



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

January 31, 2001

TO: Each Regent

FROM: Judith A. Temby

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

RE: Agendas and supporting documents for meetings of the Board and Committees to be held on February 8 and 9, 2001.

Thursday, February 8, 2001

10:30 a.m. – Personnel Matters Review Committee
Closed Session
1648 Van Hise Hall

11:00 a.m. – Business and Finance Committee
Closed Session
1511 Van Hise Hall

11:45 a.m. – 1:00 p.m. – Development Program
1820 Van Hise Hall
All Regents Invited

1:00 p.m. – Joint Session with Education Committee
and Business and Finance Committee
1820 Van Hise Hall

1:00 p.m. – Physical Planning and Funding Committee
1511 Van Hise Hall

1:30 p.m. – Education Committee Reconvenes
1920 Van Hise Hall

1:30 p.m. – Business and Finance Committee reconvenes
1820 Van Hise Hall

Friday, February 9, 2001

9:00 a.m. – Board of Regents
1820 Van Hise Hall

8:00 a.m. – Committee on Board Effectiveness, 1920 Van Hise Hall

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

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Development Program

Thursday, February 8, 2001

11:45 a.m.-1:00 p.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

Topic: Federal Funding Strategy

Presenter: Mr. Steve Gunderson, The Greystone Group

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

Interested persons are welcome to attend the program as observers.

Box lunches will be served. Observers may make luncheon reservations by contacting the Office of the Board of Regents by Monday, February 5th at (608) 262-2324 (phone) or (608) 262-5739 (fax).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, February 8, 2001
1820/1920 Van Hise Hall
University of Wisconsin-Madison
1:00 p.m.

1:00 p.m. (1820 Van Hise Hall)

- a. Technology Update

[Joint Meeting with Business and Finance Committee]

1:30 p.m. (or upon completion of the preceding session, 1920 Van Hise Hall)

Administrative items:

- b. Approval of the minutes of the December 7, 2000 meeting of the Education Committee.
- c. Report of the Senior Vice President for Academic Affairs:
- (1) PK-16 Educational Initiatives: Technology and Teacher Education;
[Resolution I.1.c.(1)]
- (2) Announcement of Intention to Recruit for a Dean, College of Business and Economics, UW-Whitewater;
- (3) Other.
- d. Authorization to Recruit:
- (1) Dean, School of Business, UW-Madison, at a salary that may exceed the 2000-01 Regent Salary Threshold.
[Resolution I.1.d.(1)]
- (2) Dean, College of Letters and Science, UW-Milwaukee, at a salary that may exceed the 2000-01 Regent Salary Threshold.
[Resolution I.1.d.(2)]

(Over)

2

(3) Campus Dean, UW Colleges-Richland Center.
[Resolution I.1.d.(3)]

Policy discussion items:

e. Charter School, UW-Milwaukee.
[Resolution I.1.e.]

Additional items:

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

Closed session items:

g Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda item: appointment of named professors, UW-Madison; interim base salary adjustment, UW-Madison.]

2000 University of Wisconsin System Information Technology Report

Building a Foundation for a Changing Future: The Information Technology Infrastructure



Office of Learning and Information Technology
University of Wisconsin System Administration
Madison, Wisconsin

The University of Wisconsin System

February 2001

The 2000 UW System Information Technology Report

was prepared by:

UW System Chief Information Officers in conjunction with

UW System Administration

**University of Wisconsin System Administration
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Executive Summary

The 2000 University of Wisconsin System Information Technology Report provides a progress report from the 1999-2001 UW System Information Technology Plan which knits together the fifteen institutions in the UW System much more closely than ever before. Information technology has created an environment that encourages collaboration in teaching, learning, research, and business processes.

The 1999-01 University of Wisconsin System Information Technology Plan built upon the 1995-97 and 1997-99 IT Plans by continuing and expanding development of the Systemwide Technology Infrastructure and the Distributed Learning System (DLS). Infrastructure is defined as a “base that is universally accessible (systemwide), potentially used by all, and has value in its ‘commonality.’” The goal is to support the teaching, research and public service mission of the University of Wisconsin.

The 2000 University of Wisconsin System Information Technology Report provides a progress report on three critical academic applications:

- Web-based Learning Support System: The Web-Based Learning Support System provides each UW institution with access to four web-authoring tools: Blackboard CourseInfo and Web Course in a Box, WebCT, and LearningSpace. As of May 2000, it is estimated that we have 3276 courses in some phase of development, 2397 faculty have been trained, and with 63,194 students enrolled in these courses.
- Distance Education: The UW System Distance Education Study Group recommended "improv(ing) coordinated technology planning and execution between and among UW institutions, as well as [its] educational and state partners." To implement that recommendation, the University of Wisconsin has begun a discussion to create a state level learning technology group that integrates the activities of the University of Wisconsin and TEACH Wisconsin.
- Systemwide Library Automation System: As of January 2000, all UW System libraries successfully implemented Voyager's cataloging, acquisitions, serials, circulation and library catalog (OPAC) modules. Throughout the fall of 2000 and spring 2001, UW System libraries will be upgrading to Voyager's latest

software release with improved functionality, particularly in the acquisitions and OPAC modules.

The 2000 University of Wisconsin System Information Technology Report provides a progress report on four administrative systems:

- Student Administration Systems: UW-Madison, UW-Platteville, UW-Oshkosh and UW-Superior have now successfully implemented the first phases of the new PeopleSoft Student Administration System (PS-SAS). UW-Stout has implemented the DataTel System, and this gives us 5 institutions now running new Student Administration Systems. As this work at operating institutions proceeds, UW-Whitewater, UW-Green Bay and UW-Milwaukee are beginning implementation of PS-SAS. UW-River Falls, UW-LaCrosse and UW-Colleges are now considering the best time for their movement into the implementation process of PS-SAS.
- Shared Financial System: Phase 2 of the implementation of the Shared Financial System (SFS) has been completed. PeopleSoft financial modules for general ledger, purchasing and accounts payable are now in production at UW-Whitewater, UW-Milwaukee, UW-Parkside, UW-Green Bay, UW-LaCrosse, UW-Extension, UW-Colleges, UW-System Administration and UW-Platteville. Additionally, UW-Extension implemented the accounts receivable and billing modules in February of 2000.
- Systemwide Appointments, Payroll and Benefits System (APBS): The Best Business Practices report for Appointments, Payroll and Benefits (APBS) was accepted by the UW System Chancellors in May 1999. Following a thorough review of vendor proposals through the RFP process, the UW System sent a Notice of Intent to Award to Kinsey & Kinsey to purchase Lawson Software. The contract negotiation process along with the process to select implementation partners began in August 2000.
- Identification, Authentication, Authorization (Directory Services) System: The Identification, Authentication and Authorization (IAA) Data Policy and Technical Groups developed a plan and cost estimate for an IAA directory and a White Pages pilot project. The IAA directory will allow UW System institutions to share information on faculty, staff and students needed to provide inter-institutional services, services to distance education students, and support major administrative and academic systems.

The 2000 University of Wisconsin System Information Technology Report also provides updates on the Major IT Projects planned at UW System institutions for 1999-2001. These updates include administrative systems, network upgrades, faculty support improvements, classroom improvements, e-commerce, student technology, and distance education.

I. Introduction

The 2000 University of Wisconsin System Information Technology Report provides a progress report from the 1999-2001 UW System Information Technology Plan which knits together the fifteen institutions in the UW System much more closely than ever before. Information technology has created an environment that encourages collaboration in teaching, learning, research, and business processes.

While the individual UW institutions will always retain the richness of diversity in their different missions and different identities, the 1999 IT Plan proposed a move toward commonality for many academic and administrative applications. The library project is an example of an application in which academic services are enhanced through use of a common system. By acquiring one automation system and bringing library business processes under common policies, the UW institutions enhance access to materials and services for faculty, students and staff at all institutions. Such collaboration is made possible by networked technologies supported by a common infrastructure. The 1999 IT Plan proposed similar applications in all areas of business services as well as key support services for teaching and learning.

The Systemwide Infrastructure proposed in the 1999 IT Plan provided:

- A richer learning environment for our students
- A more stable support structure for our faculty and staff
- More responsive and cost-effective business services to all our stakeholders
- Better management tools for our administrators
- More flexible staffing and expertise acquisition for our Information Technology organizations
- An “insurance policy” against problems associated with rapid technological change for individual institutions

The 1999 IT Plan proposed a vision for the 21st Century predicated upon partnership and collaboration among UW institutions and with the public and private sector beyond the UW System. Such collaboration forces the UW System to examine how it does business and how it assesses its business. The technology infrastructure proposed will provide the flexibility to cope with change and to leverage change to meet the mission of the UW System.

II. Vision

“Our vision is to support the core mission of the UW System – teaching, research, and public service – through the development of a dynamic systemwide technology infrastructure. The infrastructure will provide access to a critical level of current teaching and learning tools for all faculty and students, enhance support services through development of common systems based on the latest technology, facilitate communication and collaboration between all UW campuses, and ensure the most efficient use of resources in pursuit of this goal.”

The core missions of UW System institutions (Instruction, Research and Public Service) have been dramatically enhanced by information technology.

Technology has enhanced instruction by providing faculty and students with access to learning resources from around the world. Technology has also allowed faculty to better meet the varying learning styles of students through greater access to tools that use audio, video, and other interactive resources, while increasing access to learning by students anywhere in the world. Technology has enhanced research through the creation of virtual libraries, which provide access to resources that previously required researchers to travel to other countries.

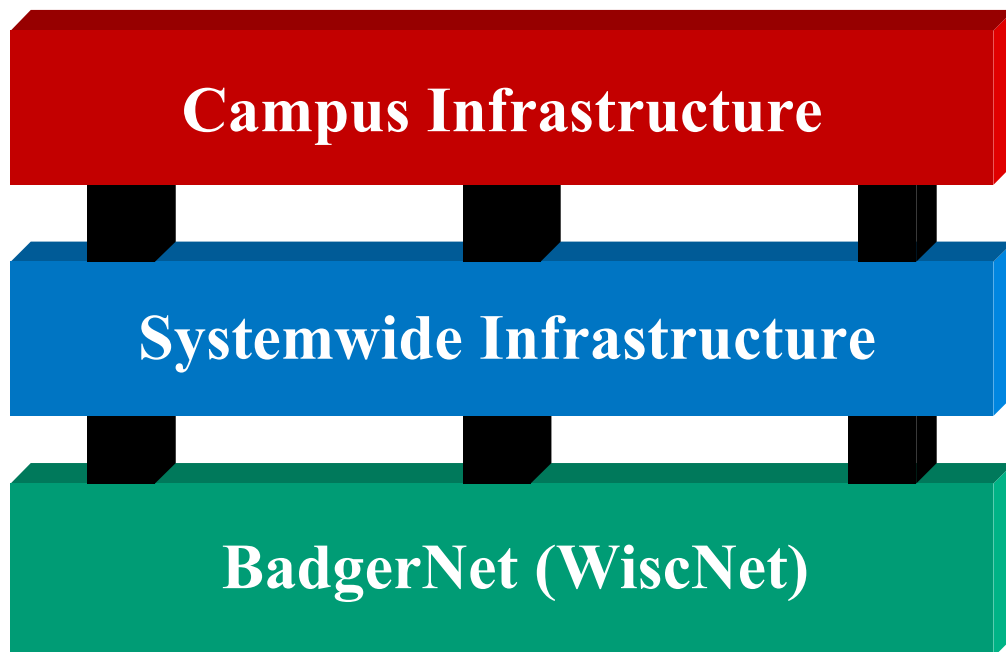
Technology has enhanced research and public service by allowing faculty to share ideas with colleagues from any institution.

With information technology and its use by higher education changing at an unprecedented pace, UW System institutions are faced with the problem of increasing costs associated with this changing technology. To help institutions address these changes in information technology, the UW System is establishing a Systemwide IT Infrastructure of academic applications and administrative systems. For these purposes, an infrastructure is defined as a “base that is universally accessible (systemwide), potentially used by all, and has value in its ‘commonality.’” This Systemwide IT Infrastructure is built on best business practices and enables UW System institutions to share resources and expertise and also reduce the risks associated with individual institutions having to make individual decisions regarding major IT systems. This Systemwide IT

Infrastructure, as shown in Figure 1 (below) can more easily adapt to future IT changes and also provides institutions with a solid foundation on which to build individual campus IT functions. Figure 1 shows that this Systemwide Infrastructure is network-based, built on BadgerNet. BadgerNet allows UW System institutions to share resources and eliminates many of the problems associated with the distance between UW System institutions. Campus Infrastructures are in turn built on both the Systemwide Infrastructure and BadgerNet and take advantage of both in support of their missions.

Figure 1

**Building a Foundation for a
Changing Future: The IT Infrastructure**



The University of Wisconsin System until recently followed a policy of institutional autonomy in planning and funding academic and administrative systems. Several factors (including successful development of a systemwide library support system, a collaborative instructional technology plan, flexibility of emerging technologies and the need for all institutions to ensure Y2K readiness) led members of the UW System leadership team to initiate a systemwide vision and planning process that will allow the UW System to manage technological change and ensure that technology needs are met. The key element of the initiative is the development of a Systemwide Infrastructure that will allow institutions to have access to a defined level of academic and administrative support technology without compromising institutional autonomy. This initiative is the result of collaborative efforts of provosts, business officers and chief information officers from all 15 institutions who have recognized the advantages of leveraging the economies of scale through systemwide cooperation.

There are two important advantages to this initiative. The primary advantage is to provide greater support for faculty, students and staff in meeting the UW System mission of Instruction, Research and Public Service. A secondary advantage is the efficiency and cost effectiveness of acting as a System to develop a common technology infrastructure. This is realized in the ability to negotiate favorable systemwide license agreements with technology vendors and consultants as well as the ability to create an internal support infrastructure available to install systems, train users and support common systems at all institutions. A third advantage is the successful collaboration among Provosts, Chief Business Officers and Chief Information Officers, which opens the door to additional collaborative planning initiatives on individual campuses and across the UW System.

The meeting that initiated the collaborative planning process was the Administrative Systems Summit, a meeting of all Provosts, Chief Business Officers and Chief Information Officers that took place in December 1997. At that meeting, agreement was reached that commonality of support systems is desirable and should be pursued whenever possible.

Provosts, Chief Business Officers and Chief Information Officers met together again in December 1998 to determine a process for reviewing new academic and administrative systems and building a common technology infrastructure for the UW System. The principles for this process include:

- Every UW System institution will do business within the System on a defined level.
- Institutions will have discretion to determine the means to meet that level.

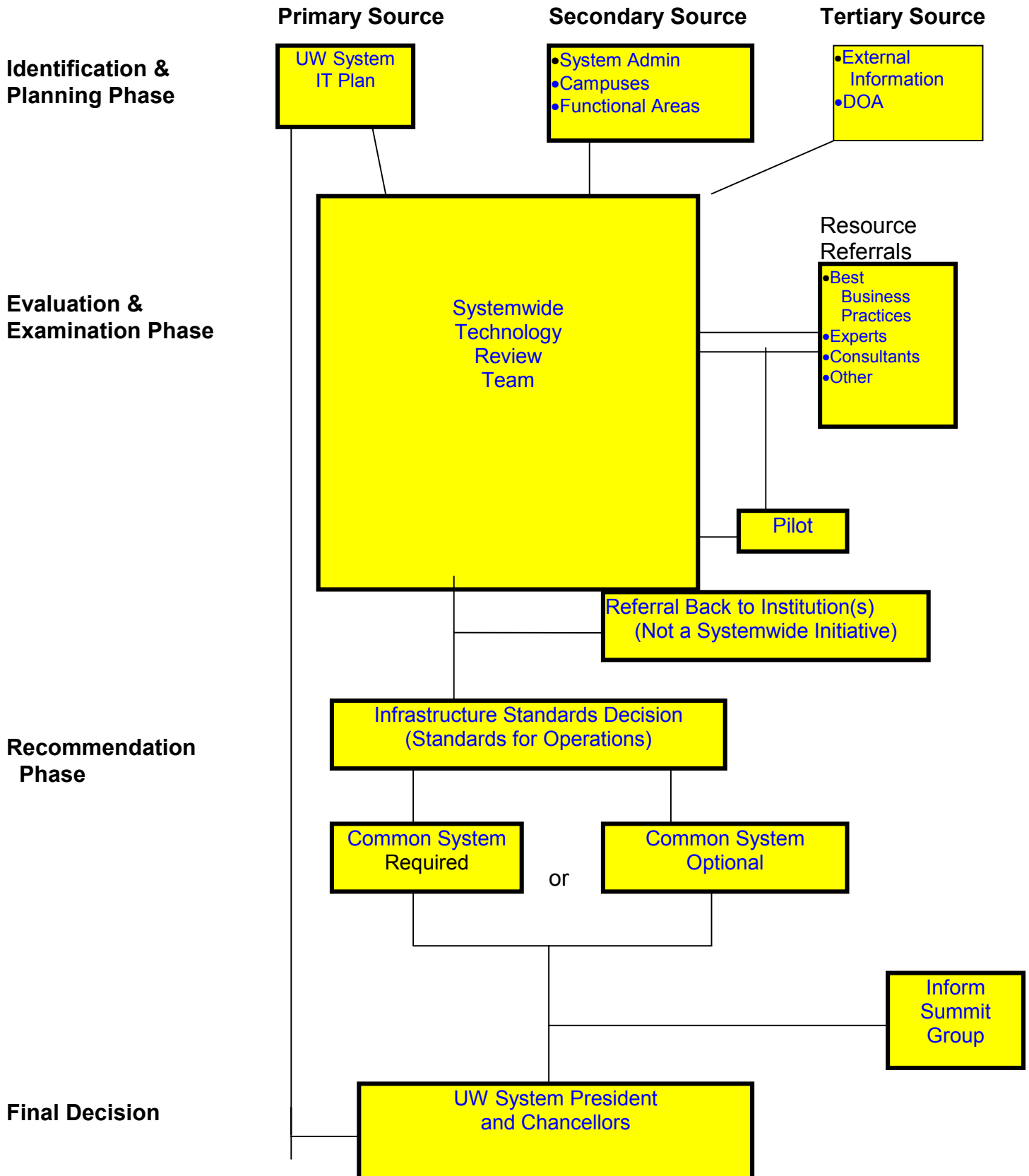
- When common approaches are advantageous, commonality will be encouraged through incentives.
- Specific or common technology solutions will be required only when there is a demonstrated need for common data, common services, or inter-institutional interaction and when it will be significantly cost effective.
- Decisions should include wide discussion and expert input.

A Technology Review Team, comprised of Provosts, Chief Business Officers and Chief Information Officers, will review potential common system initiatives and make recommendations to the President and Chancellors on:

- 1) Whether the project should be a common system,
- 2) Whether the common system should be required or optional,
- 3) Identifying a funding source, and
- 4) Assigning a priority relative to other common systems.

Figure 2 on the following page shows the process that is used in building the Systemwide Technology Infrastructure.

Figure 2
Building the Systemwide Technology Infrastructure



Since the review process was established in January 1999, the following common systems, common standards, and aggregated services have been approved by UW System institutions:

Common Systems:

- A common financial system has been purchased (PeopleSoft) with complete changeover by 2001.
- Vendor Selection for a new common Appointments, Payroll and Benefits System (APBS) was completed in 2000, with contract negotiations continuing.
- A new Library Automation System was installed and implemented as of January 2000.
- The Identification, Authentication and Authorization (IAA) Data Policy and Technical Groups developed a plan and cost estimate for an IAA directory and a White Pages pilot project.

Common Standards:

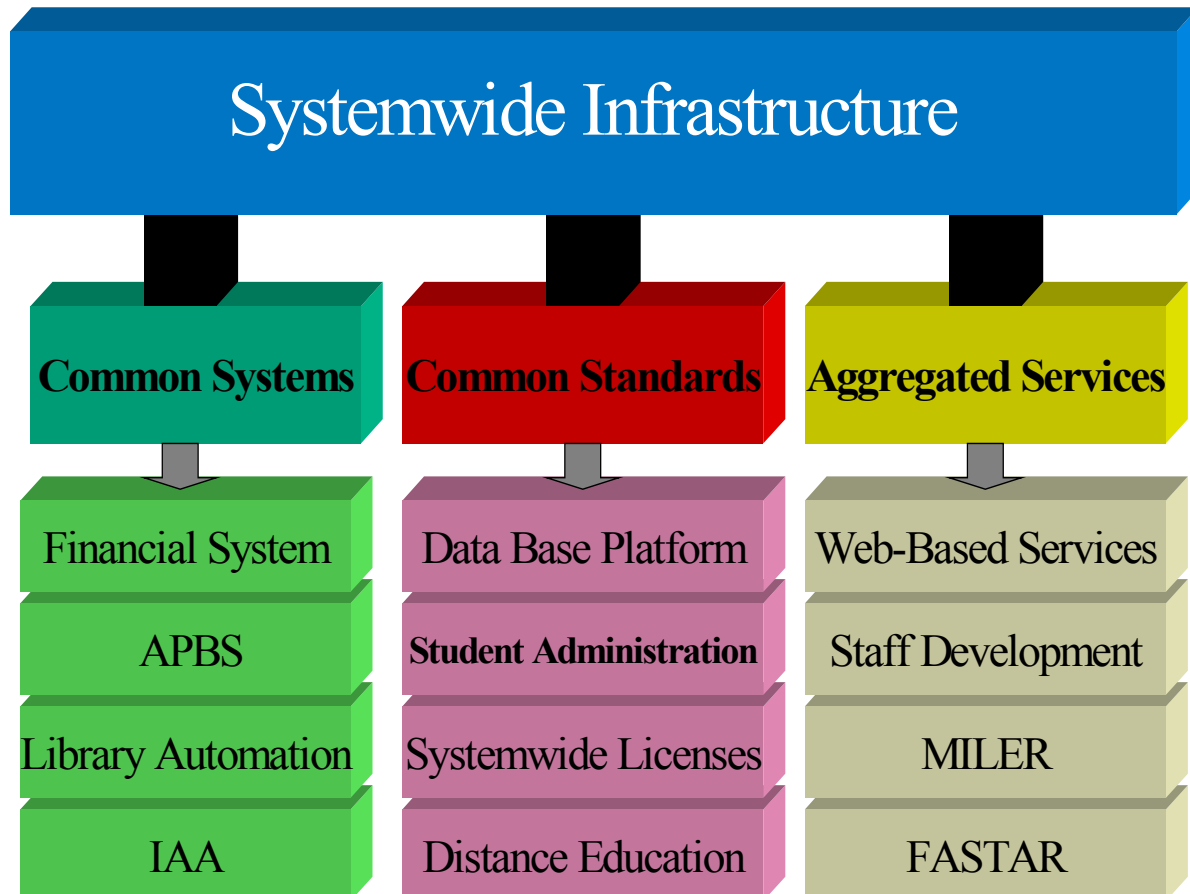
- A license has been purchased for a common systemwide data base platform (Oracle).
- A systemwide license (PeopleSoft) has been purchased for Student Administration Systems.
- The UW System has purchased and will continue to investigate opportunities for systemwide licenses and common hardware purchases.
- The Board of Regents has passed Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs.

Aggregated Services:

- A systemwide support mechanism for Web-based Learning Systems has been established.
- Staff Development has been enhanced through the sharing of expertise and resources.
- MILER (Methodology for Implementation at Lowest Effort and Resources) has been developed to strengthen the implementation and management of common systems and infrastructure.
- FASTAR (Facility of Shared Technology and Resources) has been developed to systemize upgrades and changes to the PeopleSoft Student Administration System.

Figure 3 below is a graphical representation of the progress made in building the Systemwide Infrastructure.

Figure 3



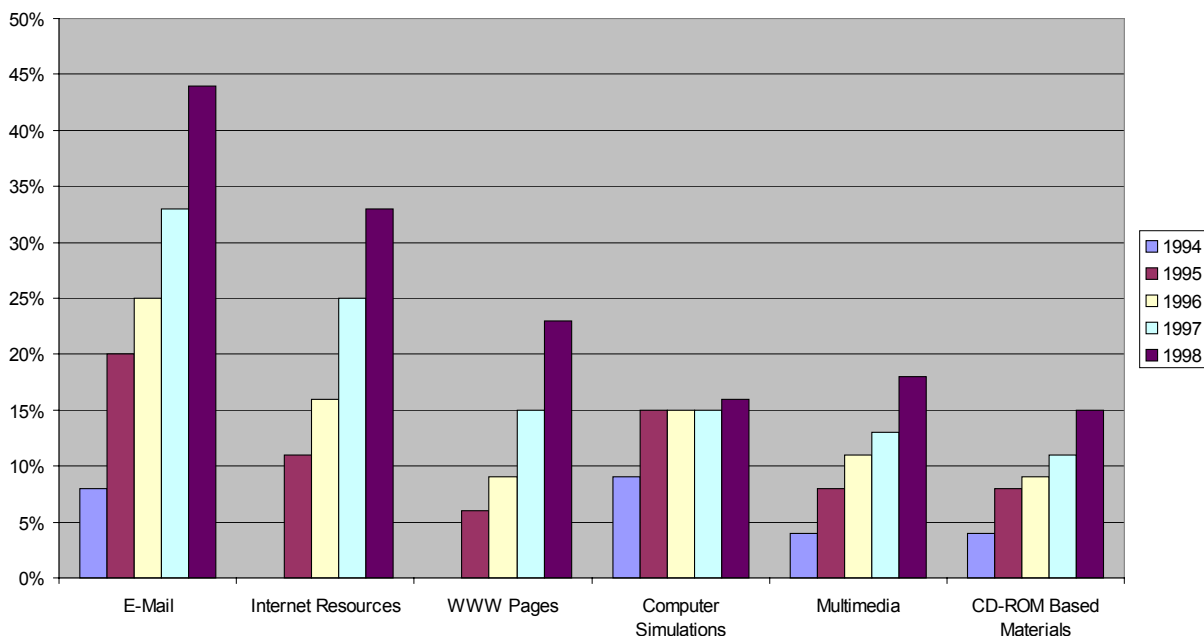
II. Systemwide Infrastructure

As explained previously, in order to increase access to education, research and public service, the University of Wisconsin System is developing a Systemwide Technology Infrastructure. This Systemwide IT Infrastructure is built on best business practices and enables UW System institutions to share resources and expertise and also reduce the risks associated with each UW System institution having to make individual decisions regarding major IT systems. For 1999-2000, the UW System has further developed this Systemwide Infrastructure through the development of Common Academic Applications and Administrative Systems.

A. Common Academic Applications

A common set of academic applications to support UW System faculty, staff and students has become increasingly important as the core missions of UW System institutions (Instruction, Research and Public Service) have been dramatically enhanced by information technology. Figure 5 (below) from Campus Computing 1998 shows the dramatic increase nationwide in the use of technology in instruction over the past five years.

Figure 5
Rising Use of Technology in Instruction



Campus Computing 1998 by Kenneth C. Green, The Campus Computing Project

The Systemwide Infrastructure is designed to allow individual UW System institutions the flexibility to accomplish their particular teaching, research and service missions without competitive disadvantage as a result of technology deficiencies. The following academic applications represent systemwide investments in support of these missions:

1. Provide a Systemwide Web-based Learning Support System (WBLSS)

Fall 2000 marks the 2nd anniversary of the WBLSS. It was in September 1998, that it was announced that the UW System would provide systemwide support for two years to develop a Web-based Learning Support System (WBLSS). Using a "utility" model, Lotus LearningSpace, WebCT and Web Course in a Box were to be supported.

As stated in the 1999-2001 UWS IT Plan,

"the goals of aggregating services as a utility are: 1) to provide all UW campuses with the opportunity to use web-based learning technologies to enhance teaching and learning, 2) to guarantee a teaching/learning system infrastructure (including software, hardware, and staffing) that will enable on-campus or off-campus use of web-based courseware, 3) to provide a long term model which will ensure core services to web-based tools for all UW faculty and teaching staff and provide support for the emergence of those newly identified services which address our core mission, 4) to provide a model to support new web-based learning tools, and 5) to provide fee-based support services, where possible, for education partners outside the UW System."

As outlined below the WBLSS has made significant strides in meeting these goals.

Following a Spring/Summer 1999 pilot rollout, Fall 1999 marked the first "full use" of the WBLSS. In September 1999, a fourth web-authoring tool, Blackboard CourseInfo, was added to the pallet. The Web-Based Learning Support System provides each UW institution with access to four web-authoring tools: Blackboard CourseInfo and Web Course in a Box located at UW-Milwaukee (dot.edu), WebCT located at UW-Madison, and LearningSpace located at UW-Eau Claire. Services included as part of the WBLSS are centralized: 1) hosting, including servers, software licenses and

upgrades, network and system administrators; 2) training, including courseware and instructional design consultation; and 3) 24x7 help desk (toll free number) and accessible and sustained support by Web-Based Learning System staff.

Additionally, a contract effective December 1999, was negotiated for a pilot program for hosting services only for LearningSpace with Interliant, a corporate hosting services provider. The purpose of this pilot was to explore the issues and cost effectiveness involved with outsourcing traditionally campus-based services to a corporate vendor. This contract is being extended for one more year.

The growth of the Web-Based Learning Support System has been rapid. As of May 2000, it is estimated that we have 3276 courses in some phase of development, 2397 faculty have been trained, and with 63,194 students enrolled in these courses. All 13 four-year UW System Universities, all of the UW Colleges campuses and UW-Extension utilize the service. Additionally, there were 11 non-UW System partners. These include various Wisconsin Technical Colleges, public schools, private colleges and universities. There are very strong potential partnerships on the horizon. These include providing educational support services and/or training for neighboring states and for corporations.

The continuation of the WBLSS service has become a mission critical component of ongoing plans for training and use of technology in the classroom. Among the largest applications is that Web-based courseware allows many enhancements to instruction. The versatility of the courseware tools, make it possible for faculty to create meaningful courses that range from the very basic to the highly interactive. These tools create an environment that allows time for active learning, enables online courses that can mirror and enhance classwork, and facilitates problem solving activities and collaboration.

Another mission critical component supported by the WBLSS is program and degree delivery. Complete programs in nursing, business, engineering and criminal justice, hosted by the utility, are delivered by at least four campuses with at least two other degrees being developed for delivery online; degree completion programs are offered by at least two others; and at least two different consortia have emerged that involve degree delivery by multiple campuses in business and nursing.

The Web-Based Learning Support System addresses equity of access by allowing smaller institutions to fully participate in the economy of scale. The centralized purchasing, hosting, administration and training provided increases expertise available to faculty and students and reduces costly duplication systemwide. As a result of this participation, the UW System benefits as these institutions are an integral part of the delivery of many of the above mentioned programs. Their students are the beneficiaries of the availability of the WBLSS.

In spite of the enthusiastic growth and mission critical nature of the WBLSS, a major concern of UW institutions and their faculty is that the continued support for the Web-Based Learning System model be assured. The cause for this concern, is the lack of long-term funding. Additionally, the WBLSS is undergoing a continual upgrade and improvement that require additional resources. This summer upgrades in both the WebCT and Blackboard products have taken place. These new products have additional capabilities that include direct interaction with student administration systems. A number of additional vendors' products are being reviewed for possible introduction as "next generation" products. These are especially being evaluated with a focus on emerging standards for sharing courseware "objects", potentially reusable instructional content. To address this problem and insure a stable funding environment for the operation growth and development of the WBLSS, the UW System is requesting ongoing funding in the 2001-2003 biennial budget.

