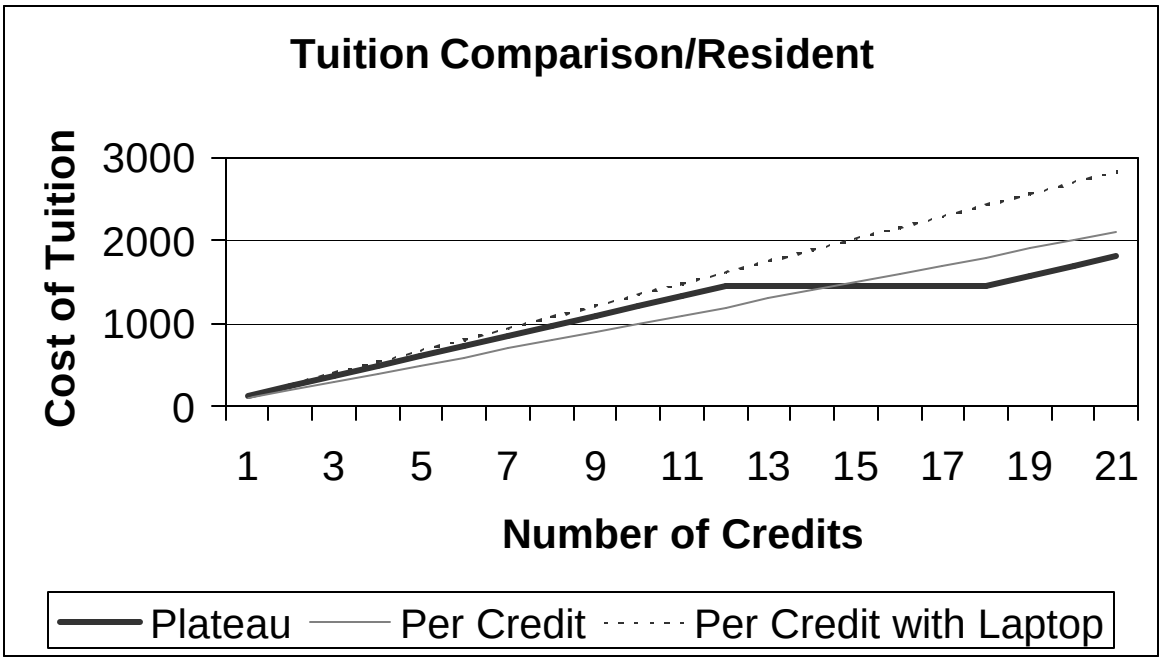
Laptop fee includes leasing costs, insurance, carry case, accounts receivable write-offs, contingency, and support fee for marketing, project coordination, and support services.

Combined Tuition and Laptop Per Credit User Fee under the Per Credit Model:

Total Per Credit – Resident	$139
Total Per Credit – Non-Resident	$440

*Fall 2001 enrollment data is not yet final for the UW System.

The following graph depicts semester charges under each of the scenarios – current plateau tuition, per credit tuition without a plateau, and per credit tuition including the laptop fee. Please note that segregated fees and textbook rental are not included in this comparative information.

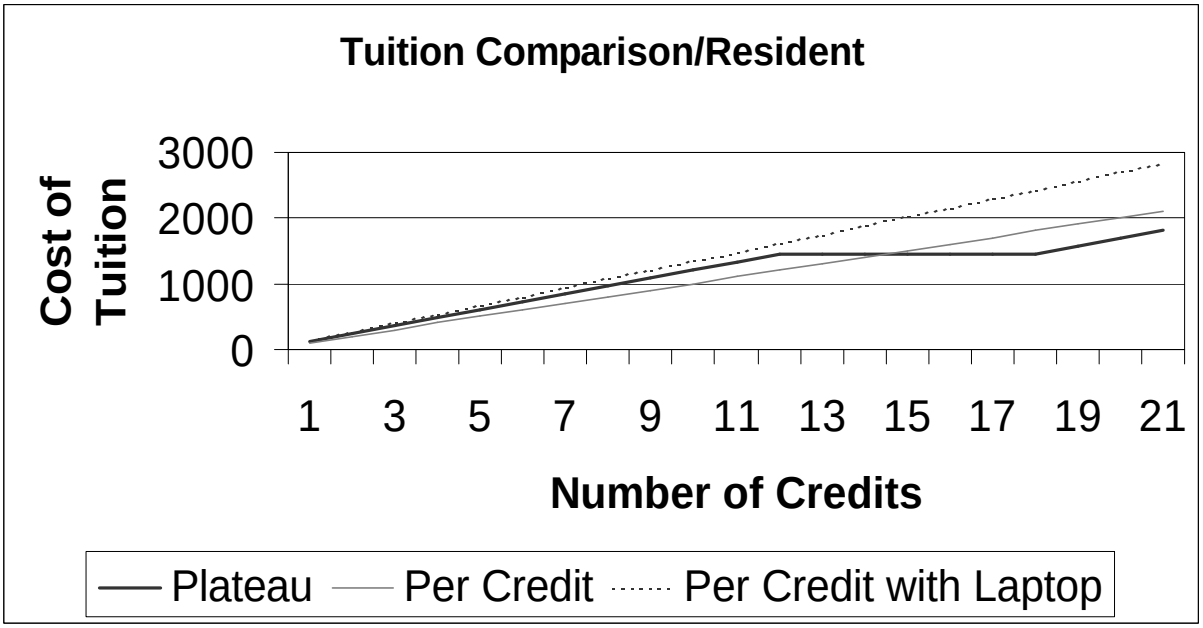


RELATED REGENT POLICIES

Study of the UW System in the 21st Century, (June 1996)
Access to Learning Differential Tuition, (February, 1999)
University of Wisconsin Online, (July, 2001)
Contractual Agreement with Compaq Computer Corporation, (September, 2001)

University of Wisconsin-Stout
Tuition Comparisons per Semester/Resident

# of Credits	Plateau Model	Per Credit	Per Credit Difference from Plateau	Per Credit with Laptop	Per Credit with Laptop Difference from Plateau
1	121.50	103.00	-18.50	139.00	17.50
2	243.00	206.00	-37.00	278.00	35.00
3	364.50	309.00	-55.50	417.00	52.50
4	486.00	412.00	-74.00	556.00	70.00
5	607.50	515.00	-92.50	695.00	87.50
6	729.00	618.00	-111.00	834.00	105.00
7	850.50	721.00	-129.50	973.00	122.50
8	972.00	824.00	-148.00	1,112.00	140.00
9	1,093.50	927.00	-166.50	1,251.00	157.50
10	1,215.00	1,030.00	-185.00	1,390.00	175.00
11	1,336.50	1,133.00	-203.50	1,529.00	192.50
12	1,458.00	1,236.00	-222.00	1,668.00	210.00
13	1,458.00	1,339.00	-119.00	1,807.00	349.00
14	1,458.00	1,442.00	-16.00	1,946.00	488.00
15	1,458.00	1,545.00	87.00	2,085.00	627.00
16	1,458.00	1,648.00	190.00	2,224.00	766.00
17	1,458.00	1,751.00	293.00	2,363.00	905.00
18	1,458.00	1,854.00	396.00	2,502.00	1,044.00
19	1,579.50	1,957.00	377.50	2,641.00	1,061.50
20	1,701.00	2,060.00	359.00	2,780.00	1,079.00
21	1,822.50	2,163.00	340.50	2,919.00	1,096.50



