



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

May 31, 2001

TO: Each Regent

FROM: Judith A. Temby

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at the University of Wisconsin-Milwaukee Union, 2200 E. Kenwood, Milwaukee, WI, on June 7 and 8, 2001.

Thursday, June 7, 2001

12:00 - 1:15 p.m. – Luncheon

Lunch Speaker: Gwen T. Jackson, Chapter Chair Emeritus
Red Cross of Greater Milwaukee
UWM-Union

1:15 – 2:00 p.m. - WTCS/UW Collaboration Report; Nursing Agreement
2001-03 Information Technology Plan Outline
Access Follow-up

Fireside Lounge – UWM-Union

All Regents Invited

2:00 p.m. – Committee meetings as follows:

Education Committee

Fireside Lounge - UWM-Union

Business and Finance Committee

Room N440 - School of Business & Finance

Physical Planning and Funding Committee

Room S341 - School of Business & Finance

Friday, June 8, 2001

7:30 – 8:30 a.m. Breakfast

300 Club

8:30 – 9:00 a.m. Presentation by UW-Milwaukee

9:00 a.m. Board of Regents

All Star Room

Upon conclusion – optional tours of Miller Park

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.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Thursday, June 7, 2001
1:15 – 2:00 p.m.
UW-Milwaukee Union
Fireside Lounge

A G E N D A

WTCS/UW Collaboration Report; Nursing Agreement
2001-03 Information Technology Plan Outline
Access Follow-up

**STATUS REPORT
WISCONSIN TECHNICAL COLLEGE/
UNIVERSITY OF WISCONSIN SYSTEM
TRANSFER INITIATIVES
June 2001**

EXECUTIVE SUMMARY

BACKGROUND

The 1999-2001 biennial budget required the President of the University of Wisconsin System and the Director of the Wisconsin Technical College System to submit a report to the legislature on "efforts made to coordinate transfer of credits from the technical college system to the University of Wisconsin System, including a plan to coordinate the transfer of credits for additional programs, and a timetable for implementation of the plan." At the April 2000 joint meeting of the Board of Regents and the Wisconsin Technical College System Board, the Board of Regents adopted a Statement of Guiding Principles on Student Transfer from the Wisconsin Technical College System. The Board also authorized UW institutions to create 2+2 degree completion programs, multi-institution articulation agreements, and to increase the limit on general education transfer credits. The report submitted to the Legislature June 30, 2000 reflected the action of the Board. This paper provides an update on the implementation activities.

REQUESTED ACTION

This report is for information only. No action is requested.

DISCUSSION

The Report to the Legislature made recommendations in five areas: principles for student transfer; multi-institutional program articulation agreements, baccalaureate degree completion programs, general education, and on-going activities. Implementation activities have taken place in each area. Among the activities that have occurred are the following:

- UW-Stout began offering a degree completion program leading to a BS in Industrial Management at multiple sites across Wisconsin in fall 2000.
- The revised UW Undergraduate Transfer Policy, implemented fall 2000, permits UW institutions to accept two math and/or science courses from WTCS occupational programs.
- A joint assessment committee has been appointed to evaluate the new degree completion programs being developed and to monitor student success.

- Multi-institutional transfer articulation agreements in nursing and early childhood education will be in place fall 2001.
- In October 2000, the Board authorized UW-Stout to implement a degree completion program leading to the Bachelor of Science in Applied Science.
- UWS and WTCS staffs are working together to advise students, parents, and other stakeholders regarding the programs and opportunities available in the two systems.
- The current budget request includes proposals, endorsed by JACAP, for degree completion programs from UW- Eau Claire, UW- Stout, UW-Oshkosh, and UW-Milwaukee. The programs are in health care administration, management information systems, software engineering, information resources, early childhood education, and service management. UW System is committed to developing three degree completion programs by September 2002.

RELATED REGENT POLICIES

Undergraduate Transfer Policy (ACIS 6.0 revised 12-2000)

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

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

**Status Report on
Wisconsin Technical College System to University of Wisconsin System
Transfer Initiatives
June 2001**

The 1999-2001 biennial budget required the President of the University of Wisconsin System and the Director of the Wisconsin Technical College System to submit a report to the legislature on "efforts made to coordinate transfer of credits from the technical college system to the University of Wisconsin System, including a plan to coordinate the transfer of credits for additional programs, and a timetable for implementation of the plan." That report was submitted to the Legislature June 30, 2000. This paper provides an update on the implementation activities.

The Report to the Legislature made recommendations in five areas: principles for student transfer; multi-institutional program articulation agreements, baccalaureate degree completion programs, general education, and on-going activities.

Principles

The report recommended that WTCS and UWS establish assessment processes in order to evaluate the new programs being developed and to monitor student success. It called for a working group to be appointed by December 2000 to design an assessment process and reporting mechanism. It also called for a data sharing agreement to be developed by December 2000.

- The heads of the two Systems appointed a joint assessment working group that has been meeting since fall 2000. It has identified preliminary research questions and developed a reporting plan. A data sharing agreement was signed the week of March 19, 2001 and WTCS immediately sent the first file of student data to UWS.

The report recommended that WTCS and UWS work together to advise students, parents, and other stakeholders regarding the programs and opportunities available in the two systems. It called for the updating of existing on-line advising resources by October 2000.

- The UW System Transfer Brochure, which is available in both print and electronic format, was updated to reflect the changes in the transfer of general education credit and to alert students to additional planned changes.
- UWS and WTCS staff have given presentations to state wide and regional meetings of guidance counselors, academic advisors, and other educational groups.

When the new program initiatives are implemented, a joint marketing committee will develop a marketing plan.

Multi-Institutional Program Articulation

Currently WTCS and UW institutions have in place over 360 program-to-program articulation agreements. These agreements have been developed between specific institutions in areas where there is a significant relationship between the programs.

The Report recommended developing a new model for articulation, multi-institutional agreements. The goal of the multi-institutional agreements is to allow students in a particular program at any of a number of the WTCS institutions to transfer credits to a particular program at one or more UW institutions. This approach increases transfer flexibility for students and decreases the time and effort involved in establishing institution -specific articulation agreements. Multi- institutional agreements are possible in areas in which WTCS institutions have a common curriculum across many or all institutions. The report called for pilot multi-institutional articulation agreements in two areas, nursing and early childhood education; the target date was January 2001 for nursing and September 2001 for one early childhood program.

- The five UW institutions offering a Bachelor of Science in Nursing have recently signed an agreement that will allow students with the WTCS associate degree in nursing to transfer into the collaborative nursing degree with junior standing at any of the five institutions.
- WTCS has been engaged in the process of developing a common curriculum in early childhood education and expects to have it in place by July. UW-Milwaukee and UW-Parkside anticipate signing articulation agreements based upon the new WTCS curriculum in July. Early Childhood faculty from additional UW institutions have been meeting with WTCS faculty to share information about their programs with the goal of developing articulation agreements once the new statewide curriculum is in place.

If these pilots are successful, additional multi-institutional agreements will be developed in areas of high need.

Degree Completion

The report called for Baccalaureate Completion programs to be developed using three models: Students with an Associate of Applied Science from one of a number of technical programs can transfer into a specific major; students with an Associate of Applied Science in any field can transfer into a broad- based Bachelor of Applied Arts or Sciences degree or major; students with an Associate of Applied Science in a high demand major can transfer into a companion baccalaureate major.

- The report called for the first degree- completion program to begin in fall 2000 at UW Stout. Students from any of WTCS technically oriented programs may enter UW-Stout's BS in Industrial Management with junior standing. Stout began offering this major at multiple sites throughout the state in September 2000. Over 50 students are enrolled.
- The broad based Bachelor of Applied Science is sometimes referred to as the "upside down degree" because the first two years, in the technical colleges emphasize an area of specialization and the last two years emphasizes general education. The report called for the Board of Regents to authorize development of a broad based degree no later than June 2001 and for the new degree program to begin enrolling WTCS graduates statewide in September 2002.
- In October 2000 the Board of Regents authorized UW-Stout to implement a Bachelor of Science in Applied Science. Stout will implement the degree for WTCS transfers in fall 2002.
- UW Parkside plans to propose a Bachelor of Applied Science degree to the Board in the fall of 2001.

The report recommends that the Joint Administrative Committee on Academic Programs (JACAP) explore the development of additional degree completion programs in areas of high need and that at least three additional degree completion programs begin enrolling WTCS graduates in September 2002.

- The current budget request includes proposals endorsed by JACAP for degree completion programs from UW- Eau Claire, UW- Stout, UW-Oshkosh, and UW-Milwaukee. The programs would be in the areas of health care administration, management information systems, software engineering, information resources, early childhood education, and service management. UW System is committed to developing three degree completion programs by September 2002.
- UW Parkside has established a Program-to-Program Articulation agreement with Gateway Technical College in the area of Business that will permit the GTC student with an AAS in Accounting to transfer 51 credits into the UW-Parkside Bachelor of Science in Business Management degree. UW-Parkside anticipates expanding this agreement to additional WTCS institutions.

General Education

The Report recommended that the UWS Transfer Policy be revised to increase the general education credits that transfer from the occupational programs. The recommendation states that in addition to the 15 credits in the WTCS areas of communications and behavioral and social sciences previously accepted, two courses in mathematics and/or natural science may

transfer. Since many WTCS math and science courses are 5 credits, many students in occupational programs could transfer 25 general education credits. The report targeted fall 2000 for implementation and December 2000 for formal revision of the Transfer Policy.

- The Board of Regents passed a resolution in April 2000 permitting the change effective fall 2000 and formally revised the transfer policy in December 2000
- UWS and WTCS have worked together to implement the policy change by creating a website for WTCS districts to post math and science courses for UW institutions to review for transfer consideration. WTCS had some difficulty in getting the website "up," but it is now functioning and courses are being reviewed. In the meantime, beginning fall semester, UW institutions have been prepared to evaluate courses on an as needed basis for WTCS transfers.

On-Going Activities

- The report recommends that UWS and WTCS staff update TIS to reflect new transfer opportunities. The TIS staff have in place the process for adding the math and science general education courses to the data base and for adding new articulation agreements.
- The report recommends that JACAP continue to produce reports describing transfer activities between the two Systems. Transfer data was shared at the January 2001 JACAP meeting. At both the January and April JACAP meetings the co-chairs of the joint committee on assessment reported on the committees progress. The assessment committee will report annually to JACAP on the results of the assessment activities.

The report recommends that the heads of the two systems meet each year with the chief academic officers of the two systems and the JACAP co-chairs to review progress toward implementation of the initiatives, report on any new initiatives and/or emerging transfer issues, and present any recommendations regarding transfer. JACAP will act on its annual report at its July meeting. The report includes a discussion of transfer initiatives and emerging transfer issues. Following the July JACAP meeting, the recommended meeting of the heads of the two systems, the chief academic officers, and the JACAP co-chairs will be scheduled.

BOARD OF REGENTS

Resolution:

That, upon recommendation of the President of the University of Wisconsin, the Board of Regents directs that these study results be shared with the statewide PK-16 and the local councils with a request that they help to identify systemic strategies to increase ACT test taking and student participation in postsecondary education regardless of gender and race/ethnicity. In addition, the Board of Regents reaffirms its commitment to the Wisconsin Higher Education Grant (WHEG), the Advanced Opportunity Program Grant (AOP), and Lawton Grant programs and will continue to work throughout the budget process to secure state support for these programs.