2. Develop strategic directions for distance education technologies

The 1999-2001 IT Plan has a strategic objective to devise strategic directions for the development of distance technologies. A UW System Distance Education Study Group (DESG) was formed in November of 1999 to address this issue. The Study Group was comprised of various UW learning technology and distance education groups, in addition to a number of State and local agencies, such as the Department of Public Instruction (DPI), the Department of Administration (DOA, TEACH Wisconsin, and CESAs).

The Study Group recommended that the UW System:

- Create an ongoing group, in conjunction with its learning partners

- Increase instructional and technology support positions at each UW institution
- Fund pilot projects, communication venues and research related to the pedagogy of teaching/learning with technologies and emerging technologies
- Communicate activities and findings broadly
- Provide technology leadership to others

As part of the discussion process the DE Study Group developed several desired outcomes. First among them was to "improve coordinated technology planning and execution between and among UW institutions, as well as [its] educational and state partners." The experience of the DE Study Group was that its collaborative activities were the primary way the state could accomplish such an outcome and dictated that the creation of an ongoing, statewide group be its number one recommendation. To implement that recommendation, the University of Wisconsin has begun a discussion to create a state level learning technology group that integrates the activities of the University of Wisconsin System and the TEACH Wisconsin.

3. Install and implement new library automation system

Voyager Implementation: As of January 2000, all UW System libraries successfully implemented Voyager's cataloging, acquisitions, serials, circulation and library catalog (OPAC) modules. Throughout the fall of 2000 and spring 2001, UW System libraries will be upgrading to Voyager's latest software release with improved functionality, particularly in the acquisitions and OPAC modules.

Universal Borrowing: UW System and Libraries have worked with Endeavor's Universal Borrowing Task Force for the past year in developing service requirements for Universal Borrowing, the system that will enable UW students and faculty to place a request for an item located in any UW Voyager catalog.

In spring 2001, three UW sites (Eau Claire, La Crosse, and Stout) will test a beta version of the new software. Meanwhile, the Council of UW Librarians (CUWL) has approved a document outlining policies and procedures for UW Resource Sharing. The Universal Borrowing software will be available to all UW libraries in 2001, thus elevating the resource

sharing options available to UW students and faculty to a new, exciting level.

Image Server: After investigating Endeavor's Image Server software, the UW Library Automation Task Force recommended delaying purchase of this module. Given Image Server's rather limited functionality, it is probably not an appropriate tool for UW digital library initiatives at this time. UW System and librarians will continue to monitor the Image Server product and also Endeavor's new digital library software, EnCompass. EnCompass will provide libraries more robust access to digital collections in terms of cataloging (support of various meta-data formats), display options, and file server organization. EnCompass is currently being developed and tested with a few Endeavor customers.

Meanwhile, CUWL has appointed a Digital Library Task Force. The Task Force is charged with:

- Surveying UW System Libraries to see what collections might be candidates for inclusion in a digital library;
- Exploring the technological and fiscal needs to bring a UW System digital library into existence;
- Exploring best practices from other university libraries and systems that might be useful in helping to develop a process leading to a digital library (collection or database).
- Doing a feasibility study leading to a pilot project; and
- Establishing time line for development and implementation of a more comprehensive digital library.

The Task Force is working toward implementation of a pilot project during the spring of 2001. A couple of UW collections are under consideration and the technical logistics are being addressed.

4. Address library digital licensing and use issues (e.g., copyright and fair use issues)

UW System libraries received additional funding in the 1999-2001 budget to support further development of the UW System shared collection of electronic databases and journals. With the additional funding, UW students and faculty now have access to more research tools and electronic text in the areas of news, law, federal government statistics and

congressional information, mathematics, social science, humanities, and biology. During 2000-01, UW librarians will identify more resources for the Shared Electronic Collection. Visit the UW System OLIT web site to see a list of electronic resources available to all UW students and faculty (<http://www.uwsa.edu/olit/cuwlweb/cdc/cdce-rsc.htm>)

Full Text Resources: The Council of UW Librarians (CUWL) appointed a Customized Database Task Force. The Task Force is charged with developing criteria and parameters for a customized full-text database of journals, including retrospective coverage, to support UW curriculum. The Task Force recommended pursuing a customized database of full text resources to support the information needs of students in the fields of nursing and allied health. In August 2000, the Task Force issued a Request for Information (RFI) regarding a nursing and allied health database of full text resources. The responses to the RFI, while interesting, demonstrated that the market place is not yet ready to deliver a customized database. The Task Force recommended that UW collection development librarians continue to work with publishers of content in the fields of nursing and allied health to increase the number of publications available in electronic format.

B. Common Administrative Systems

Another important part of the Systemwide IT Infrastructure is the Administrative Systems, which the separate institutions of the University of Wisconsin System are building in common. These Administrative Systems will directly meet faculty, student and staff needs. Although these systems provide business tools to more efficiently and effectively operate UW institutions, they also allow students to make better informed decisions about their own education, and will provide much improved student support. As part of the Systemwide Infrastructure, these Administrative Systems allow individual UW System institutions the ability to provide support services for faculty, students and staff without competitive disadvantage as a result of technology deficiencies. The following Administrative Systems represent systemwide investments in support of faculty, students and staff and the mission of the UW System:

1. Develop Student Administration Systems at UW System Institutions

The UW System is now three years into the process of implementing new Student Administration Systems at institutions that have chosen to move in the direction of a common system. 10 institutions have now selected the PeopleSoft Student Administration System. One institution, UW-Stout, had acquired and began implementation of the DataTel System prior to the PeopleSoft initiative, and they are also a part of this common environment now being built.

UW-Madison, UW-Platteville, UW-Oshkosh and UW-Superior have now successfully implemented the first phases of the new PeopleSoft Student Administration System (PS-SAS). UW-Stout has implemented the DataTel System, and this gives us 5 institutions now running new Student Administration Systems. As this work at operating institutions proceeds, UW-Whitewater, UW-Green Bay and UW-Milwaukee are beginning implementation of PS-SAS. UW-River Falls, UW-LaCrosse and UW Colleges are now considering the best time for their movement into the implementation process of PS-SAS.

Therefore, we have:

- 5 operating institutions
- 3 implementing institutions
- 3 institutions planning to implement

This gives the UW System a total of 11 institutions now working on the new Student Administration environments. Other institutions are staying in touch with these implementations and their results as they examine their needs and priorities for student administration systems. Several related initiatives have emerged in conjunction with the Student Administration System implementation:

a. Data Warehousing

The UW System has launched the first phase of its new Data Warehousing Project with five institutions moving into the very early stages of creating new Data Warehousing Environments. The following is a brief overview of the work proceeding in this new environment:

- UW-Madison continues to develop and strengthen their existing Data Warehouse known as Info-Access. The campus is pioneering a web-based Query Library to facilitate sharing of end-user developed reports. UW-Madison is sharing these environments as a part of the MILER Process (explained below).
- UW-Oshkosh was the first campus to take the Info-Access Model, using the Admissions module as the test case, and implement it at their institution as our first Data Warehousing Pilot. They now have an Admissions Data Warehouse up and running successfully, and they are working on the Student Records module now.
- UW-Stout has taken the new Informatica toolset and the design work from the UW-Oshkosh Pilot, and created a new Data Warehouse environment. This new Data Warehouse provides data and information for Admissions, and for use of their CDR data on the campus.
- UW-Milwaukee has used the Admissions Design from the UW-Oshkosh Pilot and UW-Madison as a toolset in bringing up the Recruiting Module of the new PeopleSoft Student Administration System. They utilized the new Informatica toolset in creating their Data Warehouse, and it now runs in production on the campus.
- UW-Platteville has created a Data Mart supporting needed campus reporting from the PeopleSoft Student Administration System. This is now up and running successfully as well.

All UW System institutions now have the opportunity to extend this early model in data warehousing. UW System is supporting this comprehensive effort through FASTAR and MILER, and we consider this a major component of the Common Systems Environment.

b. Collaterals Working Group

The Collaterals Working Group plays an important role in identifying and executing common systems opportunities. Its major strength is

that it comes from the institutions and is designed to meet the needs of all the institutions.

The UW System Collaterals Working Group (CWG) is moving forward with analysis and resolutions for existing problems and challenges while exploiting new opportunities such as the new FASTAR shared-resource facility that is now up and running. CWG is composed from all the campuses now committed to the PeopleSoft Student System plus those campuses still in the consideration process. Recognizing the integration potential of all our systems and the e-business priorities, the group has broadened its agenda to include all aspects of common administrative systems including APBS, Financials and others. CWG is also focused on integration with the new Academic Common Systems such as Blackboard, WebCT and Learning Space. CWG has broken new ground with the Informatica acquisition and other new tools and systems as we continue sharing resources and expertise across the campuses through the MILER (Methodology for Implementation at Lowest Effort and Resources) process.

c. MILER (Methodology for Implementation at Lowest Effort and Resources)

MILER has now stabilized as an excellent process supporting the work of new implementations of the PeopleSoft Student Administration System (PS-SAS) at Milwaukee, Green Bay and Whitewater. It also supports the issues and challenges facing the four campuses now up and running in production mode (Platteville, Madison, Oshkosh and Superior).

MILER is working through two primary units known as The MILER Excellence Team (MET) and The MILER Core Team (MCT). The MET is composed of very skilled individuals from the “in production” campuses, and they bring to MILER the tested experience of working implementations. The MET is a high level group available to the implementing campuses on a range of issues from early development of plans to configuration of the hardware and software environments required to support these new systems.

The MCT comes on an implementing campus and advises and supports the staff of that campus with proven Best Business Practices and Expertise. This is done as they (the campus) create the new PS-SAS environment. MCT is composed of two basic sets of expertise:

- Consultants from Cambridge Technology Partners (CTP) and PeopleSoft.
- Staff Members from the campuses. To secure these human resources, UW-System contracts with specific campuses to secure a given amount of this person's time (for example, 50% of the person's time).

A basic principle of the MCT is to mentor the internal staff members at the institution to do their own implementation and be able to support and sustain the operation of the new system after the consultants leave. In addition the external consultants, as defined above, mentor and transition to the UW System staff members so that they become self sufficient in their roles.

d. FASTAR (Facility of Shared Technology and Resources)

Following major work during the past twelve months, the new FASTAR shared facility is up and running in full production and development status, and we have projects that are at the prototype level.

The following is a list of current and planned FASTAR projects and accomplishments:

:

- Upgrades for the PeopleSoft applications have been accomplished for Whitewater and the Shared Financial System (SFS).
- Supporting the CIC (Committee on Institutional Cooperation) initiative with PeopleSoft to assist the PeopleSoft technical staff in performance tuning.
- The Informatica implementation is in full swing at FASTAR with the PowerCenter server up and running and two campuses (Milwaukee and Stout) running production data warehouse

environments using Informatica. Madison, Platteville and Whitewater also have projects at early stages of development.

- The CDR (Central Data Request), TIS (Transfer Information System) and MAAD (Multiple Applications and Admissions Database) Extract Software development process is moving to the FASTAR environment.
- Implementation of the new Version 8 of the PeopleSoft Student Administration System.
- Responding to the needs of the new APBS (Appointments, Payroll, and Benefits System).
- Supporting the initiatives of the Collaterals Working Group to achieve integration across all the common administrative systems.

2. Develop a Shared Financial System

Phase 2 of the implementation of the Shared Financial System (SFS) has been completed. PeopleSoft financial modules for general ledger, purchasing and accounts payable are now in production at UW-Whitewater, UW-Milwaukee, UW-Parkside, UW-Green Bay, UW-LaCrosse, UW Extension, UW Colleges, UW System Administration and UW-Platteville. Additionally, UW Extension implemented the accounts receivable and billing modules in February of 2000.

Also implemented as part of Phase 2 was the new zero-balance checking account process that ties all bank accounts together under one parent account and allows each institution to write and sign their own checks. This was a major step in decentralizing accounting processes and eliminating reliance on the UW Processing Center's services. In conjunction with this process, the new interface with the state's accounting system (WiSMART) has been placed into production.

Access to SFS financial data was expanded to allow UW staff to view summary, detail and transactional data via web browsers. Originally developed to replace UW-Platteville's legacy reporting tool, WISDM (Wisconsin Data Mart) uses a data mart that's refreshed daily from SFS to

provide a wide range of query capability. This system is fully operational, but enhancements are being planned for Phase 3.

Phase 3 is now underway, with PeopleSoft training classes in general ledger, accounts payable and purchasing completed in November and December. UW-Oshkosh, UW-River Falls and UW-Superior participated in this effort. Representatives from UW-Madison, UW Colleges, UW-Green Bay, UW-Parkside and UW-Whitewater received training in the accounts receivable and billing modules, and began the implementation process this past fall.

Three institutions (UW-Eau Claire, UW-Stout and UW-Stevens Point) are still planning to retain their local general ledger systems and will interface all accounting transactions to the Shared Financial System by July 2001.

The development of a major interface linking all payroll and benefit data to SFS is currently in progress. Implementation is planned during the current fiscal year. Accounting needs for managers of extramural support funding (trust funds, gifts, grants and contracts) are being assessed to determine future directions of SFS expansion.

3. Develop a new Systemwide Appointments, Payroll and Benefits System (APBS)

As detailed in the 1999-2001 University of Wisconsin System Information Technology Plan, the Best Business Practices report for Appointments, Payroll and Benefits System (APBS) was accepted by the UW System Chancellors in May 1999. On May 13, 1999, an APBS Implementation Team was named. The team included two representatives from five functional end-user groups (AA/EEO, Budget, Fringe Benefits, Human Resources, and Payroll), two technical experts comprising the technical team, and several ex-officio experts. To increase systemwide involvement, additional experts in each of the functional areas were solicited to form functional teams. In June 2000, the functional teams were charged with the responsibility of developing an RFP for the new APBS.

A thorough RFP process included:

- Vendor demonstrations
- Reference checks
- Site visits

- Financial analysis of each company
- Strengths and weaknesses review by the implementation team chair(s)
- Review of cost proposals
- Evaluation of the vendors' written responses to the RFP document

The five functional end-user groups were unanimous in their choice of software. As a result and in accordance with established purchasing processes, Lawson Software received the highest overall score for vendor selection. The technical team had additional questions that needed answers before it could offer its final scores. On July 5, 2000, the Steering Committee met to review the results of the technical team's further analysis of the Lawson software and architecture. After being assured from the technical team analysis that the Lawson product could meet the performance and scalability needs of the desired APBS, the Steering Committee agreed to send a Notice of Intent to Award to Kinsey & Kinsey to purchase Lawson Software. The contract negotiation process along with the process to select implementation partners began in August 2000.

4. Develop Identification, Authentication and Authorization (IAA) Directory Services System

In 1999-2000, the Identification, Authentication and Authorization (IAA) Data Policy and Technical Groups were formed to deal with policies surrounding how an IAA directory would be used by UW System institutions, and design and determine the structure and costs of a systemwide directory. Such a directory will allow UW System institutions to share information on faculty, staff and students needed to provide inter-institutional services, services to distance education students, and support major administrative and academic systems. These groups were also charged with making a recommendation for a pilot project.

The Working Groups began meeting in August of 1999. The Working Groups were comprised of campus representatives from IT, Libraries, Registrars, Student Affairs, and the Processing Center. The Working Group discussed the state of the technology in the directory services area and what other major institutions and university systems are doing in this area, through working group members who are involved in national studies and working groups. The Working Groups also brought in the Burton Group,

the top consulting firm in the directory services area, to provide an overview of this area and help determine an appropriate pilot project.

Participants in the Burton Group workshop unanimously recommended a "Systemwide White Pages" as the IAA Pilot Project. The Burton Group endorsed this recommendation and stated that "while limiting the scope of the White Pages pilot, (the UW System should) begin planning for extended directory functionality and second-order directory-enabled applications." As a follow-up from this planning session, the IAA working groups requested that, because of their expertise in the directory services area, UW-Madison Division of Information Technology (DoIT) staff develop a plan and cost estimate for an IAA directory and a plan for implementing the White Pages pilot project. The proposal, which was approved by the Common Systems Review Group, would replicate the UW-Madison Directory Services model. By adopting the UW-Madison structure, the UW System will avoid the \$1 million in cost of purchasing Meta Directory packages. This was also recommended because the functionality of commercial packages does not presently meet the needs of higher education.

The major benefits from the Systemwide Directory Infrastructure will come in the follow-up applications. A number of applications that will use the Directory Infrastructure, including the following:

UW-Portal: One of the possible uses that might be made of an enterprise directory for the University of Wisconsin is that of a System-wide "UW Portal". A portal provides a central point for accessing information via the Internet. Portals allow this information to be tailored to the unique needs of each recipient.

Wisc Purchase Authorization: The system wide directory would be used to handle validation of students to ensure they are eligible to make purchases from the WISC (Wisconsin Integrated Software Catalog) software site.

UW Processing Center (UWPC) - Eletronic Notification: UWPC would like to use the IAA directory service to access employee's e-mail addresses in order to provide the employees with notification of human resources events which effect them.

Controlling access to resources: The directory will prepare the way for an identification/authentication service, which will allow

individuals to have controlled access to local and remote resources. For example, students working at home could gain access to licensed electronic library resources and access to copyrighted materials in electronic reserves.

CDR-Systemwide tracking of students: IAA will facilitate identity management of UW System faculty, staff, and students. It will enhance the ability to link information about a person at one UW institution with information on the same person at another UW institution, particularly in cases where social security numbers are unavailable.

Digital signatures/Public Key Infrastructure Deployment/Certificate Management including digital signatures: In general, directory services are an essential ingredient of any public key infrastructure (PKI) deployment. PKI Certificates are one way of supporting authentication and possibly authorization stemming from a user's identity. Certificates, along with the other components of PKI, are considered by many as the foundation that needs to be laid for full participation in the global network/economy.

Appendix 1

Updates on Major IT Projects Planned at UW System Institutions for 1999-2001

In each odd numbered year, UW System institutions submit information technology plans to UW System Administration. These plans serve an important role in the planning for the use and future directions for information technology at each UW System institution. In addition, these plans serve as the basis for systemwide information technology planning, culminating in the annual UW System IT Plan submitted to the Board of Regents. Attached are Updates on the Major IT Projects planned at UW System institutions for 1999-2001.

Appendix 1

Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|----------------------|---|--|
| UW-Eau Claire | Infrastructure Enhancements | Enhance the infrastructure including enhancements to the network, upgrading parts of the network, augmenting off-campus access, upgrading and enhancing back office services (such as e-mail, web, and global file servers), and continuing development of and enhancements to administrative systems. |
| | Classroom Enhancements | Four major lecture halls and two other classrooms will be totally renovated to level three technology spaces by 2001. In addition, as part of a capital remodeling project, 14 Phillips Science Hall classrooms will be modernized to include common technologies. Further, another year of classroom modernization funding will enhance technology capability and replace aging systems. |
| | Distance Education, DLS, WWBLS | UW-Eau Claire will continue to review the relationships among distance education, web-based and web-enhanced learning systems, and traditional classrooms. Included in this review will be the development of a comprehensive plan addressing the development, integration, and support of technology in diverse learning modes. UW-Eau Claire will evaluate its capabilities and programs in light of the recently-approved Board of Regent policies pertaining to distance education including library services, professional development, and other areas. |
| UW-Green Bay | PeopleSoft Administrative Systems | UW-Green Bay began implementing the PeopleSoft Student Administration System in January 2000 and plans to go into production during the fall semester 2001. The Green Bay campus will also implement the accounts receivable, billing and asset management modules of the Shared Financials System by July 2001. |
| | New Hi-tech Classroom Building | UW-Green Bay will open its new hi-tech classroom building in fall 2001. During 2000/01 the focus will be on procurement and installation of classroom technology, computer labs, a digital media lab, two distance education rooms and wireless networking. During 2001/02 the focus will be on supporting faculty in their use of the new technology. |
| | Web-based Applications | UW-Green Bay will continue to support WebCT as the campus standard for web-based learning using the Madison utility for courses in production. The campus is exploring portal technology to improve access to instructional and public functions, and intranet technology for internal business functions. |
| UW-La Crosse | Administrative Systems Implementations | UW-La Crosse's number one priority is the implementation of a completely functional financial system. In the next two years this will, at a minimum, require the development of campus specific reporting options, the development of a budget planning tool that will seamlessly interface with the financial system and the development of an improved system for handling charge backs across the campus. UW-La Crosse will review the UW System approved human resource appointment, payroll and benefits system with the intention of being a relatively early adopter. UW-La Crosse will evaluate PeopleSoft SA version 8.0 in Spring of 2001 with the expectation of beginning the implementation of a student information system as soon as it is feasible. It is expected that the major parts of the implementation will be completed in about twenty four months after the implementation is started. |
| | Relocation of Division Information Technology Services | UW-La Crosse's Division of Information Technology Services will be relocating from being spread out across the campus to a centralized location in the completely remodeled and enlarged Wing Communication Center. Wing Communication Center will be the technology hub of the campus and will include a large share of the campus's instructional and non-instructional technology. The move will require a major effort of the staff as they relocate everything from their own workstations to multimedia interactive distance education rooms including a large part of the campus network infrastructure. |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|--------------|--------------------------|---|
| UW-LaCrosse | Network/Servers upgrades | UW-La Crosse will continue its review of infrastructure demands and the implementation of server replacements and operating systems upgrades including the implementation of Windows 2000 will be continued. It is planned that Microsoft Outlook will become the primary groupware client. Switched Gigabit Ethernet will become the standard method of connecting buildings. Single Mode fiber will need to be installed in order to accommodate gigabit connections to a number of buildings. Switches within buildings will be stacked with Gigabit Ethernet connections. 10/100mb switches will replace shared 10mb hubs. Buildings with CAT3 wire will be re-wired. Also, network security will be improved with firewalls and authentication of users. The campus will be looking at the development of an organizational structure that will better support curricular redesign and an increase in the rate at which technology is integrated into the curriculum and used for curriculum delivery. |
| UW-Madison | Curricular Redesign | Transforming Teaching Through Technology (T4) is a proposed unit at UW-Madison whose purpose is to aid the University in using technology wisely to transform teaching and learning. Under T4, selected faculty and instructional staff will create new pedagogies that use instructional technology to support and enhance the entire teaching and learning process. |
| | My UW-Madison Web Portal | UW-Madison is developing an integrated Web learning environment, or "portal," for students, faculty, and advisors. The portal is called "My UW-Madison." Users can tailor it to meet their needs by adding or deleting various modules to display the information they want, including a phone book, class schedules, advising information, library links, and news and weather. Content is updated continuously. A prototype was developed in close coordination with an advisory group of campus stakeholders and content providers and with the input of student focus groups. |
| | Shared Financials | The PeopleSoft Shared Financial System (SFS) provides an integrated system for all financial users in the UW System. The next planned phase of implementation will enable full use of the system for several campuses, including Madison. Additional projects are planned to acquire a replacement for the Graduate School ESIS system and to provide integration between SFS and the Appointment Payroll and Benefits System (APBS). The Madison campus project will also address the explosive growth in demand for Web-enabled interfaces to financial data. |
| | Middleware | Middleware is the set of technologies and services that forms a middle layer between computer applications and the hardware on which they run. It can help to provide an integrated environment for increased security and applications that interoperate effectively. In the middleware area, DoIT and the campus will focus on a providing a general-purpose directory service and a shared authentication service. An institution-wide, multi-purpose calendaring and scheduling solution will follow. |
| UW-Milwaukee | PeopleSoft SIS and SFS | UW-Milwaukee has installed "recruitment" as the first module of the PeopleSoft student information system. Although it is a relatively small part of the entire system, it will be used by the Graduate School Admissions office, the Center for International Education (CIE), the Department of Recruitment and Outreach (DRO), and the Office of Adult and Returning Student Services (OARSS). UWM is already using the PeopleSoft general ledger, accounts payable and purchasing modules of the Shared Financial System. |

Appendix 1

Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|--------------|--|---|
| UW-Milwaukee | Distributed Learning Systems | <p>dot.edu, the WBLSS-sponsored course hosting utility at UW-Milwaukee, has formed strategic partnerships with Blackboard, Inc., Dell Computer, Learning Innovations, PeopleSoft, Sun Microsystems, TeachNet - Minnesota, Think - Innovative Media and WISNET. They are also working with 37 educational institutions, including the UW System campuses, Milwaukee Public Schools, Marquette University, CESA #1 and the Archdiocese of Milwaukee.</p> <p>University Outreach spearheaded UW-Milwaukee's joining of the Global University Alliance to offer totally online degree programs, not standalone courses, to the Asian market, especially the People's Republic of China. In addition, one online credential program and one online certificate are also being offered via eCollege.com.</p> <p>UW-Milwaukee also distributes the web-based SmartForce technology training modules, which are licensed systemwide, to 10 UW System institutions.</p> |
| | Fiscal and Staff Resources | <p>Academic Affairs has commenced a campuswide program review of information technology that is being facilitated by Blackwell Inc and guided by a steering committee of faculty and staff. It is expected to assess and address the efficient use of campus technology resources. The campus is also deliberating upon resource allocations for academic programs and infrastructure from the anticipated funding from the Investing in UWM's Future campaign.</p> <p>Through a move towards standardization UW-Milwaukee is endeavoring to save both fiscal and staff resources. A central "leasing" program allows departments to pay for computers over three years without incurring interest charges, thus promoting standardization, stabilizing annual investments in personal computers, identifying the actual costs of technology, and ensuring the timely disposal of obsolete equipment.</p> <p>The Student Technology Services program, which employs over 300 trained student IT employees on campus, is currently being expanded to high schools in the Milwaukee Public School System with the support of an almost \$500,000 TEACH grant. High school students who are trained in the program will be paid to provide technology support to their own schools, to local branches of the Milwaukee Public Library, and ultimately to neighborhood middle schools. Graduating high school seniors will be able to matriculate directly into the companion programs at UW-Milwaukee and the four campuses of the Milwaukee Area Technical College.</p> |
| UW-Oshkosh | PeopleSoft Student Administration: Enhancing the Implementation | <p>The University went live with PeopleSoft's Student Administration in July 1999. The major focus for the first year in production has been to complete data conversion and migration, stabilize the system, and begin to address campus reporting needs through SQRs and queries. For 2000-2001 the focus will be on enhancing the implementation through the deployment of a Data Warehouse with Admissions and Student Records data views; deployment of HTML Access to provide Web-based enrollment transactions; working to implement the Financial Aid module; and establishing a regular schedule for installing patches and fixes (using FASTAR).</p> |
| | PeopleSoft Shared Financials | <p>During 2000-2001, as a Phase III campus, the University will implement the PeopleSoft Shared Financials system, with an in-production target date of July 1, 2001.</p> |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|----------------|---|---|
| UW-Oshkosh | Network Infrastructure | The University will take major steps to upgrade the campus network infrastructure to support research and instruction. Among the planned upgrades are: acquiring a Cisco edge router and QOS to manage traffic; upgrading buildings to CAT5 wiring; upgrading the core network switch (providing Layer 3 switching, VLANs, and Gigabyte Ethernet to selected buildings); upgrading hubs to switches to support general access computer labs; and supporting 802.11 wireless technology in several departmental labs. |
| UW-Parkside | Student Information System | UW-Parkside will continue to exploit the capabilities of the new Student Information System in order to meet the campus priorities of increasing enrollments, celebrating diversity and engaging the regional community. |
| | Learning Technologies | UW-Parkside will continue to utilize technology creatively and effectively in courses, programs and services. |
| | Electronic Infrastructure | UW-Parkside will continue to enhance and improve its electronic network for better business processes, more thorough penetration into academic programs and access to information regardless of location and format. |
| UW-Platteville | PeopleSoft Student Administration System Enhancements | UW-Platteville will continue to refine the implementation of PeopleSoft Student Administration System. A major focus will be planning for the inclusion of all distance education and continuing education students in the PeopleSoft system. In addition, the campus will begin to implement web-based access to PeopleSoft functions and participate in system wide data warehousing activities. |
| | Network Data Infrastructure | The campus will continue to upgrade and reconfigure its campus network to allow increased network service to support increased academic and administrative services including PeopleSoft Shared Financials and the Student Administration System. |
| | Web Based E-mail | A critical priority during the current year will be implementing a campus-wide web based e-mail system to serve faculty, staff, and students. |
| UW-River Falls | Upgrade Network Infrastructure | Completion of the initiative that was begun in 1999. UW-River Falls will finish completely replacing its network backbone infrastructure over a 2-3 year period. The basic strategy used is to provide Gigabit Ethernet switching at the core with 10Mb/100Mb switching to the desktop. Additionally, new servers with greater speed and capacity will be installed to support critical network-based services such as electronic mail, web-based applications (e. g. Web Registration), file storage and authentication. This project was delayed slightly and additional expenses were incurred due to the original vendor, 3Com Corporation, surprising the entire industry by dropping their core network switching product line. |
| | Migration to PeopleSoft SAS | Planning for the campus' move to PeopleSoft Student Administration will be a significant focus during the upcoming year. Actual implementation of the PeopleSoft SAS is planned to begin within the year and conclude within 2-3 years. This will be a major focus for the whole campus over the next 3+ years. |
| | IT Education and IT Access | Incorporating many sub-tasks, this project will enhance the campus' level of education for faculty, students and staff in information technology, provide access to electronic Library collections, build the base of technology enhanced classrooms, initiate "open access" for student laptops and bring all residence halls on-line with direct 10Mb/100Mb network connectivity for each "pillow". Additionally, the campus IT Services department is planning to implement LDAP enabled directory services to aid in improving access to resources. |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|------------------|--|---|
| UW-Stevens Point | Enhance our infrastructure to support the student body of the future | Plans to meet needs for distance education delivery include developing additional distance education facilities and interconnecting with the existing networks of PK-12's and the Technical Colleges. UW-Stevens Point Extension/Outreach will also expand technology-enabled education by extending collaborative efforts such as the Collaborative Degree Program, the Paper Academy, and the Portage County Business Education and Training Center. UW-Stevens Point will continue to explore, develop and utilize Web-based learning systems and also continue to develop and utilize IT learning opportunities to accommodate differences in skill levels of students and to meet the needs of students with disabilities. |
| | Re-engineer campus processes | UW-Stevens Point will continue to implement new processes and reengineer existing ones to provide value-added, cost-effective services that reflect best practices. The goal is to provide services that do not require intervention by other staff or students, thereby allowing for anytime-anywhere use of services. This will also support Distance Education. |
| | Faculty Development in Instructional Technology | UW-Stevens Point will continue to develop and expand professional development and training opportunities in technology for faculty and staff. The campus has committed \$200,000 per year for Faculty/Staff Technology Professional Development. |
| UW-Stout | Prepare for electronic commerce and utilize electronic transfer of funds | Electronic commerce and the acceptance of credit cards are essential to providing the services necessary to support Distance Education. Each institution should be using electronic transfer of funds (both sending and receiving). UW-Stevens Point plans to lay the infrastructure to support electronic commerce and electronic transfer of funds, and will begin using electronic transfer as soon as it is ready. |
| | Upgrade network facilities in UW-Stout residence halls | Currently, the residence halls are served with a variety of both switches and hubs. All rooms have Ethernet service, but in all cases it is a shared 10 MB service and as many as 30-40 individuals may be sharing the same Ethernet segment. New switching gear has been purchased by the residence hall which will provide switched 10/100 access from every residence hall room, and will eventually provide switched 10/100 from each pillow. |
| | Network Backbone Upgrade | As the residence halls provide this enhanced service, the volume of traffic carried by the University's backbone will increase exponentially. As a consequence, the backbone is being upgraded from 155 MB OC-3, to 2.4 GB OC-48. Individual buildings will have their connections upgraded from OC-3 to OC-12. |
| | Laptop Access | The campus is implementing Cisco's URT (User Registration Tool) software to allow users of laptop PC's to access the Internet and other services while in a roaming mode on campus. This change will occur first in the Library and the Student Center and then in additional buildings as needed. As a corollary, wireless connectivity is also being added to these facilities. |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|----------------------|--|---|
| UW-Superior | Further Implementation of PeopleSoft | With PeopleSoft SA fully implemented, UW-Superior will continue to plan, develop, and implement PeopleSoft, adding web functionality to existing applications and upgrading to version 8. PeopleSoft Shared Financials will be implemented during the summer of 2001. As before, significant attention and leadership will be given to fully implementing the program as available thus far, to preparing for new enhancements within the system, and, to making appropriate changes on campus to facilitate application and use of the product. |
| | On-line Course Development | UW-Superior has been chosen as the pilot site for the Blackboard/PeopleSoft portal project. This is expected to aid in online course development and enhancement. It should also make it easier for faculty and students to embrace the technology as it expands. Significant attention will be devoted to the further development, delivery, and support of on-line courses using the UW System utilities. |
| | Network Upgrade | The campus network will be upgraded with the replacement of the busiest core switch and machine room switch. The FDDI backbone will be replaced with Gigabit Ethernet as funding allows. Also, the link to WiscNet will be upgraded from 10MB Ethernet 25MB ATM. |
| UW-Whitewater | Implementation of Peoplesoft information systems including HR, Shared Financials, and Student Administration modules | The first phase of Peoplesoft HR implementation was completed in November of 1999. UW-Whitewater was one of the pilot sites for the implementation of the UW System Shared Financials. The accounts receivable/payable module has been operational since July, 1999. Good progress has been made with the Student Administration modules. Student prospecting began in the fall of 1999. The admissions module has become live since September 20th of 2000. The full production of all modules is slated in the spring of 2001 including registration, advising, student financial aid, etc. |
| | Enhancement of campus network infrastructure to support intranet- and/or Internet-based administrative, teaching, learning, and research activities | UW-Whitewater has completed an exhaustive network upgrade review and planning process. The proposed plan including the overall network infrastructure, network management, and cost estimates received the endorsement of the University Technology Committee in September of 2000. The committee will make its recommendation to the Chancellor for his final approval. Actual implementation will begin in early 2001. |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|---------------|---|---|
| UW-Whitewater | Support for faculty/staff in the use of technology for instruction and research | <p>UW-Whitewater has been awarded a five-year Title III grant by the U.S. Department of Education. It has provided the campus with the much needed resources to offer faculty and teaching academic staff with the in-depth training and the hands-on experience in a wide range of instructional technology tools and also the opportunity to attend instructional technology-related conferences. Since the summer of 1999, more than 50 faculty/academic staff members have participated in a two-week long, intense training workshop held on campus during either the summer or the winter break, staffed by resource persons drawn both internally and externally. These workshops focused on the use of multi-media and the development of courseware that could be delivered online. It is anticipated that two workshops will continue to be offered each year in the next three years. At the end of the funding period, the campus will have a large critical mass of faculty and teaching academic staff with the knowledge and skill to enhance teaching and learning through the adoption of appropriate instructional technology, and also a fair number of Web-based courses will have been developed and delivered. In addition, the grant also funds a few selected faculty members each year to receive specialized technical training in a focused area. They, in turn, will become mentors to other interested faculty/academic staff.</p> |
| UW Colleges | Learning Technology Support | <p>With a grant from UW System's Learning Technology Development Council a small LTDC (Learning Technology Development Center) has been established at each campus with hardware, software and faculty/staff training. Over 1999-2001, additional training, workshops, and demonstration projects will be offered to fully support faculty use of this kind of learning technology.</p> |
| | On-line Course Development | <p>With support from the UW System Central Investment Fund, the UW-Colleges, partnering with UW-Learning Innovations, has piloted an on-line course program culminating in 16 courses being offered in fall 2000 with a very successful enrollment of 470 students. Models are being tested to allow scaling the program to double and triple its current size within the next two years. NCA accreditation of an on-line Associate Degree is now being sought.</p> |
| | Exchange/Outlook Migration | <p>The UW Colleges has migrated to an Exchange/Outlook/MS Office 2000 environment across all campuses and is now beginning the user education and training to take advantage of that environment. The benefits of such a rich, common environment are enormous. Benefits are expected to include: more efficient network traffic flows, significant reduction in IT staff, physical interaction with client machines, and easier and more efficient communication, training and support for faculty, staff and students.</p> |
| UW-Extension | Learning Innovations Learner Relationship Management System | <p>UW-Learning Innovations continues to reengineer its course and student support structure to provide top quality learner support services to our clients and UW partners. Initially, the registration system was redesigned, the lesson/course tracking and learner tracking components were completed, a web registration form was designed and implemented and a catalog/scheduler component with E-Commerce capability was completed. In FY 2000, a learner information and advising database was developed and a co-development project with HELP's student information system was undertaken. In the future, more advanced web/data interfaces will be developed for all applications and work will be undertaken to more tightly integrate all learner services.</p> |