University of Wisconsin-Stout
Tuition Comparisons per Semester/Non-Residents

Credits	Plateau	Per Credit Difference from Plateau	Per Credit	Per Credit with Laptop	Per Credit with Laptop Difference from Plateau
1	476.70	-72.70	404.00	440.00	-36.70
2	953.40	-145.40	808.00	880.00	-73.40
3	1430.10	-218.10	1212.00	1320.00	-110.10
4	1906.80	-290.80	1616.00	1760.00	-146.80
5	2383.50	-363.50	2020.00	2200.00	-183.50
6	2860.20	-436.20	2424.00	2640.00	-220.20
7	3336.90	-508.90	2828.00	3080.00	-256.90
8	3813.60	-581.60	3232.00	3520.00	-293.60
9	4290.30	-654.30	3636.00	3960.00	-330.30
10	4767.00	-727.00	4040.00	4400.00	-367.00
11	5243.70	-799.70	4444.00	4840.00	-403.70
12	5720.00	-872.00	4848.00	5280.00	-440.00
13	5720.00	-468.00	5252.00	5720.00	0.00
14	5720.00	-64.00	5656.00	6160.00	440.00
15	5720.00	340.00	6060.00	6600.00	880.00
16	5720.00	744.00	6464.00	7040.00	1320.00
17	5720.00	1,148.00	6868.00	7480.00	1760.00
18	5720.00	1,552.00	7272.00	7920.00	2200.00
19	6196.70	1,479.30	7676.00	8360.00	2163.30
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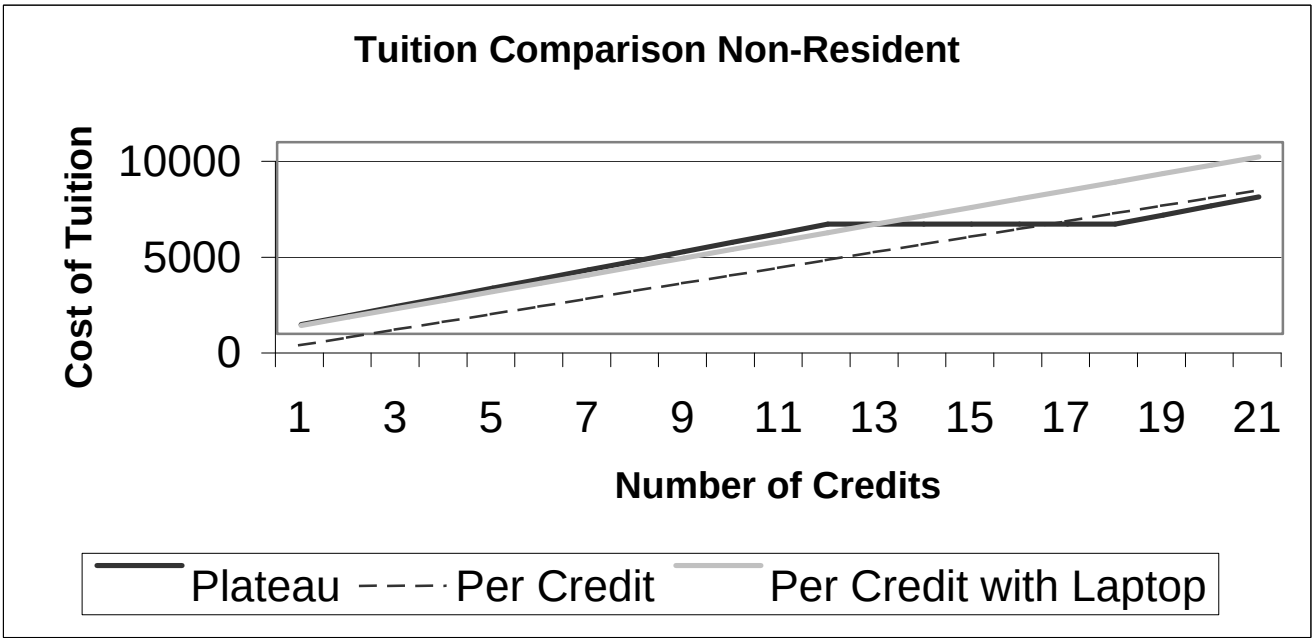
21	7150.10	1,333.90	8484.00	9240.00	2089.90



UW-Whitewater
Undergraduate Differential Tuition

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Whitewater, the Board of Regents approves the differential tuition for undergraduate students at UW-Whitewater beginning in the 2002-03 academic year.

UNDERGRADUATE DIFFERENTIAL TUITION
UW-WHITEWATER

BACKGROUND

In its "Study of the UW System in the 21st Century," the Board of Regents approved flexibilities for tuition setting. UW-Whitewater proposes establishing a special tuition for its Advising and Integrated Freshman Experience Program.

REQUESTED ACTION

The Board is asked to approve a differential tuition for undergraduate students at UW-Whitewater beginning in the 2002-03 academic year. Undergraduate tuition will increase by an additional amount equal to 3.5% of the resident undergraduate tuition rate (approximately $100 for the academic year for full-time students).

DISCUSSION AND RECOMMENDATIONS

UW-Whitewater proposes that it raise all undergraduate tuition rates each semester by 3.5% of the full-time resident rate. The differential fee will be prorated for part-time students. The fee increase would begin in the fall semester of 2002. In April 2001, the Whitewater Student Government concluded an extensive study, which strongly recommended charging a differential tuition fee to provide supplemental advisory services "to better the academic and social experience at UW-Whitewater." The estimated income in the first fiscal year (2002-03) from the proposal is $830,000. In the second year, the income is estimated to increase to $890,000.

This initiative is designed to promote continual student success – from admission through graduation. The initiative would create two comprehensive programs: (1) A multilevel advising model that systematically guides students through the various stages of course scheduling, academic major identification, college placement, career exploration, and job preparedness and (2) an integrated freshman experience program that provides both summer and fall orientation sessions; coordinates first-year experience programs in residence life, student leadership, health and counseling, recreation services, and various other offices and services; offers a credit bearing "Freshman Seminar" course; and creates peer mentoring opportunities for upper classmen to work closely with first-year students.

The additional tuition would provide the funds needed to create these enhanced programs. Created with "student success" as their primary focus, these programs will contribute positively to the overall retention efforts at UW-Whitewater.

It is not expected that this increase in tuition would affect overall enrollment at UW-Whitewater.

Approximately two-thirds of the income will fund enhanced advising. The remaining one-third will fund the integrated freshman experience.

Each year, the Provost and Vice Chancellor will prepare a progress report of the previous years' activities and plans for changes or enhancements to the program. The Provost will present the report to the Executive Officers of the Whitewater Student Government and Student Senate for their review.

RELATED REGENT POLICIES

Study of the UW System in the 21st Century. (June 1996)

2000-01 UW SYSTEM
REPORT ON CONTINUING APPROPRIATION AUTHORITY

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2000-01 Continuing Appropriation Report for submission to the Legislature.

December 7, 2001 Agenda Item 1.2.f.(2)

UNIVERSITY OF WISCONSIN SYSTEM
2000-01 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 2000-01, 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
2000-01 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. Because the UW System has increased enrollment in Fall 2000 over Fall 1999 by 1,424 FTE, this authority permits the institutions to provide the number of sections needed to accommodate enrollment growth in a timely fashion.

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 2000-01, 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. This is the second such report. The first report was provided to the Board of Regents on December 7, 2000.

2000-01 expenditures in the Academic Student Fee appropriation for the University of Wisconsin System were $501,721.769. The amounts printed in the schedule, 1999 Wisconsin Act 9, s. 20.285 (1)(im) for 2000-01 for Academic Student Fees, was $448,550,100. The difference is $53,221,669, which consists of expenditures in the following three major categories:

Expenditures Reported in 1999-00	$36,541,116
2000-01 Compensation Related	$37,799,775
Enrollment Related Funding	4,156,620
Fee Share of Utilities Shortfall	2,724,158
Total Expenditure Above Statutory Authority	$81,221,669
GPR Tuition Offset	-$28,000,000
Adjusted Expenditures Above Statutory Authority	$53,221,669

Expenditures Reported in 1999-00

In the 1999-00 Report of Expenditures above the Statutorily Authorized Level, the University of Wisconsin System reported expending $36,541,116. 1999 Wisconsin Act 9 set the statutory level of Academic Fee Income for both 1999-00 and 2000-01. The amounts in the statute for 2000-01 will not reflect any supplemental approvals that occur after the bill is signed, so the second year's report must include any changes that occurred in the first year of the biennium.

Compensation Related Items:

The University of Wisconsin expended $37,799,775 above the amount reported in 1999-2000 for compensation related items that were not included in the tuition appropriation's budget. 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 2.5% was funded through a combination of General Purpose Revenue (GPR or state funded) and Fees. The other 2.7% was totally 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 the UW System's 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 classified pay plan increases. The breakdown of compensation related items is as follows:

Faculty and Staff Increases	$27,083,400
27th Pay Period Costs	2,497,200
Classified Bargained Increases	2,179,209
Non-represented Classified Increases	495,367
Classified Length of Service	214,806
Craftworker Increases and DCAs	289,955
Health Insurance Related Increases	5,039,838
Total Compensation Related	$37,799,775

Enrollment Related Funding:

Beyond the $37.8 million related to state authorized compensation increases, institutions generated $4.2 million of revenue above their revenue target for increased enrollment. This additional fee income was used to support programs serving nearly 1,225 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. In 2000-01, the only revenue related specifically to new programs is the UW Milwaukee MBA program. Fee income for this program and from increased access to 1,000 students is shown below.

Expenditures for Enrollment Related Funding include the following:

Access to 1,000 Additional Students	$2,229,556
Other increased Access	818,894
Milwaukee MBA Program	1,200,000
Total Enrollment Related	$4,248,450

Tuition Offset:

1999 Wisconsin Act 9 included $28,000,000 of state funds (GPR) to provide a freeze in tuition for resident undergraduate students. That funding was used to offset the fee share of compensation and new initiatives.

RECOMMENDATION

Approve this report for forwarding to the Legislature.

REPORT ON USING THE CONTINUING APPROPRIATION TO SERVE ADULT STUDENTS

EXECUTIVE SUMMARY

BACKGROUND

In the 1997-99 Biennial Budget, the UW System was given continuing appropriation authority for continuing education program revenue funds. With the passage of the 1999-01 Biennial Budget this authority was extended, in part, to the regular appropriation. The flexibility in the use of tuition revenue has contributed to the UW System's ability to serve adult/non-traditional students. The Board of Regents current enrollment policy (EM-21) places a strong priority on services and programming to adult students. 2001 Wisconsin Act 16 [36.11(44)] requires the UW System Board of Regents to report annually on activity in 100% tuition funded courses. The attached report fulfills that requirement.

REQUESTED ACTION

Acceptance of the report on Cost Recovery Activity, Credits Generated and Unduplicated Student Headcount by Program and Age, 2000-01 Academic Year for submission to the Joint Committee on Finance.

DISCUSSION

2001 Wisconsin Act 16 [36.11(44)] states that the Board of Regents will report on "each course offered by the system for which the academic fees or tuition charged equals at least 100% of the cost of offering the course". This provision in the budget bill was inserted at the request of Representative Albers who was interested in how the UW System was using its tuition flexibility to serve adult/non-traditional students.