ACCESS FOLLOW-UP: NEXT STEPS

EXECUTIVE SUMMARY

BACKGROUND

At the October 2000 Board of Regent meeting, information on access to the UW System was presented and discussed. In response to several questions raised by members of the Board at that meeting, the following research was conducted: a) survey of high school guidance counselors, b) focus groups of students at the University of Wisconsin-Milwaukee Pre-college Academy, c) a review of UW recruitment programs for student of color, d) an examination of the impact of family income on access, and e) a survey of ACT test takers.

At the May 2001 Board of Regents meeting, information from the first three of these sources was presented and used to address the questions posed by members of the Board of Regents. Key findings presented:

- White females tend to take the ACT examination earlier in their high school careers than white males and students of color. Some students expressed regret that they did not begin planning earlier for college.
- Family members, particularly parents, play a key role in encouraging students to think about college.
- Most important factors in determining college-going decisions are tuition, financial aid, and availability of majors.
- Pre-college programs must emphasize planning for college, particularly with male students of color.
- A variety of institutional recruitment activities are utilized but "direct and personal contact" has been identified as the most effective recruitment strategy.
- All UW institutions have established performance measures for assessing recruitment activities, however, these measures differ from institution to institution.

Highlights from the remaining two studies -- a survey of high school seniors who took the ACT and the Occasional Research Brief *Access to the UW System: Service Rates by Family Income* -- are summarized below.

REQUESTED ACTION

Approval of resolution III

FINDINGS

Key findings from the survey of high school seniors who took the ACT test:

- Compared to all respondents, African American and Latino respondents are significantly more likely to be first generation college students.
- African-Americans are significantly less likely to indicate that they plan on attending college in Wisconsin compared to total respondents (63% vs. 78%); thirteen percent of the African-American respondents say they plan to attend a historically Black college or university.
- Parents, particularly mothers, are extremely influential in the decision of their children to plan for college. The majority of students (82%) say their mothers had significant influence on their decision to continue education after high school.
- African-Americans indicate they are significantly more likely than all respondents to be influenced in their decision to continue education by a high school guidance counselor.
- The top three reasons cited as to why the respondents decided to continue education after high school are: to enhance career opportunities, to get a high-paying job, and to improve general education level. These reasons were consistent across all respondents regardless of race/ethnicity.
- Overall, "Academics" is most important to students when they are selecting a college/university. Compared to all other respondents, African-American students place significantly more importance on adequate financial aid and early announcement of financial aid awards.

Key findings from the Occasional Research Brief "*Access to the UW System: Service Rates by Family Income*":

- Family income is a key variable in determining who applies to and who enrolls at a UW institution.
- Family income has the greatest effect on the decision to apply to a UW institution. Students from the lowest income group apply at lower rates than students from the middle-income group. In turn, students from the middle-income group apply at lower rates than students from the highest income group.
- For every 100 ACT test takers from the highest income group, over half enroll for the following fall at a UW institution. This proportion decreases as income decreases. For every 100 ACT test takers from the lowest income group, the enrollment process results in 40 students enrolling.
- Without need-based grants, over half of the lowest income families' income would be spent on the cost of higher education. Need-based grants directly increase the affordability of a college education for these students.

DISCUSSION

The five research studies conducted on "access" suggest that a student's decision to attend a postsecondary institution is influenced at various stages of his/her K-12 education, starting long before it is time to take the ACT in the junior year of high school. Students must aspire to obtain a college degree and prepare academically by taking an appropriate curriculum and by taking the ACT. This requires (a) teachers who are prepared in curriculum and pedagogy to teach students a rigorous curriculum that will adequately prepare students for college; (b) guidance counselors and classroom teachers who will prepare and counsel students about test taking, curriculum, and college preparation.

These issues can be addressed at both the state and local levels through collaboration between the UW System and the K-12 schools. The state PK-16 Leadership Council, co-chaired by President Lyall and Superintendent Benson, is examining the issue of the Senior Year and how the educational sectors can work together to make this critical transitional year more effective for students. In addition, the local PK-16 councils and partnerships that are encouraged in the Board of Regents PK-16 principles can work to identify strategies to increase ACT test taking and student participation in postsecondary education.

To recruit more students of color, it is essential to maintain a direct relationship with these students from the pre-college programs all the way through the application process to enrollment at a UW institution.

Effective pre-college programs emphasize career planning as well as skill building. Early and targeted pre-college programs for male students of color should focus on academic and non-academic skills needed for higher education. Parents are an integral part of pre-college programs.

Since fewer low income high school students are applying to UW institutions, efforts to encourage these students to apply must start early in high school and must include information about the availability of need-based financial aid and the long-term payoffs of higher education.

Need-based grant aid is essential to equalize educational opportunities across income levels. The failure of Federal and state need-based grant programs to keep up with costs of higher education coupled with the limited financial resources of lower income families may explain, at least partially, the lower UW System service rates for the lowest income students. This year, as in past biennial budgets, the Board of Regents adopted a resolution asking that the State fund GPR financial aid at a level commensurate with tuition increases. In that resolution, the Board supported the Higher Education Aids Board (HEAB) request for an increase in the Wisconsin Higher Education Grant (WHEG) for UW students. The Board also requested increases in the Advanced Opportunity Program (AOP) and Lawton Grant programs.

RECOMMENDATIONS

- UW System should work with statewide PK-16 and local councils to identify strategies to increase ACT test taking and student participation in postsecondary education.

- UW System will work with middle and high school guidance counselors to assist their efforts to prepare students for college and encourage students to take the appropriate college entrance examinations.
- To ensure equal opportunities for all students, need based grant aid should be expanded in a manner commensurate with increases in cost of attendance.

In addition, UW System Administration is in the process of working with the UW institutions to ensure:

- Recruitment activities will be focused early in the high school years.
- Parents will be an integral part of pre-college programming.
- Career planning will be incorporated into pre-college programming.
- Early and targeted pre-college programs for male student of color will focus on academic and non-academic skills needed for higher education.

RELATED REGENT DOCUMENTS

"Access to the UW System for Wisconsin High School Graduates" (October, 2000)



Occasional Research Brief

Volume 01, No. 1: June 2001

Access to the UW System: Service Rates by Family Income

Executive Summary

Maintaining a high service rate (defined as the proportion of high school graduates enrolling at a UW institution for the following fall term) for Wisconsin high school graduates is one of the goals identified in *Achieving Excellence*, the second phase of accountability reporting by the UW System. Understanding the factors that contribute to the UW System's service rate and the degree to which this service is provided to all Wisconsin residents is critical to the UW System's ability to achieve its goal of enrolling at least 32% of Wisconsin's high school graduating class.

A recent research brief, *Access to the UW System for Wisconsin High School Graduates*, examined the UW System's service rate by race and gender. Variations in service rates were observed and were explained by differences at various stages of the processes that precede enrollment at a UW institution. These processes include taking the ACT examination, submitting an application to a UW institution, being admitted, and enrolling. This research brief expands the analysis of the "enrollment process" to include family income and examines whether high school students of all family income levels are applying to and enrolling at UW institutions. The role of financial aid in providing higher education opportunities for lower income students is also explored.

The income ranges of the population of ACT test takers were used to examine the application and enrollment behavior by income level. Overall, slightly more than one third (36%) of Wisconsin ACT test takers come from families with incomes of \$60,000 and over. Forty-six percent (46%) of Wisconsin ACT test takers come from families with incomes between \$30,000 and \$60,000 and the remaining 18% are from families with incomes of \$30,000 or less. ACT test takers of color are considerably poorer than their white peers with 45% coming from families with incomes of \$30,000 or less. This compares to 15% of white ACT test takers who have family incomes of \$30,000 or less. Compared to females, a slightly higher proportion of male ACT test takers come from families with incomes of \$60,000 and over and a slightly lower proportion come from families with incomes of \$30,000 and under.

Application rates (defined as the proportion of ACT test takers who apply to at least one UW institution) increase as income increases. For test takers from the lowest income group (family incomes of \$30,000 and under), application rates for students of color and whites are similar. However, at the middle and highest income ranges (\$30,000-\$60,000 and \$60,000 and over, respectively), white students have higher application rates. Application rates for males are only slightly lower at each income range than application rates for females.

Admission rates (defined as the proportion of applicants with complete applications who are admitted) for applicants from the lowest income group are only slightly lower than for applicants from the middle and highest income ranges. This pattern holds true when examining admission rates by race and gender across income groups.

Executive Summary – continued

Yield rates (proportion of admits who enroll) vary somewhat by income. The highest yield rates are for admits in the middle income group (\$30,000-\$60,000) and the lowest yield rates are for admits in the highest income group. Across all income groups, yield rates for students of color are considerably lower than yield rates for white students. In each income group, yield rates for males differ only slightly from yield rates for females.

Variations in the application, admission and yield rates result in enrollment differences across income groups. For every 100 ACT test takers with family incomes of \$30,000 and under, 40 enroll for the fall following high school graduation. This compares to 49 students from the middle income group and 52 students from the highest income group who enroll.

The research brief, *Access to the UW System for Wisconsin High School Graduates*, showed differences by race/ethnicity in the proportion of high school graduates enrolling for the following fall. These differences were shown to be the result of variations by race/ethnicity in all three steps of the enrollment process (application, admission, and enrollment). This research brief shows that these variations persist across all income levels. Although admission and yield rates vary somewhat by race/ethnicity and income level, the income differences in the proportion of ACT test takers of color and white ACT test takers who enroll are primarily due to differences in application rates between the lowest and highest income students.

Access to the UW System for Wisconsin High School Graduates showed that differences by gender in the proportion of high school graduates enrolling for the following fall resulted primarily from differences in ACT test taking rates by gender. Specifically, males took the ACT in lower proportions than females. After this initial significant difference, application, admission, and yield rates varied only slightly by gender. This research brief shows that these rates are still similar by gender when examining the data by income level.

Financial aid, particularly grant aid, makes higher education more affordable for lower income students. Of the ACT test takers in the lowest income group who enrolled at a UW institution, 75% received a need-based grant during their freshman year. For students from the lowest income families, more than half of their family income is needed to cover the average cost of attendance at a UW institution. After need-based grants are awarded, the proportion of income needed to cover the average cost of attendance is reduced to one-quarter of family income.

In conclusion, this research brief shows that family income is a key variable in determining who applies to and enrolls at a UW institution. Applying to a UW institution is the step most affected by family income and there are large variations by income group in the proportion of students who apply. The proportion of admits who enroll also varies with income, although not nearly as much as the proportion who apply. Need-based grants play a vital role in equalizing these income differences and directly increase the affordability of a college education for the lowest income students.

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INTRODUCTION

Maintaining a high service rate (defined as the proportion of high school graduates enrolling at a UW institution for the following fall term) for Wisconsin high school graduates is one of the goals identified in *Achieving Excellence*, the second phase of accountability reporting by the UW System. Understanding the factors that contribute to the UW System's service rate and the degree to which this service is provided to all Wisconsin residents is critical to the UW System's ability to achieve its goal of enrolling at least 32% of Wisconsin's high school graduating class.