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Major IT Projects Planned at UW System Institutions for 1999-2001

| Institution | Project | Description |
|---------------------------------|--|---|
| UW-Extension | UW-Extension Instructional Technology Services Program | UW-Extension has substantial involvement in distance education and learning technology activities and partnerships. By repositioning its units involved in these efforts, UW-Extension will offer a coordinated array of services to help the UW and other clients to build their capacity in instructional technology and distance learning. The array of services to be provided will be designed to compliment those offered by the campus Learning Technology Development Centers, the UW System Office of Learning and Information Technologies, and Learning Innovations. The services will focus on professional development for faculty and staff, with attention to program design, development, and delivery; technology impact analysis; and a clearinghouse function for information resources. |
| | UW-Extension General Education Administration Programs Upgrades | UW-Extension will work toward replacing or upgrading its primary financial service and human resources systems as part of the UW's Systemwide effort. These projects will include participation in the implementation of a new Systemwide Financial System, the Systemwide Appointments, Payroll, and Benefits System and associated data warehousing, workflow, and implementation processes. |
| UW System Administration | Upgrade Network Operating System | The outcome of this project will be a foundation for supporting secure remote access to LAN services. This also will create the basis for System Administration common directory services. Web browser access to calendar and scheduling services is in place. Web browser access to email will be available this fiscal year. |
| | Reconstitute System Administration Web Site | The outcome of this project will be logically separated functional web sites with policies pertaining to the content of each site. A UW System Administration intranet is in place. This site contains information specific to UW System Administration employees. A systemwide intranet for use by our UW System customers will be available this fiscal year. Policies pertaining to the content of the systemwide site will also be in place this fiscal year. |
| | Implement Data Management Policies across System Administration to Support Web Site Functions | Since it is at the department level where the information is created and customer needs are best understood, the outcome of this project will be that departments have custodial responsibilities for information from identification through distribution. This year will be focused on coordination of HTML and Dreamweaver training classes for interested UWSA employees. The Dreamweaver web authoring tool will also be incorporated into UWSA desktops this fiscal year. |

Report on *Technology in Teacher Education*
In the University of Wisconsin System
University of Wisconsin System Administration

EDUCATION COMMITTEE

Resolution:

That the Board of Regents directs UW System Administration: (1) refer the report, *Technology in Teacher Education in the University of Wisconsin System*, to the Wisconsin PK-16 Leadership Council for its consideration; (2) require UW System institutions that prepare teachers to submit progress reports updating the current status of technology integration into their teacher education programs; (3) work with System institutions to disseminate best practices in technology for teacher education; and (4) work with the Wisconsin Department of Public Instruction, TEACH, the Wisconsin Technical College System, and the Wisconsin Association of Independent Colleges and Universities to pursue a statewide vision for technology in teacher education.

Technology in Teacher Education in the University of Wisconsin System

February, 2001

Technology in Teacher Education in the University of Wisconsin System

Executive Summary

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Technology in Teacher Education in the University of Wisconsin System

Executive Summary

The University of Wisconsin System Administration created a task force to assess the current status of technology integration into teacher preparation and to create a vision for the future of technology in teacher education.

The mission of the Best Practices Task Force is to initiate system-wide efforts that promote teacher education programs that infuse technology appropriately throughout the curriculum. These programs must promote engaged learning by educating teachers to use a continually evolving variety of technologies that extend and enhance learning to students from all backgrounds, students with diverse learning styles and to students within a diversity of learning environments.

As part of that initiative, all UW institutions that train teachers created plans for technology integration to include preservice, field experiences, graduate programs and professional development.

The results of this initiative indicate that institutions are making substantial progress in these critical areas:

- Defining entry level technology skills for teacher education students;
- Developing graduated competencies for teachers to integrate technology into the curriculum;
- Adhering to national and state standards when determining competencies;
- Modeling the use of technology by faculty throughout teacher preparation and professional development;
- Developing faculty incentives and rewards for integrating technology;
- Making adequate hardware and software resources available for faculty and students;
- Working in cooperation with local school districts in technology planning.

In spite of this progress, these issues need to be addressed to achieve the vision of technology fully integrated throughout teacher preparation:

- When determining technology proficiencies for students entering teacher education, we must be mindful of unequal access that many students have had to technology.
- Infusing technology throughout curriculum, assessment, and instructional practice must be the ultimate goal for all teacher education programs. From the institutional reports, it appears that not all institutions have developed accountable processes for full integration.
- Institutions must continue to work in partnership with school districts and CESA's to increase the number of teacher technology leaders.

- Technology in teacher education is a university-wide responsibility; therefore technology planning and faculty development must be coordinated between schools of education and letters and science.
- Policies related to hiring, promotion, tenure, and merit do not always reward university faculty for leadership in technology innovation.
- Most institutions report “adequate” access to the technology, but not to cutting edge technology. Teacher education faculty cannot be expected to model technology if they do not have access to the most current hardware and software, or if the classrooms in which they teach do not have at least a minimum level of technological capability (a computer and projection unit).
- Faculty use of technology in teacher education, while increasing, is still uneven.
- Not all institutional plans indicate that planning for university faculty professional development is based on clear assessment of specific needs and systematic planning.
- Technical and instructional design support to redesign teacher education curriculum are in short supply.
- Collaborative planning between UW institutions and school districts is necessary to plan technology-rich field experiences, to build practicing teachers’ technology proficiencies, and to coordinate technical resources.
- Some institutions have developed technology leadership committees to address both curricular and infrastructure planning. This kind of structure should be considered at all institutions.
- Many institutions identified developing electronic portfolios for students as a means to support technology skill acquisition as well as meeting DPI requirements for certification. Yet the resource implications of implementing portfolios at all teacher education institutions are considerable.
- Many institutions report relying on grant funding for technology initiatives. While grant funds can assist with experimental programs and provide essential start up resources for technology projects, resources for this effort must be part of on-going system and state IT plans.

The University of Wisconsin System is committed to ensuring that its teacher education programs appropriately integrate technology to enhance teaching and learning. To achieve that, the system will:

1. Require institutions to develop and implement long-range and systemic technology planning for teacher education that demonstrates partnerships throughout institutions as well as with local school districts. This report, and the institutional plans that formed the basis for it, can serve as benchmarks for those plans.
2. Initiate activities to support dissemination of the best practices identified throughout this process and to encourage their adaptation.
3. Work with the PK-16 Leadership Council, the Wisconsin Technical College System, Wisconsin’s private colleges and universities, DPI and TEACH to pursue a statewide vision for technology in teacher education.

Technology in Teacher Education in the University of Wisconsin System

I. Introduction

Americans are more connected than ever before. Access to computers and the Internet has soared for people in all demographic groups and geographic locations. The most recent figures report that the majority of American households now have Internet access, although significant disparities continue to exist for some minority groups, the poor, single parent households and those in rural areas.

Technology is becoming just as prevalent in PK-12 schools. Quality Education Data reveal that technology expenditures in PK-12 schools increased from \$2.1 billion in 1991-1992 to \$5.2 billion in 1997-98. Along with funding for equipment, wiring and infrastructure, significant investments are being made in staff development for technology. TEACH Wisconsin estimates that in Wisconsin approximately \$20 million of local, state and federal funds are being used for teacher professional development in technology. This figure does not include funding for equipment, wiring, or infrastructure.

Local school districts, as well as state and the federal governments are making these investments in the expectation that technology will positively impact student learning and achievement. For example, the Education Testing Service evaluated data from the National Assessment of Educational Progress on the use of computers in eighth grade mathematics. The analysis showed significant student achievement gains when computer applications and simulations were used as compared to simple drill and practice exercises.

Some of the most significant research on technology and student achievement points to increased learner motivation, improved mastery of advanced topics, students' learning behaviors more closely aligned with those of experts, and better outcomes on standardized tests. Chris Dede, Timothy E. Wirth Professor in Learning Technologies, Co-Director, Technology in Education Program, Harvard University Graduate School of Education, notes that observable indicators of greater student motivation include better attendance, higher concentration, and greater time on task. Furthermore, information technology can help students to learn difficult concepts, and help them master the "learning how to learn skills" to keep their capacities current in a rapidly evolving economy. Learners in technologically rich environments behave as do teams of scientists, mathematicians, designers or other expert problem solvers and mirror collaborative work practices found in sophisticated workplace settings.

Students of teachers who had appropriate professional development in computers scored one-third of a grade level higher than students whose teachers did not.

Wenglinsky (1998) in NCREL (1999)

John Seely Brown, chief scientist at Xerox, notes how technology can facilitate "communities of practice" so information can be transformed into knowledge. With technology, students are able to develop methods that measure a wider range of skills than paper and pencil, multiple-choice tests. Research shows students' outcomes on conventional achievement tests rise when technology based educational innovations are implemented, but this does not occur immediately, as teachers and learners must first master a new model of pedagogy. Hence the need for attention to teacher preparation and professional development.

In spite of the indicators of student success in technology-rich environments, we have a long way to go before Wisconsin teachers can effectively integrate technology into teaching and learning. The National Center for Education Statistics reports that 23% of new and veteran teachers in the U.S. were "well prepared" to integrate educational technology into the curriculum. The LoTI (Levels of Technology Integration) assessment conducted by the

Wisconsin Department of Public Instruction found that 17% of teachers surveyed integrate technology into the curriculum, while 83% use technology in the exploratory or early infusion stages or do not use it at all in their teaching. While most graduates of teacher education programs are technology proficient in productivity skills, (e-mail, Internet searches, word processing, spreadsheet,) the application of technology in curriculum is uneven and teachers do not report feeling as well prepared for these uses.

II. Method: How the UW System Responded to the Issue

Responding to the importance of technology in teacher education and professional development, David J. Ward, Senior Vice President for Academic Affairs, convened a task force to develop Best Practices in Technology for Teacher Education. The task force was composed of:

- Eight faculty and one instructional academic staff member,
- Three deans of education and one associate dean,
- Technology representatives from the Department of Public Instruction, Cooperative Educational Service Agencies (CESA) and TEACH-Wisconsin,
- Technology Directors from Milwaukee Public Schools and UW-Superior, and
- The UW System PK-16 Director.

(See Appendix for a listing of task force members.)

The task force was directed to:

- Review teacher technology standards from national accrediting bodies and professional organizations.
- Review Wisconsin's technology standards for PK-12 students.
- Work in cooperation with the Department of Public Instruction to ensure that plans are in the spirit of reforms to teacher education rules (PI 34).
- Collect and examine information about current technology standards and practices in UW teacher preparation and professional development programs through a series of compressed video workshops and reports from institutions.

The task force created the following mission:

The mission of the Best Practices Task Force is to initiate systemwide efforts that promote teacher education programs that infuse technology appropriately throughout the curriculum. These programs must promote engaged learning by educating teachers to use a continually evolving variety of technologies that extend and enhance learning to students from all backgrounds, students with diverse learning styles and to students within a diversity of learning environments.

To fulfill its charge, the task force created teams that consisted of UW and PK-12 faculty, staff and administrators (See Appendix for a listing of team members). The teams met at the individual institutions; in addition, all of the teams from throughout the state met three times using compressed video technology and once in a face-to-face conference. During those conferences, the teams shared information and ideas around the three key areas of teacher proficiencies, faculty development, and infrastructure needs. For each conference, teams reported on their findings and discussions based upon worksheets that required them to report not only on the current status, for example, of faculty development, but also to envision what faculty development would look like five years from now.

Classroom computers that are acquired as panaceas end up as doorstops... (which) reinforces many educators' cynicism about fads based on magical machines.

Chris Dede,
Harvard University

The institutional teams were required to develop plans for technology integration into teacher preparation and professional development programs. Those plans contain the following components:

- (a) A vision for the future of technology integration into teacher preparation and professional development, based upon teacher proficiencies.
- (b) The current status of :
 - preservice and practicing teacher proficiencies in technology skills and curricular integration;
 - faculty development in technology;
 - infrastructure needs.
- (c) Goals to achieve the vision.
- (d) Action plans and implementation strategies to address teacher proficiencies, faculty development, and infrastructure needs.

Each institution that prepares teachers submitted an institutional plan to UW System Administration, based on the components identified above. In national surveys and research, these themes—teacher proficiencies, faculty development, and infrastructure needs—surface as vital to the success of any comprehensive approach to technology in teacher education. Consistent with findings from national research, UW System institutional plans indicate that teacher training and professional development are more complex than simply increasing educators' technical literacy (e.g. training in how to use web browsers). At issue is building teachers' knowledge and skills at using technology to integrate alternative types of pedagogy and content into their curriculum to improve student achievement.

This White Paper:

- (1) Reports current institutional practice in teacher proficiencies, faculty development, and infrastructure needs.
- (2) Highlights current best practices at UW System institutions.
- (3) Raises issues for System Administration and institutions to consider as they develop action plans to extend technology in teacher education.

It is evident that UW institutions are making progress toward integrating technology throughout the teacher education programs. Many programs have implemented technology best practices consistent with national trends, sound research, and Wisconsin educational reforms. Those exemplary practices should be acknowledged, encouraged, and replicated whenever possible.

However, in order to continue to use technology as a powerful tool in teacher education, we must do more. We must use institutional and systemwide plans to move teacher training to the next level of technology application in curriculum and to promote faculty development to achieve this. And we must find new resources and reallocate existing resources to promote these ends. Therefore, this

report will make recommendations that both System Administration and UW institutions should implement to realize the full potential of technology in teacher education. In summary, this White Paper reports a synthesis and analysis of the institutional plans, utilizes those plans to showcase best practices, and raises additional issues for institutional as well as systemwide action to advance technology in teacher education.

Education, infused by technology that taps into data and concepts designed to enrich the hands-on experience of students, becomes “learning” rather than “schooling.”

Milken Exchange & National Governors’
Association Center for Best Practices

III. Best Practices Guiding Principles

Seven guiding principles emerged from the best practices process, principles that are central to discussions of student proficiencies and faculty professional development. Consistent with the best practices emerging nationally, these principles form the foundation of technology planning and practice in teacher education.

Caring and Competent Teachers

There is no substitute for caring and competent teachers. Technology is a tool best employed by qualified teachers using quality instructional methods and well designed curriculum.

According to the American Council on Education report, *To Touch the Future: Transforming the Way Teachers are Taught*, “the essential competencies of an effective teacher are command of subject, preparation in pedagogical practice, and high overall academic performance.” The focus of any planning in technology and teacher education is on the teacher, not the technology.

Student-Centered

The ultimate goal of focusing on technology in teacher education is student

Program faculty will review the new ISTE standards as part of a curriculum alignment process aimed at making explicit the places where programs (a) currently provide opportunities to meet the standards, (b) include specific requirements for students to meet standards, and (c) need revision/updating/deletion of content in order to meet the standards.

UW-Eau Claire

achievement. Technology-rich teaching and learning environments can be used to respond to the changing needs of diverse students. Networked learning communities can increase educational opportunities and achievement for everyone without regard to age, ability, social class, ethnicity, gender, sexual orientation or geographic location. Additionally, technology can be a catalyst for students to explore new ideas based on interest and curriculum. Technology that is oriented to the learning needs of all students can improve participation and interaction not possible in more conventional pedagogical structures.

Standards-Based

Technology for teacher education should aspire to the highest possible standards. The International Society for Technology in Education's (ISTE) National Educational Technology Standards (NETS) and Performance Indicators are representative of high nationally recognized standards that many of the UW schools of education are employing to guide program and policy in technology for teacher education. Moreover, technology in teacher education is part of a systemic reform of PK-12 education in which students and teachers are supported to achieve high academic standards through rigorous curriculum. Technology can assist teachers as they help students master the Wisconsin Model Academic Standards. Technology is also part of the Department of Public Instruction's administrative rules for teacher preparation and licensing (PI 34.02;4).

Integrated

Technology application is not best taught by separate and discrete courses. The 21st century workplace is infused with technology and business leaders are demanding even more. Adding technology to existing curriculum is similar to retrofitting an office building for phone lines: Expensive and time consuming. Hence, effective technology use in teacher education should be integrated throughout the curriculum and in teachers' professional practice. Faculty can incorporate technology into courses and field experiences in a way that increasingly builds upon and enhances students' progress. Further, technology integration can encompass all aspects of teacher preparation programs, including introductory courses, as well as methods, curriculum design, student teaching and internships.

"Integration of technology within the methods blocks will be accomplished in a manner that does not present the use of technology in isolation, rather it will assist students and faculty with the integration of existing content within the methods blocks."

UW- Milwaukee Institutional Plan

Lifelong Learning

Increasingly, education is becoming a lifelong process that does not end with the attainment of a diploma or degree. Technology can enable lifelong learning for students, teachers and faculty. Teachers can use technology as a curriculum resource, to discuss learning approaches with colleagues and to assess a student's progress over time. An electronic portfolio can demonstrate students' progress and allow them to document and continually build on what they already know. Integrated technology in education enables a cumulative learning process benefiting students in school, at home and eventually in the workplace. Faculty can model such sustained lifelong learning skills for students in teacher education programs and graduates can model this for their pupils in PK-12 schools.

Whatever made you successful in the past
WON'T in the future.

Lew Platt, Chairman and CEO,
Hewlett Packard

Forward Thinking

Technology for teacher education must be forward thinking. Computer obsolescence occurs approximately every three years. However, continual renewal and improvement must extend beyond hardware and software replacement cycles. Teacher education must not only catch up to the digital age, but also anticipate unforeseen possibilities. The best forward thinking for technology in education includes professional development, curricula design and institutional support systems that are systemically poised for continual renewal and change.

Collaborative

Teacher preparation and professional development should emphasize collaborative application of technology wherever appropriate. Collaboration includes sharing information, developing an understanding of content areas across distance, time and social barriers, and using technology in a community of learners.

Students and faculty who collaborate with others inside and outside the classroom develop a broad knowledge base and expertise. Collaboration leads to a larger and more accurate set of data. Sharing data develops life long skills of giving and receiving feedback, which fosters continual refinement of understanding. Further, collaborative applications of technology enable peripherally involved members of a classroom greater opportunity for meaningful interaction with teachers and other learners. Students and faculty in technology-rich teacher education programs are able to utilize technology to create and sustain networked learning environments that can mirror sophisticated workplace settings in which individuals work collectively to solve real world problems.

In addition, collaboration is imperative in teacher education technology planning, at the institutional level or with partnering school districts. The acquisition of technology skills and integration proficiencies is not merely the responsibility of schools of education. The entire university is responsible for educating teachers and therefore technology planning must be approached collaboratively between faculty and administrators in education as well as letters and science. Furthermore, in field experiences and in teacher professional development, UW institutions work in close partnership with school districts. Therefore, any technology planning must take into account the human resource and infrastructure requirements across institutional boundaries.

These guiding principles provide a framework for viewing the relationships between teacher proficiencies, faculty development, and infrastructure support in technology and teacher education. Without institutional systems and support, student and faculty will not be enabled to infuse technology throughout the curriculum appropriately.

The following sections will explain current institutional practices related to setting student expectations and core proficiencies, faculty development, and institutional infrastructure to bring about integration of technology in teacher education.

The intent is to use UW-Whitewater as a virtual campus to develop a consortium of collaborating middle schools that have a critical mass of teachers who develop and implement problem based assignments that require student problems solving and critical thinking and use appropriate technologies to address state academic standards.

UW-Whitewater

IV. Teacher Education Students: Mastering Technology in Learning Environments

Current Status and General Trends

Institutional plans were required to address technology proficiencies for teacher education students. Developing and sustaining technology best practices begins with setting clear expectations of what teacher education students need to know and be able to do throughout their programs and teaching practice. The most comprehensive plans based student proficiencies on recognized national and state standards, such as the standards developed by the International Society for Technology in Education (ISTE), the Wisconsin teaching standards (PI 34), and the Wisconsin standards for Information and Technology Literacy. Institutions acknowledge that these standards often represent an ideal to be achieved, not an assessment of current practice. Most institutions concede that the technology proficiencies of teacher education students are uneven, with some students having more sophisticated productivity skills than others. Nevertheless, the articulation of these standards is an important step toward their full incorporation into programs and practice.

A discussion of the technology proficiencies required for preservice teachers as well as practicing educators essentially begins with determining what skills teachers need, and how those skills need to be developed and enhanced over time. Then we must determine how those skills can be integrated into processes of teaching and learning, with the ultimate goals of improving student achievement.

Entry Level Productivity Skills

Most institutions reported that students entering teacher education programs have mastered productivity skills (for example, web browser, word processing, basic spreadsheet and data base applications and electronic mail). This finding is consistent with a Wisconsin Survey Research Laboratory survey that reported 92%, 85% and 77% of UW students commonly use word processing, Internet tools and electronic mail respectively. Therefore, admissions standards for teacher education should include clear expectations for productivity skill competencies. However, students' technological capabilities vary. Recognizing that students have unequal access to technology and thus unequal opportunities to acquire these first line skills, every effort should be made to provide assistance and access to students who may not have had the opportunity to acquire these skills.

Graduated Competencies

(Our) expectation is that faculty will become competent to engage students in project based technology instruction, to use technology themselves and to require students to use technology in their classes.

UW-River Falls

To build upon these entry-level productivity skills, institutions are articulating graduated competencies for students in preservice teacher education programs and for teacher professional development and graduate education. Again, best practices at institutions demonstrate that these graduated competencies are consistent with national standards (ISTE)

and the Department of Public Instruction's new license categories. Thus, Beginning, Professional and Masters level proficiencies are being identified by institutions to include skills in educational software, networking (browsers, search engines, telecomputing), and multimedia applications. Graduated competencies for these technology areas range from enhanced productivity uses and develop into basic modification of the technology for classroom use. The ultimate aim is teachers' full mastery of more than one technological tool. Full mastery includes

the ability to customize the technology (up to its design limits) specifically to serve learning needs in the classroom. Like any tool, technology is only as good as its user. Full mastery ensures that the teacher, not the technology, will drive the teaching and learning environment.

Implementing graduated competencies for the use of digital technologies serves another function. It sets the stage for the acquisition of the core proficiencies for technology infusion in curricula. In this developmental framework, students and practicing educators first acquire basic productivity skills then fully master additional learning technologies. This prepares them to apply these technologies in ways best suited to learning and educational achievement.

Because students in teacher education programs acquire these technology productivity skills in coursework outside of schools of education, best practices at UW institutions explain the ongoing and systematic collaboration between letters and science and education faculty in articulating and achieving these skills for students. Unfortunately, not every institutional plan indicated such broad-based collaboration across institutions.

Students in teacher education will most effectively be able to demonstrate technology infusion through the kinds of electronic portfolios being developed by many schools of education. UW-Green Bay is one of several institutions that emphasize the electronic portfolio in its plan. These portfolios will demonstrate students' progress, experience, and working philosophy of teaching and learning. The portfolios will begin early in students' programs and will be woven into all education classes and curriculum until graduation, thus demonstrating authentic assessment strategies and preservice teachers' professional development, lifelong learning, and multimedia technology skills.

Integration of Technology

Productivity skills alone will not enable teacher education students to utilize technology in the curriculum; they must also master the integration of technologies into instruction, learning, assessment, and curriculum. The Wisconsin Department of Public Instruction has developed [rules for teacher licensure](#) (PI 34) that cover communication skills, human relations and teacher dispositions, content knowledge, pedagogical knowledge, and teaching practice. These rules provide a starting point for applying technology in learning that conforms to the best learning and instructional theories and methods available.

Teacher education students cannot be expected to infuse technology throughout their programs, if the UW teacher education programs have not first assessed their curriculum and field experiences to ascertain the extent to which technology has been integrated. Some of the best practices that emerged from institutional plans demonstrated a systematic approach to assessing technology infusion throughout teacher education, adapting courses and field experiences to integrate technology, and providing a method to hold faculty accountable for demonstrating the infusion of technology. For example, UW-Oshkosh noted that "it was clear that a deliberate and careful review of the new Wisconsin licensure, Wisconsin state standards, the ISTE standards and the NCATE standards needs to occur and these standards need to be aligned with future competencies for teachers and teacher educators." UW-Platteville recommends that each professional education and field experience [faculty] provide a "reflective narrative on technology infusion for at least one professional education course each semester. This narrative should include a brief description of the technology used and a discussion of the expected impact on student learning."

The ethical, legal, social and economic implications of information technologies should be incorporated into core proficiency requirements and curriculum design for technology in

education. Not all technology was designed for learning environments. Therefore, students should recognize the ways the tool can be used inappropriately, in ways that do not further educational aims. Students should learn to adapt technology to support and incorporate diverse learner communities. Students should know and understand acceptable use policies of their places of learning and employment. They should also know and understand state and federal copyright and privacy laws. Students should be able to evaluate the influence commercialism has on technology and the ways technology can be used inappropriately as a superficial fix for poor student achievement.

In addition, in keeping with the UW's efforts to improve access to and retention of a diverse community of learners, the responsible user of technology should be mindful of extending and enhancing learning to students from all backgrounds, students with diverse learning styles, and to students within a diversity of learning environments.

The quantity of digitally available information made accessible through the World Wide Web may not be correlated to the quality of that information. Transforming that information into knowledge should be a goal of any technological use in education. In accordance with the [ISTE](#) standards, students should be able to evaluate the accuracy, appropriateness, relevancy, comprehensiveness and bias of online content into all curricula that calls for its use.

In summary, the practice of articulating graduated technology competencies for teachers is the first stage in technology for teacher education innovation. The second stage is creatively infusing these competencies throughout teacher education and professional development. The guiding principles and core proficiencies as highlighted through the best practices process can guide teacher education students and faculty as they work to integrate digital information technologies into their curriculum.

Issues in Teacher Proficiencies

These general trends in current practice of setting teacher technology skill proficiencies and graduated competencies raise several issues:

1. The Digital Divide is real. When determining technology proficiencies for students entering teacher education, we must be mindful of unequal access that many students have had to technology. Our policies and practices should not reinforce inequalities.
2. Technology proficiencies cannot end with skill acquisition; the more difficult task of infusing technology throughout curriculum, assessment, and instructional practice must be the ultimate goal for all teacher education programs. From the institutional reports, it appears that not all institutions have developed accountable processes for full integration.
3. Current practice indicates that some institutions are relying on discrete courses in technology, rather than integrating technology throughout the curriculum. Discrete courses alone will not achieve desired results.
4. Full integration includes content area courses in letters and science, as well as schools of education. Yet, the degree to which this has occurred is uneven.
5. Student teachers need to be placed in technology-rich classrooms with practicing teachers who integrate technology into the curriculum. Therefore, institutions must work in partnership with school districts and CESA's to increase the number of teacher technology leaders.