For many years, UW System institutions through inter-institutional agreements with UW Extension, have offered credit and non-credit continuing education courses off-campus and during evening/weekend hours. By policy, these courses must be priced to cover the direct cost of instruction. In recent years, the additional tuition flexibility has allowed UW institutions to develop degree credit programs for adults that are priced to cover at least the direct cost of instruction. In a few instances, for example the UW-Milwaukee's Executive MBA and the UW-Madison's Masters of Engineering – Professional Practice, programs have been developed that cover 100% of all costs associated with the programs.

The attached report covering the academic year 2000-01 was constructed using data from the UW System Central Data Request data base along with information provided by the campuses on programs offered under service based pricing and distance education pricing policies. In anticipation of the need to report courses offered under special pricing

policies, the Central Data Request has been modified starting with the Fall 2001 to allow for more detailed reporting.

The attached report, Cost Recovery Activity, Credits Generated and Unduplicated Student Headcount by Program and Age, shows that UW institutions served over 10,000 adult/non-traditional students (undergraduates over the age of 25 and graduate students over the age of 30) in courses and programs that covered at least the direct cost of instruction. These 10,000 students accounted for almost 39,000 credits generated spread across all of the UW four-year institutions. Over the next several years the number of adult/non-traditional students served in this manner is expected to grow.

Report on Using the Continuing Appropriation to Serve Adult Students

EDUCATION COMMITTEE

Resolution I.2.f.(3)

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the report on Cost Recovery Activity, Credit Enrollment and Unduplicated Student Headcount by Program and Age, 2000-01 Academic Year for submission to the Joint Committee on Finance.

The University of Wisconsin System
Cost Recovery Activity
Credits Generated and Unduplicated Student Headcount by Program and Age
2000-01 Academic Year

	Under 25/30* Years Old		25/30* Years and Older		Total	
	Credits	Students	Credits	Students	Credits	Students
Madison						
Collaborative Nursing	49	4	371	43	420	47
Masters Engineering	414	28	725	67	1,139	95
MS Elect Engineering	2,645	172	245	20	2,890	192
MS Mech Engineering	1,042	65	115	13	1,157	78
Sub Total	4,150	269	1,456	143	5,606	412
Extension**	12,607	3,956	1,698	546	14,305	4,502
Total	**16,757**	**4,225**	**3,154**	**689**	**19,911**	**4,914**
Milwaukee						
EMBA	89	6	1,172	73	1,261	79
Colaborative Nursing	32	3	175	20	207	23
Masters Liberal Studies	24	3	139	14	163	17
Masters Library Info Science	1,524	123	2,251	222	3,775	345
Sub Total	1,548	126	2,390	236	4,145	385
Extension**	15,996	5,024	9,395	2,607	25,391	7,631
Total	**17,633**	**5,156**	**12,957**	**2,916**	**30,797**	**8,095**
Eau Claire						
Colaborative Nursing	76	4	200	24	276	28
Extension	1,135	337	771	424	1,906	761
Total	**1,211**	**341**	**971**	**448**	**2,182**	**789**
Green Bay						
Colaborative Nursing	38	6	505	64	543	70
Extension	606	209	1,256	471	1,862	680
Total	**644**	**215**	**1,761**	**535**	**2,405**	**750**
La Crosse						
Masters Bus Admin	597	58	469	52	1,066	110
Masters Educ- Learning Com	2,416	150	3,896	313	6,312	463
School Health-CC	2,127	90	76	7	2,203	97
Sub Total	5,140	298	4,441	372	9,581	670
Extension**	386	107	1,075	512	1,461	619
Total	**5,526**	**405**	**5,516**	**884**	**11,042**	**1,289**
Oshkosh						
Colaborative Nursing	15	2	298	46	313	48
Extension	62	22	110	49	172	71
Total	**77**	**24**	**408**	**95**	**485**	**119**

* Student enrollment and corresponding credits generated by undergraduates of age 25 and graduate students of age 30.
** Net extension excludes extension activity generated in the programs identified.

Source: Office of Policy Analysis and Research
g:\par\sem\...\cost_recovery_1.xls

12/4/2001

The University of Wisconsin System
Cost Recovery Activity
Credits Generated and Unduplicated Student Headcount by Program and Age
2000-01 Academic Year

	Under 25/30* Years Old		25/30* Years and Older		Total	
	Credits	Students	Credits	Students	Credits	Students
Parkside						
Extension	**113**	**43**	**552**	**230**	**665**	**273**
Platteville						
Extension	**343**	**159**	**1,767**	**888**	**2,110**	**1,047**
River Falls						
Masters in Management	141	19	206	40	347	59
Extension**	3,075	1,044	1,217	504	4,292	1,548
Total	**3,216**	**1,063**	**1,423**	**544**	**4,639**	**1,607**
Stevens Point						
Extension	**1,004**	**274**	**2,702**	**959**	**3,706**	**1,233**
Stout						
Extension	**703**	**194**	**2,794**	**716**	**3,497**	**910**
Superior						
EDP individulaized Bachelors	193	14	1,822	186	2,015	200
Extension**	1,354	414	901	372	2,255	786
Total	**1,547**	**428**	**2,723**	**558**	**4,270**	**986**
Whitewater						
School Business Management	233	21	468	49	701	70
On-line Business Masters	1,801	160	1,173	155	2,974	315
Sub Total	2,034	181	1,641	204	3,675	385
Extension**	3,853	1,138	2,649	812	6,502	1,950
Total	**5,887**	**1,319**	**4,290**	**1,016**	**10,177**	**2,335**
Total						
Full Cost Recovery						
EMBA at Mke	89	6	1,172	73	1,261	79
Direct Cost of Instruction						
Distance Ed/Service Priced	11,534	759	11,786	1,160	23,527	1,942
Extension**	41,237	12,921	26,885	9,090	68,122	22,011
Sub Total	52,770	13,680	38,671	10,250	91,648	23,953
Total	**52,859**	**13,686**	**39,843**	**10,323**	**92,909**	**24,032**

* Student enrollment and corresponding credits generated by undergraduates of age 25 and graduate students of age 30.
** Net extension excludes extension activity generated in the programs identified.

Source: Office of Policy Analysis and Research
g:\par\sem\...\cost_recovery_1.xls

12/4/2001

2001-02 UW SYSTEM
REPORT ON STATE IMPOSED COSTS
ADDED TO RESIDENT UNDERGRADUATE TUITION

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2001-02 Report on State Imposed Costs Added to Resident Undergraduate Tuition for submission to the Secretary of the Department of Administration.

UNIVERSITY OF WISCONSIN SYSTEM
20001-01 REPORT ON STATE IMPOSED COSTS ADDED TO RESIDENT UNDERGRADUATE TUITION

BACKGROUND

The 1999-2001 State of Wisconsin Biennial Budget Act, 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 System to expend all monies received as tuition.

Wisconsin Act 9 included a provision that the Board of Regents could only increase resident undergraduate tuition in an amount sufficient to fund

- An established budget level (as determined by the statutes)
- Increases for compensation (as determined by the statutes)
- A projected loss of revenue to enrollment or mix changes
- Distance education, nontraditional courses and intersession courses
- Differential Tuition, and
- State imposed costs

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.

STATE IMPOSED COSTS IN 2001-02

The UW System increased tuition by $3,725,684 to fund the fee share of a GPR utilities increase provided in the 2001-03 biennial budget. Utilities are funded 76% by GPR and 24% by fees. The state budget at the time tuition was set for the university included $11,798,000 in increased GPR for utilities. Assuming that the $11.8 million represented 76% of the total funding needed, the Fee share was $3,725,684, providing a total GPR/Fee increase of $15,523,684.

REQUESTED ACTION

Approval of the following resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the submission of the 2001-02 Report on State Imposed Costs Added to Resident Undergraduate Tuition for submission to the Secretary of the Department of Administration.

I.3. Physical Planning and Funding Committee

Thursday, December 6, 2001
Room 1511 Van Hise Hall
1:30 p.m. (or upon conclusion of All Regents Meeting)

10:30 a.m. All Regents – 1820 Van Hise Hall

- Resources: Pros and Cons of Cohort Tuition
  Ric Porreca, Senior Vice Chancellor and Chief Financial Officer, University of Colorado-Boulder

- Quality: The Scholarship of Teaching and Learning
  William Cerbin, Professor of Psychology and Assistant to the Provost, UW-La Crosse
  Lisa Kornetsky, Director, UW System Administration Office of Professional and Instructional Development

12:00 p.m. Vincent Tinto, Distinguished University Professor and Chair Higher Education Program, Syracuse University

- Improving Retention and Graduation: A National Perspective

1:00 p.m. All Regents

- Building Our Resource Base – Tuition Revenue Options
  (1) UW System Per Credit Tuition
  (2) Nonresident Alumni Legacy Differential Tuition
  (3) Cohort Tuition
  (4) Progressive Tuition, Progressive Aid
  (5) Self-supporting Tuition for Professional and Other Niche Programs

1:30 p.m. or upon conclusion of 1:00 p.m. session
Physical Planning Committee adjourns to Room 1511

a. Approval of minutes of the November 8, 2001 meeting

b. Report of the Assistant Vice President
   Building Commission Actions

c. Discussion of 2003-05 Capital Project Ranking Criteria

d. UW-Madison: Biotechnology Building Addition (Design Report)
   $27,000,000 ($18,000,000 General Fund Supported Borrowing - BioStar, and $9,000,000 Gifts and Grants)
   [Resolution I.3.d.]