Recent national studies from the American Council on Education and the National Center for Education Statistics have focused attention on how family income, race and gender affect access to higher education and educational choice. A recent research brief, *Access to the UW System for Wisconsin High School Graduates*, showed that, while the UW System has a high service rate for recent high school graduates, there are race and gender differences in this service rate.

Overall, data in *Access to the UW System for Wisconsin High School Graduates* showed that almost half of the Wisconsin high school graduates who took the ACT enrolled at a UW institution for the fall following graduation and that 33% of Wisconsin high school graduates enrolled at a UW institution for the following fall. This research brief examines the role of family income in access and the role of financial aid in assisting lower income students.

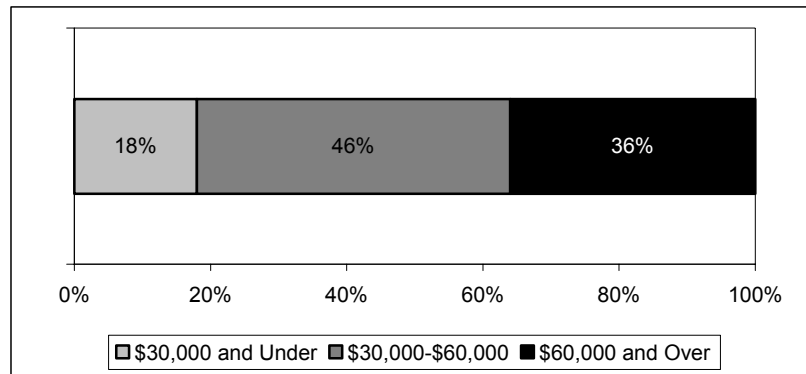
The population of 1999 Wisconsin high school graduates who took the ACT, a requirement for admission to UW institutions, was used to examine application and enrollment patterns by family income, race and gender. Because the ACT was a requirement of all potential UW resident students, taking the ACT can be used for this group as an indication of initial interest in post-secondary education.

Of the almost 64,000 Wisconsin high school graduates in 1999, approximately 42,000, or 66%, took the ACT examination. Eighty-seven percent (approximately 37,000) of this group of test takers answered the question about family income. Responses to this question were used to group test takers into three broad categories that correspond most closely to groupings used by the U.S. Department of Education and the American Council on Education (ACE) in recent publications. The lowest income group represents ACT test takers with family incomes of \$30,000 and under. The middle income group includes ACT test takers with family incomes between \$30,000 and \$60,000 and the highest income group represents those with family incomes of \$60,000 and over.

**SECTION I:
ACT Test Takers**

Of the Wisconsin high school graduates in 1999 who took the ACT, 18% reported family incomes of \$30,000 or less (Figure 1). Forty-six percent (46%) reported family incomes between \$30,000 and \$60,000 and 36% reported incomes of \$60,000 and over.

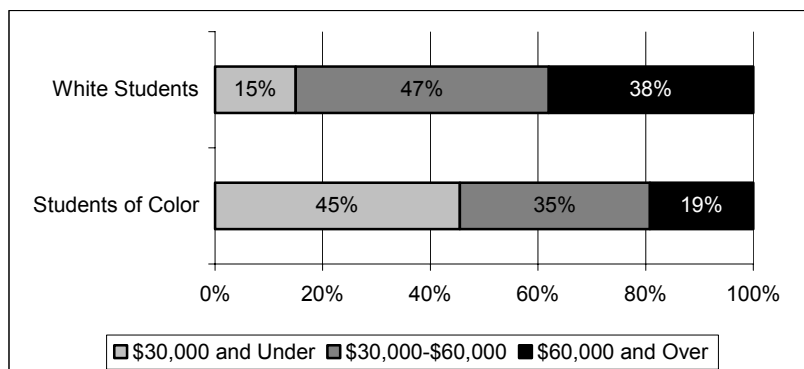
Figure 1
1999 Wisconsin High School Graduates who Took the ACT
by Income Group



Data reported in *Access to the UW System for Wisconsin High School Graduates* showed that approximately 10% of the total ACT test takers are high school students of color and that approximately 10% of the Wisconsin high school graduating class is made up of students of color. Despite the equal proportions of ACT test takers of color and high school graduates of color, large income differences by race can be seen in the distribution of Wisconsin high school graduates who took the ACT.

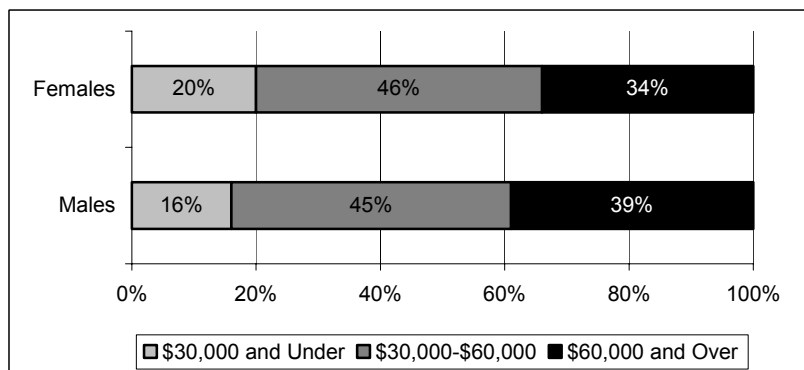
Forty-five percent (45%) of ACT test-takers of color reported family incomes of \$30,000 or less compared to 15% of white students (Figure 2). Thirty-eight percent (38%) of white ACT test takers reported family incomes of \$60,000 and over compared to 19% of students of color. Although ACT test takers of color are poorer than their white peers, both high school students of color and white high school students are taking the ACT at the same rate (approximately 66%).

Figure 2
1999 Wisconsin High School Graduates who Took the ACT
by Income Group and Race/Ethnicity



Even though the Wisconsin high school graduating class is almost equally distributed between men and women, male high school students constitute only 44% of the ACT test taking population¹. Compared to females, a lower proportion of male ACT test takers are in the lowest income group (Figure 3). Almost equal proportions are in the middle income group while a greater proportion of male ACT test takers are in the highest income group (39% of men compared to 34% of women).

Figure 3
1999 Wisconsin High School Graduates who Took the ACT
by Income Group and Gender



SECTION II: Family Income and Application Patterns

Figure 4 shows application rates (the proportion of ACT test takers who applied to at least one UW institution) for Wisconsin high school graduates in 1999 who took the ACT. ACT test takers in the lowest income group had the lowest application rates (55%) and ACT test takers in the highest income group had the highest application rates (71%).

Recent national studies have shown a relationship between family income and actual college enrollment. Moreover, these data suggest that, at least for UW institutions, family income is influencing behavior as early as the application process.

Figure 4
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Application Rates for Fall 1999
by Income Group

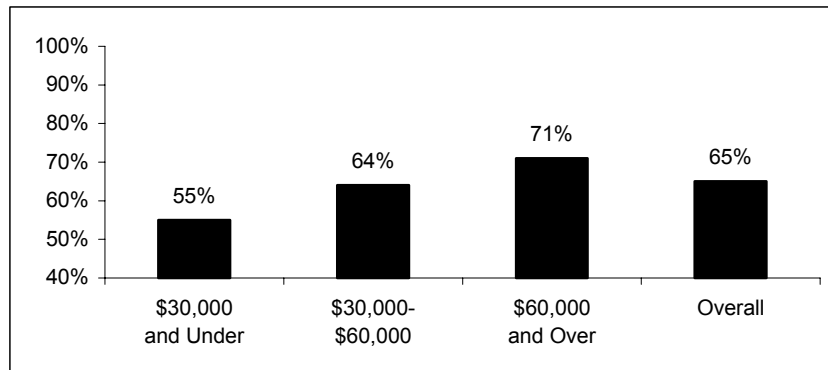
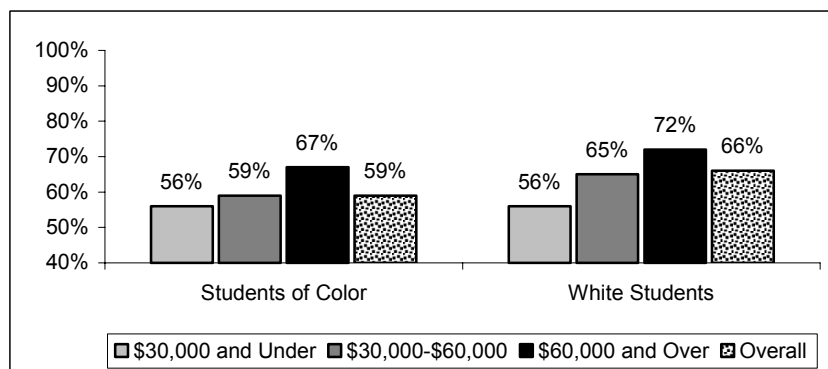


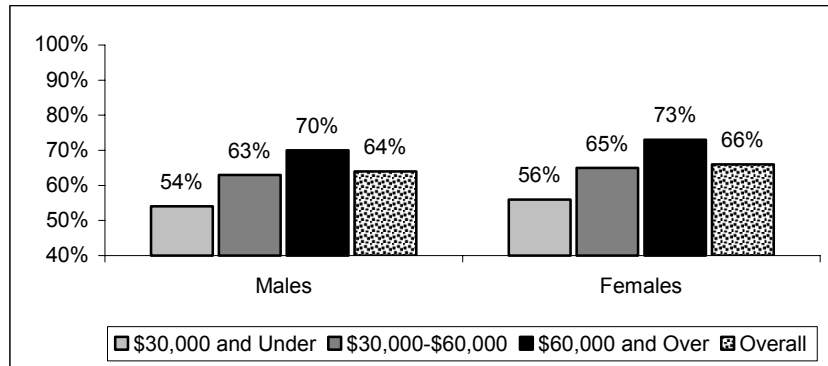
Figure 5 shows the UW System application rates of Wisconsin high school graduates in 1999 who took the ACT by race and income group. For both white students and students of color, lower income students have lower application rates. Fifty-six percent (56%) of low income white students and students of color who took the ACT and graduated in 1999 applied to at least one UW institution for Fall 1999. The proportion of Wisconsin high school graduates in 1999 who took the ACT and applied to a UW institution for Fall 1999 increased to 67% for students of color with family incomes of \$60,000 and over and to 72% for white students with family incomes of \$60,000 and over.

Figure 5
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Application Rates for Fall 1999
by Income Group and Race/Ethnicity



The pattern of application rates increasing with income also holds true when examining these rates by gender (Figure 6). For Wisconsin ACT test takers with family incomes of \$30,000 and below, between 54% and 56% applied to at least one UW institution for Fall 1999 compared to between 70% and 73% of Wisconsin ACT test takers with family incomes of \$60,000 and over.