Any policy action or program initiatives should address these issues.

The next section of this report will address the faculty's role in technology and teacher education.

Our goal is to support inservice teachers and other educators in technology integration and use professional development that redesigns their curriculum to incorporate best practices in the use of technology to strengthen student learning.

UW-Oshkosh

V. Faculty Professional Development and Leadership

Current Status and General Trends

Faculty are critical to any innovative infusion of technology in teacher education. Studies indicate that if faculty do not model the appropriate use of technology throughout teacher education programs, then it is unlikely that students will fully integrate technology into teaching and learning.

Early innovators across the UW System are leading the efforts to incorporate technology innovations into teacher education programs. These faculty have initiated a re-visioning of their curriculum to take advantage of the best that information technology offers for student achievement. These faculty leaders master new technologies, develop core proficiencies, experiment and take risks. Faculty who are engaged in technological innovations in teacher education play an active role in their own mastery of technology skills. They seek out and initiate opportunities to learn new software programs, customize and apply them in new ways, and revise their curricula to meet the high standards they set for their students.

As elsewhere, collaboration is the backbone of technology in education practices. Accordingly, faculty collaborate with other faculty, students, PK-12 practicing educators and professionals in an array of settings. They consistently apply technology as a tool for learning and not merely as a presentational novelty. These faculty leaders are helping school districts to define responsible use protocols to integrate technology into PK-12 curriculum and instructional practices.

It is important to remember that when we discuss faculty technology proficiency for teacher education, that the discussion is not limited to school of education faculty. Since faculty from disciplines throughout the institutions are responsible for training teachers, all must be part of the discussions and planning. Concerns about the use of technology by letters and science departments have been reflected both in the literature and in discussions between faculty and administrators at the institutions. While none of the institutions reported a formal survey of letters and science faculty use of technology, UW-Madison noted that an informal estimate reported that 35-40% of letters and science faculty use technology in teaching. The role of letters and science faculty is another element demonstrating the importance of collaboration and shared planning across the institutions.

Everyone should be a risk taker who thinks first about how the technology can help extend his or her teaching and therefore student learning.

UW-Platteville

Indicators from institutional plans demonstrate that faculty use of technology is increasing; for example, more faculty are putting their course syllabi on the Web, developing Web pages for their courses, and communicating with students (especially student teachers) via electronic mail.

However, institutional reports also indicate that faculty use of technology in teacher education is by no means universal, and the goal of having faculty model the appropriate and effective use of technology throughout the teacher education programs is one we have not yet achieved.

In spite of the challenges facing faculty in teacher education, many UW institutions are implementing very specific steps to encourage and support faculty use of technology. Encouragement and incentives are provided by

Along with university wide training sessions, the education unit will continue to hold its own training sessions and provide mentoring.

UW-Green Bay

several institutions that include technology proficiency for faculty in decisions about hiring, promotion, tenure and merit. Some also recommend making technology professional development a priority in sabbatical requests. UW-Platteville requires faculty to include technology in their annual professional development plans. UW-Stout requires faculty to write professional development plans that include goals, benchmarks, and action steps to enhance their skills with information and instructional technologies. The faculty then use these benchmarks to monitor their progress.

Most institutions report providing in-house seminars and workshops for technology redesign as well as funding faculty participation in off-site professional development opportunities. It is important that these opportunities are based on identified need and careful planning. UW-Stout has initiated a thorough assessment to identify the specific technology skills and understanding faculty need to enable student achievement. Faculty are also being surveyed to determine their current comfort level and ability, so appropriate professional development strategies can be devised. UW-River Falls is providing incentives targeted toward graduate faculty, including summer stipends, linkage of technology development to sabbaticals, course releases, and use of recruitment and retention funds for new faculty.

Once institutions provide incentives, support, and training for faculty professional development in technology, they also hold faculty accountable for integrating technology throughout teacher education courses and field experiences. Some of the best practices reported by institutions describe accountability processes that have been implemented. UW-Platteville's Technology Advisory Board will use the faculties' summaries of technology infusion in professional education courses to map the use of technology across the School of Education curriculum.

With increased pressure and higher standards for tenure and promotion, faculty who engage in the development and use of instructional technology need to be rewarded and get credit for this activity so that their efforts are consistent with the criteria used to determine their career advancement.

UW-Whitewater

Issues in Faculty Development and Leadership in Technology Integration

Institutional plans revealed some salient issues about why faculty use of technology is not as pervasive as one might hope.

1. Policies related to hiring, promotion, tenure, and merit do not always reward faculty for leadership in technology innovation.
2. Most institutions report "adequate" access to the technology, not cutting edge. Faculty cannot be expected to model technology if they do not have access to the most current hardware and software, or if the classrooms in which they teach do not have at least a minimum level of technological capability (a computer and projection unit).
3. Faculty use of technology, while increasing, is still uneven.
4. Another issue is the need for ongoing and sustained opportunities for faculty professional development through participation in seminars, workshops and courses. Not all institutional plans indicate that planning for professional development is based on clear assessment of specific need and systematic planning.
5. Technical and instructional design support for faculty to redesign curriculum are also in short supply.

6. Faculty need time to develop new technology skills and to redesign curriculum and field experiences to incorporate these new skills.

In summary, while many institutions have made significant strides in faculty use of technology, the desired goal of full integration of technology in teacher education and professional development has not been achieved. The next section of this report will discuss some of the infrastructure trends that will facilitate reaching that ultimate goal.

VI. Institutional Responsibility: Creating the Conditions for Success

Current Status and General Trends

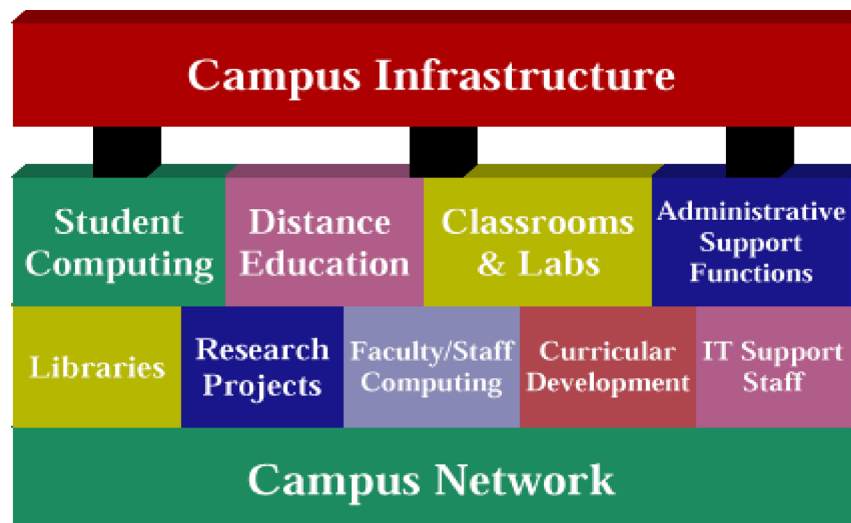
Entire institutions—including Schools of Education, and Letters and Sciences—and UW System have responsibility for technology innovation in teacher education. Faculty and students

require the necessary conditions and resources to succeed in their ongoing development of new technology skills and the application of those skills in their instructional practices and learning. Institutional leaders must actively support systemwide best practices in technology innovations for teacher education.

We are involved in a continuing and vigorous effort to employ all useful aspects of educational instructional technology in all our activities and courses, not just those of teacher education.

UW - Stevens Point

The UW System 1999-2001 Information Technology Plan defines the campus infrastructure necessary to support technology as a “base that is universally accessible (systemwide), potentially used by all, and has value in its commonality.” This concept is depicted in the following diagram:



These components of the campus infrastructure are the responsibility of each individual UW institution and are built upon the systemwide IT infrastructure. The infrastructure for technology in teacher education is no different from the general infrastructure requirements. That is, the same components are critical—classrooms and labs, curricular development funding, IT support staff, etc.

The task force identified three critical components necessary for the successful integration of technology into teacher education programs—hardware and software requirements, technical and instructional design support, and technology resource coordination with partnering school districts. The first two of these components—hardware and software, and technical/instructional

design support—are part of the larger campus infrastructure that must support faculty and students in a technology-rich learning environment. A unique component for teacher education is that hardware and software must be consistent with what schools and teachers are using.

Institutions reported on current campus resources available to support teacher education students and faculty, as well as their vision for what the needs would be in the near future. Within the context of the campus infrastructure, institutions reported on the need for up-to-date hardware, equipment and wiring, for example, following a recommended replacement

cycle of three years for desktop computers. Moreover, they expressed the need to remain current with educational software programs that were being utilized in PK-12 schools, so they could be critical consumers of the educational value of these programs. They expressed the need for a full suite of instructional software covering multi-media, web publishing, and content specific reference material, as well as access to web-based content and classroom hosting sites.

Faculty and students in education are in just as much need of technical support as any other students and faculty. Technology brings with it specialized challenges. Systems fail, networks breakdown, upgrades and maintenance are routinely required. Faculty, students and educators should have access to a robust cadre of user support personnel to address these technical challenges. Some institutions, for example, UW-Milwaukee, are partnering with local students to provide training for K-12 students, so they can act as technical support to teachers in a truly collaborative learning environment. Others, such as UW-Eau Claire, are using undergraduate, preservice teacher education students in a similar capacity.

Faculty should also be able to access the best available instructional design support. This could include UW System development and training courses available for UW faculty and staff, as well as resources for regional, national and international technology in education professional development opportunities. Faculty development in technology will also necessitate access to the requisite registration fees, costs of travel and leave for faculty professional development.

Continuous, on-site design support is also necessary. Many institutions report hiring staff specifically to work with education faculty on redesigning courses. UW-Madison would like to train all Teaching Assistants in teacher certification programs to serve as technology integration mentors. Since technology support is also important at school district sites—for both UW faculty and students—institutions such as UW-Eau Claire are working to collaborate with CESA's and school districts to support teacher mentor programs designed to build cadres of technology-experienced PK-12 teachers. These teachers will help other teachers and work directly with preservice teacher education students to develop technology-rich classrooms.

The Student Technology Services (STS) is a student run service organization existing within the UW Milwaukee's Information and Media Technologies Division and is charged with the delivery of various computer, media and technology related services on campus.

Joe Douglas, Director UWM,

To integrate and model the appropriate use of instructional and informational technologies... we will identify, review and evaluate technology in education outcomes in each program then provide the necessary professional development.

UW-Stout

As we partner with local schools and provide placement sites for our preservice teachers, we should strive to make certain that we do not limit our partnerships and placements to only the most technologically capable sites.

UW- Madison
Institutional Plan

None of the issues discussed above are unique to teacher education in technology. However, the question of how these technology resources are coordinated with school districts is a requirement in teacher education that must be addressed separately. One of the greatest challenges identified by the task force is the need to coordinate technology resources and support with local school districts. For example, UW-Madison reported working with sixty Dane County school buildings. Many institutions offer internship and field placement opportunities for preservice teachers. However, as teacher education programs improve their technological infrastructure and competency requirements, there is a risk that school districts with fewer resources may be left behind. Interns and new teachers may find themselves required to teach with fewer or different technological tools than those that were part of their training. Conversely, technology resources and systems at partnership school districts may out pace those of UW institutions. To address these issues, teacher education programs often include PK-12 practicing educators and administrators in their technology plans. Each institution, in continuous collaboration with PK-12 schools, adjust their technology requirements to match the environments in which student teachers and practicing educators are likely to teach.

Issues in Infrastructure for Teacher Education

1. Given the importance of technology coordination with local school districts, collaborative planning between UW institutions and school districts is necessary.
2. Some institutions have developed technology leadership committees to address both curricular and infrastructure planning. It is not clear if this kind of structure is in place at all institutions.
3. Many institutions identified developing electronic portfolios for students as a means to support technology skill acquisition as well as meeting DPI requirements for certification. Yet the resource implications of implementing portfolios at all teacher education institutions are considerable.
4. While most institutional plans indicated that resources are not adequate, not all plans indicated systematic assessment or documented specific needs. Some institutions have used the StaR chart (a self-assessment tool for colleges of education developed by the CEO Forum) as an assessment instrument.
5. Many institutions report relying on grant funding for technology initiatives. While grant funds can assist with experimental programs and provide essential start up resources for technology projects, resources for this effort must be part of on-going system and state IT plans.

VII. Conclusion

This report has described current practice at UW institutions utilizing technology in teacher education, highlighted some best practices, and raised issues that impact the vision of full integration of technology into teacher education. Some of the news is encouraging—use of technology is increasing, institutions are working collaboratively with school districts, faculty are providing leadership. Yet, the ideal vision has yet to be realized. UW institutions and System Administration can use the information and the exemplary practices identified throughout this process and reported in this paper to benchmark progress toward that vision and to continue our collective efforts.

Whatever steps—action plans, policy changes, or program initiatives—we take as a System should be guided by three fundamental assumptions: First, technology itself is not the goal. Technology to enhance teaching and learning, to enhance student achievement, must guide our

actions. Second, technology must be part of a larger PK-16 agenda initiated by UW System. Actions the Board of Regents, System Administration, and the institutions take to integrate technology into teacher education should be part of a larger systemic effort in PK-16 partnerships. Many of the issues raised here about institutions working in collaboration with PK-12 schools are not unique to technology, but are part of the larger issues impacting university/school collaboration. It will be important that our actions in technology support and are aligned with our larger goals. Third, in keeping with principles of collaboration, our efforts in technology and teacher education should be communicated to and supportive of the Wisconsin PK-16 Leadership Council. The council could provide a forum and a structure to facilitate a comprehensive, statewide approach to technology integration throughout teacher education and professional development.

VIII. Next Steps

The work begun by this initiative should be continued. System Administration will disseminate best practices revealed through this process to UW institutions and encourage their adaptation throughout the system. Institutions and System Administration can use this report to benchmark progress toward full technology integration. In addition, UW System share this report with the new Wisconsin PK-16 Leadership Council, Wisconsin Technical Colleges, private colleges and universities, and appropriate state agencies to develop a statewide vision for technology in teacher education and professional development.

Appendix
Task Force Members

Dana Nelson, UW System, co-chair
Nancy Kaufman, UW-Oshkosh, co-chair
Neah Lohr, DPI
Cal Potter, DPI
Bob Hollon, UW-Eau Claire
John Nkemnji, UW-Platteville
Ken Welty, UW-Stout
Karen Viechnicki, UW-River Falls
Eileen Schroeder, UW-Whitewater
Joan North, UW-Stevens Point
Simon Akindes, UW-Parkside
Penny Garcia, UW-Oshkosh
Susan Heide, UW-Superior
Art Lacey, UW-Green Bay
Jo Ann Carr, UW-Madison
Russ Phillips, UW-La Crosse
Mahrie Peterson, TEACH Board
Ann Hains, UW-Milwaukee
Bob Nelson, Milwaukee Public School
Ross Wilson, CESA 10

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit and appoint a Dean, School of Business, within a salary range that exceeds 75 percent of the President's current salary.

SUPPORTING MATERIALS FOR RESOLUTION I.1.D.(1) MAY BE OBTAINED FROM
THE OFFICE OFF THE BOARD OF REGENTS
OF THE UNIVERSITY OF WISCONSIN SYSTEM

Authorization to Recruit:
Dean, College of Letters and Science
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to recruit and appoint a Dean, College of Letters and Science, within a salary range that exceeds 75 percent of the President's current salary.

The University of Wisconsin-Milwaukee Dean of the College of Letters and Science

The University of Wisconsin-Milwaukee invites nominations and applications for the position of the Dean of the College of Letters and Science. The Dean is the chief administrative officer of the College, reporting to the Vice Chancellor for Academic Affairs and Provost, and participating in a shared governance system with faculty and staff.

The University of Wisconsin-Milwaukee (UWM), Wisconsin's major public urban research university, is located in an attractive setting near the shores of Lake Michigan, and only minutes from the center of metropolitan Milwaukee. UWM offers a comprehensive liberal arts and professional education at the undergraduate and graduate levels to its 23,000 students. More than 81 undergraduate majors, 48 masters and 17 Ph.D. degrees are offered. UWM has been identified as one of the top research institutions in the country, ranking in the top 3.5% of more than 3,600 national universities.

The College of Letters and Science is the largest academic unit of the University, with approximately 450 full-time faculty and professional academic staff. The College offers 46 undergraduate degree programs, 23 Masters programs, and 12 Ph.D. programs. Many departments and programs within the college enjoy national and international reputations for excellence in research and teaching. Nearly every undergraduate student at UWM completes a significant amount of course work in the College prior to graduation.

Responsibilities: The Dean is expected to provide leadership for the College and exercise responsibility for its academic and administrative operations, including personnel, budget, programs and physical facilities. Areas of responsibility include: programmatic development and leadership at both undergraduate and graduate levels, as well as for outreach and continuing education; leadership for established and developing research and educational programs; development of extramural funding sources, fundraising and alumni relations; and effective representation of the College within the University and the community.

Qualifications: The position of Dean requires an earned doctoral degree and experience as a college university faculty member. Candidates must be eligible for a tenured appointment as full professor in a department within the College of Letters and Science. Candidates will also be evaluated on their proven ability to support:

- Diversity and inclusiveness in the recruitment, development and retention of faculty, staff and students;
- Promotion of excellence in undergraduate and graduate education;
- Commitment to and capacity for leadership in sustained development of scholarly research and extramural funding;
- Collaboration among the College of Letters and Science, the university, the community, and other institutions of higher education;
- Advancing educational technology;
- Shared governance models;
- Experience in fundraising and alumni relations

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin Colleges and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Campus Dean, UW-Richland.

Request for Authorization to Recruit

Institution: University of Wisconsin Colleges

For Board of Regents Consideration on: February 2, 2001

If proposed salary is above Group 6 maximum, Regents' approval is required and this form must be received by the Chancellor's Office three weeks before the date of the Regents' meeting at which the request is to be considered; it should be filed with the Vice President's office ten working days prior to such meeting.

Type of Request: [Check appropriate box(es)]

- ☐ 1. Tenure Involved
- ☐ 2. Proposed salary between \$68,000 and Group 6 maximum
- ☐ 3. Proposed salary above Group 6 maximum

1. Official University Title of Position: Campus Dean (Colleges)

2. Division/College/School-Department/Project:

Campus Dean and Chief Executive Officer, University of Wisconsin-Richland

3. Description of Duties: See attached position summary

4. Recommended Salary Range: \$75,000 - \$85,000

5. Source of Funds: UW-Richland Administration Budget, R-34-0500 (Fund 103)

6. New Position ☐ Replacement ☐.

If replacement, indicate name and salary of previous person:

| | |
|------------------------|---------------|
| DION KEMPTHORNE | 87,034 |
|------------------------|---------------|

7. Brief justification of Salary Range: This salary is necessary to attract a candidate with the experience necessary to administer a campus of the University of Wisconsin Colleges.

8. Approved by:

| | | | |
|----------------|------|-----------------------------|------|
| | | | |
| (Dean/Director | Date | (Chancellor/Vice Chancellor | Date |

9. Authorization to Recruit (approved ☐ denied ☐) by the Regents/Vice President's Office

Signature

Title

Date

University of Wisconsin-Richland

A Campus of the University of Wisconsin Colleges

Campus Dean and Chief Executive Officer

The Dean of the University of Wisconsin-Richland is the administrative and academic leader of the campus. The dean is directly responsible to the Chancellor and will be subject to an annual performance review. In order to effectively administer the academic and fiscal program, the dean should have appropriate credentials for rank and tenure in an academic department in the institution.

The Dean's primary responsibilities are:

- to recommend the appointment, retention, promotion, tenure and individual merit for UW-Richland faculty and staff, following provisions of the Rules of the Board of Regents, the UWC Constitution, and the Chancellor's administrative policies and guidelines;
- to develop, deliver, and assess, in consultation with academic departments and faculty, the instructional program offered at the campus and in collaborative and outreach programs with other institutions;
- to manage the support services program (administration, business affairs, library/media services, public information, student affairs, and other functional areas) and prepare and monitor the campus budgets;
- to provide leadership to the Richland campus in affirmative action, Plan 2008, minority student recruitment, professional development for faculty and staff, and to advocate for the campus to external constituents;
- to act as liaison with community advisory committees, local public school districts, county board, legislators, local media, the local VTAE, and neighboring universities, communicating the goals of the campus to these publics and collaborating for mutual benefit; and
- to participate in the campus' strong tradition of shared governance.

EDUCATION COMMITTEE

Resolution:

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 School for Early Development and Achievement, Inc.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
CENTER FOR CHARTER SCHOOLS
CONTRACT WITH THE SCHOOL FOR EARLY DEVELOPMENT
AND ACHIEVEMENT, INC.**

EXECUTIVE SUMMARY

Background

The Charter School movement began as an educational reform strategy in Minnesota in 1991 and was authorized in 1993 by the Wisconsin Legislature. Since then 38 states have developed charter school legislation and nation-wide over 2000 charter schools are now open as public schools. Wisconsin has 92 charter schools as of January 2001.

Charter schools are intended to offer quality education services to children through creation of alternative public schools that are free of the many rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation.

In 1997 Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. In 1999 the Board of Regents and the Chancellor of UW-Milwaukee approved granting two charters: (1) authorizing the Milwaukee Science Consortium, Inc. to operate the Milwaukee Academy of Science and (2) authorizing the Milwaukee Urban League, Inc. to operate the Milwaukee Academy of Business and Economics. The Milwaukee Academy of Science opened in fall of 2000 and is currently serving approximately 775 students. The Milwaukee Academy of Business and Economics anticipates opening in August of 2001.

The UW-Milwaukee Center for Charter Schools has recommended to the Provost and Chancellor that the School for Early Development and Achievement, Inc. which is associated with the Milwaukee Center for Independence, Inc. be granted a charter for operating a public school. The Milwaukee Center for Independence, Inc. was opened in 1938 as a not-for-profit agency under the name of Jewish Vocational Services and has been in continuous service to the citizens of Milwaukee. The name of the organization changed in 1977 to reflect an expanded role in providing services to individuals with disabilities.

The School for Early Development and Achievement, Inc. has proposed developing a charter school that can serve children ages birth to eight years of age of whom one-third will be children with disabilities and two-thirds will be children who are developing "typically". The school proposes to create an environment that reflects the full developmental array of children and demonstrates innovative services to meet the needs of all children.

The program can be divided into two essential components. The birth to three component one will focus on the birth through three population, providing both home and daycare services to children and their families. This component will be part of the overall program but will be funded by other than charter school funds. The birth through three services will focus on developing programs for families with children who have disabilities. The school-age component will start with children three to eight years of age, providing a special transdisciplinary team model of program development to meet the needs of children with and without disabilities.

The Center for Charter Schools believes this will be an innovative program for the Milwaukee area and offer opportunities for developing new models and strategies for providing education for children with disabilities in an integrated setting.

REQUESTED ACTION

Approval of Resolution I.1.e. approving the Charter School contract with the School for Early Development and Achievement, Inc.

ELEMENTS OF THE CONTRACT

This contract follows the general model approved by the board at the May 1999 meeting. As a result of negotiations, it contains additional provisions for the purpose of granting the charter. 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 Consortium and the Urban League are defined as the "grantees" of a charter. Article Three is important in that it recites the requirements of the law and how the grantees will meet those requirements. This includes such topics as: (a) school governance, (b) measuring student progress, (c) methods to attain educational goals, (d) licensure of professional personnel, (e) health and safety, (f) admission, (g) discipline, (h) insurance standards and other topics.
- Article Four – Additional Obligations – This section includes additional considerations that help define the school, its practices, UW-Milwaukee's 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 fails 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.

This document also includes five appendices.

NEXT STEPS

The School for Early Development and Achievement, Inc. anticipates opening in the fall of 2001 with a small program serving approximately 30 children. Beginning in 2002, it will begin to expand the program with the goal of achieving an upper enrollment level of 120 students over the next few years. In addition, a capital campaign has begun to support building a new facility on Milwaukee's near West side that will house both the Charter School and other programs sponsored by the School for Early Development and Achievement, Inc.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e., approving the Charter School contract with the School for Early Development and Achievement, Inc.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

A COPY OF THE CHARTER SCHOOL CONTRACT MAY BE OBTAINED FROM
THE OFFICE OFF THE BOARD OF REGENTS
OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business and Finance Committee

Thursday, February 8, 2001
1511 Van Hise Hall
11:00 a.m.

- a. Closed session to consider trust fund matters, as permitted by s.19.85(1)(e), *Wis. Stats.*

1:00 p.m. Joint Meeting with Education Committee, Room 1820 Van Hise Hall

- Technology Update

1:30 p.m. or upon conclusion of Joint Meeting, Room 1820 Van Hise Hall

- b. Approval of minutes of the December 7, 2000 meeting of the Business and Finance Committee
- c. Venture Capital Presentation by Commonfund
- d. Annual Financial Report
- e. New Financial Reporting Requirements for Public Colleges and Universities
- f. UW-Madison Annual Research Report
- g. Annual Broadcast Report
- h. Systemwide Safety and Loss Training
- i. Blue Cross/Blue Shield By-Laws
[Resolution I.2.i.]
- j. Report of the Vice President
(1) Quarterly Gifts, Grants and Contracts
- k. Additional items which may be presented to the Business and Finance Committee with its approval
- l. Trust Funds
(1) Amendment to Investment Guidelines for holding of American Depository Receipts (ADR's)
[Resolution I.2.l.(1)]

ANNUAL FINANCIAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The UW System publishes an Annual Financial Report that includes financial statements prepared in accordance with generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants' Guide, *Audits of Colleges and Universities*. The statements are audited by the Legislative Audit Bureau, and appear, in a somewhat modified format, in the State of Wisconsin's Comprehensive Annual Financial Report. They are also re-published at a later date as part of the UW System's federally required "A-133" audit report.

REQUESTED ACTION

This report is submitted for information only.

DISCUSSION AND RECOMMENDATIONS

The UW System's Annual Financial Report for 1999-2000, provided with the Regent agenda materials, includes: a Balance Sheet (Exhibit A), a Statement of Changes in Funds Balances (Exhibit B) and a Statement of Current Funds Revenues, Expenditures and Other Changes (Exhibit C). The accompanying Notes to the Financial Statements are an integral part of the financial statements, including both disclosures required by GAAP and explanations intended to aid the reader in understanding the statements. (The UW System's Annual Financial Report for 1999-2000 may be found at <http://www.uwsa.edu/fadmin/finrep/afr.htm>.)

Preceding the financial statements and notes are several graphs intended to highlight noteworthy aspects of the financial statements, including sources and uses of current operating funds and the growth of endowments:

Sources - Chart 1 is a pie chart showing the relative proportion of funding provided in 1999-2000 by the six major sources of current operating funds. Changes in the funding mix over the last ten years may be observed by comparing this to Chart 2, which presents the same information for 1989-90. This change is further portrayed by Charts 3 and 4, line graphs that highlight the extent to which the growth in "other sources of funds" (specifically, gifts and endowment income and other educational sources) has dominated the support of current operations. (Chart 3 depicts this growth in nominal dollars while Chart 4 shows inflation-adjusted dollars.) Most significant is the fact that state appropriations make up 5.4% less of the total in 1999-2000 than they did in 1989-90.

When adjusted for inflation, state support has been relatively flat over the ten year period but has shown a slight increase in 1999-2000 due to the favorable UW System budget recommended by the Governor and adopted by the Legislature for the 2001-2003 biennium.

Uses - Chart 5 is a pie chart showing, for 1999-2000, the relative proportion of Current Funds expended by function (or “Activity” – see Appendix I for definitions). In 1999-2000, 78.2% of current operating funds was spent on the primary missions of instruction, research and public service and related academic support, student services and financial aid while only 5.3% was spent on institutional support (administration). Chart 6 is a pie chart showing the relative proportion of Current Funds spent on the six major “object” groupings (salaries, fringe benefits, operating expense, capital, fellowships and scholarships and mandatory transfers). Higher education remains a labor intensive industry with 62.4% of expenditures dedicated to salaries and related fringe benefits.

Endowments - Chart 7 shows that University Controlled Endowments have grown from \$100 million in 1989-90 to \$316 million in 1999-2000. This includes both “true” endowments, gifted principal that must remain intact by donor stipulation, and “quasi” endowments, gift and income funds that the Board of Regents has elected to manage as an endowment. The increase from 1989-90 to 1999-2000 represents a growth of 215% in nominal dollars and 136% in inflation-adjusted dollars. In 1999-2000 the total return on the principal long-term portfolio including capital appreciation was 10.0%. The total return on the principal intermediate-term portfolio including capital appreciation was 4.8%.

The Legislative Audit Bureau has rendered an unqualified opinion on the financial statements appearing in the UW System's Annual Financial Report and our fiscal condition continues to be strong.

RELATED REGENT POLICIES

None

University of Wisconsin System
Activity/Functional Definitions

INSTRUCTION

Expenditures for all activities through which a student may earn credit toward a postsecondary degree or certificate granted by the university. Also includes expenditures for preparatory/remedial instruction even though these courses may not carry degree credit. Expenditures for curriculum development, departmental research and public service that are not separately budgeted are included.

RESEARCH

All expenditures for activities specifically organized to produce research outcomes, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Subject to these conditions, it includes expenditures for individual and/or project research as well as those of institutes and research centers. This category does not include all sponsored programs (training grants as an example) nor is it necessarily limited to sponsored research, since internally supported research programs, if separately budgeted, are included in this category under the circumstances described above.

PUBLIC SERVICE

Expenditures for all noncredit instruction (except preparatory/remedial instruction) and for all activities that are established primarily to provide services beneficial to individuals and groups external to the institution. These activities include community service programs (including noncredit instructional activities) and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television, consulting, and similar services to particular sectors of the community.

ACADEMIC SUPPORT

Funds expended primarily to provide support services for the institution's primary missions (instruction, research, and public service) including:

- (1) the retention, preservation, and display of educational materials (e.g., libraries, museums and galleries);
- (2) the provision of services that directly assist the academic functions of the institution, such as demonstration schools associated with a department, school, or college of education;
- (3) media such as audiovisual services and technology such as computing support;
- (4) academic administration (including academic deans but not department chairs) and personnel development providing administrative support and management direction to the three primary missions; and
- (5) separately budgeted support for course and curriculum development.

FARM OPERATIONS

Expenditures that provide laboratory farm support for instruction, research and public service.

STUDENT SERVICES

This category includes funds expended for offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well-being and to his or her intellectual, cultural, and social development outside the context of the formal instruction program. It includes expenditures for student activities, cultural events, student newspapers, intramural athletics, student organizations, intercollegiate athletics, counseling and career guidance (excluding informal academic counseling by the faculty), student aid administration, and student health services.

INSTITUTIONAL SUPPORT

This category includes expenditures for:

- (1) central executive activities concerned with management and long-range planning of the entire institution;
- (2) fiscal operations;
- (3) administrative data processing;
- (4) space management;
- (5) employee personnel and records;
- (6) logistical activities that provide procurement, storerooms, safety, security, printing, and transportation services to the institution;
- (7) support services to faculty and staff that are not operated as auxiliary enterprises; and
- (8) activities concerned with community and alumni relations, including development and fund raising.

PLANT OPERATIONS

This category includes all expenditures of current operating funds for the operation and maintenance of physical plant, in all cases net of amounts charged to auxiliary enterprises, hospitals, and independent operations. It includes all expenditures for operations established to provide services and maintenance related to grounds and facilities, utilities, fire protection, and similar items.

FINANCIAL AID

Expenditures for all forms of financial aid assistance to students including scholarships and fellowships.