e. UW-Madison: Chamberlin Hall Renovation (Design Report)
$21,050,000 ($20,895,000 General Fund Supported Borrowing and $155,000 Gifts)
[Resolution I.3.e.]

f. UW-Madison: Marshfield Dairy Phase I (Design Report)
$1,800,000 ($900,000 General Fund Supported Borrowing and $900,000 Gifts/Grants)
[Resolution I.3.f.]

g. UW-Madison: Medical Science Center Cardiology Lab Remodeling
$633,500, Medical School Gifts
[Resolution I.3.g.]

h. UW-River Falls: Residence Hall (Design Report)
$9,853,900 ($8,965,000 Program Revenue Supported Borrowing and $888,900 Program Revenue-Cash)
[Resolution I.3.h.]

i. UW Superior: Improvements to Parking Lots
$733,000 ($233,000 Program Revenue Supported Borrowing and $500,000 Program Revenue Cash)
[Resolution I.3.i.]

j. UW System: Classroom Renovation/Instructional Technology Improvements Program
$10,000,000 General Fund Supported Borrowing
[Resolution I.3.j.]

x. Additional items which may be presented to the Committee with its approval

PROPOSED CRITERIA FOR RANKING 2003-05 GPR MAJOR PROJECTS

EXECUTIVE SUMMARY

BACKGROUND

Each biennium, the Board of Regents establishes criteria to be used by System Administration staff in ranking proposed GPR major projects that would require specific enumeration in the upcoming Capital Budget. The criteria proposed for staff use in preparing the 2003-05 Capital Budget were initially established in 1999-01, and updated to reflect current systemwide initiatives and priorities related to maintenance and quality of the learning environment, the new Wisconsin economy, collaboration and adult learners. It is believed that, as in the past, use of these criteria will result in a priority list that addresses the greatest needs, highest academic priorities, and most cost-effective solutions to various facility problems.

REQUESTED ACTION

This item is for discussion purposes in December, with input from all Regents to be incorporated into final recommendations for action in February 2002.

DISCUSSION

The proposed criteria for ranking major capital projects continue to emphasize making best use and extending the useful life of existing facilities. They also support the Board of Regents' Study of the UW System in the 21st Century related to improving the quality of education, incorporating contemporary technology into the learning environment, and expanding collaborative efforts between and among various educational enterprises. Strong consideration is given to the academic significance of the program(s) served by each project, as well as any operating efficiencies to be realized. Consideration is given to the institutional priority of each project established by the respective Chancellor. All GPR projects requiring enumeration must be supported by a completed Campus Space Use Plan.

Other factors may also be considered by System Administration and the Board of Regents in ranking GPR major projects to address unique circumstances such as accreditation requirements; historic value of facilities; and outside funding opportunities.

It is recommended that the Board of Regents continue the practice of giving highest priority to projects supported by the Board of Regents for construction funding in the previous biennium but not funded by the legislature, unless institutional priorities have changed.

System Administration has not yet received Capital budget instructions from the Department of Administration. It is expected that additional guidelines which may be established by the Department of Administration will be addressed in the context of the foregoing framework

PROPOSED CRITERIA FOR RANKING
2003-05 GPR MAJOR PROJECTS

Possible Points

Total Possible Score = 200 Points

A. Facility Considerations (Total Points Possible = 90)

1. Project Addresses the Following Issues:
   - Maintenance — 0 - 30 points
   - Health, safety & environment — 0 - 20 points
   - Energy/sustainability — 0 - 5 points
   - Access for disabilities — 0 - 5 points
   - Remodeling/improved functionality — 0 - 15 points
   - Improve use of underutilized facility — 0 - 15 points

B. Academic & Operating Budget Relationship (Total Points Possible = 90)

1. Academic Significance: 0 - 50 points
   Considerations can include, but are not limited to the following:
   - Strategic impact
   - Importance to mission
   - Direct student benefit
   - Addresses unmet program needs

2. Systemwide Initiatives:
   - New Wisconsin Economy (brain gain) — 0 - 10 points
   - Collaborative efforts with other institutions — 0 - 5 points
   - Adult learners — 0 - 5 points

3. Operating Efficiencies: 0 - 20 points
   (Considerations can include, but are not limited to the following
   - Campus restructuring
   - Consolidation of functions/programs
   - Share resources (facilities/equip/etc)
   - Operating costs savings
   - Other _____

C. Long Range Planning and Campus Priority (Total Points Possible = 20)

1. Prior Six-Year Major Project List:
   - Identified in 2001-03 — 2 points
   - Identified in 1999-01 — 3 points
   - Identified in 1997-99 — 5 points

2. Campus Number One Priority — Yes - 5 points; No - 0 points

3. Timing of Project: 0 - 5 points

EXPLANATION OF CRITERIA:

A. Facility Considerations

1. Focuses on a variety of basic facilities issues, each with its own point spread. Also awards points for improving the use of existing space.

B. Academic and Operating Budget Relationship

The Offices of Academic Affairs and Operating Budget Planning will assist in reviewing Major Projects based upon the criteria in this category.

1. Points awarded for the degree to which the project will positively impact the learning process. Projects that will provide direct student benefit, such as classrooms and labs, will receive more points than those providing indirect benefit, such as administrative space.

2. Degree to which project addresses SYSTEMWIDE initiatives including:

    - Contribution to the New Wisconsin Economy. Generally, this is described as education that will better enable students to obtain high-paying jobs or jobs that are very important to the state's economy.
    - The degree to which the project supports or assists the creation or expansion of collaborative efforts with other institutions (UW, WCTS, K-12, etc.)
    - Technological improvements in the academic environment.

3. Points awarded for efforts that have led to the need for the project and for cost and operational benefits that will be derived.

C. Long-Range Planning and Campus Priority

1. Points awarded to projects that have been identified in prior biennia.

2. Points awarded to number one campus project.

3. Points for timing issues in relationship to other projects, other critical.

Approval of the Design Report and
Authority to Demolish the ROTC Building,
and Construct the Biotechnology Building
Addition Project, 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, (1) the Design Report be approved; (2)authority be granted to demolish the ROTC building at 1402 University Avenue; and (3) authority be granted to construct the Biotechnology Building Addition project, at an estimated total project cost of $27,000,000 ($18,000,000 General Fund Supported Borrowing - BioStar, and $9,000,000 Gifts and Grants).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: University of Wisconsin-Madison

2. Request: Requests (1) approval of the Design Report; (2) authority to demolish the ROTC building at 1402 University Avenue; and (3) authority to construct the Biotechnology Building Addition project, at an estimated total project cost of $27,000,000 ($18,000,000 General Fund Supported Borrowing - BioStar, and $9,000,000 Gifts and Grants).

3. Project Description and Scope: This project will provide for construction of an addition to and very minor remodeling of the Biotechnology Building at 425 Henry Mall. The 52,367 ASF/ 90,732 GSF addition will be constructed at the east end of the building along University Avenue and will require demolition of the ROTC Building at 1402 University Avenue.

   The exterior of the Biotechnology Building Addition is being designed to complement the existing structure through use of brick, pre-cast concrete and aluminum window extrusions. The addition will consist of five floors plus a basement with a partial interstitial floor, and a mechanical penthouse level. The first floor will provide a 60-person seminar room, a 30-person seminar room and administrative offices for the Laboratory of Genetics. The upper four floors of the building will include research laboratories, laboratory support spaces, faculty offices and research support staff workstations. The basement will include approximately 8,374 ASF for dedicated animal research laboratories (Vivarium) and support facilities.

   The scope of remodeling 2,076 GSF includes relocating the existing loading dock and points of connection between the existing building and new addition. The addition will consume the area of the existing loading dock to connect the lower levels of both the existing building and the addition. The new loading dock will be built as far to the east as possible, without altering the entrance to Parking Lot 20 or the adjacent MSC dock.

   Alternates for remodeling the existing 3,951 GSF Vivarium and finishing 2,640 GSF of the 8,374 ASF Vivarium will be included as part of the bid package. Completion of the remainder of the new Vivarium space is included in the base bids.

   It is anticipated that demolition of the ROTC building will occur in summer 2002, to enable construction of the Biotechnology Addition to commence in fall 2002 with occupancy of the addition targeted for spring 2004.

4. Justification of the Request: The Biotechnology Building Addition project was approved by the Board of Regents and State Building Commission as part of the 2001-03 Capital Budget and enumerated at $27 million. It is the first of four projects under BioStar--a major component of UW-Madison's capital plan for the coming years. A full project justification was included when the project was enumerated. In short, BioStar will allow UW-Madison to keep pace with the explosive growth in biotechnology research and maintain its national leadership in the biological sciences. BioStar is authorized as a ten-year program that follows the highly successful WISTAR model with overall program funding at a 50/50 match.

   The Biotechnology Addition will be constructed along University Avenue on the site of the ROTC building. Renovation projects to provide replacement space for the ROTC programs were previously approved and are under construction.

   The Biotechnology Addition will be built primarily as replacement space for the old Genetics Building (36,500 ASF/54,750 GSF) that was constructed in 1961. The addition will house the Genome Center (23,240 ASF) and the Laboratory of Genetics (18,580 ASF) that are now located in the old Genetics Building. The Genome Center accommodates the research activities of six faculty members, the DNA sequence production facility, one core facility (DNA microarrays), and an outreach program. The Center is administered jointly by the Laboratory of Genetics and the Biotechnology Center. The Lab is composed of the College of Agricultural and Life Sciences' Department of Genetics and the Medical School's Department of Medical Genetics. The Laboratory of Genetics will house four major research programs and administrative, teaching, and outreach activities.