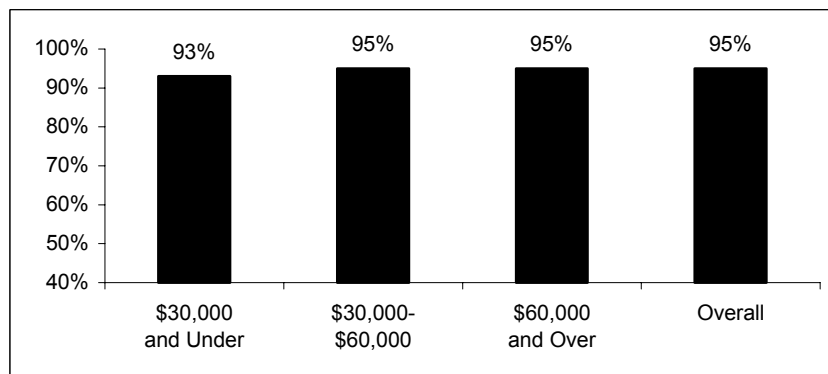
Figure 6
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Application Rates for Fall 1999
by Income Group and Gender



SECTION III: Family Income and Admission Patterns

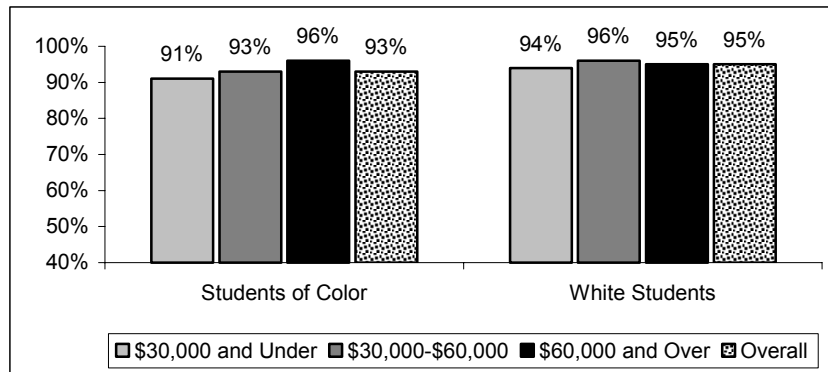
Figure 7 shows that admission rates vary little by family income. Admission rates are based on the proportion of applicants who are admitted to at least one UW institution, although not necessarily their first-choice institution. Only applicants with a complete application (all information needed for an admission decision, including the application fee, was submitted) are included in the calculation.

Figure 7
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Admission Rates for Fall 1999
by Income Group



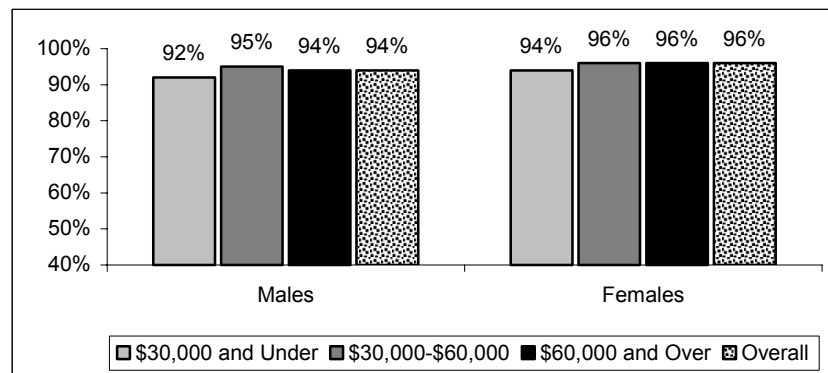
For applicants of color, admission rates vary slightly by income group (Figure 8). Regardless of family income, more than nine out of ten applicants from the 1999 Wisconsin high school graduating class were admitted to at least one UW institution.

Figure 8
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Admission Rates for Fall 1999
by Income Group and Race/Ethnicity



Consistent with both the overall admission rates and admission rates for white applicants, admission rates vary little by gender and family income group (Figure 9).

Figure 9
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Admission Rates for Fall 1999
by Income Group and Gender



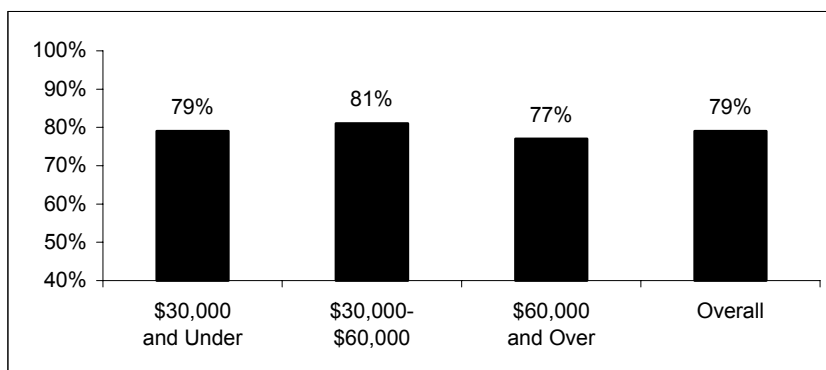
**SECTION IV:
Family Income and
Enrollment Patterns**

Yield rates, the proportion of admitted applicants who enroll, vary slightly with income although the differences are not as large as the differences seen in application rates by family income. The highest yield rates (81%) are from admits in the middle income grouping of \$30,000-\$60,000 (Figure 10).

The lower yield rates (77%) for admits from the highest income group likely reflects the greater number of institutional choices available to higher income students. A recent national study found that students from families with incomes of \$60,000 and over were more likely than their lower income peers to enroll in private, not-for-profit four-year institutions².

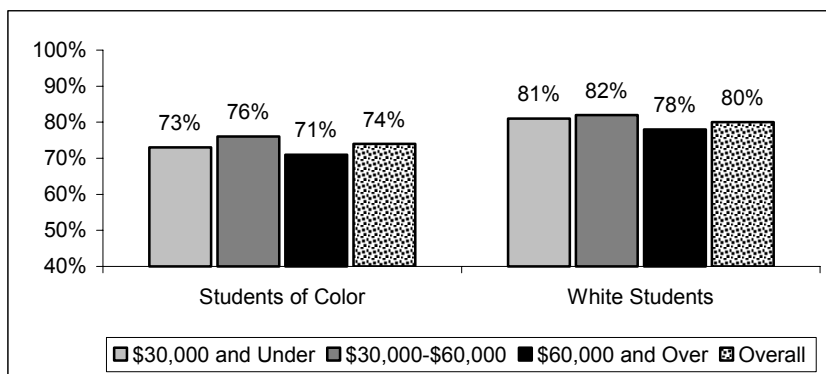
Indeed, higher income students who applied and were admitted to a UW institution but did not enroll were more likely to enroll at a private or out-of-state public institution (other than Minnesota public institutions) than lower income students³. Specifically, of the Fall 1999 new freshman applicants to UW institutions who were admitted and had a family income of \$60,000 or over, 12% enrolled at these types of institutions compared to 6% of new freshman admits from the lowest income group.

Figure 10
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Yield Rates for Fall 1999
by Income Group



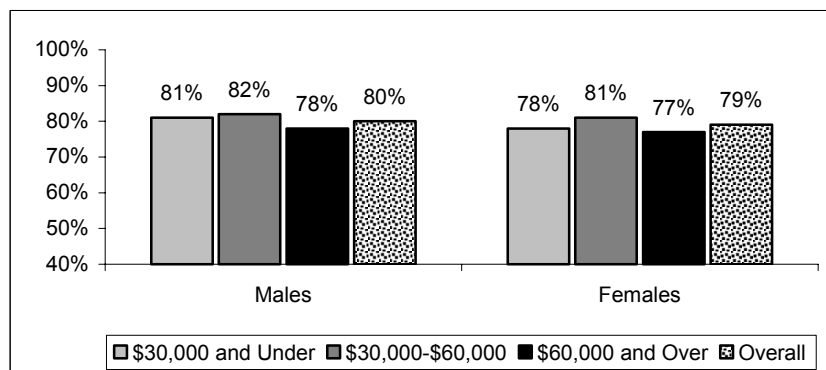
As with the overall figures, data show that for students of color and white students, the highest yield rates are from admits in the \$30,000-\$60,000 income group. The lowest yield rates are from admits with family incomes of \$60,000 and over (Figure 11). For every income group, yield rates for admits of color are considerably lower than yield rates for white admits.

Figure 11
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Yield Rates for Fall 1999
by Income Group and Race/Ethnicity



Examining yield rates by gender shows a similar pattern to the pattern in Figure 10. For both men and women, the highest yield rates are for admits from families with incomes between \$30,000 and \$60,000 (Figure 12). These rates, however, were only slightly higher than yield rates for admits in other income groups.

Figure 12
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
Yield Rates for Fall 1999
by Income Group and Gender



**SECTION V:
The Road to Access**

The distribution of ACT test takers by income group (Figures 1-3) showed large differences in the distribution of family income between students of color and white students and fewer differences between men and women. The degree to which these differences persist, grow, or lessen throughout the application and enrollment processes offers insight into the ways family income impacts both potential and actual UW students. The application, admission and yield rates reported in the previous sections were applied to a base of 100 students at each income level to illustrate the impact of family income at the various steps in the enrollment "process".

For every 100 ACT test takers from the lowest family income group, 55 applied to a UW institution for the fall following graduation, 51 were admitted and 40 actually enrolled as new freshmen (Figure 13). This is in contrast to the 71 of 100 ACT test takers from the highest income group who applied, the 67 who were admitted, and the 52 who enrolled as new freshmen.

**Figure 13
University of Wisconsin System
Overall Enrollment Funnel
Fall 1999**

	Family Income Group							
	\$30,000 and Under		\$30,000-\$60,000		\$60,000 and Over		Overall	
ACT Test Takers		100		100		100		100
Application Rate	55%	55	64%	64	71%	71	65%	65
Admission Rate	93%	51	95%	61	95%	67	95%	62
Yield Rate	79%	40	81%	49	77%	52	79%	49

Enrollment funnels for students of color (Figure 14) and white students (Figure 15) show similar differences by income group as seen in the overall enrollment funnel (Figure 13). For every 100 ACT test takers from the lowest income group, 56 students of color and 56 white students applied for the fall following graduation. This "enrollment process" resulted in 37 students of color and 43 white students from the lowest income group enrolling. This enrollment process results in more ACT test takers enrolling as income increases. This pattern holds true for both students of color and white students.

In a previous research brief, *Access to the UW System for Wisconsin High School Graduates*, differences were seen by race/ethnicity in the proportion of high school graduates enrolling for the following fall. These differences were shown to be the result of variations by race/ethnicity in the application, admission and yield rates. Figures 14 and 15 show that these differences persist, regardless of income level.

Figure 14
University of Wisconsin System
Enrollment Funnel for Students of Color
Fall 1999

	Family Income Group							
	\$30,000 and Under		\$30,000-\$60,000		\$60,000 and Over		Overall	
ACT Test Takers		100		100		100		100
Application Rate	56%	56	59%	59	67%	67	59%	59
Admission Rate	91%	51	93%	55	96%	64	93%	55
Yield Rate	73%	37	76%	42	71%	46	74%	41

White ACT test takers and ACT test takers of color from the lowest income group have the same application rates (56%). ACT test takers of color from the middle and highest income groups have lower application, admission, and yield rates than white ACT test takers. For the lowest income group, differences by race/ethnicity in the proportion of students enrolling are primarily caused by lower yield rates for admits of color. For the middle and highest income groups, enrollment differences by race/ethnicity are due primarily to differences in both application and yield rates.