AUXILIARY ENTERPRISES

An auxiliary enterprise is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of auxiliary enterprises is that they are managed as essentially self-supporting activities. The general public may also be served incidentally by auxiliary enterprises.

This activity includes all expenditures and transfers relating to the operation of auxiliary enterprises, including expenditures for operation and maintenance of physical plant and for institutional support; also included are other direct and indirect costs, whether charged directly as expenditures or allocated as a proportionate share of costs of other departmental units

COST OF SERVICES PROVIDED TO UW HOSPITAL AUTHORITY

The cost of services provided by the University to the UW Hospital Authority.

MANDATORY TRANSFERS

Debt service on academic facilities and student loan matching.

NEW FINANCIAL REPORTING REQUIREMENTS FOR PUBLIC COLLEGES AND UNIVERSITIES

EXECUTIVE SUMMARY

BACKGROUND

The financial statements of the UW System are prepared in accordance with generally accepted accounting principles (“GAAP”) as prescribed by the Governmental Accounting Standards Board (GASB). The Governmental Accounting Standards Board sets accounting and financial reporting standards for public entities in the same manner as the Financial Accounting Standards Board (FASB) does for non-governmental entities, including commercial enterprises and private non-profit organizations. Both FASB and GASB are organized under the auspices of the Financial Accounting Foundation and derive their standard setting authority essentially by the consent of many affected organizations, including the federal Securities and Exchange Commission and the American Institute of Certified Public Accountants (AICPA).

For many years both private and public colleges and universities prepared their financial statements according to a model recommended by the National Association of College and University Business Officers (NACUBO). This reporting model was essentially ratified as GAAP by the AICPA in its industry audit guide *Audits of Colleges and Universities* and both FASB and GASB, concerned with other issues, accepted the NACUBO model as GAAP for higher education entities. However, in the early 1990s private colleges and universities departed from this reporting model when FASB issued a series of standards designed to unify the reporting practices of all the non-profit organizations under its jurisdiction. Meanwhile, GASB, while issuing standards on specific reporting issues, continued to study the overall reporting framework for public sector financial reporting. In June 1999 GASB issued Statement No. 34 which makes fundamental changes to the governmental reporting model and followed in November 1999 with Statement No. 35 which likewise changes the financial reporting model for public colleges and universities.

REQUESTED ACTION

This report is submitted for information only.

DISCUSSION AND RECOMMENDATIONS

GASB Statement 35, *Basic Financial Statements for Public Colleges and Universities*, effectively discontinues a separate reporting model for public colleges and universities and directs that public higher education institutions follow the reporting standards established in Statement 34, *Basic Financial Statements for State and Local Governments*. Most public education institutions that do not have direct taxing authority will be reported in accordance with the standards that Statement 34 sets for “business type activities” that operate within a public

setting. As is generally the case with new GASB standards, the effective date is phased depending on the size of the organization. For the State of Wisconsin and the UW System the new reporting model is required for statements issued for fiscal year 2001-2002.

The most notable changes that members of the Board of Regents can expect to see in the UW System's financial statements when we begin reporting under the new model are:

Entity wide statements – There will be a single column presentation in all statements rather than a separate reporting by “fund type” as currently exists.

Statement of Net Assets – The Balance Sheet will be presented in a “net assets” format wherein the arithmetic of the three major sections is Assets minus Liabilities equals Net Assets (as opposed to the traditional Assets equals Liabilities plus Fund Equity). Assets and liabilities must be grouped between current and long-term and restricted assets must be separately labeled. Three classes of net assets are to be reported: invested in capital assets, restricted, and unrestricted; within restricted net assets, expendable net assets must be distinguished from non-expendable net assets.

Statement of Revenues, Expenses and Changes in Net Assets - A single new statement covering all fund types will replace the two existing statements, the Statement of Changes in Funds Balances and Statement of Current Funds Revenues, Expenditures and Other Changes. The new single column statement must distinguish “operating” from “non-operating” revenues and likewise for expenditures. State appropriations are to be reported as non-operating revenues, and thus “below the line” that shows operating income/loss. Expenses may be shown based either upon their “natural” classification (i.e., salaries, supplies, etc.) as is more common in the commercial sector or, according to a functional classification (i.e., Instruction, Research, etc. as in the UW System's current statements). The UW System will likely report according to natural classification in the operating statement with functional classification reported in the footnotes since this seems to be the preferred practice among our peer institutions.

Statement of Cash Flows – A Statement of Cash Flows, a standard component in commercial financial reports, will be required. The “direct” method” must be used wherein all cash inflows and outflows are reported gross rather than using net income as the starting point as is done when the “indirect” method is used. The statement must show gross and net cash flows in four categories: operating, investing, capital and related financing, and non-capital financing. There must be a reconciliation of net operating income (loss) to cash provided by (used) in operations.

Depreciation – Depreciation expense must be reported in the operating statements and assets must be reported net of accumulated depreciation in the statement of net assets (balance sheet). The UW System's building and equipment records are sufficiently detailed so that the calculation of depreciation should not be overly problematic. However, infrastructure (e.g., roads, sewers, etc.) must be capitalized and depreciated and this will involve a great deal of work to establish beginning balances.

Tuition revenue to be reported net – Under the existing reporting model, tuition remissions are reported as an expense, primarily on the financial aid line, based on the precept that revenue foregone is an expense. While this makes some theoretical sense it also results in inflated reporting of revenues, since, in order to keep the fund balance in sync with the actual resources available, tuition revenues are “grossed up” by a corresponding amount so that the net effect in the operating statement is zero. This reporting practice will be discontinued. Moreover, moneys applied to tuition that initially came from other funding sources, such as gifts used for scholarships, are not to be reported as tuition revenue, thus eliminating a certain amount of double counting in revenues that takes place in the present reporting model.

Gifts to be separated from Grants and Contracts - Since gifts are considered non-operating revenue, gifts must be reported separately from private grants and contracts.

Management’s Discussion and Analysis -- The financial statements are required to be preceded by an objective and easily readable analysis of what is contained in the financial statements and other relevant information based upon currently known facts. The information in this report is considered “required supplementary information” and, as such, is subject to audit.

RELATED REGENT POLICIES

None

UW-MADISON EXTRAMURAL RESEARCH SUPPORT

EXECUTIVE SUMMARY

BACKGROUND

Individual Regents and the Business and Finance Committee of the Board of Regents requested periodic analyses of extramural research support at the UW-Madison. A report on UW-Madison extramural research support was last presented to the Board at its February 2000 meeting.

This report provides information on 1999-00 federal and non-federal research awards to UW-Madison, analysis of UW-Madison's national and Big Ten rankings for research support, and an analysis of 2000-01 year-to-date awards. The report provides distributions of UW-Madison's 1999-00 research awards by funding source, school/college, divisional affiliation, category of principal investigator, and faculty ranking, as well as historical information for comparison.

REQUESTED ACTION

This item is for information only.

DISCUSSION AND RECOMMENDATIONS

1999-00 Extramural Research Awards

In 1999-00, 75% of total UW-Madison extramural awards were for research. UW-Madison received \$445 million in total research awards—an increase of \$28 million (7%) compared with 1998-99 awards: federal research awards (\$305 million) increased by \$11 million (4%), and non-federal research awards (\$140 million) increased by \$17 million (14%).

It's important to note that the healthy rate of growth in 1999-00 research awards followed a year during which research awards increased at an unprecedented rate. In 1998-99, total research awards increased by \$55 million (15%): federal research awards increased by \$51 million (21%), and non-federal research awards increased by \$4 million (3%).

Combining those two years, between 1997-98 and 1999-00, total annual research increased by \$83 million (23%): federal research awards increased by \$62 million (25%), and non-federal research awards increased by \$21 million (18%).

In 1999-00, five schools/colleges accounted for approximately 90% of research awards to the UW-Madison: Medical School, the Colleges of Letters and Science, Agricultural and Life Sciences, Engineering, and the Graduate School. The Medical School and the College of Letters and Science accounted for forty-five percent of combined federal and non-federal research awards.

Six federal agencies accounted for over 90% of federal research awards to the UW-Madison: Department of Health and Human Services, National Science Foundation, Department of Energy, NASA, Department of Defense, and the Department of Agriculture. The Department of Health and Human Services alone accounted for 54% of federal research awards; the Department of Health and Human Services, National Science Foundation, and Department of Energy together accounted for over 78% of federal research awards.

Approximately 50% of UW-Madison faculty members obtained federal or non-federal research awards in 1999-00. It is important to note that this annual percentage does not fully reflect the portion of UW-Madison faculty members that are successful at obtaining extramural research funding. Because many federal research awards are made in a single year for a multi-year period, the number of faculty members receiving new awards in a given year can be substantially less than the number receiving sponsored research support in that year. In any given year, an estimated two-thirds of UW-Madison faculty members are principal investigators on projects for which extramural funds are expended.

In 1999-00, awards to individual faculty members accounted for 79% of UW-Madison research awards. Eleven % of research awards consisted of awards to academic staff members. Almost all research awards to academic staff (\$44 million in total) were awards to individuals with scientist or clinical faculty titles. Finally, approximately 10% of research awards in 1999-00 were awards to Deans, Directors, and Department Chairs.

Of total awards to individual faculty members, 78% were to full professors, 14% to associate professors, and 8% to assistant professors. Of the total, 52% were to faculty affiliated with the Biological Sciences, 33% to the Physical Sciences, 13% to the Social Sciences, and 2% to the Humanities.

The most recent national data on federal research support indicate that in 1998-99 UW-Madison maintained a competitive share of the total federal budget for university research and development. In 1998-99, UW-Madison accounted for approximately 1.56% of total federal expenditures for university research and development. Over the previous ten year period, UW-Madison's share of federal research expenditures varied between a high of 1.86% (1990) and a low of 1.56% (1999) and followed a general, slight downward trend. In aggregate, all top research institutions have been subject to this trend: the top twenty research institutions in 1998-99 accounted for approximately 3% less in federal research expenditures than they did in 1989-90. UW-Madison's rank in terms of federal research expenditures was 10th place in 1998-99. Among public institutions in 1998-99, UW-Madison ranked 5th in federal expenditures for research and development.

If other sources of funding are included, UW-Madison's national ranking is significantly higher. In 1998-99, UW-Madison ranked 5th nationally for total research and development expenditures (compared with 10th for federal expenditures) among all institutions. Among public institutions in 1998-99, UW-Madison ranked 4th in total research and development expenditures. The difference between UW-Madison's rankings in federal and total research support illustrates its competitive ability to obtain external research funding from non-federal sources. Whereas some institutions rely primarily on federal support for their sponsored research

programs, UW-Madison aggressively seeks private research support as well as federal funding.

Within the Big Ten, UW-Madison also compares favorably with respect to its share of the federal research budget and total research support. In 1998-99, UW-Madison ranked 2nd in the Big Ten (behind Michigan) for federal research expenditures, and UW-Madison ranked 2nd in the Big Ten (behind Michigan) for total research and development expenditures.

Current Year Extramural Research Awards

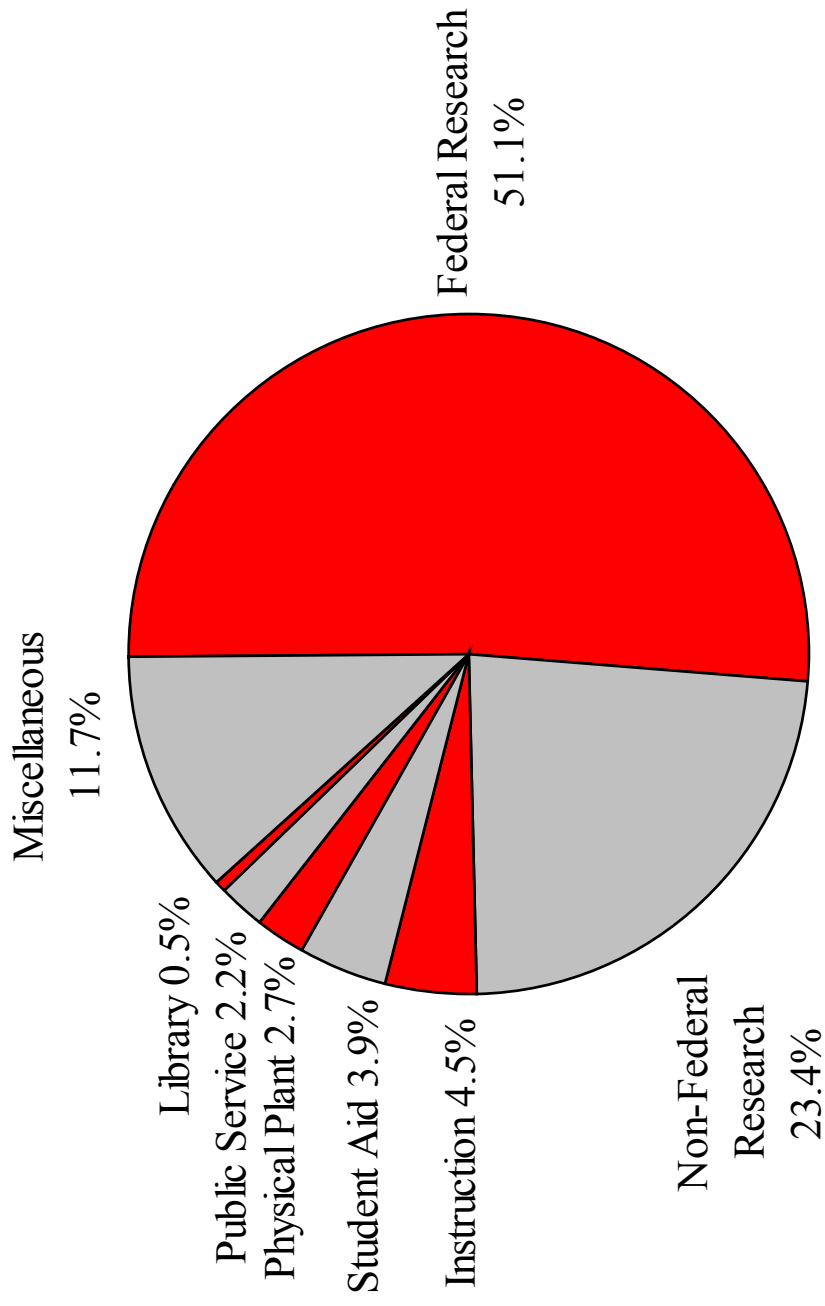
Compared with last year, total year-to-date extramural research awards through January have increased by approximately \$38 million (11%). Year-to-date federal research awards have increased by \$37 million (22%), while year-to-date non-federal research awards have increased by \$1 million (2%).

The substantial growth in year-to-date federal research awards was not anticipated after the record increase in federal research awards over the past two years (\$62 million, or 25%). Federal research awards tend to vary over multi-year periods. For example, in 1994-95, federal research awards increased by 16%, then decreased by 13% in 1995-96, increased by 5% in 1996-97, decreased by 4% in 1997-98. Hence, based on historical patterns, a moderate decrease in federal research awards was anticipated this year (and in the prior year). However, year-to-date federal research awards have increased for all major schools and colleges and all agencies which fund the majority of federal research at UW-Madison.

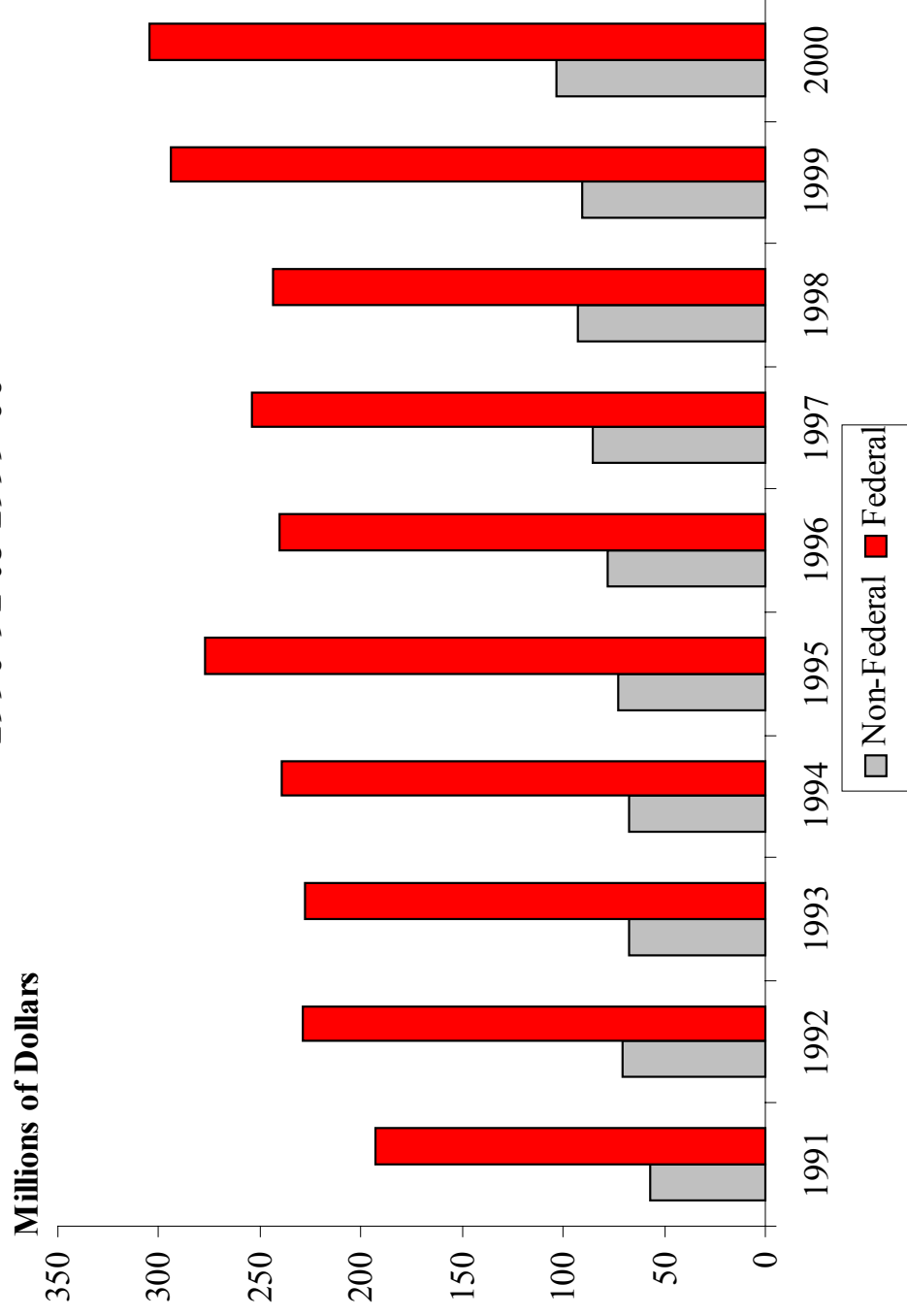
1999-00 UW-Madison Extramural Awards

By Activity

\$597,573,142



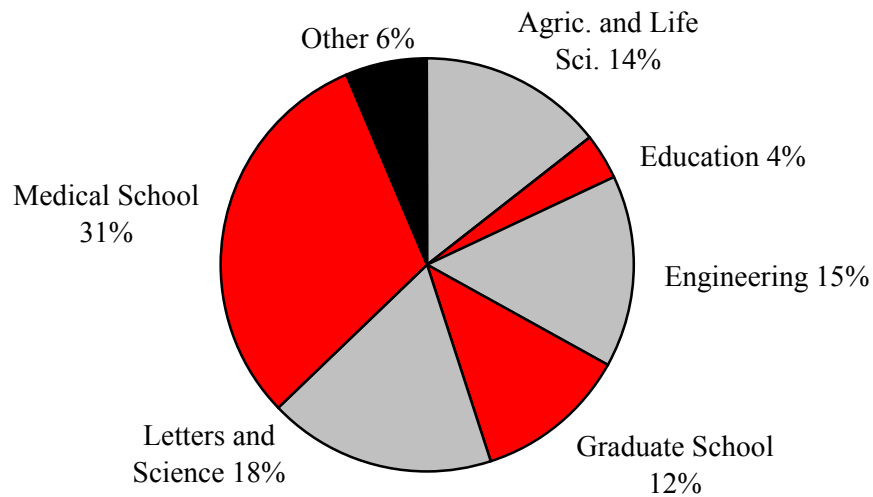
UW-Madison Research Awards 1990-91 to 1999-00



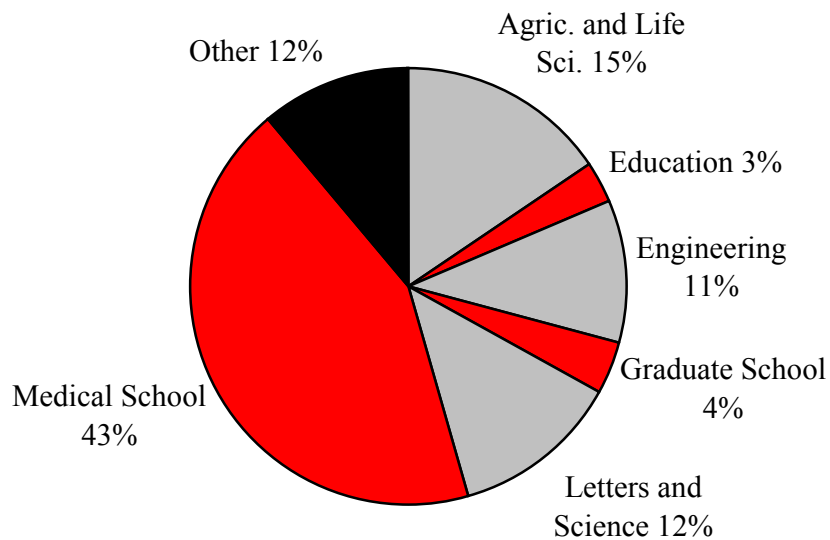
Note: Excludes WARF awards and endowments.

1999-00 UW-Madison Research Awards

Total Awards
\$408,251,688



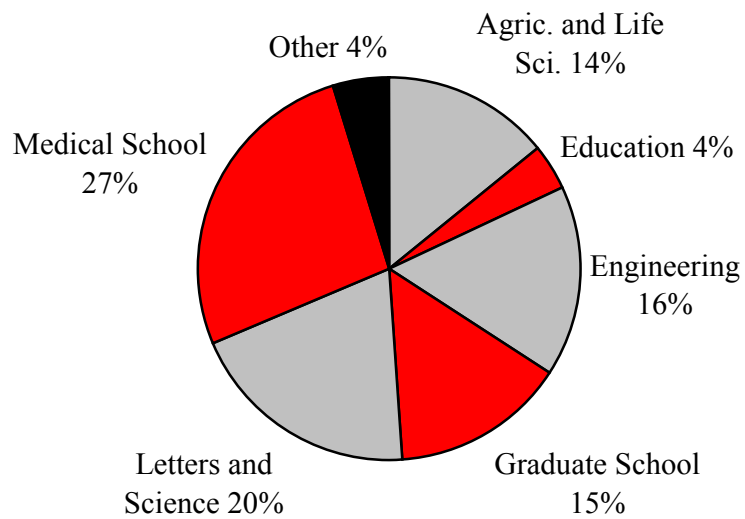
Non-Federal Awards
\$103,131,767



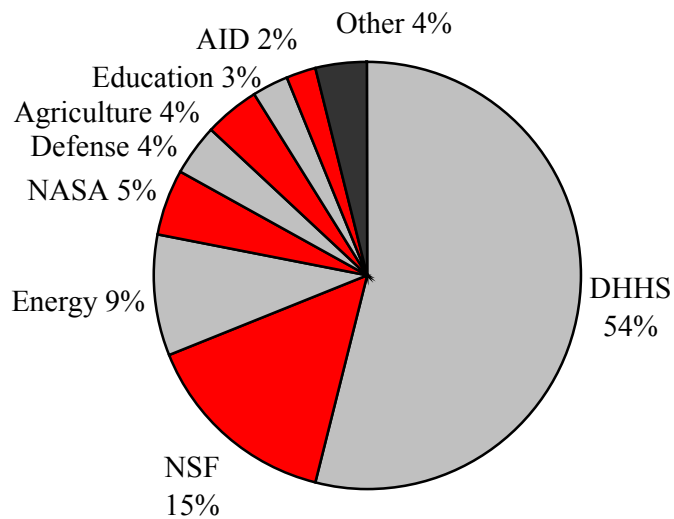
Note: Excludes WARF awards and endowments.

1999-00 UW-Madison Research Awards

Federal Awards \$305,119,921

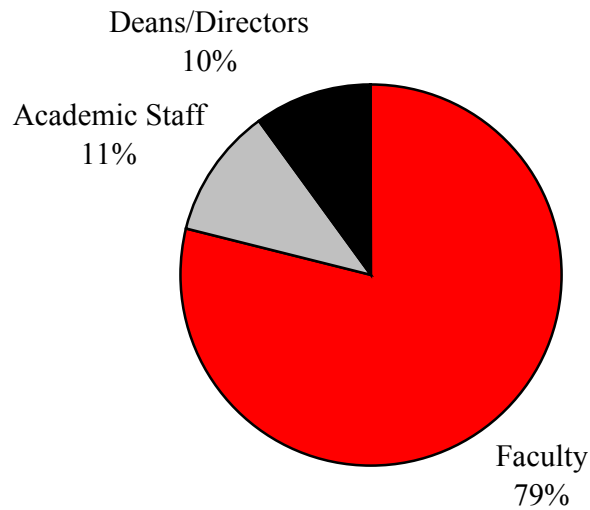


Federal Awards by Agency \$305,119,921

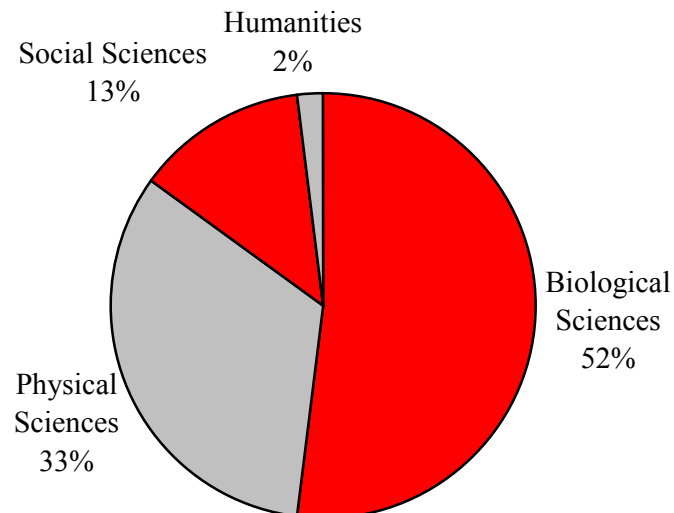


1999-00 UW-Madison Research Awards

Awards by Staff Type

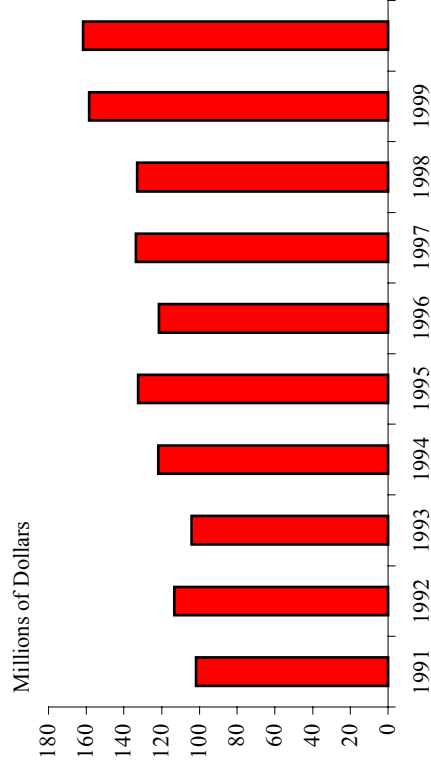


Faculty Awards by Divisional Affiliation

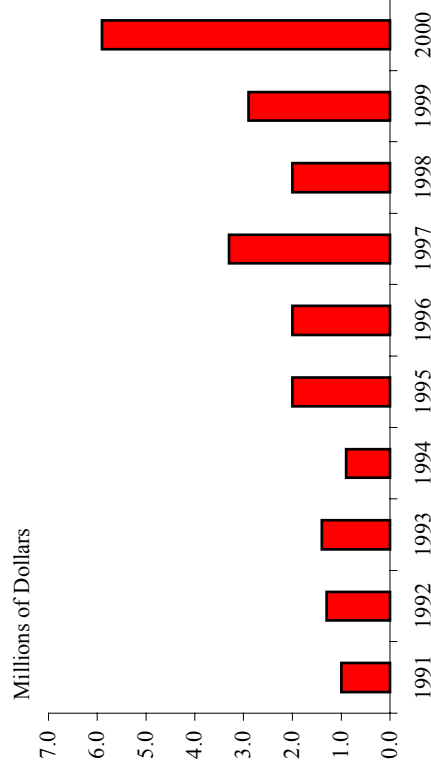


UW-Madison Research Awards by Divisional Affiliation

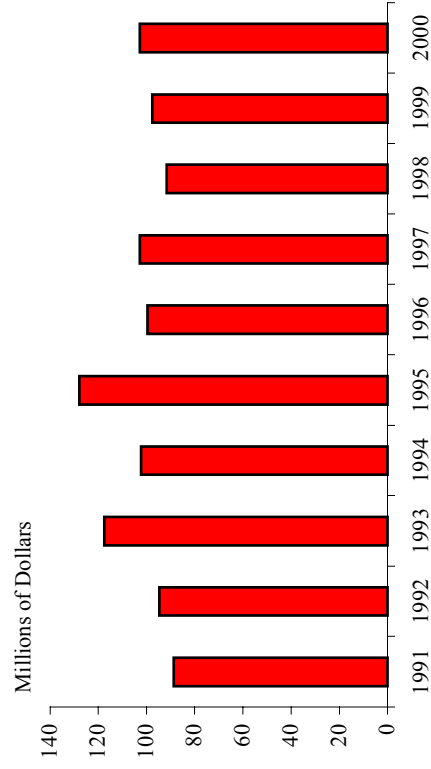
Biological Sciences



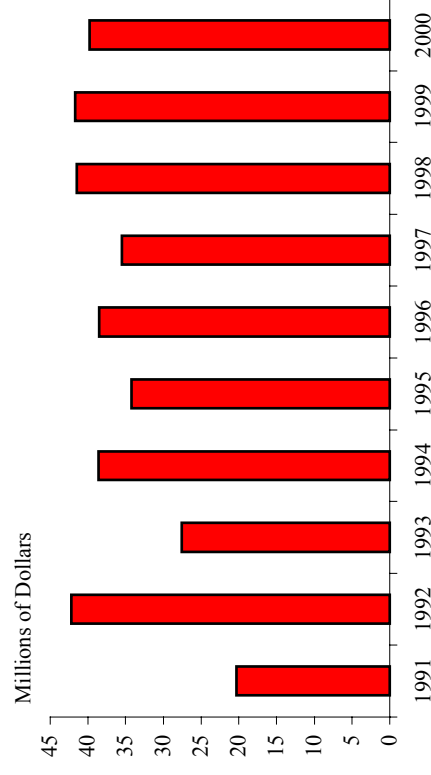
Humanities



Physical Sciences

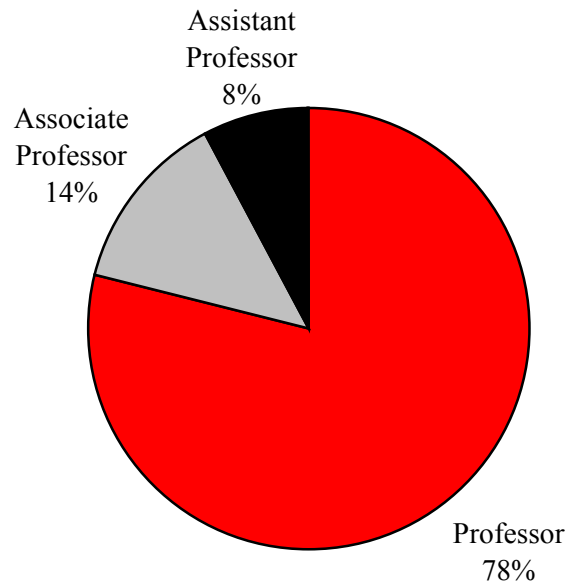


Social Sciences

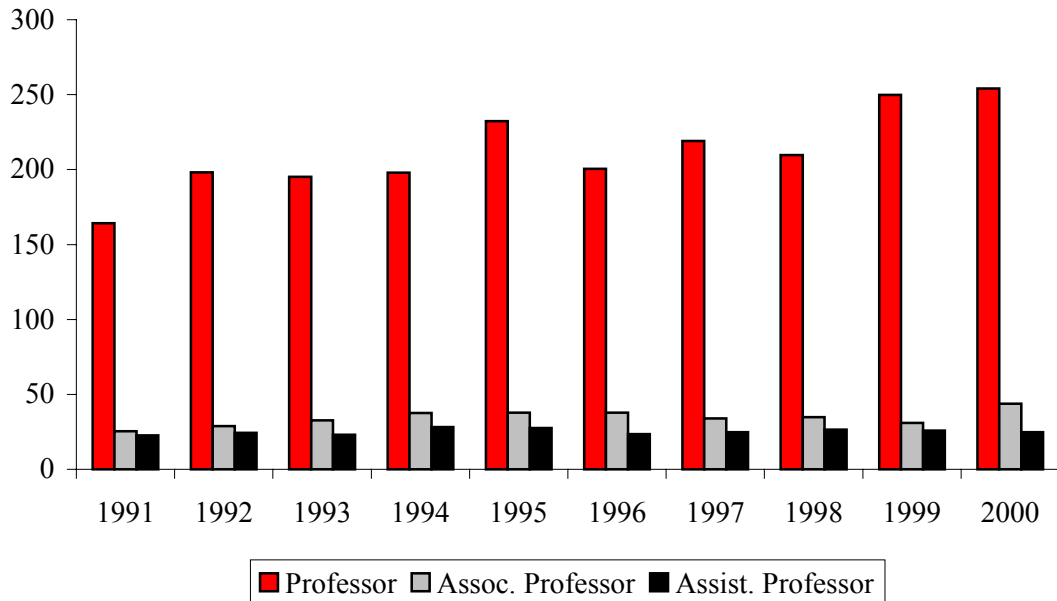


Note: Scales differ.