   During the construction of the BioStar projects, the old Genetics Building will be used as temporary swing space for displaced programs. At the conclusion of the BioStar program, the old Genetics Building will be demolished since it cannot be renovated to meet current codes and research laboratory standards.

   Recent technological breakthroughs in high throughput, rapid sequencing and analysis of DNA have opened a new area of research called "genomics." Worldwide, over the past 5-10 years, tens of billions of dollars have been devoted to genomics research in the agricultural and medical communities, in both the private and public sectors. The newly-acquired ability to sequence all DNA in any organism has created opportunities that have been likened to a new technological revolution, akin to the industrial revolution in the past century. In the genomes of mammals, there are approximately 3 billion base pairs encoding approximately 100,000 genes.

   One-third of the 2,000 tenured and tenure-track faculty at UW-Madison are involved in biology research. The university is one of the very few institutions in the world that includes all five biology colleges: the College of Agricultural and Life Sciences, the School of Medicine, the School of Pharmacy, the Veterinary School and the College of Letters and Sciences. This building proposal will positively impact all five colleges as well as most

faculty engaged in biological research, because research in genetics/genomics/ biotechnology is transforming practically every aspect of how we pursue new knowledge and applications in the agricultural and medical worlds. The modest investment needed for this addition will ensure the university is poised to continue as a world class, premier biology research/teaching institution in the coming millennium.

It is too early to determine the split of the gift and grant funding, as the status and amounts of the grants is not yet known. The University has confirmed, however, that any shortfall in the non-GPR portion not funded by grants will be provided in gift funds.

4. Project Budget:

Construction	$22,064,180
A/E Design & Other Fees	1,969,774
DFD Management	939,720
Building Demolition	250,000
Hazardous Materials Abatement	150,000
Contingency	1,428,826
Other Allowances	80,000
Special Movable Equipment	50,000
Percent for Art	67,500
Estimated Total Project Cost:	$27,000,000

6. Previous Action:

August 25, 2000 Resolution #8175	Endorsed the BioStar Initiative, a 10-year $317 million program funded overall with 50% GPR and 50% non-GPR funds to construct biotechnology-related facilities at UW-Madison.

Approval of the Design Report and Authority to Increase the Project Scope and Budget and Construct a Chamberlin Hall Renovation Project, 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, (1) the Design Report be approved; (2) authority be granted to increase the scope of work and project budget by an estimated $255,000; and (3) authority be granted to construct the Chamberlin Hall Renovation project, at a revised estimated total cost of $21,050,000 ($20,895,000 GFSB and $155,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: The University of Wisconsin-Madison.

2. Request: Requests (1) approval of the Design Report; (2) authority to increase the scope of work and project budget by an estimated $255,000; and (3) authority to construct the Chamberlin Hall Renovation project, at a revised estimated total cost of $21,050,000 ($20,895,000 GFSB and $155,000 Gift Funds).

3. Description and Scope of the Project: This project will remodel 167,000 GSF in Chamberlin Hall, located at 1150 University Avenue on the University of Wisconsin-Madison campus. The Chamberlin Hall Renovation project was approved for planning during 1999-01 to enable implementation to occur as soon as Pharmacy vacated the building after the Rennebohm Hall Pharmacy Building was completed in 2001.

   This project will include demolition and replacement of all mechanical, electrical and plumbing systems within the vacated areas of Chamberlin Hall. Asbestos floor tile and other asbestos-containing materials will be abated. Fire sprinklers will be installed in the renovated portion of the building, and all health and safety code requirements will be met. A majority of the interior walls will be demolished to accommodate the new design. New exterior windows will be installed. Renovated spaces will have new floor, wall and ceiling finishes as well as new lighting. In addition, telecommunications and data cabling will also be replaced as part of this project.

   It has been determined that remodeling of some additional space will need to occur first to enable relocation of two existing research labs, the Physics Department network room and two helium pumps which are located in areas that were not originally programmed for remodeling. These areas need to be relocated to accommodate the demolition and allow proper space configurations in accord with the designed renovation work. The cost of remodeling and relocating these spaces is estimated at $155,000 and will be funded, if needed, by the College of Letters and Science.

   Work will be accomplished to meet accessibility requirements. New restrooms will be added, and a new elevator will be installed at the new Charter Street entrance to serve the first and second floors. A second elevator will be installed in the lecture/demonstration area to provided access to the large Lecture/Demonstration Hall (Rm. 2103).

   All general assignment classroom space will be of new construction and located on the second floor. Two state-of-the-art lecture halls, one seating approximately 173 persons and the other 48, will be created from existing Physics space on the second floor. Lecture/Demonstration Hall 2103 (formerly the Rennebohm Lecture Hall) will be

remodeled and modernized. New lobbies will be created at both the University Avenue and Charter Street entrances. The Physics Museum/Exploratorium will be relocated from Sterling Hall and integrated with the University Avenue entrance.

The following alternates will be included in the bid package: (1) building infill for additional offices; (2) remodeling of additional toilet rooms on all floors; (3) built-in casework in Teaching Assistant offices; and (4) replacement of the curtain wall system on the north and east (rear) building elevations. These alternates are currently estimated at a total cost of $1,220,000.

4. Justification of the Request: The Chamberlin Hall Renovation project was approved for planning in the 1999-01 biennium with enumeration of construction funding in 2001-03. A full justification was provided at that time.

The new Rennebohm School of Pharmacy building provides an opportunity for the campus to backfill the Chamberlin Hall space formerly occupied by Pharmacy. Chamberlin Hall contains some of the poorest space on campus and would require extensive renovation before occupancy by any discipline. The most optimum alternative considered is relocation and consolidation of the Physics Department in Chamberlin Hall.

This project will consolidate most of the Physics Department in Chamberlin Hall, where Physics already occupies about 76,200 ASF. The renovated space in Chamberlin Hall will provide for: (1) consolidation of research programs; (2) creation of a nucleus for interdisciplinary research activities; (3) creation of state-of-the-art lecture halls and modern instructional space; (4) laboratories to accommodate existing and future research needs; (5) replacement of HVAC, plumbing, and electrical systems, as well as correction of accessibility and other code-related problems; and (6) consolidation of department support. The Nuclear Physics accelerator and associated laboratory support and offices cannot be relocated and will remain in the basement of Sterling Hall. Since this project involves renovation of existing space, no increase in operating and maintenance costs is anticipated.

Telecommunications and data cabling will also be replaced in the areas to be remodeled under this project. Cabling of the unremodeled areas should also be incorporated in the renovation of Chamberlin Hall. Accordingly, authority is being requested to use $100,000, if needed, from telecommunications cabling balances in the 1999-01 Classroom Renovation/Instructional Technology project.

Supplemental funding is also being requested at this time to remodel additional space in Chamberlin Hall to accommodate two research labs, the Physics Department network room and two helium pumps that need to be relocated from existing space in Chamberlin. The College of Letters and Sciences has earmarked $155,000 of Gift Funds that will be used if the enumerated budget is not sufficient to fund this additional work.

Bidding of the Chamberlin Renovation project is targeted for May 2002, with completion anticipated in spring 2004. The University has confirmed the availability of the Gift Funds, if needed.

5. Budget:

Construction	$16,550,900
Hazardous Materials Abatement	406,000
A/E Design & Other Fees	1,725,000
DFD Management	726,600
Contingency	1,154,000
Movable Equipment	434,800
Percent for Art	52,700
Estimated Total Project Cost	$21,050,000

6. Previous Action:

August 25, 2000 Resolution #8175	Recommended enumeration of the Chamberlin Hall Renovation project at $20,795,000 General Fund Supported Borrowing, as part of the 2001-03 Capital Budget.
March 5, 1999 Resolution #7869	Expressed overall satisfaction with the recommendations of the State Division of Facilities Management (DFD) on the UW System's 1999-01 Capital Budget Request; and requested UW System Administration to convey to DFD and the State Building Commission a modification to request planning funds instead of construction funds for four major projects, including the Chamberlin Hall Remodeling project.
August 20,1998 Resolution #7740	Recommended enumeration of the Chamberlin Hall Renovation project at $9,000,000 General Fund Supported Borrowing, as part of the 1999-01 Capital Budget.

Approval of the Design Report and Authority to Construct a Marshfield Integrated Dairy–Phase I Project, 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, the Design Report be approved and authority be granted to construct the Marshfield Integrated Dairy–Phase I project, at an estimated total project cost of $1,800,000 ($900,000 General Fund Supported Borrowing and $900,000 Gifts/Grants).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: The University of Wisconsin-Madison

2. Request: Requests approval of the Design Report and authority to construct the Marshfield Integrated Dairy–Phase I project, at an estimated total project cost of $1,800,000 ($900,000 General Fund Supported Borrowing and $900,000 Gifts/Grants).

3. Description and Project Scope: This project will provide a series of structures and improvements totaling 53,640 ASF/59,580 GSF, as the first phase of construction of a new Research Facility for rearing dairy replacement heifers. The Marshfield Integrated Dairy complex will be located on an approximately 460-acre site owned by the University on Drake Avenue, approximately six miles north of the City of Marshfield, Wisconsin. (See location map attached.)