Figure 15
University of Wisconsin System
Enrollment Funnel for White Students
Fall 1999

	Family Income Group							
	\$30,000 and Under		\$30,000-\$60,000		\$60,000 and Over		Overall	
ACT Test Takers		100		100		100		100
Application Rate	56%	56	65%	65	72%	72	66%	66
Admission Rate	94%	53	96%	62	95%	68	95%	63
Yield Rate	81%	43	82%	51	78%	53	80%	50

Enrollment funnels for males (Figure 16) and females (Figure 17) show the same differences by income group as seen overall (Figure 13) and between students of color and white students. For every 100 ACT test takers from the lowest income group, 54 men and 56 women applied for the fall following graduation. Forty (40) men and 41 women from the lowest income group enrolled. This compares to the 51 men and 54 women from the highest income group who enrolled in the fall term following high school graduation.

In *Access to the UW System for Wisconsin High School Graduates*, differences by gender in the proportion of high school graduates enrolling for the following fall were seen. These differences resulted primarily from differences in ACT test taking rates by gender. Males were found to be taking the ACT in lower proportions than females. After this initial difference, application, admission and yield rates were similar for males and females.

Figure 16
University of Wisconsin System
Enrollment Funnel for Male Students
Fall 1999

	Family Income Group							
	\$30,000 and Under		\$30,000-\$60,000		\$60,000 and Over		Overall	
ACT Test Takers		100		100		100		100
Application Rate	54%	54	63%	63	70%	70	64%	64
Admission Rate	92%	50	95%	60	94%	66	94%	60
Yield Rate	81%	40	82%	49	78%	51	80%	48

Within each income group, differences in application, admission and yield rates between males and females are slight. However, across income groups for both males and females, the number of ACT test takers enrolling increases as income increases.

Figure 17
University of Wisconsin System
Enrollment Funnel for Female Students
Fall 1999

	Family Income Group							
	\$30,000 and Under		\$30,000-\$60,000		\$60,000 and Over		Overall	
ACT Test Takers		100		100		100		100
Application Rate	56%	56	65%	65	73%	73	66%	66
Admission Rate	94%	53	96%	62	96%	70	96%	63
Yield Rate	78%	41	81%	51	77%	54	79%	50

SECTION VI: The Role of Financial Aid

In the 1960's and 1970's, public policy initiatives reduced barriers to higher education for students from lower income families. During this time period, many federal and state grant programs for low income students were created. Since these students have limited personal and family resources and often do not have access to private sources of financial assistance, the affordability of a college education is heavily influenced by the availability of financial assistance, particularly grant aid.

Table 1 shows that 75% of the resident new freshmen from families with incomes of \$30,000 and less received need based grants in 1999-00; however the average need based grant was only \$3,573⁴. Since the average cost of attendance at a UW institution (tuition, room/board, books, travel allowance, miscellaneous expenses) for the 1999-00 year was \$9,427, almost \$6,000 more was still needed to enable the lowest income students to attend a UW institution. Since families in this income range are unlikely to be able to afford that large a contribution, the additional cost has to be made up through loans and work. For example, 65% of new freshmen in the lowest income group utilized a federally-subsidized need-based loan in addition to their grant aid.

For new freshmen from the middle income group, the type of financial aid most frequently utilized was need-based loans. Sixty-four (64%) percent of these students borrowed through a federally subsidized need-based loan program. For new freshmen from the highest income group, 57% borrowed through a non need-based loan program, the most frequently utilized type of financial aid for students in this income group.

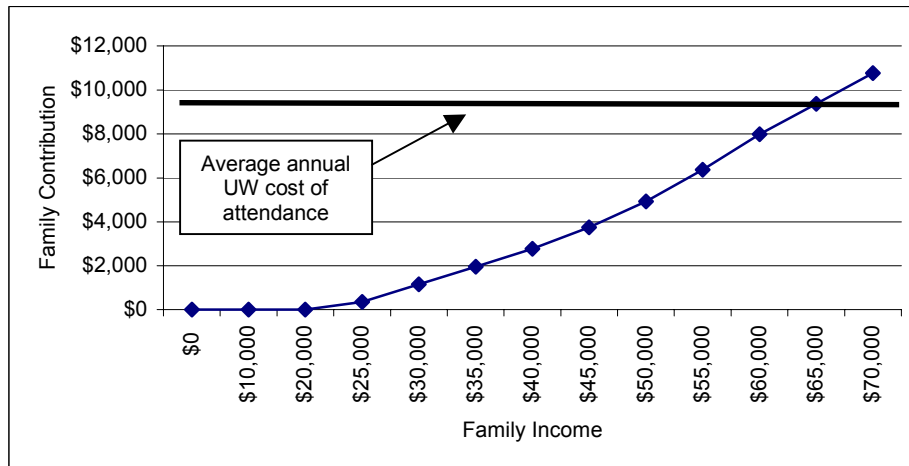
Table 1
University of Wisconsin System
1999-00 Dependent, Resident, New Freshman Financial Aid Recipients who Took the ACT
by Type of Aid Received and Income Group

	\$30,000 and Under		\$30,000- \$60,000		\$60,000 and Over		Overall	
	%	#	%	#	%	#	%	#
Need-Based Grants	75%	1,527	36%	1,291	6%	142	32%	2,960
Need-Based Loans	65%	1,329	64%	3,208	30%	690	56%	5,227
Non Need-Based Grants	42%	862	42%	2,116	43%	993	43%	3,971
Non Need-Based Loans	10%	214	32%	1,604	57%	1,315	34%	3,133
Work Study	27%	543	18%	893	4%	101	1%	1,537
Unduplicated Total		2,043		4,984		2,292		9,319

Financial aid policy is predicated on the assumption that families have the primary responsibility of paying for post-secondary education. Since almost all of the students who enroll in college immediately after high school are dependent on their parents, parental income and liquid assets are the main determinants of the "expected family contribution". This is the result of a federal formula that determines how much money a family should be expected to contribute towards higher education expenses. Students from families whose expected family contribution, or EFC, is less than the cost of attendance are said to have "financial need" and are eligible for need-based aid.

Figure 18 shows the average EFC by family income range based on a hypothetical family with 45-year-old parents with no assets and one dependent child in college who had no taxable income⁵. There are several factors influencing the EFC calculation (age of parent, student earnings, assets, number of children in college, family circumstances). Holding these factors constant while changing family income shows an approximate amount that a family would be expected to contribute towards higher education costs. In this hypothetical example, a family with approximately \$65,000 in income would be expected to contribute the full annual cost of a UW education (approx. \$9,400).

Figure 18
Expected Family Contribution by Family Income for 1999-00 Academic Year
Based on Web-Based EFC Calculator



The broad purpose of need-based grant programs is to reduce the cost of higher education for families who cannot meet the costs on their own. Since these types of grants do not need to be repaid (in contrast to loans), grants directly increase affordability for needy families. The concept of “net price”, or the cost of attendance minus all need-based grant aid, can be used to assess how successfully need-based grants equalize costs across income levels.

Table 2 shows need-based grant recipients grouped by EFC. Students from families where federal methodology determined that the family could not afford any contribution had an average family income of \$15,427 and an average net price of \$4,080. Students from families who were deemed able to contribute between \$4,000 and \$10,000 towards their child’s college education had an average family income of \$57,650 and an average net price of \$8,730. Without any need-based grants, a family with \$15,000 income would have spent 59% of their income to pay the cost of attending a UW institution. Families in the \$60,000 income range, who are deemed able to contribute \$4,000 or more towards educational costs, spent approximately 19% of their income on the cost of attendance at a UW institution.

The lower half of this table shows that a hypothetical student whose family income is between \$100,000 and \$200,000 does not qualify for a need-based grant because the EFC is equal to or greater than the cost of education. For students from these families, the cost of attendance is between 5% and 9% of the family’s income.

Table 2
University of Wisconsin System
Dependent, Resident, Undergraduates who Received Need-Based Grants⁶
1999-00

EFC Range	#	Percent	Average				
			Gross Family Income	Need-Based Grants	Net Price*	Cost as % of Income	Net Price as % of Income
\$0	2,043	15%	\$15,427	\$5,065	\$4,080	59%	26%
\$1-\$999	3,426	25%	\$24,846	\$3,882	\$4,997	36%	20%
\$1,000-\$1,999	3,844	29%	\$32,310	\$2,063	\$7,135	28%	22%
\$2,000-\$2,999	3,459	26%	\$38,549	\$1,131	\$8,443	25%	22%
\$3,000-\$3,999	269	2%	\$41,603	\$1,539	\$8,376	24%	20%
\$4,000 - \$10,000	422	3%	\$57,650	\$1,996	\$8,730	19%	15%
Examples for students who did not qualify for need-based grants.			\$100,000	\$0	\$9,427	9%	9%
			\$125,000	\$0	\$9,427	8%	8%
			\$150,000	\$0	\$9,427	6%	6%
			\$175,000	\$0	\$9,427	5%	5%
			\$200,000	\$0	\$9,427	5%	5%

*Net price = cost of attendance less need-based grants. Net price for examples below dotted line based on average cost of attendance for 1999-00.

Families with approximately \$15,000 income, who would have spent over half of it on the cost of attendance at a UW institution, realize a reduction to one quarter of income after need-based grants are awarded. Need-based grants reduce and level out the net price of attendance at a UW institution for families with incomes below \$60,000. However, net price decreases greatly as a percentage of income for families with higher incomes.

The federal Pell Grant program (the largest federal grant program for needy students) has the most impact on the net price for the lowest income students. In the early to mid 1980's, Pell Grants covered almost all of tuition/fees at UW institutions enabling the lowest income students to participate in higher education (Table 3). By the 1999-00 academic year, the proportion of average UW tuition/fees covered by Pell Grants had decreased to 53%.

Table 3
University of Wisconsin System
Average Pell Grant Awards to Dependent, Resident, New Freshmen

	Average Pell Award	Average Pell Award as % of Tuition/Fees
1983-84	\$985	92%
1985-86	\$1,222	97%
1987-88	\$1,256	83%
1989-90	\$1,328	78%
1991-92	\$1,404	71%
1993-94	\$1,396	61%
1995-96	\$1,410	55%
1997-98	\$1,573	54%
1999-00	\$1,756	53%

SUMMARY AND CONCLUSIONS

This research brief shows that family income is a key variable in determining who applies to and enrolls at a UW institution. Understanding how and when family income most affects application and enrollment behaviors is critical to the UW System's ability to maintain a high service rate for all students.

Applying to a UW institution is the step most affected by family income and there are large variations by income group in the proportion of students who apply. The students from the lowest income group apply at lower rates than students from the middle income group. In turn, students from the middle income group apply at lower rates than students from the highest income group.

For every 100 ACT test takers from the highest income group, over half enroll for the following fall at a UW institution. This proportion decreases as income decreases. For students from the lowest income group, the enrollment process results in 40 students enrolling.

Since data in this research brief show that many low income high school students are not even applying to UW institutions, efforts to encourage these students to apply need to start early in high school and must include information about the availability of financial aid. Data suggest that successful efforts in this area would have the greatest effect on the UW System's service rate. Demonstrating the long term value of higher education participation, particularly to the lowest income students, coupled with need-based grant aid to enable participation will likely increase the UW System's service rate to students from the lowest income families. Since there is a higher proportion of students of color than white students in the lowest income group, efforts to increase participation on the part of lower income students would likely also increase the UW System's service rate for students of color. This would support the goals of *Achieving Excellence* and complement intensified recruitment efforts directed at students of color.