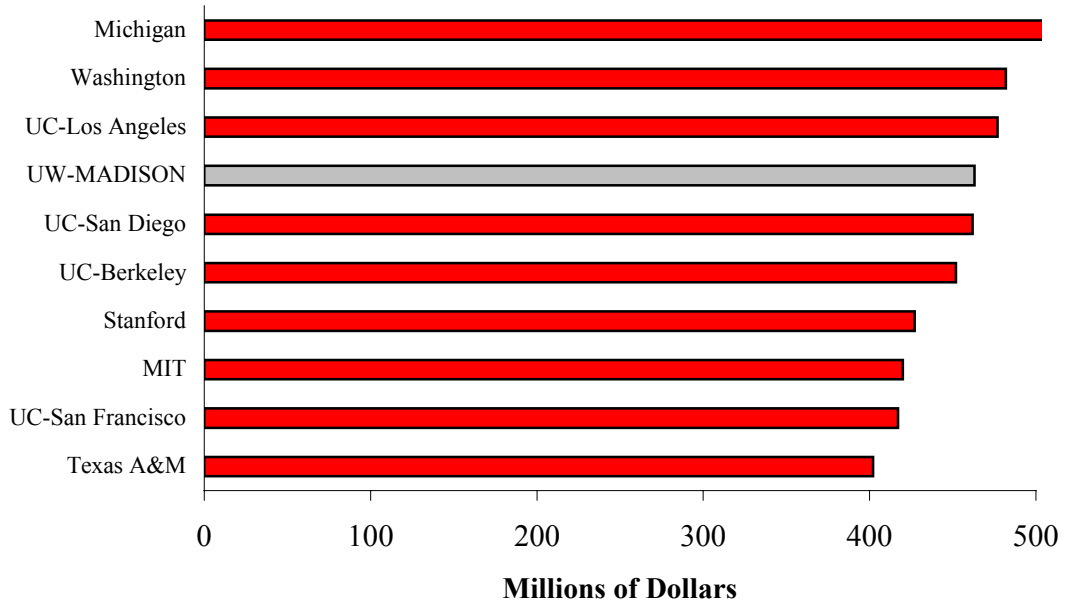
1999-00 UW-Madison Research Awards Faculty Awards by Rank



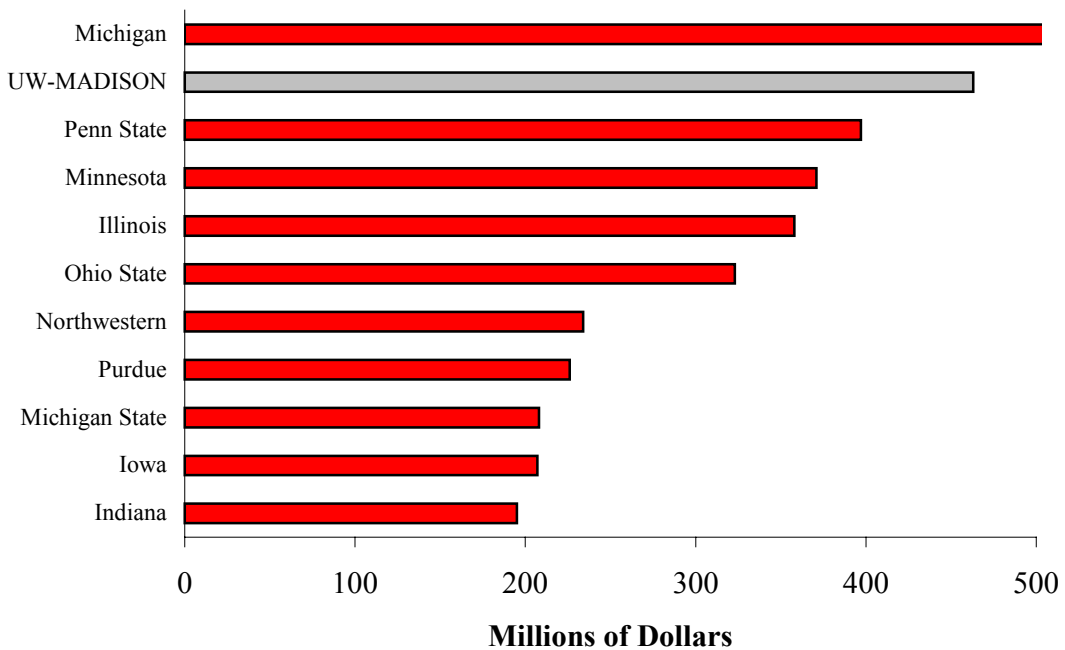
UW-Madison Faculty Research Awards 1990-91 to 1999-00



1998-99 Total R&D Expenditures Top Ten Institutions*

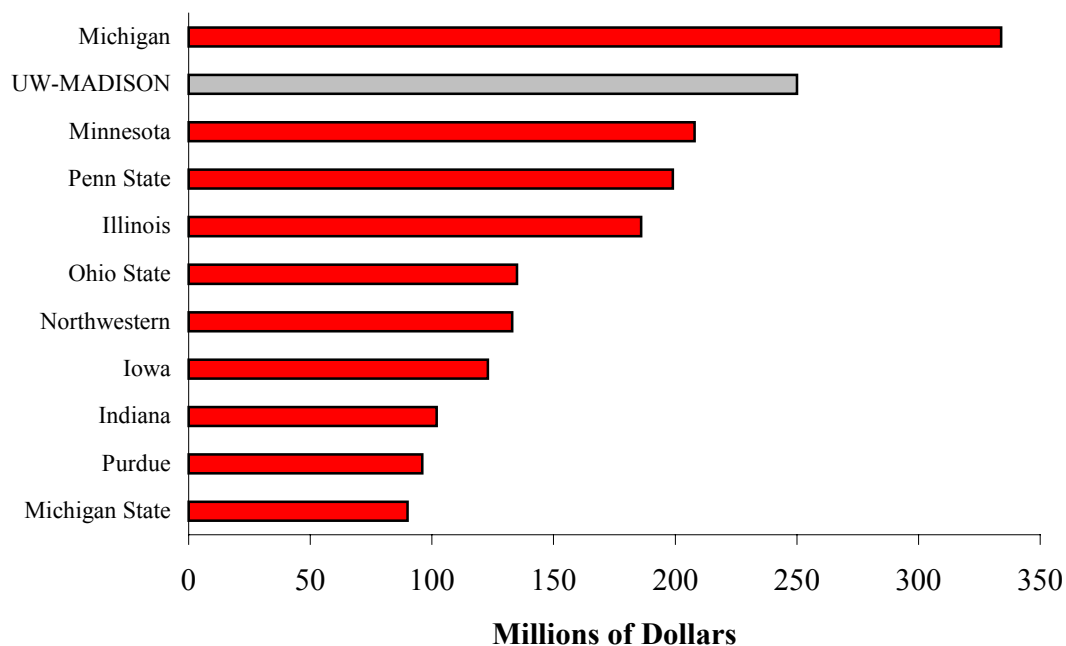


1998-99 Total R&D Expenditures Big Ten Institutions

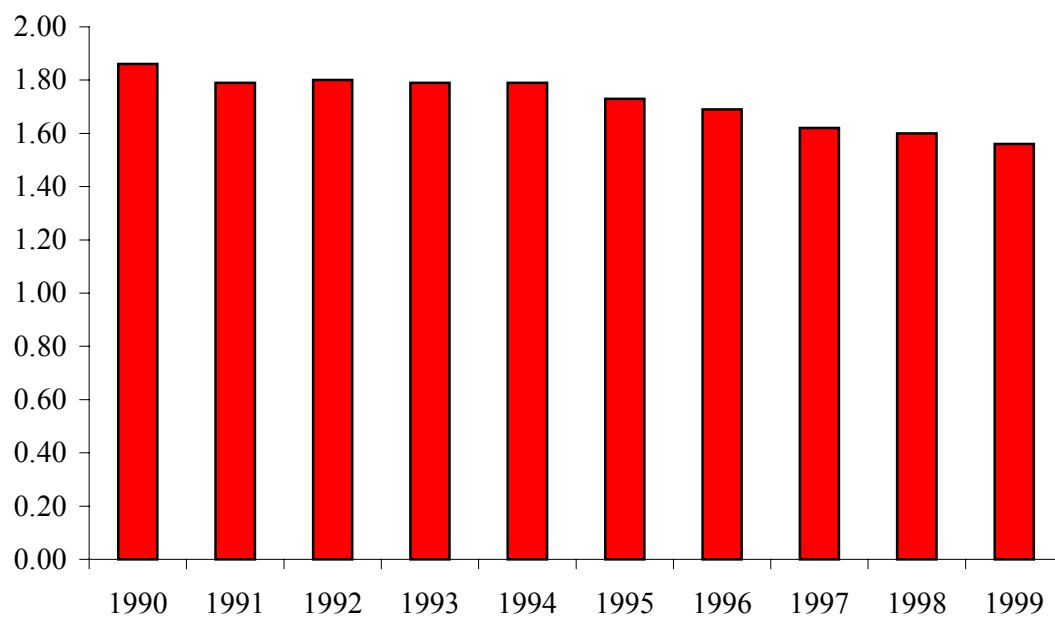


*Excludes Johns Hopkins Applied Physics Laboratory, which ranks first.

1998-99 Federal R&D Expenditures Big Ten Institutions



UW-Madison Percent of Federal R&D Expenditures 1989-90 to 1998-99



1999-2000 UNIVERSITY OF WISCONSIN SYSTEM NON-COMMERCIAL BROADCAST STATIONS' REPORT

EXECUTIVE SUMMARY

The Board of Regents of the University of Wisconsin System is the licensee of 14 non-commercial educational broadcast stations located throughout the state of Wisconsin. Station WISN (UW-Madison) has received Federal Communications Commission (FCC) authorization via a construction permit to build a broadcast radio station. The thirteen other stations are fully operational broadcast stations.

As the licensee, the Board of Regents is accountable to the FCC for compliance with all statutory and regulatory requirements.

The purpose of the Broadcast Stations' Report is to provide the Regents with information essential to fulfill its responsibilities of maintaining the licenses in good standing.

UW System Administration oversight of the stations is provided by the Office of the Senior Vice President for Administration, and by Regent and System presence on the Wisconsin Educational Communications Board of Directors. Regent Patrick G. Boyle serves as the UW Board of Regents representative and, Senior Vice President for Administration David W. Olien serves as the designated representative of the UW System President.

REQUESTED ACTION

This item is for information only.

1999-00 UNIVERSITY OF WISCONSIN SYSTEM NON-COMMERCIAL BROADCAST STATIONS' REPORT

"The broadcast facilities and resources of the University . . . shall be so utilized as to advance the educational purposes of the University and serve to the fullest extent the interests and needs of the people of the state."

*University of Wisconsin Board of Regents
January 1960*

The Board of Regents of the University of Wisconsin System holds the licenses for 13 radio broadcast stations (11 FM, one AM, and one FM in the construction phase) and one television station. All licenses are for non-commercial educational broadcast service. The President of the UW System delegates authority and responsibility for operational administration of these stations to chancellors of institutions at which the stations are located. The UW Colleges and UW-Parkside are the only institutions that do not have broadcast stations. UW-Extension operates WHA-AM and WHA-TV, Madison; WHID-FM, Green Bay; and WVSS-FM, Menomonie.

In some cases, institutional administration and operational supervision of individual stations are delegated to an academic department, with a departmental faculty member designated as general manager or director. In other cases, station directors are qualified academic staff or classified appointees, reporting to a department head, dean, or vice chancellor.

UW System broadcast stations are integrally associated with their home institutions and the communities they serve. Programming decisions are determined in light of audience and institutional needs, in keeping with the community service and outreach missions of the institution. Another important function of several of the stations is to provide academic opportunities to UW students enrolled in courses of study associated with the field of mass communications.

UW System Television and Radio Stations

| Call letters | Location | Frequency | Watts of Power | Hours on Air: Mon.-Fri./Sat.-Sun. |
|--------------|---------------|-------------|----------------|--------------------------------------|
| WHA-TV | Madison | 512-518 MHz | 1,120 | 24/24-18 |
| WHA-AM | Madison | 970 KHz | 4,340 | 24/24 |
| WUEC-FM | Eau Claire | 89.7 MHz | 5,200 | 24/24 |
| WHID-FM | Green Bay | 88.1 | 17,000 | 24/24 |
| WLSU-FM | La Crosse | 88.9 | 8,300 | 24/24 |
| WUWM-FM | Milwaukee | 89.7 | 15,000 | 24/24 |
| WRST-FM | Oshkosh | 90.3 | 960 | 24/24 |
| WSUP-FM | Platteville | 90.5 | 1,000 | 20/17 |
| WRFW-FM | River Falls | 88.7 | 3,000 | 24/24 |
| WWSP-FM | Stevens Point | 89.9 | 11,500 | 20/20 |
| WVSS-FM | Menomonie | 90.7 | 1,000 | 24/24 |
| KUWS-FM | Superior | 91.3 | 8,300 | 24/24 |
| WSUW-FM | Whitewater | 91.7 | 1,300 | 20/21-20 |

WISCONSIN PUBLIC BROADCASTING

In the mid-1980's, to achieve statewide services and management economies, the Wisconsin Educational Communications Board (ECB) and UW-Extension (UWEX) developed a partnership, called "Wisconsin Public Broadcasting." The partnership oversees the operations of Wisconsin Public Television and Wisconsin Public Radio. It is maintained through an affiliation agreement outlining structural principles, functions, staff allocations, television and radio stations (including Board of Regents-licensed stations), and financial commitments.

Wisconsin Public Television. Wisconsin Public Television provides statewide public television service (except in the Milwaukee area^{*}) via six TV stations (one of which is Board of Regents licensee WHA-TV), six translators, and three affiliate stations. In addition, more than 185 statewide cable systems carry Wisconsin Public Television signals. Wisconsin Public Television reaches more than 600,000 television households each week; its diverse programming serves the general public, life-long learners, PK-12 school children and teachers, university and college teachers, and pre-school children.

WHA-TV is managed by UW-Extension and is located in Vilas Hall on the UW-Madison campus. The station has been on the air since 1954, and now operates 24 hours a day Monday through Saturday and 18 hours on Sunday. In 1999-2000, WHA-TV employed 122 full-time and 49 part-time staff.

Wisconsin Public Radio (WPR). Wisconsin Public Radio combines the licenses, staff, and budgets for radio into a statewide joint service. It serves approximately 307,900 listeners each week and provides dual service throughout Wisconsin and adjoining states on two networks, the "NPR News and Classical Music Network" and the "Wisconsin Ideas Network."

The NPR News and Classical Music Network combines National Public Radio news, originating in Washington, D.C., and locally hosted and produced classical music. Eight stations are affiliated with this network, including Board of Regents-licensed stations WUEC (Eau Claire), and WLSU (La Crosse), and WVSS (Menomonee).

The Wisconsin Ideas Network is a talk network produced primarily in Wisconsin from studios in Madison and Milwaukee. It is comprised of 12 stations, including Board of Regents-licensed stations WHA-AM (Extension in Madison), WHID (Green Bay), WRST (Oshkosh), and KUWS (Superior).

UW SYSTEM BROADCAST STATIONS

Currently, 12 radio stations are operated by UW System institutions providing non-commercial educational broadcast program services to their listeners. The 13th station—WSUM (UW-Madison)—has received a construction permit from the FCC to build its broadcast tower. Currently, WSUM streams programming over the Internet. Several stations provide student training and educational laboratory experiences in support of

^{*} The 11 counties of the greater Milwaukee area of southeastern Wisconsin are served by WMVS (Channel 10) and WMTV (Channel 36), which are licensed to the Milwaukee Area Technical College. Both stations are affiliates of the Wisconsin Public Television network.

academic programs, and institutional outreach that acquaints the public with programs and activities of the university.

UW System radio stations can be classified in two categories, three “CPB-qualified” and ten “university” stations:

CPB-qualified stations meet or exceed criteria set forth by the Corporation for Public Broadcasting (CPB), a non-profit corporation that receives funds from the U.S. Congress to support public radio and television broadcasting throughout the nation. The criteria include requiring a minimum level of full-time professional staff, operating budgets, broadcast hours, and production facilities. Such stations are generally referred to as “public” radio and television stations. The radio stations are also members of National Public Radio, a non-profit corporation that produces and distributes programs to member stations and affiliates. UW System public radio stations are WHA-AM (Madison), WUWM (Milwaukee), and WLSU (La Crosse). WHA-TV is a member of PBS, the Public Broadcasting System.

These stations derive a portion of their annual operating budgets from Community Service Grants administered by the Corporation for Public Broadcasting. These direct grants to the stations are distributed according to each station’s demonstrated ability to raise funds from the community and from other non-federal sources. The funds are used for production, equipment, and facilities expenses, and to pay for interconnection services. Previously, the CPB would allocate a separate National Program Production Acquisition Grant (NPPAG) to CPB-qualified radio stations. Currently, the NPPAG is rolled into the Community Service Grant and then allocated.

| Station | Community Service Grant (CSG) |
|----------------------|-------------------------------|
| WHA-TV, Madison | \$931,298 |
| WHA-AM, Madison | 423,472 |
| WLSU (FM), La Crosse | 67,803 |
| WUWM (FM), Milwaukee | \$189,861 |

The ten *University* stations do not meet CPB criteria as full-time, professionally-staffed stations. They have smaller operating budgets, less extensive production facilities, and few, if any, full-time professional employees. The primary budget support for the stations is from institutional allocations and segregated student fees, and operation is primarily by students. These stations are:

WUEC-FM, Eau Claire
 WRFW-FM, River Falls
 WVSS-FM, Menomonie
 WWSP-FM, Stevens Point
 WRST-FM, Oshkosh

KUWS-FM, Superior
 WSUP-FM, Platteville
 WSUW-FM, Whitewater
 WHID-FM, Green Bay
 WSUM-FM, Madison

SIGNIFICANT TELEVISION AND RADIO ACTIVITIES IN 1999-00

- Wisconsin Public Television is working on several Digital Initiatives to explore the learning opportunities of digital television. WPT's Digital Innovations unit partnered with the UW-Extension Cooperative Extension Distance Education/Digital Media Unit for the creation of a DVD (digital versatile disc) Production Lab. This experiment in production looks to DVD as the next wave of technology used to distribute learning resources. The Production Lab provides shared software and equipment for authoring DVD's, formal and informal DVD production training for producers and technicians, and seed money for reversioning existing video content to DVD.
- The Spring 2000 Arbitron data shows the WPR's statewide AQH (average quarter hour) listenership at a new high of 21,900 -- up from last year's 21,200. The CUME (the total number of people who tune in at least once a week) listenership was at 344,300, just slightly down from last year's high of 350,900.
- Wisconsin Public Television has been selected by the Corporation for Public Broadcasting to manage the newly-created National Center for Outreach, an organization that will help public television stations provide meaningful outreach to their local communities. WPT is expected to receive a \$1 million grant -- renewable annually for up to three years -- to provide training for outreach professionals, provide direct grants to support station outreach activities, and identify funding possibilities to address fund-raising efforts at the local level.
- Governor Tommy G. Thompson created a Digital Television Transition Committee to recommend legislation for restructuring the organization of public television and propose ways for funding the transition to digital television. The membership includes UW-Extension Chancellor Kevin Reilly.
- Dana Davis Rehm, Director of Wisconsin Public Radio and WHA Radio, has accepted a position with National Public Radio as vice president for membership services and program marketing. UW-Extension and ECB management expects to advertise the WPR directorship January 2001 and plan to fill it by April.
- Wisconsin Public Radio produces locally and distributes nationally *Michael Feldman's Whad'Ya Know?*, *Zorba Paster On Your Health*, *To The Best Of Our Knowledge*, and *Calling All Pets*.
- WUWM (Milwaukee) began its move from the UWM campus to the Plankinton Building at the Grand Avenue Mall in Milwaukee. The new lease -- approved by the Board of Regents Physical Planning and Funding Committee in September 1999 -- consolidates WUWM's operations and enhances the image of both the station and the campus in a highly visible downtown location. The project has been funded exclusively with dollars raised in the community

- WUWM (Milwaukee) won 14 awards for outstanding journalism this year. WUWM reporters had 30 of their in-depth reports broadcast nationally on National Public Radio news programs.
- In the FY 1999-2000, WUWM (Milwaukee) raised more than \$1.4 million from the community, a 14 percent increase from the previous year.
- WUWM (Milwaukee) increased its weekly listeners, according to the Arbitron Ratings Company, from 61,700 last year to 64,800 this year. This is up by more than 17 percent or 9000 weekly listeners over the previous year.
- On April 4, 1999, an ice storm struck the Duluth-Superior area, destroying the KUWS-FM transmitter and equipment. As a result, KUWS-FM operated at reduced power for the rest of 1999 and was restored to full power in mid-April 2000. KUWS staff have completely replaced all of the damaged equipment and used this opportunity to bolster the station's ability to operate in an emergency. Additional equipment to support the station includes back-up generators at both the studio and transmitter locations and an ice-storm-proof roof of the new transmitter building.
- With the Board of Regents' approval in July 1995, WSUM-FM (Madison) applied to the FCC for a construction permit to establish a student radio station. In an August 1999 ruling, a Dane County Circuit Court judge ruled that the student tower constituted a government use, overturning a July 1998 county Board of Adjustments ruling that sided with Montrose township residents who want to block the tower from being built there. The town of Montrose is appealing to the Wisconsin Supreme Court an appellate court decision that ruled in favor of the Board of Regents and that would have allowed station WSUM to construct a broadcast tower. This is the town's final appeal. So far, both circuit and appellate courts have ruled in the Regents' favor and determined that the tower would be used to further the University's educational mission, thus making it a governmental use. In the meantime, WSUM continues to stream news, music, sports, and public affairs programming via the Internet.
- Wisconsin Public Radio listeners are now able to contribute via the Internet. Through www.wpr.org, charges and pledges may be accepted 24 hours a day. WPR will continue to have "Web-Pledge" days throughout the year to augment the traditional pledge drives.
- A Wisconsin Public Television and NEWIST-CESA #7 documentary received a number of awards. The hour-long *Beyond the Butterfly* allowed middle-school girls to candidly reveal what is going on in their lives. The documentary won the Best of Show by the Aurora Awards, an independent film and video competition, and the bronze award at the Columbus Film Festival. The program also won awards from the Central Education Network, Media & Methods, *What's New Magazine* and *Parents' Choice Magazine*.

- The Native American Journalists Association honored a segment of Wisconsin Public Television's *Weekend*. In its national awards program, the association named "Beyond the Boatlanding" best television feature story. The segment aired within a WPT special *Weekend: "Century to Century,"* and explored treaty rights affecting the spear fishing and gaming booms.
- With recent technology, various types of radio station programming can now be transmitted over the Internet. Several UW System radio stations—and one pure Internet station not affiliated with any campus radio station—now broadcast (sometimes called webcast) such programming.
 - Stations WWSP (Stevens Point) and WSUW (Whitewater) webcasts live, on-air programming.
 - WPR webcasts its *NPR News & Classical Music* and *Ideas Network* programming.
 - Stations KUWS (Superior) and WUWM (Milwaukee) archive on their websites locally-produced shows that an Internet user can access asynchronously.
 - WSUM (Madison) webcasts programming from its radio station studio.
 - SRI, the Student Radio Initiative at UW-Eau Claire, webcasts programming and is the only station not affiliated with an on-air radio station.
 - Station WUEC (Eau Claire) has intentions of broadcasting some or all of its programming.

The Federal Communications Commission does not govern Internet broadcasting, and licenses are not needed to broadcast over the Internet. Legal counsel on behalf of the Board of Regents, however, has registered the website addresses of the above because they broadcast copyrighted music and other programming. UW System is also negotiating with music licensing agencies for systemwide licenses to broadcast music in accordance with copyright laws.

Although campus bandwidth (the physical infrastructure of the Internet) and its costs limits the number of listeners to campus Internet stations, more stations are likely to broadcast over the Internet as technology improves and the costs decrease.

PROGRAMMING, BUDGET, AND STAFFING

In October 1982, the Federal Communications Commission (FCC) listed and defined the following seven program categories, including program formats and emphasis:

1. *Instructional*: designed to be a part of the credit-related educational offerings of the institution. K-12 in-school courses, in-service training for teachers, and college credit courses are examples of instructional programs.
2. *General Educational*: educational programs for which no formal credit is given.
3. *Performing Arts*: offerings in which the performing aspect predominates, such as drama or concert, opera, or dance.
4. *News*: includes reports dealing with current local, national, and international events, including weather and stock market reports; and commentary, analysis, or sports news when an integral part of a news program.
5. *Public Affairs*: includes those programs dealing with local, state, regional, national, or international issues or problems; including but not limited to talks, commentaries, discussions, speeches, political programs, documentaries, panels, roundtables, vignettes, and extended coverage (live or recorded) of public events or proceedings such as local council meetings, Congressional hearings, and the like.
6. *Light Entertainment*: includes programs consisting of popular music or other light entertainment.
7. *Other*: includes all programs not falling within the definitions above. Most sports programs should be reported as "Other."

Percentage of Program Hours Per Week, 1999-2000

| Station & Location | Instruc- -tional | General Education | Public Affairs | Perform- ance Arts | Light Enter- tainment | News | Other |
|---------------------|---------------------|----------------------|-------------------|--------------------------|-----------------------------|------|-------|
| WHA-TV, Extension | 15% | 25% | 18% | 11% | 8% | 19% | 4% |
| WUEC, Eau Claire | 0 | 0 | 2 | 52 | 30 | 16 | 0 |
| WHID, Green Bay | 0 | 3 | 62 | 10 | 0 | 22 | 3 |
| WSUM, Madison | 0 | 0 | 3 | 1 | 93 | 1 | 2 |
| WLSU, La Crosse | 0 | 0 | 4 | 23 | 49 | 24 | 0 |
| WHA-AM, Extension | 0 | 8 | 52 | 4 | 13 | 18 | 4 |
| WUWM, Milwaukee | 0 | 0 | 0 | 0 | 18 | 82 | 0 |
| WRST, Oshkosh | 0 | 0 | 34 | 6 | 56 | 4 | 0 |
| WSUP, Platteville | 0 | 1 | 4 | 5 | 79 | 7 | 8 |
| WRFW, River Falls | 0 | 3 | 24 | 1 | 57 | 15 | 0 |
| WWSP, Stevens Point | 0 | 0 | 8 | 0 | 90 | 2 | 0 |
| WVSS, Menomonie | 0 | 3 | 21 | 70 | 0 | 6 | 0 |
| KUWS, Superior | 0 | 0 | 66 | 0 | 25 | 8 | 1 |
| WSUW, Whitewater | 0 | 0 | 3.5 | 0 | 95 | 2 | 0 |

Annual Operating Budgets, 1999-2000

| Station & Location | GPR/Fees | | Seg Fees | Gifts, Grants & Contracts | Total |
|----------------------|-------------|-----------|-------------|---------------------------------|-------------|
| | Salaries | Other | | | |
| WHA-TV, Extension | \$2,455,553 | \$562,770 | — | \$5,832,161 | \$8,850,484 |
| WUEC, Eau Claire* | 9,500 | 8,800 | \$12,000 | 15,000 | 45,300 |
| WHID, Green Bay | 42,384 | — | — | 30,200 | 72,584 |
| WLSU, La Crosse** | 63,164 | 20,000 | — | 219,418 | 302,582 |
| WHA-AM, Extension | 971,632 | 27,026 | — | 5,034,280 | 6,032,938 |
| WUWM, Milwaukee | 198,704 | 32,814 | — | 1,563,603 | 1,795,121 |
| WRST, Oshkosh | 59,013 | — | 24,931 | 3,940 | 87,884 |
| WSUP, Platteville*** | 3,605 | — | 20,831 | 145 | 24,581 |
| WRFW, River Falls | 7,000 | 8,120 | 15,700 | 3,225 | 34,045 |
| WWSP, Stevens Point | 5,550 | — | 59,095 | 8,383 | 72,978 |
| WVSS, Menomonie**** | — | — | — | — | — |
| KUWS, Superior | 43,383 | 5,290 | — | — | 48,673 |
| WSUW, Whitewater | 21,400 | — | 19,050 | 1,500 | 41,950 |
| WSUM, Madison | 33,963 | — | 83,548 | 12,280 | 117,511 |

* *WUEC* budget figures are from 1998-1999.

** *WLSU* salary figure for the two employees paid through UW-La Crosse. Salaries for the remaining three positions are in the WHA-AM budget.

*** *WSUP* salaries do not include chief operator position, a 30 per cent appointment not included in the station budget.