   Phase I will include development of the following facilities:

		Gross Square Feet	
(1)	Machine Shed/Shop:	12,720	GSF
(2)	Replacement barn with auxiliary service areas for 320 heifers:	31,360	GSF
(3)	Housing Barn for 48 calves:	2,500	GSF
(4)	Feed Preparation Center:	6,500	GSF
(5)	Special Needs Barn	2,500	GSF
(6)	Connecting breezeways and alleys:	4,000	GSF
	Phase I Total:	59,580	GSF

   This project will also include service driveways, parking areas, liquid manure storage lagoons, solid manure storage area, storm water control systems, an outdoor feed storage area, and minimal landscaping. A concrete pad and spill containment structure will be constructed to develop a vehicle fueling station. The 500-gallon gasoline and 1,000-gallon diesel fuel above-ground storage tanks, estimated at a total cost of $11,000, will be separately acquired and funded by the University. Utility services for water, electric, and natural gas will be located and sized to accommodate future phases of development. An alternate for a 4,000 GSF administrative office building will be included in the bid package to provide meeting rooms, a small lab, reception area and two offices, if bids are favorable.
   Construction of the requested Phase I Marshfield facilities is anticipated to start in early spring 2003, with completion slated for fall 2003.

4. Project Justification: The Integrated Dairy Program for UW-Madison involves construction of facilities at two locations, including the Arlington Agricultural Research Station (ARS) and a new site at the Marshfield Agricultural Research Station. Funding of $1,200,000 in 1999-01 provided for construction of dairy facilities at Arlington.

   The Marshfield Integrated Dairy Program facilities will be constructed in two phases. The requested first phase will provide a heifer barn, feed/storage, animal handling, calf housing, manure facilities and required utility extensions for both program phases. The second phase, anticipated for funding and implementation in 2003-05, will provide a 250-head heifer barn addition, free stall barn and milking parlor for 128 head, expanded feed/storage and manure facilities. It will also include construction of the small office building if Phase I funds are inadequate.

   Phase I of the Integrated Dairy Program at Marshfield was enumerated in 2001-03 at $1,800,000 ($900,000 GFSB and $900,000 Gifts/Grants). A detailed project justification was provided as part of the request at that time. In summary, the existing Marshfield Agricultural Research Station (ARS) facilities are obsolete, inefficient and unsuited to new dairy research objectives. New facilities cannot be built at the present site because it is located in the growth path of the City of Marshfield.

   The Integrated Dairy facilities at Marshfield will create unique opportunities for studying dairy replacement growth strategies. While the primary purpose of the new station will be young stock research, multiparous cows from the Arlington ARS will be made available for forage or other research unique to the Marshfield area. A limited milking herd will also be maintained to obtain production data on primiparous (first lactation) cows following growth trials.

   The existing Marshfield Dairy houses 60 milking cows, associated dry cows and replacements. The 15,912 GSF barn consists of a wide variety of young stock housing environments and an outdated free stall area. Support buildings include eight silos, a hay storage barn (4,880 GSF) and a headquarters office (9,010 GSF), which is shared with a Soil and Forage Analysis Lab. The unit's size and design does not allow for efficient labor use.

   The completed dairy facilities at Arlington and Marshfield (Phases I and II) will enable the College of Agricultural and Life Sciences to raise young stock and expand the overall herd size in a controlled environment. Lactating, dry and replacement cows will remain at the current Dairy until Phase II is completed. The existing barns will be converted to other purposes or demolished. The final phase, anticipated for funding in 2003-05, will provide additional facilities at both locations to complete the Integrated Dairy Program complex and infrastructure upgrades at the campus Dairy Cattle Instruction and Research Center located on the main campus.

5. Budget:

Construction	$1,483,300
A/E Design & Other Fees	194,700
DFD Management	62,000
Contingency	60,000
Estimated Total Project Cost	$1,800,000

6. Previous Action:

August 25, 2000 Resolution #8175	Recommended enumeration of the Integrated Dairy Program at $1,800,000, as part of the Agriculture Initiative in the 2001-03 Capital Budget.

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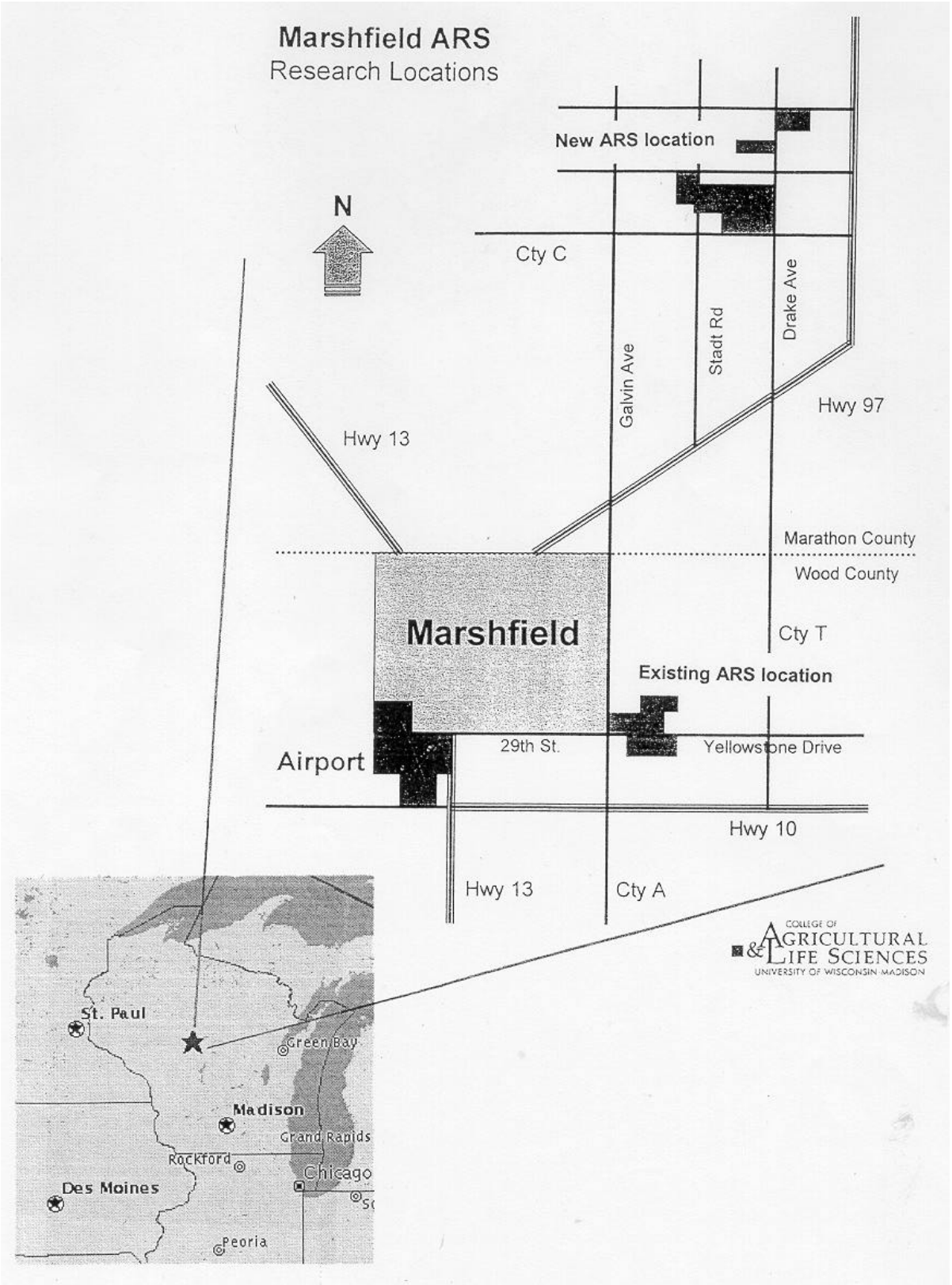
Marshfield ARS
Research Locations
New ARS location
N
Cty C
Galvin Ave
Stadt Rd
Drake Ave
Hwy 97
Hwy 13
Marathon County
Wood County
Marshfield
Cty T
Existing ARS location
Airport
29th St.
Yellowstone Drive
Hwy 10
Hwy 13
Cty A
COLLEGE OF AGRICULTURAL & LIFE SCIENCES
UNIVERSITY OF WISCONSIN-MADISON
St. Paul
Green Bay
Madison
Grand Rapids
Rockford
Chicago
Des Moines
Peoria

Authority to Construct a Medical Science Center Cardiology Lab Remodeling project, 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 Medical Science Center Cardiology Lab Remodeling project at an estimated total project cost of $633,500, using Gift Funds (Medical School).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: The University of Wisconsin-Madison

2. Request: Requests authority to construct a Medical Science Center Cardiology Lab Remodeling project at an estimated total project cost of $633,500, using Gift Funds (Medical School).

3. Description and Scope of the Project: This project will remodel approximately 4,360 ASF/ 4,550 GSF of existing lab space in the basement of the Medical Services Center (MSC) for use by researchers in the Cardiology Department. The existing B370 and B375 labs and support spaces are outdated and cannot support current research needs. The remodeling will provide generic research lab facilities, that can be divided into three modules, and will include new lab benches and cabinets, tissue culture spaces, fume hoods and bio-safety cabinets, sinks and safety showers/eyewashes, a microscope room, and support space for lab equipment. It will also provide two new faculty offices and work spaces for research assistants. Some spaces will receive new floor and/or ceiling finishes, and all the spaces will receive new wall paint. Existing HVAC, plumbing, and electrical systems will be utilized. New telecommunications and data capability will be provided to both the offices and lab areas.