Financial aid, particularly need-based grant aid, aims to equalize educational opportunities across all income levels. Without need-based grants, over half of the lowest income families' income would be spent on the cost of higher education. Need-based grants directly increase the affordability of a college education for these students. The failure of need-based grant programs to keep up with costs of higher education coupled with the limited financial resources of lower income families may explain the lower UW System service rates for the lowest income students.

Maintaining a high service rate for all students is critical to meeting the goals of *Achieving Excellence*. The ability of lower income students to participate in higher education and take advantage of financial aid that reduces the financial burden of participation are key components of this service rate.

APPENDICES

Appendix A 1999 Wisconsin High School Graduates who Took the ACT by Race, Gender and Income Group

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
Students of Color	#	1,444	1,127	609	3,180
	%	45.4%	35.4%	19.2%	100%
White Students	#	4,868	14,875	12,144	31,887
	%	15.3%	46.6%	38.1%	100%
Unreported Race	#	405	804	622	1,831
	%	22.1%	43.9%	34.0%	100%
Male Students	#	2,568	7,467	6,447	16,482
	%	15.6%	45.3%	39.1%	100%
Female Students	#	4,137	9,306	6,902	20,345
	%	20.3%	45.7%	33.9%	100%
Unreported Gender	#	12	33	26	71
	%	16.9%	46.5%	36.6%	100%
Total	#	6,717	16,806	13,375	36,898
	%	18.2%	45.5%	36.2%	100%

Appendix B University of Wisconsin System 1999 Wisconsin High School Graduates who Took the ACT and Applied to at Least One UW Institution for Fall 1999 by Race, Gender and Income Group

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
Students of Color	#	804	670	405	1,879
	%	42.8%	35.7%	21.6%	100%
White Students	#	2,737	9,640	8,749	21,126
	%	13.0%	45.6%	41.4%	100%
Unreported Race	#	167	429	386	982
	%	17.0%	43.7%	39.3%	100%
Male Students	#	1,382	4,679	4,517	10,578
	%	13.1%	44.2%	42.7%	100%
Female Students	#	2,321	6,045	5,011	13,377
	%	17.4%	45.2%	37.5%	100%
Unreported Gender	#	5	15	12	32
	%	15.6%	46.9%	37.5%	100%
Total	#	3,708	10,739	9,540	23,987
	%	15.5%	44.8%	39.8%	100%

Appendix C
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
and Submitted a Complete Application to at Least One UW Institution for Fall 1999
by Race, Gender and Income Group

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
Students of Color	#	726	632	392	1,750
	%	41.5%	36.1%	22.4%	100%
White Students	#	2,697	9,517	8,661	20,875
	%	12.9%	45.6%	41.5%	100%
Unreported Race	#	163	421	379	963
	%	16.9%	43.7%	39.4%	100%
Male Students	#	1,339	4,596	4,464	10,399
	%	12.9%	44.2%	42.9%	100%
Female Students	#	2,242	5,959	4,957	13,158
	%	17.0%	45.3%	37.7%	100%
Unreported Gender	#	5	15	11	31
	%	16.1%	48.4%	35.5%	100%
Total	#	3,586	10,570	9,432	23,588
	%	15.2%	44.8%	40.0%	100%

Appendix D
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
and were Admitted to at Least One UW Institution for Fall 1999
by Race, Gender and Income Group

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
Students of Color	#	659	588	378	1,625
	%	40.6%	36.2%	23.3%	100%
White Students	#	2,525	9,106	8,245	19,876
	%	12.7%	45.8%	41.5%	100%
Unreported Race	#	149	395	357	901
	%	16.5%	43.8%	39.6%	100%
Male Students	#	1,228	4,355	4,217	9,800
	%	12.5%	44.4%	43.0%	100%
Female Students	#	2,100	5,720	4,752	12,572
	%	16.7%	45.5%	37.8%	100%
Unreported Gender	#	5	14	11	30
	%	16.7%	46.7%	36.7%	100%
Total	#	3,333	10,089	8,980	22,402
	%	14.9%	45.0%	40.1%	100%

Appendix E
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
and Enrolled in Fall 1999
by Race, Gender and Income Group

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
Students of Color	#	484	444	268	1,196
	%	40.5%	37.1%	22.4%	100%
White Students	#	2,045	7,441	6,409	15,895
	%	12.9%	46.8%	40.3%	100%
Unreported Race	#	113	320	266	699
	%	16.2%	45.8%	38.1%	100%
Male Students	#	992	3,555	3,296	7,843
	%	12.6%	45.3%	42.0%	100%
Female Students	#	1,646	4,637	3,641	9,924
	%	16.6%	46.7%	36.7%	100%
Unreported Gender	#	4	13	6	23
	%	17.4%	56.5%	26.1%	100%
Total	#	2,642	8,205	6,943	17,790
	%	14.9%	46.1%	39.0%	100%

Appendix F
University of Wisconsin System
1999 Wisconsin High School Graduates who Took the ACT
and Enrolled in Fall 1999
by Income Group and Institution

		\$30,000 and Under	\$30,000-\$60,000	\$60,000 and Over	Total
UW-Madison	#	294	1,163	1,759	3,216
	%	9.1%	36.2%	54.7%	100%
UW-Milwaukee	#	373	926	822	2,121
	%	17.6%	43.7%	38.8%	100%
UW-Eau Claire	#	183	579	532	1,294
	%	14.1%	44.7%	41.1%	100%
UW-Green Bay	#	124	363	218	705
	%	17.6%	51.5%	30.9%	100%
UW-La Crosse	#	141	535	494	1,170
	%	12.1%	45.7%	42.2%	100%
UW-Oshkosh	#	180	743	557	1,480
	%	12.2%	50.2%	37.6%	100%
UW-Parkside	#	114	254	205	573
	%	19.9%	44.3%	35.8%	100%
UW-Platteville	#	146	418	266	830
	%	17.6%	50.4%	32.0%	100%
UW-River Falls	#	108	261	112	481
	%	22.5%	54.3%	23.3%	100%
UW-Stevens Point	#	175	570	395	1,140
	%	15.4%	50.0%	34.6%	100%
UW-Stout	#	105	390	269	764
	%	13.7%	51.0%	35.2%	100%
UW-Superior	#	40	87	47	174
	%	23.0%	50.0%	27.0%	100%
UW-Whitewater	#	196	649	600	1,445
	%	13.6%	44.9%	41.5%	100%
UW Colleges	#	463	1,267	667	2,397
	%	19.3%	52.9%	27.8%	100%
Total	#	2,642	8,205	6,943	17,790
	%	14.9%	46.1%	39.0%	100%

¹ University of Wisconsin System. *Access to the UW System for Wisconsin High School Graduates*. October, 2000

² U.S. Department of Education. National Center for Education Statistics. *College Access and Affordability*. 1999

³ Source: ACT.

⁴ Source: Central Data Request, UW System Administration.

⁵ Web-based EFC calculator from FinAid!: The Smart Student Guide to Financial Aid (www.finaid.org/calculators).

⁶ Does not include DVR aid. Cost is calculated on an individual basis. Family income from the Free Application for Federal Student Aid (FAFSA). EFC based on Federal methodology.



The University of Wisconsin System

Informational Memorandum

Student Financial Aid: 1999-00 Update

Highlights

Total financial aid dollars provided to UW students \$468.0 million
Up \$14.1 million from 1998-99

Total loan dollars provided to UW students \$322.8 million
Up \$12.9 million from 1998-99

Total grant dollars provided to UW students \$133.8 million
Up \$1.2 million from 1998-99

Percentage of financial aid from federal sources 83%

Percentage of financial aid from state sources 7%

Percentage of financial aid from institutional sources 5%

Total number of students receiving financial aid 81,047
Down 190 students from 1998-99

Percentage of undergraduate students receiving financial aid 55%
Down 1 percentage point from 1998-99

Percentage of graduate students receiving financial aid 33%
Down 2 percentage points from 1998-99

Percentage of financial aid recipients who are independent 28%

Percentage of financial aid recipients who are dependent 66%

Percentage of resident undergraduates who have student loan debt at graduation 63%
Up 2 percentage points from 1998-99

Average loan debt of a Wisconsin resident receiving a Bachelors degree in 1999-00 \$15,314
Up \$479 from 1998-99

The University of Wisconsin System
Office of Policy Analysis and Research
April, 2001

<http://www.uwsa.edu/opar/>

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OVERVIEW OF STUDENT FINANCIAL AID TRENDS

Overall, 81,047 UW students, 52 percent of total enrollment, received \$468.0 million in financial aid in 1999-00 (Table 1). Compared to 1998-99, the number of financial aid recipients decreased by 190 and dollars increased by 14.1 million. More than one-half of the undergraduate students (55%) received some financial aid (including non-need based aid) in 1999-00.

Table 1
Financial Aid Provided to UW System Students

Year	Undergraduate						Graduate		Total Aided		
	Total		Resident		Non-Resident						
	#	% Enroll	#	% Enroll	#	% Enroll	#	% Enroll	#	\$M	% Enroll
82-83	57,485	42%	50,420	42%	7,065	40%	4,242	20%	61,727	\$184.7	39%
83-84	60,979	44%	53,469	44%	7,510	42%	4,601	21%	65,580	\$199.9	41%
84-85	62,425	45%	54,890	45%	7,535	41%	5,150	23%	67,575	\$214.2	42%
85-86	60,226	43%	52,960	43%	7,266	38%	4,961	22%	65,187	\$211.8	40%
86-87	57,332	40%	50,563	41%	6,759	36%	4,966	22%	62,288	\$213.3	38%
87-88	53,220	38%	47,116	39%	6,104	32%	4,688	21%	57,908	\$212.5	36%
88-89	52,225	37%	46,074	38%	6,151	31%	4,899	22%	57,124	\$208.2	35%
89-90	52,212	38%	45,757	39%	6,455	31%	5,074	23%	57,286	\$217.9	36%
90-91	53,234	39%	46,710	40%	6,524	31%	5,501	24%	59,735	\$234.5	37%
91-92	56,246	41%	48,972	42%	7,274	34%	5,907	25%	62,153	\$262.2	39%
92-93	60,700	45%	52,506	46%	8,194	41%	6,573	29%	67,273	\$288.9	43%
93-94	64,491	49%	54,635	49%	9,856	51%	6,669	29%	71,160	\$339.7	46%
94-95	66,046	51%	55,836	51%	10,210	52%	6,993	30%	73,039	\$373.4	48%
95-96	67,156	53%	56,533	53%	10,623	54%	7,191	32%	74,347	\$388.7	50%
96-97	68,603	54%	57,617	54%	10,986	54%	7,063	33%	75,666	\$404.9	51%
97-98	72,240	56%	62,462	58%	9,778	46%	7,505	35%	79,745	\$440.8	53%
98-99	73,903	56%	63,601	58%	10,302	47%	7,334	35%	81,237	\$453.9	53%
99-00	74,143	55%	63,836	57%	10,307	46%	6,904	33%	81,047	\$468.0	52%

SOURCES OF AID FOR UW STUDENTS

Five of every six financial aid dollars (83%) to UW students were provided or underwritten through a federal program (Table 2). Aid from state sources represented less than one-tenth (7%) of all aid, a percentage that has decreased slightly over the past five years. Institutional aid accounted for five percent of the aid received by UW students. Institutional aid is made up primarily of scholarships funded through sources such as private donations to UW institutions.