**** *WVSS* budget items included in WHA-AM budget.

GPR/Fees include (a) “Salaries” for academic staff, classified personnel, and faculty members; and (b) “Other,” which includes expenditures from institutional budget for student and LTE wages; supplies and expense; capital; etc.

Segregated Fees indicate allocations from student fee income; may also be expended for student wages, S & E, capital, etc.

Gifts, Grants & Contracts include private donations from individuals and citizen support groups; underwriting contributions; program revenue from production contracts; and Community Service Grants from the Corporation for Public Broadcasting.

Staffing Levels

| | Full-Time Employees | Paid Part- Time Employees | Unpaid Student Staff | Percentage of Faculty Person's Time |
|---------------------|------------------------|---------------------------------|-------------------------|---|
| WHA-TV, Extension | 122 | 49 | 0 | 0% |
| WUEC, Eau Claire | 0 | 12 | 26 | 25 |
| WHID, Green Bay | 1 | 0 | 0 | 0 |
| WLSU, La Crosse | 5 | 13 | 0 | 0 |
| WHA-AM, Extension | 58 | 44 | 0 | 1 |
| WUWM, Milwaukee | 19 | 7 | 0 | 0 |
| WRST, Oshkosh | 0 | 4 | 55 | 0 |
| WSUP, Platteville | 0 | 2 | 104 | <25 |
| WRFW, River Falls | 0 | 10 | 57 | 25 |
| WWSP, Stevens Point | 0 | 14 | 56 | 15 |
| WVSS, Menomonie* | — | — | — | — |
| KUWS, Superior* | 1 | 7 | 21 | 0 |
| WSUW, Whitewater | 1 | 1 | 76 | 50 |
| WSUM, Madison | 1 | 0 | 216 | 1 |

*The full-time staff count for WVSS-FM, which is managed by UW-Extension, is included in WHA-AM's total.

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-Madison, the Board of Regents:

- Approves the revised “Agreement to Accept Gifts from Wisconsin United for Health Foundation, Inc. by the University of Wisconsin Foundation and the University of Wisconsin System Board of Regents.”
- Approves the By-Laws for the Oversight & Advisory Committee required under the Commissioner’s order.

BLUE CROSS/BLUE SHIELD: BY-LAWS AND ACCEPTANCE OF FUNDS

EXECUTIVE SUMMARY

BACKGROUND

Blue Cross and Blue Shield United of Wisconsin (BCBSUW) submitted an application to the Office of the Commissioner of Insurance to convert to a for-profit stock corporation. Under the proposed conversion, BCBSUW would transfer 100 percent of its value to a new public health foundation Wisconsin United for Health Foundation, Inc. (WUHF), which would, over time, sell its shares in the converted BCBSUW and split the proceeds between the UW Medical School and the Medical College of Wisconsin.

On March 28, 2000, Insurance Commissioner Connie L. O'Connell approved the conversion proposal with several modifications. The specifics of those modifications and the requirements and responsibilities of the Board of Regents were detailed in materials presented for information at the May 2000 meeting of the Board of Regents

A consumer coalition appealed the order of the commissioner with regard to the distribution of the funds, but not the conversion. The circuit court rejected the appeal. The coalition has appealed that decision.

Notwithstanding the current appeal, regarding the distribution of funds, BCBSUW is seeking to move forward with the conversion. In order to do so, the Insurance Commissioner requires an approved agreement to accept funds and by-laws of an oversight and advisory committee required under the Order.

REQUESTED ACTION

Board of Regents approval of a revised agreement to accept funds from the conversion and approval of the by-laws for the required oversight and advisory committee.

DISCUSSION AND RECOMMENDATION

At its September 8, 2000 meeting, the Board approved a proposed Agreement to Accept Funds. The Insurance Commissioner, after reviewing the proposed language required two changes:

1. To add the WUHF, Inc. as a party to the agreement, by name; and

2. Have the UW Foundation (UWF) explicitly promise to disburse the funds, received from the WUHF, Inc., and deposited with the UWF, in accordance with the Commissioner's order.

Those are the only changes from the previously approved agreement and the UW Foundation has agreed to the change. The revised agreement is attached.

Approval of the by-laws of the oversight and advisory committee is a precondition to Commissioner approval of the sale of the stock. The proposal by-laws are attached. They are being reviewed by the Commissioner. Any changes which the Commissioner requires will be presented at the Board meeting. The Commissioner is aware that these proposed by-laws are subject to Regent approval.

The Articles of the proposed by-laws can be grouped into three categories:

1. The majority (e.g., Articles 2, 3.1, 3.2, 3.5, 5.1) are virtually identical in language to the Commissioner's order.
2. Several Articles (e.g., Articles 3.3, 3.4, 4, 6, etc.) are primarily standard provisions dealing with such topics as resignation of members, officers, and meetings.
3. There are miscellaneous provisions, such as, reimbursement of travel expenses (Article 3.6) and liability coverage (Article 8) that are similar to provisions in most state and university committees that include private citizens.

Finally, for your information, we have attached a copy of the letter going out to public and community health groups regarding nominations in the future for four of the committee members. The Board approved such action at its September 8, 2000 meeting.

February 9, 2001

Agenda Item I.2.i.

The following materials are available from the University of Wisconsin System Board of Regents Office:

- Agreement to Accept Gifts from Wisconsin United for Health Foundation, Inc.
- OAC Bylaws
- Letter from UW-Madison and Medical College of Wisconsin

**UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2000-2001 - Second Quarter**

| FISCAL YEAR 2000-2001 | Extension | Instruction | Libraries | Misc | Phy Plt | Research | Student Aid | Total |
|------------------------------|--------------------|--------------------|------------------|-------------------|-------------------|--------------------|--------------------|--------------------|
| Total | 32,493,205 | 30,309,748 | 2,046,716 | 49,104,573 | 21,240,304 | 300,748,310 | 52,463,458 | 488,406,314 |
| Federal | 19,315,896 | 23,358,603 | 375,306 | 10,049,255 | 2,707,925 | 214,716,846 | 46,962,377 | 317,486,208 |
| Nonfederal | 13,177,309 | 6,951,145 | 1,671,410 | 39,055,319 | 18,532,379 | 86,031,464 | 5,501,081 | 170,920,106 |
| FISCAL YEAR 1999-2000 | | | | | | | | |
| Total | 35,562,760 | 32,040,308 | 1,486,815 | 46,177,545 | 4,013,107 | 260,788,827 | 58,610,734 | 438,680,096 |
| Federal | 18,113,100 | 23,469,965 | 204,646 | 9,705,697 | 0 | 176,630,210 | 51,182,543 | 279,306,161 |
| Nonfederal | 17,449,660 | 8,570,343 | 1,282,169 | 36,471,849 | 4,013,107 | 84,158,617 | 7,428,191 | 159,373,935 |
| INCREASE(DECREASE) | | | | | | | | |
| Total | (3,069,555) | (1,730,560) | 559,901 | 2,927,028 | 17,227,197 | 39,959,484 | (6,147,276) | 49,726,218 |
| Federal | 1,202,796 | (111,362) | 170,660 | 343,558 | 2,707,925 | 38,086,636 | (4,220,166) | 38,180,047 |
| Nonfederal | (4,272,351) | (1,619,198) | 389,241 | 2,583,470 | 14,519,272 | 1,872,847 | (1,927,110) | 11,546,171 |

UNIVERSITY OF WISCONSIN SYSTEM
 GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
 QUARTERLY REPORT & PRIOR-YEAR COMPARISON
 FISCAL YEAR 2000-2001 - Second Quarter

| | Extension | Instruction | Libraries | Misc | Phy Plt | Research | Student Aid | Total |
|------------------------------|-------------------|-------------------|------------------|-------------------|-------------------|--------------------|-------------------|--------------------|
| FISCAL YEAR 2000-2001 | | | | | | | | |
| Madison | 10,172,607 | 13,035,961 | 2,020,551 | 38,330,260 | 19,879,012 | 286,651,966 | 16,146,259 | 386,236,616 |
| Milwaukee | 199,550 | 7,771,952 | 580 | 2,789,704 | 0 | 8,250,853 | 6,664,167 | 25,676,807 |
| Eau Claire | 453,353 | 1,195,506 | 0 | 0 | 0 | 850,042 | 18,830 | 2,517,731 |
| Green Bay | 70,863 | 1,034,953 | 25,585 | 116,819 | 795,500 | 131,449 | 1,768,063 | 3,943,232 |
| La Crosse | 634,632 | 663,651 | 0 | 1,965,005 | 256,000 | 1,806,536 | 4,180,947 | 9,506,771 |
| Oshkosh | 3,425,388 | 3,152,745 | 0 | 0 | 0 | 568,269 | 2,810,139 | 9,956,541 |
| Parkside | 357,408 | 208,514 | 0 | 118,758 | 0 | 545,064 | 3,260,430 | 4,490,174 |
| Platteville | 68,897 | 59,338 | 0 | 216,064 | 1,007 | 0 | 2,090,510 | 2,435,816 |
| River Falls | 354,478 | 337,149 | 0 | 1,330,765 | 0 | 39,913 | 2,033,833 | 4,096,139 |
| Stevens Point | 2,246,897 | 448,882 | 0 | 231,515 | 0 | 938,336 | 3,961,789 | 7,827,419 |
| Stout | 1,874,924 | 150,018 | 0 | 1,028,486 | 10,640 | 747,525 | 3,537,084 | 7,348,677 |
| Superior | 0 | 702,428 | 0 | 0 | 0 | 73,800 | 609,000 | 1,385,228 |
| Whitewater | 0 | 96,147 | 0 | 2,168,544 | 298,145 | 122,941 | 2,904,322 | 5,590,099 |
| Colleges | 5,065 | 84,479 | 0 | 572,530 | 0 | 21,616 | 2,403,085 | 3,086,775 |
| Extension | 12,629,143 | 0 | 0 | 154,543 | 0 | 0 | 0 | 12,783,686 |
| System-Wide | 0 | 1,368,025 | 0 | 81,580 | 0 | 0 | 75,000 | 1,524,605 |
| Totals | 32,493,205 | 30,309,748 | 2,046,716 | 49,104,573 | 21,240,304 | 300,748,310 | 52,463,458 | 488,406,314 |
| Madison | 8,706,928 | 7,077,565 | 375,306 | 3,155,379 | 2,441,285 | 204,397,181 | 11,094,305 | 237,247,949 |
| Milwaukee | 0 | 7,028,283 | 0 | 1,048,402 | 0 | 6,027,221 | 6,483,254 | 20,587,161 |
| Eau Claire | 416,948 | 1,120,506 | 0 | 0 | 0 | 801,258 | 18,830 | 2,357,542 |
| Green Bay | 2,000 | 1,569,451 | 0 | 0 | 0 | 182,856 | 1,758,721 | 3,513,028 |
| La Crosse | 427,357 | 649,526 | 0 | 1,086,646 | 256,000 | 1,511,575 | 4,179,310 | 8,110,414 |
| Oshkosh | 2,722,042 | 3,019,699 | 0 | 0 | 0 | 143,269 | 2,810,139 | 8,695,149 |
| Parkside | 335,333 | 98,179 | 0 | 0 | 0 | 528,367 | 3,179,013 | 4,140,892 |
| Platteville | 21,245 | 0 | 0 | 6,284 | 0 | 0 | 2,090,510 | 2,118,039 |
| River Falls | 322,658 | 321,684 | 0 | 1,188,920 | 0 | 0 | 1,998,451 | 3,831,713 |
| Stevens Point | 1,570,792 | 243,651 | 0 | 231,515 | 0 | 270,438 | 3,961,789 | 6,278,185 |
| Stout | 1,763,481 | 86,258 | 0 | 954,042 | 10,640 | 731,929 | 3,423,826 | 6,970,176 |
| Superior | 0 | 695,028 | 0 | 0 | 0 | 0 | 609,000 | 1,304,028 |
| Whitewater | 0 | 78,750 | 0 | 1,922,248 | 0 | 122,752 | 2,822,207 | 4,945,957 |
| Colleges | 0 | 1,998 | 0 | 455,819 | 0 | 0 | 2,533,022 | 2,990,839 |
| Extension | 3,027,112 | 0 | 0 | 0 | 0 | 0 | 0 | 3,027,112 |
| System-Wide | 0 | 1,368,025 | 0 | 0 | 0 | 0 | 0 | 1,368,025 |
| Federal Totals | 19,315,896 | 23,358,603 | 375,306 | 10,049,255 | 2,707,925 | 214,716,846 | 46,962,377 | 317,486,208 |
| Madison | 1,465,679 | 5,958,396 | 1,645,245 | 35,174,881 | 17,437,727 | 82,254,785 | 5,051,954 | 148,988,667 |
| Milwaukee | 199,550 | 743,669 | 580 | 1,741,302 | 0 | 2,223,632 | 180,913 | 5,089,646 |
| Eau Claire | 36,405 | 75,000 | 0 | 0 | 0 | 48,784 | 0 | 160,189 |
| Green Bay | 68,863 | (534,498) | 25,585 | 116,819 | 795,500 | (51,408) | 9,342 | 430,204 |
| La Crosse | 207,275 | 14,125 | 0 | 878,359 | 0 | 294,961 | 1,637 | 1,396,357 |
| Oshkosh | 703,346 | 133,046 | 0 | 0 | 0 | 425,000 | 0 | 1,261,392 |
| Parkside | 22,075 | 110,335 | 0 | 118,758 | 0 | 16,697 | 81,417 | 349,282 |
| Platteville | 47,652 | 59,338 | 0 | 209,780 | 1,007 | 0 | 0 | 317,777 |
| River Falls | 31,820 | 15,465 | 0 | 141,846 | 0 | 39,913 | 35,382 | 264,426 |
| Stevens Point | 676,105 | 205,231 | 0 | 0 | 0 | 667,898 | 0 | 1,549,234 |
| Stout | 111,443 | 63,760 | 0 | 74,444 | 0 | 15,596 | 113,258 | 378,501 |
| Superior | 0 | 7,400 | 0 | 0 | 0 | 73,800 | 0 | 81,200 |
| Whitewater | 0 | 17,397 | 0 | 246,296 | 298,145 | 189 | 82,115 | 644,142 |
| Colleges | 5,065 | 82,481 | 0 | 116,711 | 0 | 21,616 | (129,937) | 95,936 |
| Extension | 9,602,031 | 0 | 0 | 154,543 | 0 | 0 | 0 | 9,756,574 |
| System-Wide | 0 | 0 | 0 | 81,580 | 0 | 0 | 75,000 | 156,580 |
| Nonfederal Totals | 13,177,309 | 6,951,145 | 1,671,410 | 39,055,319 | 18,532,379 | 86,031,464 | 5,501,081 | 170,920,106 |

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2000-2001 - Second Quarter

| | Extension | Instruction | Libraries | Misc | Phy Plt | Research | Student Aid | Total |
|------------------------------|-------------------|-------------------|------------------|-------------------|------------------|--------------------|-------------------|--------------------|
| FISCAL YEAR 1999-2000 | | | | | | | | |
| Madison | 7,149,320 | 12,700,199 | 1,401,080 | 36,494,039 | 3,452,126 | 248,304,688 | 17,170,141 | 326,671,593 |
| Milwaukee | 896,112 | 8,105,348 | 0 | 2,178,867 | 0 | 7,962,376 | 6,871,155 | 26,013,857 |
| Eau Claire | 498,898 | 1,737,901 | 0 | 0 | 0 | 220,820 | 4,255,818 | 6,713,437 |
| Green Bay | 87,645 | 1,223,425 | 12,100 | 115,117 | 100,000 | 349,545 | 1,899,894 | 3,787,726 |
| La Crosse | 541,293 | 240,403 | 0 | 809,431 | 0 | 1,558,773 | 4,097,573 | 7,247,473 |
| Oshkosh | 4,314,966 | 3,250,129 | 0 | 0 | 0 | 155,036 | 2,648,387 | 10,368,518 |
| Parkside | 489,736 | 309,131 | 0 | 509,000 | 0 | 140,278 | 1,818,425 | 3,266,570 |
| Platteville | 105,259 | 0 | 0 | 1,018,826 | 0 | 0 | 2,428,813 | 3,552,898 |
| River Falls | 872,576 | 149,457 | 0 | 1,114,459 | 0 | 57,123 | 2,050,341 | 4,243,956 |
| Stevens Point | 900,299 | 2,390,091 | 0 | 217,172 | 0 | 799,910 | 3,622,220 | 7,929,692 |
| Stout | 1,885,872 | 146,204 | 73,635 | 602,030 | 460,981 | 931,415 | 3,294,871 | 7,395,008 |
| Superior | 65,772 | 647,282 | 0 | 0 | 0 | 121,044 | 1,104,884 | 1,938,982 |
| Whitewater | 0 | 83,470 | 0 | 1,541,192 | 0 | 146,614 | 4,574,084 | 6,345,360 |
| Colleges | 8,696 | 108,650 | 0 | 809,985 | 0 | 41,205 | 2,774,128 | 3,742,664 |
| Extension | 17,746,316 | 0 | 0 | 314,238 | 0 | 0 | 0 | 18,060,554 |
| System-Wide | 0 | 948,618 | 0 | 453,190 | 0 | 0 | 0 | 1,401,808 |
| Totals | 35,562,760 | 32,040,308 | 1,486,815 | 46,177,545 | 4,013,107 | 260,788,827 | 58,610,734 | 438,680,096 |
| Madison | 4,724,911 | 6,790,191 | 191,426 | 4,025,740 | 0 | 167,317,365 | 10,848,835 | 193,898,468 |
| Milwaukee | 696,251 | 7,160,753 | 0 | 387,472 | 0 | 6,301,707 | 6,630,345 | 21,176,528 |
| Eau Claire | 427,924 | 959,546 | 0 | 0 | 0 | 24,453 | 4,248,818 | 5,660,741 |
| Green Bay | 0 | 1,133,940 | 0 | 45,303 | 0 | 234,710 | 1,698,701 | 3,112,654 |
| La Crosse | 335,428 | 213,774 | 0 | 721,709 | 0 | 1,470,535 | 4,096,815 | 6,838,261 |
| Oshkosh | 4,190,170 | 2,869,103 | 0 | 0 | 0 | 41,341 | 2,648,387 | 9,749,001 |
| Parkside | 125,546 | 203,946 | 0 | 0 | 0 | 117,603 | 1,713,835 | 2,160,930 |
| Platteville | 8,466 | 0 | 0 | 872,564 | 0 | 0 | 2,428,813 | 3,309,843 |
| River Falls | 669,384 | 132,808 | 0 | 890,822 | 0 | 0 | 2,013,413 | 3,706,427 |
| Stevens Point | 168,353 | 2,221,982 | 0 | 217,172 | 0 | 81,005 | 3,622,220 | 6,310,732 |
| Stout | 44,966 | 81,942 | 13,220 | 562,453 | 0 | 917,640 | 3,230,041 | 4,850,262 |
| Superior | 27,464 | 592,282 | 0 | 0 | 0 | 0 | 1,104,884 | 1,724,630 |
| Whitewater | 0 | 76,600 | 0 | 1,287,690 | 0 | 123,851 | 4,355,489 | 5,843,630 |
| Colleges | 8,296 | 84,480 | 0 | 694,771 | 0 | 0 | 2,541,947 | 3,329,494 |
| Extension | 6,685,941 | 0 | 0 | 0 | 0 | 0 | 0 | 6,685,941 |
| System-Wide | 0 | 948,618 | 0 | 0 | 0 | 0 | 0 | 948,618 |
| Federal Totals | 18,113,100 | 23,469,965 | 204,646 | 9,705,697 | 0 | 176,630,210 | 51,182,543 | 279,306,161 |
| Madison | 2,424,409 | 5,910,008 | 1,209,654 | 32,468,299 | 3,452,126 | 80,987,323 | 6,321,306 | 132,773,125 |
| Milwaukee | 199,861 | 944,595 | 0 | 1,791,394 | 0 | 1,660,669 | 240,810 | 4,837,329 |
| Eau Claire | 70,974 | 778,355 | 0 | 0 | 0 | 196,367 | 7,000 | 1,052,696 |
| Green Bay | 87,645 | 89,485 | 12,100 | 69,814 | 100,000 | 114,835 | 201,193 | 675,072 |
| La Crosse | 205,865 | 26,629 | 0 | 87,722 | 0 | 88,238 | 758 | 409,212 |
| Oshkosh | 124,796 | 381,026 | 0 | 0 | 0 | 113,695 | 0 | 619,517 |
| Parkside | 364,190 | 105,185 | 0 | 509,000 | 0 | 22,675 | 104,590 | 1,105,640 |
| Platteville | 96,793 | 0 | 0 | 146,262 | 0 | 0 | 0 | 243,054 |
| River Falls | 203,192 | 16,649 | 0 | 223,637 | 0 | 57,123 | 36,928 | 537,529 |
| Stevens Point | 731,946 | 168,109 | 0 | 0 | 0 | 718,905 | 0 | 1,618,960 |
| Stout | 1,840,906 | 64,262 | 60,415 | 39,577 | 460,981 | 13,775 | 64,830 | 2,544,746 |
| Superior | 38,308 | 55,000 | 0 | 0 | 0 | 121,044 | 0 | 214,352 |
| Whitewater | 0 | 6,870 | 0 | 253,502 | 0 | 22,763 | 218,595 | 501,730 |
| Colleges | 400 | 24,170 | 0 | 115,214 | 0 | 41,205 | 232,181 | 413,170 |
| Extension | 11,060,375 | 0 | 0 | 314,238 | 0 | 0 | 0 | 11,374,613 |
| System-Wide | 0 | 0 | 0 | 453,190 | 0 | 0 | 0 | 453,190 |
| Nonfederal Totals | 17,449,660 | 8,570,343 | 1,282,169 | 36,471,849 | 4,013,107 | 84,158,617 | 7,428,191 | 159,373,935 |

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2000-2001 - Second Quarter

| | Extension | Instruction | Libraries | Misc | Phy Plt | Research | Student Aid | Total |
|--------------------------|--------------------|--------------------|----------------|------------------|-------------------|-------------------|--------------------|-------------------|
| INCREASE (DECREASE) | | | | | | | | |
| Madison | 3,023,287 | 335,762 | 619,471 | 1,836,221 | 16,426,886 | 38,347,278 | (1,023,882) | 59,565,023 |
| Milwaukee | (696,562) | (333,396) | 580 | 610,837 | 0 | 288,478 | (206,988) | (337,051) |
| Eau Claire | (45,545) | (542,395) | 0 | 0 | 0 | 629,222 | (4,236,988) | (4,195,706) |
| Green Bay | (16,782) | (188,472) | 13,485 | 1,702 | 695,500 | (218,097) | (131,831) | 155,506 |
| La Crosse | 93,339 | 423,248 | 0 | 1,155,574 | 256,000 | 247,763 | 83,374 | 2,259,298 |
| Oshkosh | (889,578) | (97,384) | 0 | 0 | 0 | 413,233 | 161,752 | (411,977) |
| Parkside | (132,328) | (100,617) | 0 | (390,242) | 0 | 404,786 | 1,442,005 | 1,223,604 |
| Platteville | (36,362) | 59,338 | 0 | (802,762) | 1,007 | 0 | (338,303) | (1,117,082) |
| River Falls | (518,098) | 187,692 | 0 | 216,306 | 0 | (17,210) | (16,508) | (147,817) |
| Stevens Point | 1,346,598 | (1,941,209) | 0 | 14,343 | 0 | 138,426 | 339,569 | (102,273) |
| Stout | (10,948) | 3,814 | (73,635) | 426,455 | (450,341) | (183,890) | 242,213 | (46,332) |
| Superior | (65,772) | 55,146 | 0 | 0 | 0 | (47,244) | (495,884) | (553,754) |
| Whitewater | 0 | 12,677 | 0 | 627,353 | 298,145 | (23,673) | (1,669,763) | (755,261) |
| Colleges | (3,631) | (24,171) | 0 | (237,455) | 0 | (19,589) | (371,043) | (655,889) |
| Extension | (5,117,173) | 0 | 0 | (159,695) | 0 | 0 | 0 | (5,276,868) |
| System-Wide | 0 | 419,407 | 0 | (371,610) | 0 | 0 | 75,000 | 122,797 |
| Totals | (3,069,555) | (1,730,560) | 559,901 | 2,927,028 | 17,227,197 | 39,959,484 | (6,147,276) | 49,726,218 |
| Madison | 3,982,017 | 287,374 | 183,880 | (870,361) | 2,441,285 | 37,079,816 | 245,470 | 43,349,481 |
| Milwaukee | (696,251) | (132,470) | 0 | 660,930 | 0 | (274,486) | (147,091) | (589,368) |
| Eau Claire | (10,976) | 160,960 | 0 | 0 | 0 | 776,805 | (4,229,988) | (3,303,199) |
| Green Bay | 2,000 | 435,511 | 0 | (45,303) | 0 | (51,854) | 60,020 | 400,374 |
| La Crosse | 91,929 | 435,752 | 0 | 364,937 | 256,000 | 41,040 | 82,495 | 1,272,153 |
| Oshkosh | (1,468,128) | 150,596 | 0 | 0 | 0 | 101,928 | 161,752 | (1,053,852) |
| Parkside | 209,787 | (105,767) | 0 | 0 | 0 | 410,764 | 1,465,178 | 1,979,962 |
| Platteville | 12,779 | 0 | 0 | (866,280) | 0 | 0 | (338,303) | (1,191,805) |
| River Falls | (346,726) | 188,876 | 0 | 298,098 | 0 | 0 | (14,962) | 125,286 |
| Stevens Point | 1,402,439 | (1,978,331) | 0 | 14,343 | 0 | 189,433 | 339,569 | (32,547) |
| Stout | 1,718,515 | 4,316 | (13,220) | 391,589 | 10,640 | (185,711) | 193,785 | 2,119,914 |
| Superior | (27,464) | 102,746 | 0 | 0 | 0 | 0 | (495,884) | (420,602) |
| Whitewater | 0 | 2,150 | 0 | 634,558 | 0 | (1,099) | (1,533,282) | (897,673) |
| Colleges | (8,296) | (82,482) | 0 | (238,952) | 0 | 0 | (8,925) | (338,655) |
| Extension | (3,658,829) | 0 | 0 | 0 | 0 | 0 | 0 | (3,658,829) |
| System-Wide | 0 | 419,407 | 0 | 0 | 0 | 0 | 0 | 419,407 |
| Federal Totals | 1,202,796 | (111,362) | 170,660 | 343,558 | 2,707,925 | 38,086,636 | (4,220,166) | 38,180,047 |
| Madison | (958,730) | 48,388 | 435,591 | 2,706,582 | 13,985,601 | 1,267,462 | (1,269,352) | 16,215,542 |
| Milwaukee | (311) | (200,926) | 580 | (50,093) | 0 | 562,963 | (59,897) | 252,317 |
| Eau Claire | (34,569) | (703,355) | 0 | 0 | 0 | (147,583) | (7,000) | (892,507) |
| Green Bay | (18,782) | (623,983) | 13,485 | 47,005 | 695,500 | (166,243) | (191,851) | (244,868) |
| La Crosse | 1,410 | (12,504) | 0 | 790,637 | 0 | 206,723 | 879 | 987,145 |
| Oshkosh | 578,550 | (247,980) | 0 | 0 | 0 | 311,305 | 0 | 641,875 |
| Parkside | (342,115) | 5,150 | 0 | (390,242) | 0 | (5,978) | (23,173) | (756,358) |
| Platteville | (49,141) | 59,338 | 0 | 63,519 | 1,007 | 0 | 0 | 74,723 |
| River Falls | (171,372) | (1,184) | 0 | (81,791) | 0 | (17,210) | (1,546) | (273,103) |
| Stevens Point | (55,841) | 37,122 | 0 | 0 | 0 | (51,007) | 0 | (69,726) |
| Stout | (1,729,463) | (502) | (60,415) | 34,867 | (460,981) | 1,821 | 48,428 | (2,166,246) |
| Superior | (38,308) | (47,600) | 0 | 0 | 0 | (47,244) | 0 | (133,152) |
| Whitewater | 0 | 10,527 | 0 | (7,205) | 298,145 | (22,574) | (136,481) | 142,412 |
| Colleges | 4,665 | 58,311 | 0 | 1,497 | 0 | (19,589) | (362,118) | (317,234) |
| Extension | (1,458,344) | 0 | 0 | (159,695) | 0 | 0 | 0 | (1,618,039) |
| System-Wide | 0 | 0 | 0 | (371,610) | 0 | 0 | 75,000 | (296,610) |
| Nonfederal Totals | (4,272,351) | (1,619,198) | 389,241 | 2,583,470 | 14,519,272 | 1,872,847 | (1,927,110) | 11,546,171 |

University of Wisconsin System Trust Funds
Revision of Investment Objectives and Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the Regent Business and Finance Committee, the following revision to the Statement of Investment Objectives and Guidelines be approved.

Investment Restrictions - Specific
Principal - Long Term Fund

Individual Manager Equity Portfolios

"...Equity managers responsible for domestic portfolio may not invest in ADRs or foreign securities, *except to the extent that such securities are a component of the portfolios' respective benchmark indices.*"

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS REVISION OF INVESTMENT OBJECTIVES AND GUIDELINES

EXECUTIVE SUMMARY

BACKGROUND

The Statement of Investment Objectives and Guidelines are used to direct investment managers in addition to serving as the investment policy for the University of Wisconsin System Trust Funds. These guidelines are used as the basis for monitoring performance and compliance of all investment managers.

REQUESTED ACTION

Approval of proposed change to Investment Objectives and Guidelines for the University of Wisconsin System Trust Funds.

DISCUSSION

Our domestic equity managers have requested a minor change in the guideline language regarding international holdings and ADR's (American Depository Receipts: foreign companies listed on U.S. stock exchanges). The current language does not allow our managers to hold the ADR's which were "grandfathered" into the S&P 500 index. The guideline change would cover only seven companies and have no impact on the Trust Funds overall risk profile. The change represents a minimal departure from the existing policy.

RELATED REGENT POLICIES

Regent Resolution 8090, March 10, 2000 - Investment Objectives and Guidelines

I.3. Physical Planning and Funding Committee

Thursday, February 8, 2001
Room 1511 Van Hise Hall
1:00 p.m. (or upon conclusion of
All Regents Meeting)

- a. Approval of minutes of the December 7, 2000 meeting of the Physical Planning and Funding Committee
- b. Report of the Assistant Vice President
 - Building Commission Report
 - Other
- c. UW-Eau Claire: Governors Hall Window and Screen Replacement
\$355,000 Program Revenue-Housing
[Resolution I.3.c.]
- d. UW-Green Bay: Two East Campus Parking Lots
\$255,800 Program Revenue-Cash
[Resolution I.3.d.]
- e. UW-Madison: Howard Temin Lakeshore Path Improvements
\$488,400 [\$390,720 Wisconsin Department of Transportation Statewide Transportation Enhancements Program (STEP) Grant Funds and \$97,680 Program Revenue-Parking Utility Funds]
[Resolution I.3.e.]
- f. UW-River Falls: Horse Barn Post-Bid Budget Increase of \$106,000
\$480,000 (\$454,220 Gift Funds and \$25,780 Institutional Funds)
[Resolution I.3.f.]
- x. Additional items which may be presented to the Committee with its approval

Authority to Construct a Governors Hall
Window and Screen Replacement Project,
UW-Eau Claire

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Eau Claire Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Governors Hall Window and Screen Replacement Project at an estimated total project cost of \$355,000 of Program Revenue-Housing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2001

1. Institution: University of Wisconsin-Eau Claire
2. Request: Requests authority to construct a Governors Hall Window and Screen Replacement Project at an estimated total project cost of \$355,000 of Program Revenue-Housing.
3. Description and Scope of Project: This project will replace 172 - 78" w x 46" h slider windows, seven 77" w x 73" h fixed/awning windows and four 36" w x 80" h service doors with new units of similar operation. The new aluminum windows will be brown in color and offer improved thermal performance. Screens will also be provided. Since the building is not air conditioned, the new windows will be operable.
4. Justification of the Request: Governors Hall was constructed in 1962 with single pane glass sliding windows with screens. There is no thermal separation between the inside and outside aluminum, so the window frames are cold in winter and warm in summer. Due to their age many of the sliding mechanisms are worn and do not operate properly or seal completely. Replacing the natural aluminum windows with brown units will improve the appearance of the building and improve building energy efficiency.
5. Budget:

| | |
|--------------------------------|---------------|
| Construction | \$298,000 |
| A/E Design Fees | 24,000 |
| DFD Management | 12,500 |
| Contingency | <u>20,500</u> |
| Estimated Total Project Budget | \$355,000 |
6. Previous Action: None.