4. Justification of the Request: This project will enable the Medical School to expand the Cardiology Heart Failure group under the leadership of a recently recruited chairperson. For the past year, the Cardiovascular Research Center group has occupied about 359 ASF in B370A, which is an area of the old hospital that was remodeled approximately 20 years ago as part of a larger upgrade. Remodeling of that space and adjacent vacant areas will enable the cardiology research group to expand its activities into a much-needed area in accordance with the Medical School's strategic plan. It will create primary bench spaces for current and new faculty and programs as well as a much needed core area, for shared equipment and tissue culture spaces, which is not currently available.

   The MSC space will be designed to meet the needs of the Cardiology Department, but with as much lab flexibility as possible. When the final building under the BioStar Program is constructed, currently estimated 5 to 7 years from now, this cardiology group will relocate to that new building. This space will then be backfilled by one of several other groups at the MSC who need generic molecular biology labs.

   The Cardiovascular Research Center emphasizes translational research, inviting collaborations by principal investigators from various scientific disciplines. This approach creates the most advantageous opportunities for discoveries that can be quickly employed in preventing, diagnosing and treating heart disease. In the past 18 months, the principal

investigators of the Heart Failure group have generated more than $5.8 million for cardiology research.

The University has confirmed the availability of $633,500 in Gift Funds to pay for the Medical Sciences Center Cardiology Lab Remodeling project. It is anticipated that construction will begin in spring 2002 for completion in early 2003.

5. Project Budget: A consultant prepared the following estimate:

Construction	$437,500
A/E Design & Other Fees	91,800
DFD Management	19,100
Contingency	39,500
Movable Equipment	44,000
Percent for Arts	1,600
Estimated Total Project Cost	$633,500

6. Previous Action: None.

Approval of the Design Report and
Authority to Increase the Project Budget
and Construct a Residence Hall 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, (1) the Design Report be approved; (2) authority be granted to increase the budget by $888,900 of Program Revenue-Cash; and (3) authority be granted to construct a new Residence Hall project, at a revised estimated total project cost of $9,853,900 ($8,965,000 Program Revenue Supported Borrowing and $888,900 Program Revenue-Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: University of Wisconsin–River Falls

2. Request: Requests (1) approval of the Design Report; (2) authority to increase the budget by $888,900 of Program Revenue-Cash; and (3) authority to construct a new Residence Hall project, at a revised estimated total project cost of $9,853,900 ($8,965,000 Program Revenue Supported Borrowing and $888,900 Program Revenue-Cash).

3. Description and Scope of Project: This project will provide for construction of a new, four-story, 73,000 ASF/87,500 GSF residence hall for 240 full-time students in suite style living units. The residence hall will be located in the general vicinity of the east residence hall complex. The building exterior will consist of large bands of contrasting red brick and buff-colored stone. Unlike the typical dormitory scheme with large rectangular blocks of three- or four-story sections, the proposed design produces two resident suites as a typical massing element, each with its own hip roof. This grouping of elements provides a more residential expression with selected design cues from traditional on-campus facilities.

   The project includes all site work including development of an appropriate grade for the site; utility extensions for steam heating, municipal water and sewer services; extensions from the campus primary electrical and signal conduit system; and appropriate storm water best management practices. Site work also includes vehicular access to the site, loading/unloading zones, landscaping, site lighting, bike storage, sidewalks, and site amenities. A stand-alone chiller and cooling tower will also be installed. Additional resident parking is not needed, since it was provided through a previous parking lot expansion project.

   The standard living unit will provide an apartment for four people, each with four private bedrooms, a kitchenette, bath facilities, and living area. Building amenities include an attractive lobby/service area, computer and study rooms, laundries, storage rooms, social spaces, and other miscellaneous spaces.

   During the planning process, a geotech investigation led to the discovery of a high water table and a determination that the soil is inadequate for conventional foundations. As a result, a deeper foundation system will be constructed and the utilities were redesigned to relocate the basement mechanical space to an added mechanical penthouse. In addition, study lounge space was increased to provide

two lounges per floor. The consultant has estimated the costs of these revisions at an additional $888,900.

The start of construction for this project is targeted for late summer 2002, with completion anticipated in spring 2004.

4. Justification of the Project: The Board of Regents and the State Building Commission recommended construction funding of a new Residence Facility at UW-River Falls that is enumerated at $8,965,000 as part of the 1999-01 Capital Budget.

UW-River Falls operates nine residence halls, housing a maximum of 2,172 students. The ages of the buildings range from 33 to 50 years. Five of the buildings were built with double-loaded corridors, while the four newest are cube shaped. All of the halls were designed prior to 1968, and reflect the needs and amenities that were prevalent at that time. Residence halls have changed from their primary role of simply a place to live, to one of a living and learning community that greatly enhances the academic experience of students. A highly-supported student sentiment for alternative living arrangements in residence halls led to enumeration of this contemporary residential facility that will provide students with individual privacy as well as physical layouts that foster a positive atmosphere and a sense of community.

UW-River Falls believes that the campus should house approximately 40 per cent of the student body to maintain a "residential" flavor in campus climate. With a fall 2001 enrollment of 5,844 and anticipated future growth in the number of student residents, it was determined that a minimum of 228 additional beds for a total of 2,400 beds would be needed. The proposed residential facility will provide housing for 240 additional students, thus meeting their targeted capacity. It will provide an environment that facilitates preparation of meals, relaxation, studying, and promotes desired interactions of a living and learning community.

Three years ago, as part of comprehensive housing plan efforts, annual residence hall fees were increased by $150. That increase reflected projected costs of the University's on-going maintenance program for existing residence halls, the construction of the proposed new residence hall, and operating costs for utilities, professional staff, custodial and maintenance related to the new residence hall. Current annual residence hall rates are $2,046 for double occupancy and $2,646 for single occupancy. Using an interest rate of 5 per cent on a 20-year bond, the annual debt service payment at the requested budget level of $9,853,900 will be approximately $791,000. It is estimated that the increase of $888,900 will result in the need to increase annual residence hall rates by an additional $42. Building costs of inflation, maintenance projects and programmatic needs into the rates, it is anticipated that the 2004-05 costs of when the new residence hall will first open, will be $2,350 for double occupancy, $3,000 for single occupancy, and $3,400 for the new suite style residence hall.

5. Budget:

Construction	$8,399,700
A/E Design Other Fees	655,500
DFD Management	353,800
Contingency	420,000
Percent for Art	24,900
Estimated Total Project Cost	$9,853,900

6. Previous Action:

August 20, 1998 Resolution #7740	Recommended enumeration of a New Residence Hall at UW-River Falls as part of the 1999-01 Capital Budget, at an estimated cost of $8.0 million, using Program Revenue Supported Borrowing. The project was subsequently enumerated at $8,965,000 PRSB.

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Authority to Improve Parking Lots,
UW-Superior

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and the President of the University of Wisconsin System, authority be granted to redevelop two existing parking lots and construct an additional lot at an estimated total cost of $733,000 ($233,000 Program Revenue Supported Borrowing and $500,000 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: The University of Wisconsin–Superior

2. Request: Requests authority to redevelop two existing parking lots and construct an additional lot at an estimated total cost of $733,000 ($233,000 Program Revenue Supported Borrowing and $500,000 Program Revenue Cash).

3. Description and Scope of the Project: Improvement projects for two parking lots and the creation of an additional lot are being combined into a larger project to achieve mobilization and construction cost efficiencies. Work will expand an existing 70-stall faculty/staff lot to a 117-stall student/staff lot located between Jim Dan Hill Library and Holden Fine Arts building. A second, 48-stall staff lot located west of Jim Dan Hill Library will be reconfigured, relocated closer to Old Main and expanded to 57-stalls to achieve better access to both Jim Dan Hill Library and the Old Main Administration building. The reconfiguration will provide additional green space at a campus entrance point and allow appropriate signage placement. The third component includes construction of a new 66-stall staff/visitor lot at the northwest corner of Old Main. Sidewalks and lighting will be provided. Significant landscaping will provide screening of the parking areas and a smooth, pleasing transition between the campus and the surrounding community.

4. Justification of the Project: There are a total of 118 parking stalls available in the southwest area of campus serving academic and administrative functions. These three improvements will provide an additional 122 parking stalls for students, visitors, faculty and staff to help relieve parking congestion on city streets adjacent to the campus. The campus master plan presented to the Board of Regents in 1999, established a target of 1800 stalls for the campus. Currently 990 stalls are available leaving a deficit of 900. The need for parking improvements was recently validated in a UW-System "satisfaction survey" administered to UW-Superior sophomore and junior students. The students are especially dissatisfied with parking on campus suggesting parking as a student retention issue. Two streets, Catlin Avenue and Mortorelli Drive, are heavily traveled thoroughfares between the north and south business districts in the City of Superior. Catlin Avenue separates the residence facilities from the academic core of the campus, so pedestrian crossing of that street is already high. There is no sidewalk along Mortorelli Drive. Parking along these streets increases the potential for vehicle/pedestrian conflicts.