Table 2
UW System Financial Aid by Source of Funding

Year	All Aid*						Grants					
	Federal		State		Institution		Federal		State		Institution	
	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%
82-83	\$153.9	83%	\$22.8	12%	\$5.7	3%	\$35.4	19%	\$8.7	5%	\$2.8	2%
83-84	\$171.0	86%	\$19.7	10%	\$6.5	3%	\$40.9	21%	\$9.7	5%	\$2.9	2%
84-85	\$185.1	86%	\$17.5	8%	\$8.9	4%	\$45.6	21%	\$10.5	5%	\$3.6	2%
85-86	\$182.5	86%	\$16.9	8%	\$9.5	5%	\$53.1	25%	\$19.1	9%	\$3.1	1%
86-87	\$181.1	85%	\$19.4	9%	\$9.6	5%	\$51.1	24%	\$16.5	8%	\$3.0	1%
87-88	\$179.5	85%	\$20.3	10%	\$9.0	4%	\$50.8	24%	\$18.5	9%	\$3.1	1%
88-89	\$176.7	85%	\$23.1	11%	\$5.0	2%	\$61.7	30%	\$21.3	10%	\$2.7	1%
89-90	\$181.5	83%	\$24.1	11%	\$7.1	3%	\$61.3	28%	\$21.8	10%	\$4.1	2%
90-91	\$195.5	83%	\$27.6	12%	\$7.3	3%	\$58.7	25%	\$24.8	11%	\$4.3	2%
91-92	\$219.1	84%	\$29.5	11%	\$7.6	3%	\$64.4	25%	\$26.1	10%	\$6.3	2%
92-93	\$235.3	82%	\$30.6	11%	\$13.8	5%	\$68.3	24%	\$27.1	9%	\$12.9	5%
93-94	\$284.6	84%	\$32.4	10%	\$13.6	4%	\$59.0	17%	\$29.2	9%	\$12.7	4%
94-95	\$314.9	84%	\$33.9	9%	\$14.9	4%	\$56.5	15%	\$31.4	8%	\$14.1	4%
95-96	\$330.4	85%	\$30.9	8%	\$16.0	4%	\$52.8	14%	\$28.5	7%	\$15.2	4%
96-97	\$340.4	84%	\$33.9	8%	\$17.8	4%	\$51.7	13%	\$31.2	8%	\$17.1	4%
97-98	\$369.2	84%	\$35.1	8%	\$20.5	5%	\$55.6	13%	\$32.2	7%	\$19.4	4%
98-99	\$378.3	83%	\$34.2	8%	\$22.7	5%	\$63.2	14%	\$34.1	8%	\$21.3	5%
99-00	\$386.2	83%	\$34.9	7%	\$25.6	5%	\$61.0	13%	\$34.6	7%	\$23.9	5%

* Balance of aid provided from other sources.

LOANS

Loan aid continues to make up the largest component of financial aid to UW students. Loan dollars make up 69% of total financial aid dollars and 80% of financial aid recipients received some kind of loan (Table 3). Forty-two percent of enrolled UW students received a loan in 1999-00.

Table 3
UW System Distribution of Loans

Year	Loans				
	Borrowers	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
82-83	53,271	86%	33%	\$123.3	67%
83-84	56,884	87%	35%	\$130.5	65%
84-85	59,336	88%	37%	\$136.8	64%
85-86	55,246	85%	34%	\$124.5	59%
86-87	54,254	87%	33%	\$123.7	58%
87-88	46,541	80%	29%	\$121.7	57%
88-89	42,554	75%	26%	\$109.0	52%
89-90	40,272	70%	25%	\$115.0	53%
90-91	44,239	75%	28%	\$131.8	56%
91-92	46,773	75%	29%	\$150.0	57%
92-93	48,592	72%	31%	\$162.3	56%
93-94	53,863	76%	35%	\$220.4	65%
94-95	56,663	78%	37%	\$253.1	68%
95-96	59,293	80%	40%	\$272.2	70%
96-97	60,586	80%	41%	\$282.8	70%
97-98	63,955	80%	42%	\$308.9	70%
98-99	64,838	80%	42%	\$309.9	68%
99-00	65,014	80%	42%	\$322.8	69%

GRANTS

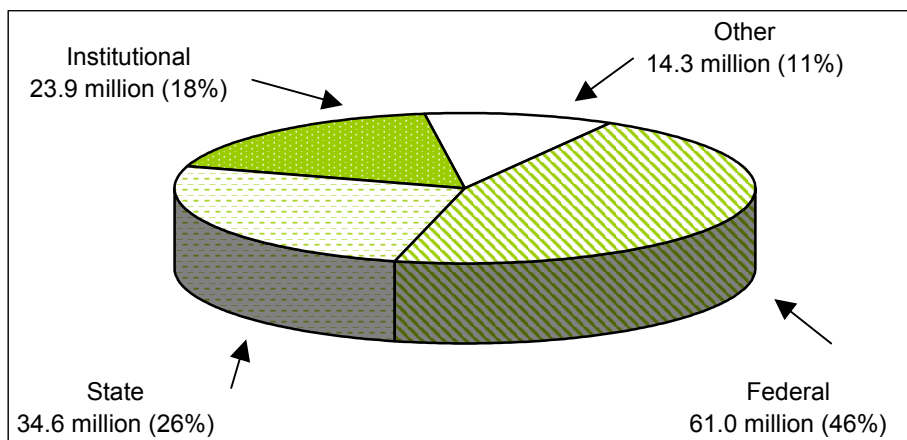
Grant aid made up 29% of financial aid dollars and 56% of financial aid recipients received a grant of some kind in 1999-00 (Table 4). The proportion of grant dollars to total aid remained constant from the past year although the percentage of financial aid recipients who receive grants decreased by one percentage point from 1998-99. However, the proportion of grant dollars to total aid remains well below that of the late 1980s and early 1990s.

Table 4
UW System Distribution of Grants

Year	Grants				
	Recipients	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
82-83	37,966	62%	24%	\$49.2	27%
83-84	39,523	60%	24%	\$56.2	28%
84-85	39,765	59%	25%	\$62.6	29%
85-86	40,100	62%	24%	\$71.1	34%
86-87	39,828	65%	24%	\$73.7	35%
87-88	38,922	67%	24%	\$75.9	36%
88-89	41,654	73%	26%	\$88.8	43%
89-90	41,177	72%	26%	\$91.8	42%
90-91	40,503	69%	25%	\$91.6	39%
91-92	43,861	71%	27%	\$101.6	39%
92-93	47,921	71%	31%	\$115.7	40%
93-94	46,344	65%	30%	\$108.7	32%
94-95	45,201	62%	29%	\$110.7	30%
95-96	43,526	59%	29%	\$106.4	27%
96-97	43,394	57%	29%	\$110.8	27%
97-98	45,265	57%	30%	\$120.1	27%
98-99	46,653	57%	31%	\$132.6	29%
99-00	45,651	56%	29%	\$133.8	29%

In 1999-00, federal grants comprised the majority of grants (46%) received by UW students followed by state grants at 26% (Figure 1). Grants in the "other" category are provided by other states to non-resident students.

Figure 1
Source of Grant Aid for UW System Students
1999-00



The largest need based state grant program available to Wisconsin residents attending a UW institution is the Wisconsin Higher Education Grant (WHEG). Slightly more than one out of every seven resident undergraduate students (15%) received a WHEG award in 1999-00 (Table 5). Other state grant programs are described in Appendix D.

Table 5
WHEG Awards to UW System Students

Year	Recipients	Avg. Grant	Total \$	% UG Res Enroll
85-86	21,342	\$373	\$7,968,919	17%
86-87	22,365	\$412	\$9,212,955	18%
87-88	22,034	\$501	\$11,034,413	18%
88-89	21,452	\$633	\$13,580,481	18%
89-90	20,433	\$594	\$12,141,437	18%
90-91	21,004	\$630	\$13,236,112	18%
91-92	20,475	\$632	\$12,935,856	18%
92-93	21,293	\$606	\$12,904,619	19%
93-94	21,997	\$600	\$13,217,830	20%
94-95	21,914	\$642	\$14,058,827	20%
95-96	20,519	\$643	\$13,190,123	19%
96-97	19,217	\$815	\$15,657,590	18%
97-98	18,979	\$843	\$16,003,370	18%
98-99	18,376	\$932	\$17,123,062	17%
99-00	16,808	\$1,021	\$17,161,693	15%
change from 98-99	-9%	10%	0%	NA

FEDERAL WORK STUDY

In 1999-00, \$11.4 million dollars were provided through the Federal Work Study (FWS) program, a work program that includes both federal and state contributions. In 1999-00, 9,375 students participated in this program which accounted for 2% of all financial aid dollars (Table 6).

Table 6
UW System Distribution of Federal Work Study

Year	Work Study				
	Recipients	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
85-86	10,822	17%	7%	\$9.8	5%
86-87	10,280	17%	6%	\$9.5	4%
87-88	10,167	18%	6%	\$9.2	4%
88-89	9,608	17%	6%	\$8.7	4%
89-90	9,498	17%	6%	\$9.0	4%
90-91	8,812	15%	6%	\$8.9	4%
91-92	9,397	15%	6%	\$10.3	4%
92-93	9,823	15%	6%	\$10.4	4%
93-94	9,212	13%	6%	\$10.0	3%
94-95	8,491	12%	6%	\$9.0	2%
95-96	8,938	12%	6%	\$9.4	2%
96-97	9,321	12%	6%	\$10.5	3%
97-98	9,444	12%	6%	\$11.7	3%
98-99	9,199	11%	6%	\$11.5	3%
99-00	9,375	12%	6%	\$11.4	2%

CHARACTERISTICS OF FINANCIAL AID RECIPIENTS

Twenty-eight percent of all aid recipients, 22% of undergraduate students and 92% of graduate students, were independent students (Table 7). A higher percentage of non-resident undergraduate students are dependent (78%) compared to resident undergraduate students (71%).

Table 7
UW System Financial Aid Recipients by Dependency and Level
1999-00

		Dependent		Independent		Unknown		Total	
		#	%	#	%	#	%	#	%
Undergrads	Resident	45,126	71%	14,865	23%	3,845	6%	63,836	100%
	Non-Resident	8,028	78%	1,236	12%	1,043	10%	10,307	100%
	Total Undergrads	53,154	72%	16,101	22%	4,888	7%	74,143	100%
Graduates	Resident	64	1%	4,609	92%	319	6%	4,992	100%
	Non-Resident	7	0%	1,714	90%	191	10%	1,912	100%
	Total Graduates	71	1%	6,323	92%	510	7%	6,904	100%
Total		53,225	66%	22,424	28%	5,398	7%	81,047	100%

Sixty-three percent of all enrolled UW students of color received some form of financial aid in 1999-00 (Table 8). Eighty-seven percent of these students had demonstrated financial need as defined by the Federal Needs Analysis Methodology.