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Authority to Construct Two East Campus
Parking Lots, UW-Green Bay

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Green Bay Chancellor and the President of the University of Wisconsin System, authority be granted to construct two east campus parking lots at an estimated total project budget of \$255,800 of Program Revenue–Parking funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2001

1. Institution: University of Wisconsin-Green Bay
2. Request: Requests authority to construct two east campus parking lots at an estimated total project budget of \$255,800 of Program Revenue–Parking funds.
3. Project Description and Scope: This project will construct a new 74-stall visitor parking lot adjacent to the new classroom building currently under construction. The proposed lot will be a part of the roadway access/circulation for the new building and will provide a close drop-off site and parking for campus visitors to both the new classroom building and the University Union.

The existing 276 stall Sports Center parking lot will also be expanded to provide approximately 170 additional parking stalls for students and staff.

4. Justification of the Project: The new classroom building is scheduled for occupancy in August 2001. Evaluation of vehicular circulation and access to this building indicated a need for additional adjacent visitor parking to provide convenient community access to the academic programs and specialized distance education resources located in this new high profile facility.

The Sports Center lot is located immediately east of the new classroom building. Expansion of this lot will provide for a portion of the parking needs generated by the twenty new classrooms and more than eighty faculty and staff offices located in the new building. The construction of the new classroom building will concentrate more than 40 per cent of the total classroom space on the east side of the campus. The existing Sports Center lot is the only parking available in this section of the campus. The additional space will also address parking needs for Sports Center events and is compatible with long-range plans.

All students, faculty and staff purchase “hunting permits” to park on any lot on the campus. The cost of the parking permit is currently \$31 per semester. Although this project will be funded using existing parking reserve funds, it is expected that parking rates will increase by \$1.00 per semester on July 1, 2001 to restore and maintain required parking fund reserves.

5. Estimated Costs:

| | |
|-------------------------------|---------------|
| Construction: | \$215,000 |
| A/E Design & Fees: | 17,200 |
| DFD Management: | 8,600 |
| Contingency: | <u>15,000</u> |
| Estimated Total Project Cost: | \$255,800 |

6. Previous Action: None.

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Authority to Construct a Howard Temin
Lakeshore Path Improvements 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 Howard Temin Lakeshore Path Improvements project at an estimated total project cost of \$488,400 [\$390,720 Wisconsin Department of Transportation Statewide Transportation Enhancements Program (STEP) Grant Funds and \$97,680 Program Revenue-Parking Utility Funds].

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Howard Temin Lakeshore Path Improvements project at an estimated total project cost of \$488,400 [\$390,720 Wisconsin Department of Transportation Statewide Transportation Enhancements Program (STEP) Grant Funds and \$97,680 Program Revenue-Parking Utility Funds].
3. Description and Scope of Project: This project will improve the Howard Temin Lakeshore Path that is located along the south shoreline of Lake Mendota. The path is approximately three miles long, connecting the Village of Shorewood Hills and UW-Madison student family housing on the west to the Memorial Union and downtown Madison on the east. This project will improve safety for both pedestrians and bicyclists, upgrade the quality of the path surface, help eliminate erosion, and control storm water runoff.

The scope of the project will include:

- Redeveloping a portion of the path from Oxford Road to Elm Drive to create two separate paths--one 10-foot paved path for bicyclists and another 6- to 8-foot hard-surfaced path for pedestrians;
 - Constructing improvements (such as regrading) on the east section of the path, from Chamberlin House to the Limnology building, to route storm water away from and/or under the limestone screening surfaced path;
 - Realigning a number of intersections along the entire length of the path to improve visibility and safety for pedestrians and bicyclists;
 - Realigning the driveway from Friedrich Center to the Willow Beach parking lot;
 - Funding to assist in the design of a future Crew House bicycle/pedestrian bridge;
 - Narrowing the entrance to the Picnic Point parking lot and eventual elimination of the parking lot on the northeast side of the path; and
 - Providing a safer area near the boat launch by changing the flow of traffic.
4. Justification of the Request: The Howard Temin Lakeshore Path holds tremendous value to the campus, alumni and surrounding campus neighborhoods. Although this path serves primarily as a corridor for bicyclists and pedestrians, many other users find the path to be an ideal place to unwind during the workday.

The Lakeshore Path Advisory Committee was appointed by the Chancellor in 1999. One of the committee's major goals is to preserve the path's scenic beauty and ambience while improving the quality of the path for bicyclists and pedestrians. During 2000, the

committee oversaw the development of the “Report on Howard Temin Lakeshore Path Rehabilitation.” The report outlines the consultant’s recommended improvements to the path and serves as the Master Plan for the Lakeshore Path.

Recommendations were reached after the committee met with numerous campus units including the Physical Plant, Athletic Department, UW ADA Coordinator, Bicycle/ Pedestrian Committee, Campus Natural Areas Committee, UW Police and other interested parties. In addition, two public information meetings were held to receive input from a broad base of faculty, staff, students, and community members at-large. A web page and e-mail box were also developed to provide opportunities for additional public comment on the proposed project. The planning process has been a very open and participatory endeavor, and public involvement has been key in defining the final recommendations.

A number of safety issues will be addressed in this project. Separation of the path on a portion of the west end will minimize conflicts associated with the current shared-use path. The eastern portion of the path will remain as a shared use, unpaved path to maintain the aesthetic character of the site. Realignment of intersections and driveways will provide visibility and more controlled entrances and exits for the motorized traffic that is allowed on the path.

The existing Lakeshore Path surface is badly deteriorated in places and the current surface drainage system needs to be re-graded to control stormwater runoff. The section of the path that is surfaced with limestone screening will require continued cleaning of ditches and culverts and the regular reestablishment of path cross slopes. It is suggested that this upkeep be accomplished through instructional classroom participation, utilizing the lakeshore path restoration as a learning tool. Due to path settling, the section of the path that is a hard surface will continue to require routine maintenance by University staff. By handling the surface drainage and controlling the stormwater runoff, the path will become much easier to maintain and safer for both pedestrians and bicyclists year round.

This will be the first authorized project to be undertaken using the Lakeshore Path’s Master Plan recommendations. The cost to implement all of the current recommendations is estimated at approximately \$630,000, excluding improvements to the parking lot behind the Limnology Building that will be implemented as a separate Parking Utility project in the near future. It is anticipated that a portion of the path improvement work will also be undertaken as part of a future All Agency funded lakewater supply line replacement project. As additional funding becomes available, other suggested rehabilitation projects along the Howard Temin Lakeshore Path will be implemented.

The Statewide Transportation Enhancements Program (STEP) is under the umbrella of the Federal TEA-21 (Transportation Equity Act for the 21st Century, formerly known as ISTEA (the 1991 Inter-modal Surface Transportation Efficiency Act) Program, which requires a 20% sponsor contribution. Accordingly, \$97,680 of Program Revenue-Parking Utility Funds is being used as a match to the STEP grant that was awarded to the University in 1999.

It is currently envisioned that construction documents will be developed in spring 2001 with bidding and construction to follow during the summer and fall of 2001. Adherence to this timeframe is important to enable coordination of this work with an approved flood control project that will be implemented this summer to raise the shoreline along the west side of University Bay.

5. Budget:

| | |
|------------------------------|---------------|
| Construction | \$363,000 |
| A/E Fees | 37,000 |
| DFD Management | 15,250 |
| Master Plan Study | 50,000 |
| Topographic Survey | 5,000 |
| Contingency | <u>18,150</u> |
| Estimated Total Project Cost | \$488,400 |

6. Previous Action: None.

Authority to Increase the Budget of Horse
Barn Project, UW-River Falls

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget by \$106,000 to construct the Young Horse Training Barn at the Campus Laboratory Farm, for a revised total project cost of \$480,000 (\$454,220 Gift Funds and \$25,780 Institutional Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action February 2000

1. Institution: University of Wisconsin-River Falls
2. Request: Requests authority to increase the budget by \$106,000 to construct the Young Horse Training Barn at the Campus Laboratory Farm, for a revised total project cost of \$480,000 (\$454,220 Gift Funds and \$25,780 Institutional Funds).
3. Description and Scope of Project: This project will provide for construction of a 228' long by 63' wide horse barn, complete with 42 box stalls. The structure will consist of typical post-frame wood construction with insulated metal siding and roof, several windows along side walls, gas-fired heating units to maintain the indoor temperature at 50°F, fluorescent lighting, and water cups in each box stall. Concrete alleys will be constructed with gravel in the box stalls for the horses. The building is designed to accommodate a total of 50 stalls, connection to the Indoor Livestock Education Facility, and a future addition. Construction will be typical of horse barns in the area, using design-build construction.
4. Justification of the Request: This project was authorized at \$374,000 by the Board of Regents and State Building Commission in June 1999. The Building Commission also waived statutory bidding requirements, allowing a design/build approach. Bids taken in December 2000 resulted in a total project budget of \$511,600. Negotiations with the low bidder to reduce the project cost have resulted in deferral of a small building connection from the new Young Horse Training Barn to the Indoor Livestock Education Facility. In addition, construction of eight of the fifty horse stalls is being deferred, including the associated exhaust ductwork and concrete work plumbing. Deferral of these items will reduce the budget by \$21,600 and enable the facility to be constructed within the available amount of funds without major consequence to programming.

UW-River Falls has offered a horse science option within the Animal Science major since 1972. Currently there are 237 majors enrolled in the program. One of the unique aspects of the horse science discipline is the "colts-in-training" program, which enables 50 students per semester to train and break a colt. It is believed that UW-River Falls is the only institution in the country that has this type of a program, offering this experience to students at the undergraduate level.

The existing barn that houses the colts for this program is uninsulated, unheated, and the stalls are old, worn and out of date. The proposed new barn will provide improved box stalls in a controlled environment for the horses and will complement the Indoor Livestock Educational Facility and the three existing horse barns at the Campus Laboratory Farm. It

is anticipated that the existing colt barn will be reused for hay and bedding storage and to provide temporary quarters to board horses during horse shows.

The donor of the \$374,000 authorized for construction of the Young Horse Training Barn requested anonymity and provided the funds explicitly for construction of this facility. That same donor has provided additional funding, bringing the total gift contribution to over \$450,000. UW-River Falls has verified the availability of Institutional Funds to provide the balance needed to construct this project as redefined. Construction of the deferred items and future expansion (office, restroom and storage areas) is dependent upon securing additional funds.

5. Budget:

| | |
|---------------------------|---------------|
| Design/Build Construction | \$445,694 |
| DFD Management | 18,500 |
| Testing | 2,406 |
| Contingency | <u>13,400</u> |
| Total Postbid Budget: | \$480,000 |

6. Previous Action:

| | |
|-----------------------------------|--|
| June 11, 1999 Resolution #7930 | Authorized construction of a Young Horse Training Barn at the Campus Laboratory Farm, at an estimated total project cost of \$374,000, using Gift Funds. |
|-----------------------------------|--|

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, February 9, 2001
9:00 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

1. Calling of the roll
2. Approval of the minutes of the December 8, 2000 meeting of the Board
3. Report of the President of the Board
 - a. Report on the December 15 meeting of the Educational Communications Board
 - b. Report on the February 7 meeting of the Hospital Authority Board
 - c. Report on Legislative matters
 - d. Reappointment to Educational Communications Board
[Resolution II.3.d.]
 - e. Report on the January 24 meeting of the Wisconsin Technical College System Board
 - f. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Annual Accountability Report
 - b. Report on Access of 1000 FTE Students
[Resolution II.4.b.]
 - c. Additional items that the President of the System may report or present to the Board
5. Report of the Business and Finance Committee
6. Report of the Education Committee
7. Report of the Physical Planning and Funding Committee
8. Additional resolutions
 - a. Meeting schedule for 2002
[Resolution II.8.a.]
9. Communications, petitions, memorials
10. Unfinished or additional business
11. Recess into executive session to consider honorary degree nominations at UW-Milwaukee, UW-Oshkosh, UW-Stout, and UW-Parkside, and to consider a student request for review of a decision UW-Milwaukee, as permitted by s.19.85(1)(f), *Wis. Stats.*, to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider a salary at System Administration and salary adjustments at UW-Madison, as permitted by s.19.85(1)(c), *Wis. Stats.**

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

Appointment to Educational
Communications Board

BOARD OF REGENTS

Resolution:

That Regent Patrick Boyle be reappointed to the Educational Communications Board for a term ending May 1, 2003.

02/09/01

II.3.d.

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ACHIEVING EXCELLENCE: The University of Wisconsin System's Accountability Report

EXECUTIVE SUMMARY

BACKGROUND

In March 1993, Governor Tommy Thompson formed a Task Force to suggest an approach for the development of the UW System's first accountability report (*Accountability for Achievement*). The Governor's Task Force recommended 18 performance indicators that were adopted by the Board of Regents as the basis of the newly established report. This report was issued on a yearly basis using the original 18 indicators for the past three biennia.

In July 1999, six years after the production of the first UW System accountability report, President Katharine Lyall established an Accountability Review Task Force. This Task Force was charged with reviewing the existing report and recommending a revised set of goals and indicators for the assessment of university performance. In June 2000, the Board of Regents accepted the recommendations of the Accountability Review Task Force and authorized the implementation of the new system-wide accountability report entitled *Achieving Excellence*.

The first edition of *Achieving Excellence* is available on the Internet at: www.uwsa.edu/opar.

REQUESTED ACTION

Information only.

DISCUSSION

Achieving Excellence constitutes the second phase of accountability reporting by the UW System. Many of the indicators that were included in the original UW System accountability report are incorporated into this new report. Specifically, indicators of access, retention and graduation rates, credits-to-degree, faculty workload, extramural research expenditures, and administrative costs were carried over. In addition to these traditional indicators of institutional performance, *Achieving Excellence* breaks new ground by demonstrating to the public the quality of the overall learning environment that is provided for our students.

The measurement of the performance of higher education institutions in terms of their core functions of teaching and learning is a complex undertaking and there are no clear or universally agreed upon standards. Nevertheless, this report addresses these issues through the use of standardized surveys that are administered to students, faculty and alumni at a large number of universities across the nation and by measuring performance on professional licensure examinations. By utilizing these measures, the UW System can demonstrate its progress in providing a high quality and effective learning environment for our students.

The 2000-01 edition of *Achieving Excellence* presents the results of the ACT Alumni Outcomes survey and a system-wide faculty survey adapted from the Higher Education Research Institute national survey of faculty. Both of these surveys provide national norms against which we can evaluate our performance. Subsequent versions of this report will include measures drawn from the National Survey of Student Engagement (NSSE), that will be administered this spring, as well as results from an employer survey, if an appropriate instrument can be identified. Such surveys provide us with additional insights beyond those derived from traditional outcomes measures.

Achieving Excellence measures UW System performance in six major areas:

- Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants
- Goal II: Increase the levels at which students persist in higher education and complete degrees
- Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills
- Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community
- Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship
- Goal VI: Efficient and effective stewardship of resources

Performance in these six key areas is demonstrated through the presentation of the results on twenty indicators. Each indicator is evaluated by tracking performance against an established target or through comparison with a national benchmark. For certain indicators, assessments will be made based on trends over time. Since this is the first edition of *Achieving Excellence*, only base-line data are presented and thus trend evaluations will not be made until data for subsequent years are obtained. Future editions of this report will provide an assessment of success for every indicator.

Report on Access of 1,000 FTE Students

BOARD OF REGENTS

Resolution:

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Report on Access of 1,000 FTE Students submission to the Department of Administration and the Joint Committee on Finance.

REPORT ON ACCESS OF 1,000 FTE STUDENTS

EXECUTIVE SUMMARY

BACKGROUND

As passed by the Legislature, the 1999-2001 biennial budget provided \$4.8 million of GPR funding for release to the UW Board of Regents to fund an increase of 1,000 FTE students at UW System institutions in the 2000-01 academic year. The Governor's partial veto reduced the dollar amount provided to \$3.8 million. The Governor required that \$1 million of the \$3.8 million be directed to UW Learning Innovations to meet some of the enrollment demand through distance education.

In December of 1999, the UW System requested the release of funding from the Joint Committee on Finance and asked for 101 new GPR positions to provide for the instructional and support needs of these additional students. The Joint Committee on Finance provided 67 of the 101 requested new positions.

At the time that this funding was released, UW System Administration was required to report in February 2001 on the following three areas:

- The actual number of additional FTE students enrolled in Fall 2000
- The number of new FTE instructional staff hired in Fall 2000
- The number of new FTE support staff hired in Fall 2000

The attached report shows that all three conditions were met.

REQUESTED ACTION

This item is for information only.

DISCUSSION

The 1999-01 state budget, as passed by the Legislature, placed \$4.8 million in reserve with the Joint Committee on Finance to be released to the University of Wisconsin System upon submission of a plan for the increased enrollments. This funding was to permit the UW System to increase overall enrollment by 1,000 FTE students in 2000-01, 850 of whom would be on-campus students and the remainder would be distance education students. A further requirement was that 300 of the additional students were to be enrolled on the UW-Madison campus.

The Governor's partial veto reduced the supplement under section 20.285(1)(a) of the statutes to \$3.8 million and eliminated the requirement that 300 of the 1,000 additional FTE students were to be enrolled at the Madison campus. However, the University of Wisconsin-Madison agreed to increase its enrollment by 300 students. The Governor specifically directed \$1 million of the \$3.8 million to UW Learning Innovations to meet some of the enrollment demand through distance education programs.

Relative to the release of the \$3.8 million GPR, on December 7, 1999 the University of Wisconsin System requested an additional 101 positions (equally divided between instructional and support staff) to serve the new 850 on-campus students who would be granted access under the provisions of this action. These positions would permit the University System to maintain the goal of a student to instructional staff ratio of 17:1, and provide appropriate instructional support staffing. UW System felt it appropriate that authority for these positions should not derive from the 1% (or 183 FTE) GPR position flexibility granted in the 1999-01 state budget because these positions were required to serve additional students, not to resolve existing staffing concerns.

The University System was granted only 67 of the 101 requested FTE GPR positions to serve the additional campus based students. If these were equally divided between instructional and support staff, this number would have yielded a student to instructional staff ratio of 25:1 for the additional students, well above expressed university goals. In order to maintain a 17:1 ratio, the University System allocated 50 of the 67 positions to instructional staff. Since there were insufficient positions to provide adequate support staff, the University System had to rely on position flexibility to create the remaining positions. Therefore, the first 34 of the 183 positions created through the 1% position flexibility were used to staff additional Access FTE. Thus, of the 183 FTE positions created under the flexibility, 34 were added to the 67 positions granted for increased Access FTE and 149 were used to meet existing staffing needs, not related to the increased access.

The Joint Committee on Finance required the University of Wisconsin System to demonstrate compliance with the intent of the legislation, as amended by the Governor. This report to the Department of Administration and the Joint Committee on Finance includes the following information for each campus and Systemwide:

- The actual number of additional FTE students enrolled in Fall 2000
- The number of new FTE instructional staff hired in Fall 2000
- The number of new FTE support staff hired in Fall 2000

1. Student Enrollments in Fall 1999 and Fall 2000

Over the last year, the UW System has increased student access as required by the provisions of 1999 Wisconsin Act 9. Total UW System enrollments have increased by 1,406, or 406 (40%) more than the required 1,000 FTE during this period. The majority of this increase has occurred in undergraduate enrollments that have grown 1,233 FTE between 1999 and 2000.

The majority of the UW System institutions have posted increases in student access and have, in addition, exceeded proposed levels. Three campuses have shown declines in FTE enrollments. One of these institutions, UW-La Crosse, was not given a growth target; UW-Oshkosh has been experiencing ongoing enrollment problems and System Administration transferred their reassigned growth of 50 FTE, 16 to UW-Parkside and 34 to UW Colleges, which have met the additional Access targets. UW-Whitewater did not meet its assigned enrollment growth due to retention declines. Because this is expected to be a one-time problem, this campus's new Access funding was transferred, on a one-time basis, to the three institutions with the highest enrollments above their targets (UW-Madison, UW-Eau Claire and UW Colleges). UW-Milwaukee, while it grew above the Access target, did not meet all of its expected Enrollment Management III target and therefore did not participate in this one-time transfer. Finally, UW-Parkside was not originally proposed for Access growth, but was given the authority and dollars to increase by 16 FTE and has met that target.

Table 1 compares UW System campuses' final Fall 1999 and Fall 2000 enrollments. While both undergraduate FTE and total FTE enrollments show an increase during this time period, the majority of the growth in enrollments was at the undergraduate level. This underscores the UW System's commitment to increasing undergraduate and new student access. In addition, the University of Wisconsin System achieved its goal of access by 150 FTE through Learning Innovations' distance education resources alone.

2. New Staff to Serve Additional Students

The Board of Regents indicated a need for approximately 50 new instructional staff to accommodate the additional 850 campus-based students. This would permit the Systemwide standard ratio of 17:1 students-to-instructional staff. Ultimately, the University of Wisconsin System allocated 50 of the 67 new positions granted to instructional staff. As noted in Table 2, UW System institutions have increased their total instructional staff by 66.26 FTE, thereby providing adequate additional staff to serve the new students granted access under this program in the Fall semester of 2000.

Table 1

| | Growth Proposed by UW System* | Actual Growth (Includes Distance Ed) | | Distance Education (Requirement of 150) | Total Enrollment | |
|----------------------|----------------------------------|---|-------|--|------------------|-----------|
| | | Undergrad | Total | | Fall 1999 | Fall 2000 |
| UW-Madison | 300 | 378 | 638 | 10 | 35,199 | 35,837 |
| UW-Milwaukee | 175 | 416 | 307 | | 16,369 | 16,676 |
| UW-Eau Claire | 15 | 194 | 193 | 15 | 9,318 | 9,511 |
| UW-Green Bay | 0 | 53 | 64 | 5 | 4,366 | 4,430 |
| UW-La Crosse | 0 | -93 | -93 | 10 | 8,576 | 8,483 |
| UW-Oshkosh | 0 | -109 | -103 | | 9,038 | 8,935 |
| UW-Parkside | 16 | 25 | 33 | | 3,529 | 3,562 |
| UW-Platteville | 40 | 12** | 18** | | 4,847 | 4,865 |
| UW-River Falls | 50 | 15 | 47 | | 5,193 | 5,240 |
| UW-Stevens Point | 20 | 32 | 36 | | 7,749 | 7,785 |
| UW-Stout | 30 | 103 | 56 | | 6,911 | 6,967 |
| UW-Superior | 20 | 72 | 56 | | 2,176 | 2,232 |
| UW-Whitewater | 50 | -159 | -140 | | 8,990 | 8,850 |
| UW Colleges | 134 | 294 | 294 | 110 | 7,700 | 7,994 |
| On campus total | 850 | | | | | |
| Learning Innovations | 150 | | | | | |
| UW System | 1,000 | 1,233 | 1,406 | 150 | 129,961 | 131,367 |

*Proposed FTE on this schedule differ slightly from the original proposal submitted to the Joint Committee on Finance. 50 FTE originally proposed for UW-Oshkosh were transferred to UW-Parkside (16 FTE) and UW Colleges (34 FTE) after assessing final Fall 1999 Oshkosh enrollment levels.

** UW-Platteville data will show higher final numbers. The campus and UW System are still finalizing enrollments in Fund 102.

UW-La Crosse and UW-Oshkosh fell below their targeted enrollment levels. However they received no additional access funding. UW-Whitewater failed to meet its expected enrollment growth due to retention/pipeline declines. This is expected to be a one-time problem. Therefore, UW-Whitewater's new access funding of \$164,706 will be transferred on a one-time basis to the three institutions with the highest enrollments above target: UW-Madison, UW-Eau Claire and UW Colleges. UW-Milwaukee, while it grew above the access target, did not meet all of its expected Enrollment Management III target and therefore will not be part of this one-time transfer. Finally, UW-Parkside was not originally proposed for access growth, but was given the authority and dollars to increase by 16 FTE and has met that target.

Table 2

| | Instructional Staff | | | Academic Support Staff | | | Total Instructional and Support Staff | | |
|------------------|---------------------|----------|--------|------------------------|----------|--------|---------------------------------------|-----------|--------|
| | 1999 | 2000 | Change | 1999 | 2000 | Change | 1999 | 2000 | Change |
| UW-Madison | 3,089.72 | 3,137.33 | 47.61 | 1,490.64 | 1,510.51 | 19.87 | 4,580.36 | 4,647.84 | 67.48 |
| UW-Milwaukee | 1,135.95 | 1,139.02 | 3.07 | 514.93 | 551.79 | 36.86 | 1,650.88 | 1,690.81 | 39.93 |
| UW-Eau Claire | 484.11 | 486.12 | 2.01 | 125.52 | 124.39 | (1.13) | 609.63 | 610.51 | 0.88 |
| UW-Green Bay | 190.74 | 191.54 | 0.80 | 122.64 | 122.95 | 0.31 | 313.38 | 314.49 | 1.11 |
| UW-La Crosse | 405.57 | 403.25 | (2.32) | 130.64 | 132.45 | 1.81 | 536.21 | 535.70 | -0.51 |
| UW-Oshkosh | 454.55 | 454.26 | (0.29) | 148.74 | 159.28 | 10.54 | 603.29 | 613.54 | 10.25 |
| UW-Parkside | 184.84 | 190.56 | 5.72 | 90.05 | 97.35 | 7.30 | 274.89 | 287.91 | 13.02 |
| UW-Platteville | 260.14 | 262.93 | 2.79 | 86.70 | 93.82 | 7.12 | 346.84 | 356.75 | 9.91 |
| UW-River Falls | 269.01 | 260.42 | (8.59) | 84.84 | 83.95 | (0.89) | 353.85 | 344.37 | -9.48 |
| UW-Stevens Point | 404.53 | 403.72 | (0.81) | 118.67 | 130.70 | 12.03 | 523.20 | 534.42 | 11.22 |
| UW-Stout | 339.74 | 347.02 | 7.28 | 117.68 | 123.43 | 5.75 | 457.42 | 470.45 | 13.03 |
| UW-Superior | 135.33 | 130.98 | (4.35) | 53.21 | 53.46 | 0.25 | 188.54 | 184.44 | -4.10 |
| UW-Whitewater | 435.62 | 435.42 | (0.20) | 114.91 | 116.45 | 1.54 | 550.53 | 551.87 | 1.34 |
| UW Colleges | 383.17 | 396.71 | 13.54 | 150.65 | 165.47 | 14.82 | 533.82 | 562.18 | 28.36 |
| TOTAL | 8,173.02 | 8,239.28 | 66.26 | 3,349.82 | 3,466.00 | 116.18 | 11,522.84 | 11,705.28 | 182.44 |

Table 3 provides detail on the use of GPR positions relative to the Access staffing and use of the 1% flexibility for other position needs. Of the original 67 positions granted, the University System allocated 17 as support staff positions. In order to maintain appropriate levels of student services, a total of 51 such positions were required. Therefore, the University System allocated 34 positions from the 183 authorized as a result of the newly obtained 1% position flexibility, to alleviate this shortfall.

The total GPR position growth over this period was 182.44 FTE. Of this amount, the growth beyond the 101 FTE (81.44 FTE) was provided by the remaining 1% position flexibility (149 FTE). Of the total 182.44 positions added from Fall 1999 to Fall 2000, 67 were new Access positions granted by the Joint Committee on Finance. Thirty four additional Access positions were created by the University of Wisconsin System, using a portion of the 183 FTE available through the 1% position flexibility. Thus, after approximately three-quarters of the biennium, the University of Wisconsin System has used up almost two-thirds of the 1% GPR position flexibility and has only a one-half per cent vacancy rate.

Table 3

| FTE Positions Needed for 1,000 Access | Positions Authorized for 1,000 Access by JFC | | Positions Authorized by Act 9 1% GPR FTE Flex | GPR Positions Created Thus Far (1999-2001) | 1% Authority Positions Remaining |
|--|---|------|--|---|---|
| 50 Instr. | 50 | | 183 | 67.00 Access | 183.00 |
| 51 Non-Instr. | 17 | (34) | (34) | 115.44 Other | (115.44) |
| | | | | | |
| 101 FTE | 67 | (34) | 149 | 182.44 | 67.56 FTE* |

* Equals .35% of total authorized GPR FTE available on UW System base of 19,273.23 GPR FTE

CONCLUSION

The University of Wisconsin System respectfully submits this document in support of its commitment to the State of Wisconsin to enroll an additional 1,000 students in academic year 2000-01. We are pleased to report that the University of Wisconsin System was able, in addition, to provide access above the 1,000 FTE level to 406 more students, of whom 233 were undergraduates. While this additional enrollment dilutes our support per student, it helps meet the State's pressing need for additional college graduates to serve the New Wisconsin Economy. The funding and positions have been allocated to the campuses that have met their targets.

BOARD OF REGENTS

Resolution:

That the Board of Regents adopts the attached meeting schedule
for 2002.

January 31, 2001

To: The Board of Regents

From: Judith Temby

Attached is a draft meeting schedule for 2002, along with a resolution providing for adoption.

The schedule has been prepared in accordance with Board bylaw provisions, with the exception that the September meeting would be held in the second week of the month, rather than the first. This would allow three weeks, instead of two, between the August and September meetings.

Meetings would be hosted by the UW Colleges in May, UW-Milwaukee in June, and UW-Whitewater in October.

BOARD OF REGENTS

2002 Meeting Schedule

January 10 and 11 (cancelled, circumstances permitting)

February 7 and 8

March 7 and 8

April 4 and 5

May 8 and 9 (UW- Fox Valley and UW- Fond du Lac)

June 6 and 7 (UW-Milwaukee)

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

Unless otherwise indicated, meetings are held in Van Hise Hall, 1220 Linden Drive,
Madison, Wisconsin

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

Meeting Schedule 2000-01

2000

January 6 and 7
(Cancelled, circumstances permitting)

February 10 and 11

March 9 and 10

April 6 and 7

May 4 and 5 (UW-Platteville)

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

July 13 and 14
(Cancelled, circumstances permitting)

August 24 and 25
(Biennial Budget)

September 7 and 8

October 5 and 6 (UW-LaCrosse)

November 9 and 10

December 7 and 8

2001

January 4 and 5
(Cancelled, circumstances permitting)

February 8 and 9

March 8 and 9

April 5 and 6

May 10 and 11 (UW-River Falls)

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

July 12 and 13

August 23 and 24
(Cancelled, circumstances permitting)

September 6 and 7

October 4 and 5 (UW-EauClaire)

November 8 and 9

December 6 and 7

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