   Parking rates will be adjusted to include differential rates for faculty/staff and student parking, and faculty reserved parking will be eliminated. Faculty/staff parking rates will increase an average of $15 in each of the next three years to $123 per year. Student rates will

increase an average of $8 in each of the next three years to $102 per year. Both rates are currently $78 per year with faculty reserved rates at $270 per year.

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

Lot 1	$165,000
Lot 2	146,000
Lot 3	422,000
Total Project Cost	$733,000

6. Previous Action: None.

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Authority to Construct Classroom Renovation/Instructional Technology Improvement Projects and Expand the Program Capability, UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to (1) construct various Classroom Renovation/Instructional Technology Improvement projects for the University of Wisconsin System at an estimated total cost of $10,000,000, using 2001-03 General Fund Supported Borrowing; and (2) expand the capability of this program by utilizing supplemental funding that will be identified by the various Institutions.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for
Board of Regents Action
December 2001

1. Institution: The University of Wisconsin System

2. Request: Requests (1) authority to construct various Classroom Renovation/Instructional Technology Improvement projects for the University of Wisconsin System at an estimated total cost of $10,000,000, using 2001-03 General Fund Supported Borrowing; and (2) authority to expand the capability of this program by utilizing supplemental funding that will be identified by the various Institutions.

3. Description and Scope of Project: This request will provide funding to continue the UW System's Classroom Renovation/Instructional Technology Improvement Program at all UW System degree-granting Institutions and UW-Extension. As in the past, funding will be utilized to update existing general assignment classroom environments and acquire associated equipment and furnishings to improve instructional technology. In some cases, remodeling will include reconfiguration of space to meet class size needs.

   The requested funding will be used to undertake classroom/lecture hall renovations, technology improvements, and Distance Learning projects where needed. The scope of projects will vary from campus to campus. Instructional technology will include equipment such as video projectors, audio playback, multi-media computers, VCR's, laser disks and AV controls. Various improvements in the learning environment will address lighting, HVAC, acoustics, aesthetics and seating. In some cases, remodeling could include reconfiguration to improve sight lines, support a variety of teaching models, and/or modify the classroom size.

4. Justification of the Request: This project continues the Instructional Technology Improvements Program, which began in the 1995-97 Capital Budget to complete in-building wiring at several Institutions and provide classroom renovation, technology improvements, and teleconferencing upgrades. The Board of Regents recommended this program at $15 million as part of the 2001-03 Capital Budget, and it was subsequently enumerated at $10 million.

   Over the past three biennia, approximately $30 million has been authorized to implement projects under the Classroom Renovation/Instructional Technology Program. That figure includes approximately $2.2 million in Gift, Grant and Institutional Funds provided by the Institutions to augment this program. Funding to date has provided a wide spectrum of improvements in nearly 300 instructional environments. The overall magnitude of general assignment classroom deficiencies, however, still exceeds $50 million.

General assignment classrooms serve the instructional needs of virtually every school and college in the UW System, especially undergraduate programs. Overall, the UW System, excluding UW Colleges, has more than 1,700 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet of space. Almost half of those classrooms are 20-30 years old, and over 21 per cent are more than 50 years old. The vast majority of these essential instructional spaces have not been updated since construction. Survey results tabulated in Spring 2000 indicate that approximately 46 per cent of the total number of general assignment classrooms require some degree of remodeling and 84 per cent are deficient in equipment.

The purpose of the Classroom Renovation/Instructional Technology Improvements Program is to create complete and appropriate environments to utilize contemporary learning and teaching methodologies. As in the past, targeted allotments to the Institutions are based upon each Institution's percentage of the Systemwide number of classrooms that need remodeling in excess of $5,000. This methodology was developed with the Division of Facilities Development when this classroom improvements program was implemented. Adjustments in the targets have only been made in cases where it has been determined, through joint planning efforts or an indication in a spring 2000 survey, that a different level of classroom work can be undertaken during 2001-03 than the allotment provides, without significant impact to another Institution's biennial needs. Based upon the foregoing, targets for 2001-03 Classroom Renovation/Instructional Technology Improvements are:

UW-Eau Claire	$1,000,000
UW-Extension	100,000
UW-Green Bay	210,000
UW-La Crosse	550,000
UW-Madison	2,600,000
UW-Milwaukee	1,335,000
UW-Oshkosh	850,000
UW-Parkside	350,000
UW-Platteville	440,000
UW-River Falls	450,000
UW-Stevens Point	520,000
UW-Stout	650,000
UW-Superior	80,000
UW-Whitewater	865,000
TOTAL:	$10,000,000

The allotments will enable the Institutions to finalize their priority lists of projects to be implemented under this program during the 2001-03 biennium. A request will be submitted to the State Building Commission early in 2002 for construction funding of a Systemwide list of high-priority Classroom Renovation/IT Improvements projects identified by each Institution within the range of their targets. Some Institutions may opt to combine the capital budget funds with other resources to achieve maximum benefit. That request will also include authority to transfer balances from prior funded telecommunications wiring projects to continue to upgrade wiring at the UW-La Crosse and UW Colleges. The goal is to

complete the intra-building wiring at all degree-granting institutions and the UW Colleges with the exception of UW-Madison. The $2,600,000 target for UW-Madison also includes $200,000 to wire the Social Sciences Building. Remaining wiring needs at UW-Madison are estimated at approximately $5 million and will continue to be addressed through construction and renovation projects.

5. Previous Action:

August 25, 2000 Resolution #8175	Recommended enumeration of $15 million General Fund Supported Borrowing for Classroom Renovation/Instructional Technology Improvements as part of the 2001-03 Capital Budget. The project was subsequently enumerated at $10 million.

R E V I S E D

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTSEM

December 7, 2001
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 8 and 9 meetings

3. Report of the President of the Board
   a. Report of the November 28 meeting of the Wisconsin Technical College System Board
   b. Report of the December 5 meeting of the Hospital Authority Board
   c. Report on governmental matters
   d. Economic Summit
   e. Additional items that the President of the Board may report or present to the Board.

4. Report of the President of the System

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
   a. Cancellation of the January 2002 meeting
      [Resolution II.8.a.]

9. Communications, petitions, and memorials

10. Unfinished or additional business

11. Recess into closed session to consider honorary degree nominations at UW-Milwaukee, as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider a real estate negotiation, as permitted by s.19.85(1)(e), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*

The closed 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 closed session.

Cancellation of
January 2002 meetings

BOARD OF REGENTS

Resolution:

That the Board of Regents' meetings scheduled for January 10 and 11, 2002, be cancelled.

12/07/01 II.8.a.

janmtgsres.doc

Board of Regents of
The University of Wisconsin System

Meeting Schedule 2001-02

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

2002

January 10 and 11
(Cancelled, circumstances permitting)

February 7 and 8

March 7 and 8

April 4 and 5

May 9 and 10 (UW-Fox Valley and
UW-Fond du Lac)

June 6 and 7 (UW-Milwaukee)
(Annual meeting)

July 11 and 12
(Cancelled, circumstances permitting)

August 22 and 23

September 12 and 13

October 10 and 11 (UW-Whitewater)

November 7 and 8

December 5 and 6

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Jay L. Smith
Vice President - Gerard A. Randall, Jr.

STANDING COMMITTEES

Executive Committee
Jay L. Smith (Chair)
Gerard A. Randall, Jr. (Vice Chair)
Patrick G. Boyle
Guy A. Gottschalk
Gregory L. Gracz
Frederic E. Mohs

Business and Finance Committee
Guy A. Gottschalk (Chair)
Roger E. Axtell (Vice Chair)
Tommie L. Jones, Jr.
James R. Klauser
Phyllis M. Krutsch

Education Committee
Patrick G. Boyle (Chair)
Frederic E. Mohs (Vice Chair)
JoAnne Brandes
Elizabeth Burmaster
Toby E. Marcovich
Jose A. Olivieri

Physical Planning and Funding Committee
Gregory L. Gracz (Chair)
Lolita Schneiders (Vice Chair)
Jonathan B. Barry
Alfred S. DeSimone

Personnel Matters Review Committee
Toby E. Marcovich (Chair)
Roger E. Axtell
James R. Klauser
Jose A. Olivieri

Committee on Student Discipline and Other Student Appeals
Frederic E. Mohs (Chair)
Jonathan B. Barry
Elizabeth Burmaster
Tommie L. Jones, Jr.

OTHER COMMITTEES

Liaison to Association of Governing Boards
Phyllis M. Krutsch

Hospital Authority Board - Regent Members
Patrick G. Boyle
Guy A. Gottschalk
Frederic E. Mohs

Wisconsin Technical College System Board
Lolita Schneiders, Regent Member

Wisconsin Educational Communications Board
Patrick G. Boyle, Regent Member

Higher Educational Aids Board
Gerard A. Randall, Jr., Regent Member

Research Park Board
Roger E. Axtell, Regent Member

Technology for Educational Achievement in Wisconsin Board (TEACH)
Jonathan B. Barry, Regent Member

Committee on Board Effectiveness
Phyllis M. Krutsch (Chair)
Jonathan B. Barry
Patrick G. Boyle
Jose A. Olivieri

Academic Staff Awards Committee
Lolita Schneiders (Chair)
JoAnne Brandes
Phyllis M. Krutsch
Toby E. Marcovich

Teaching Excellence Awards Committee
Roger E. Axtell (Chair)
Elizabeth Burmaster
James R. Klauser
Jose A. Olivieri

Oversight Board
Patrick G. Boyle, Regent Liaison

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