Table 8
UW System Financial Aid Recipients by Race/Ethnicity
1999-00

		# Recips	% Aided	% Enroll	% with Fin. Need
Undergraduate	African American	3,048	4.1%	85%	90%
	American Indian	713	1.0%	84%	80%
	Asian American	2,240	3.0%	66%	88%
	Hispanic/Latino	1,777	2.4%	70%	85%
	Multicultural Total	7,778	10.5%	75%	87%
	White/Unknown	66,365	89.5%	55%	72%
Total Undergraduate		74,143	100.0%	56%	73%
Graduate	African American	440	6.4%	68%	83%
	American Indian	112	1.6%	74%	73%
	Asian American	263	3.8%	42%	88%
	Hispanic/Latino	312	4.5%	62%	78%
	Multicultural Total	1,127	16.3%	58%	82%
	White/Unknown	5,777	83.7%	36%	88%
Total Graduate		6,904	100.0%	38%	87%
Total	African American	3,488	3.8%	74%	89%
	American Indian	825	0.8%	65%	79%
	Asian American	2,503	2.7%	55%	88%
	Hispanic/Latino	2,089	2.2%	57%	84%
	Multicultural Total	8,905	9.5%	63%	87%
	White/Unknown	72,142	65.1%	38%	73%
Total		81,047	100.0%	54%	75%

STUDENT INDEBTEDNESS

UW resident undergraduate students who received loans (both need and non need-based) during their academic careers, had an average debt of \$15,314 at graduation in 1999-00 (Table 9). This represents a 3% increase from 1998-99. The proportion of resident undergraduate debt coming from non-need based loan programs decreased after ten successive years of increases. Sixty-three percent of resident undergraduate students who graduated in 1999-00 had loan debt at graduation compared to 54% of graduates five years ago. Table 10 shows cumulative student loan debt by UW institution.

Table 9
Cumulative Student Loan Debt
UW System Resident Undergraduates Completing a Bachelors Degree

Year	Loan Recipients	% UG Res Degrees	Average Debt	Avg Debt (FY86 \$)	% \$ Non-Need
85-86	10,077	62%	\$6,585	\$6,585	21%
86-87	9,967	60%	\$6,794	\$6,647	14%
87-88	9,535	58%	\$6,782	\$6,372	7%
88-89	9,301	56%	\$6,946	\$6,235	5%
89-90	9,081	54%	\$7,097	\$6,080	7%
90-91	8,505	52%	\$7,317	\$5,945	8%
91-92	8,477	51%	\$7,627	\$6,004	12%
92-93	8,345	50%	\$8,076	\$6,166	16%
93-94	8,729	52%	\$9,072	\$6,798	19%
94-95	8,688	54%	\$10,719	\$7,754	20%
95-96	9,060	57%	\$12,186	\$8,581	24%
96-97	9,261	58%	\$13,332	\$9,129	27%
97-98	9,595	60%	\$14,201	\$9,555	30%
98-99	9,723	61%	\$14,835	\$9,818	34%
99-00	9,920	63%	\$15,314	\$9,912	27%

Table 10
Cumulative Student Loan Debt for 1999-00
UW System Resident Undergraduates Completing a Bachelors Degree
by Institution

	Loan Recipients	% Grads with Loan Debt	Average Debt
UW-Madison	1,957	54%	\$16,076
UW-Milwaukee	1,587	67%	\$17,275
UW-Eau Claire	809	64%	\$14,086
UW-Green Bay	498	65%	\$13,942
UW-La Crosse	806	65%	\$14,588
UW-Oshkosh	833	63%	\$15,612
UW-Parkside	252	57%	\$14,305
UW-Platteville	423	64%	\$13,690
UW-River Falls	296	64%	\$12,262
UW-Stevens Point	877	68%	\$14,843
UW-Stout	528	75%	\$16,347
UW-Superior	122	79%	\$12,783
UW-Whitewater	932	61%	\$14,707
UW System	9,920	63%	\$15,314

Although the percentage of students graduating with loan debt has increased in the past few years, the student loan default rate for UW students fluctuated between 3.6% (1996 and 1998) and 4.2% (1995) since 1992 (Table 11). The student loan default rate for UW graduates is significantly lower than the student loan default rate of all borrowers nationally showing that the great majority of student loan borrowers are able and committed to making their loan payments.

Table 11
Student Loan Default Rates
UW System and National Data

	1992	1993	1994	1995	1996	1997	1998
UW System	3.8%	3.7%	4.1%	4.2%	3.6%	3.8%	3.6%
National	15.0%	11.6%	10.7%	10.4%	9.6%	8.8%	6.9%

Source: U.S. Department of Education

APPENDICES

Appendix A
UW System Financial Aid Dollars by Institution
1999-00

	Grants						Loans		Work Study		Total	
	Fed.	State	Inst.	Other	Total	%	Total	%	Total	%	Total	%
UWS	\$61.0	\$34.6	\$23.9	\$14.3	\$133.8	100%	\$322.8	100%	\$11.4	100%	\$468.0	100%
MSN	\$9.9	\$9.3	\$13.4	\$5.6	\$38.2	29%	\$99.0	31%	\$2.9	25%	\$140.2	30%
MIL	\$10.0	\$6.3	\$2.2	\$1.2	\$19.7	15%	\$52.1	16%	\$0.9	8%	\$72.6	16%
EAU	\$4.6	\$2.0	\$1.4	\$1.3	\$9.4	7%	\$20.7	6%	\$1.0	9%	\$31.1	7%
GBY	\$2.6	\$1.4	\$1.4	\$0.6	\$6.1	5%	\$9.4	3%	\$0.3	3%	\$15.8	3%
LAC	\$3.1	\$1.6	\$0.0	\$0.1	\$4.8	4%	\$20.9	6%	\$0.4	4%	\$26.0	6%
OSH	\$4.0	\$2.0	\$0.4	\$1.3	\$7.8	6%	\$18.4	6%	\$0.7	6%	\$26.9	6%
PKS	\$3.0	\$1.4	\$2.2	\$0.4	\$7.0	5%	\$9.0	3%	\$0.2	2%	\$16.3	3%
PLT	\$2.6	\$1.1	\$0.2	\$0.5	\$4.2	3%	\$11.0	3%	\$0.6	5%	\$15.8	3%
RVF	\$2.6	\$0.1	\$0.0	\$0.1	\$3.9	3%	\$8.3	3%	\$1.1	10%	\$13.3	3%
STP	\$4.6	\$1.8	\$0.4	\$0.9	\$7.7	6%	\$17.6	5%	\$1.2	11%	\$26.6	6%
STO	\$4.5	\$1.8	\$0.4	\$0.9	\$7.6	6%	\$21.2	7%	\$0.6	5%	\$29.4	6%
SUP	\$1.7	\$0.7	\$1.4	\$0.0	\$3.8	3%	\$6.6	2%	\$0.4	4%	\$10.8	2%
WTW	\$3.6	\$2.4	\$0.0	\$0.7	\$6.7	5%	\$22.9	7%	\$0.6	5%	\$30.3	6%
UWC	\$4.2	\$1.9	\$0.3	\$0.4	\$6.8	5%	\$5.6	2%	\$0.4	4%	\$12.9	3%

*Percentages may not total due to rounding.

Appendix B
UW System Financial Aid Recipients by Institution, Level, and Residency for 1999-00

UW System		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	63,836	10,307	4,992	1,912	81,047
	% of UWS Total Aided	78.8%	12.7%	6.2%	2.4%	100.0%
	% of UWS Enrollment	57.0%	46.0%	37.3%	25.8%	52.2%
Grants	# Grant Recipients	37,977	5,346	1,594	734	45,651
	% of UWS Grant Recips	83.2%	11.7%	3.5%	1.6%	100.0%
	% of UWS Enrollment	33.9%	23.8%	11.9%	9.9%	29.4%
Loans	# Borrowers	50,455	8,461	4,472	1,626	65,014
	% of UWS Borrowers	77.6%	13.0%	6.9%	2.5%	100.0%
	% of UWS Enrollment	45.0%	37.7%	33.4%	22.0%	41.9%
UW-Madison		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	10,804	2,933	2,372	1,284	17,393
	% of UWS Total Aided w/in Category	16.9%	28.5%	47.6%	67.3%	21.5%
	% of Institution Total Aided	62.1%	16.9%	13.6%	7.4%	100.0%
	% of UWS Enrollment w/in Category	9.6%	13.1%	17.7%	17.3%	11.2%
	% of Institution Enrollment w/in Category	52.5%	33.3%	48.6%	22.2%	43.4%
Grants	# Grant Recipients	7,491	1,615	837	498	10,441
	% of UWS Grant Recips w/in Category	19.7%	30.2%	52.6%	67.9%	22.9%
	% of Institution Grant Recips	71.7%	15.5%	8.0%	4.8%	100.0%
	% of UWS Enrollment w/in Category	6.7%	7.2%	6.3%	6.7%	6.7%
	% of Institution Enrollment w/in Category	36.4%	18.4%	17.1%	8.6%	26.1%
Loans	# Borrowers	7,657	2,288	2,227	1,094	13,266
	% of UWS Borrowers w/in Category	15.2%	27.0%	49.9%	67.4%	20.4%
	% of Institution Borrowers	57.7%	17.2%	16.8%	8.2%	100.0%
	% of UWS Enrollment w/in Category	6.8%	10.2%	16.6%	14.8%	8.5%
	% of Institution Enrollment w/in Category	37.2%	26.0%	45.6%	18.9%	33.1%
UW-Milwaukee		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	9,771	302	1,108	165	11,346
	% of UWS Total Aided w/in Category	15.3%	2.9%	22.2%	8.6%	14.0%
	% of Institution Total Aided	86.1%	2.7%	9.8%	1.5%	100.0%
	% of UWS Enrollment w/in Category	8.7%	1.3%	8.3%	2.2%	7.3%
	% of Institution Enrollment w/in Category	54.5%	38.9%	31.2%	23.0%	49.4%
Grants	# Grant Recipients	5,327	147	276	112	5,862
	% of UWS Grant Recips w/in Category	14.0%	2.7%	17.3%	15.3%	12.8%
	% of Institution Grant Recips	90.9%	2.5%	4.7%	1.9%	100.0%
	% of UWS Enrollment w/in Category	4.8%	0.7%	2.1%	1.5%	3.8%
	% of Institution Enrollment w/in Category	29.7%	18.9%	7.8%	15.6%	25.5%
Loans	# Borrowers	8,617	273	1,044	130	10,064
	% of UWS Borrowers w/in Category	17.1%	3.2%	23.4%	8.0%	15.5%
	% of Institution Borrowers	85.6%	2.7%	10.4%	1.3%	100.0%
	% of UWS Enrollment w/in Category	7.7%	1.2%	7.8%	1.8%	6.5%
	% of Institution Enrollment w/in Category	48.1%	35.2%	29.4%	18.1%	43.8%

Appendix B
UW System Financial Aid Recipients by Institution, Level, and Residency for 1999-00

UW-Eau Claire		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	5,681	1,342	264	43	7,330
	% of UWS Total Aided w/in Category	8.9%	13.0%	5.3%	2.3%	9.0%
	% of Institution Total Aided	77.5%	18.3%	3.6%	0.6%	100.0%
	% of UWS Enrollment w/in Category	5.1%	6.0%	2.0%	0.6%	4.7%
	% of Institution Enrollment w/in Category	75.2%	56.6%	62.4%	81.1%	70.5%
Grants	# Grant Recipients	3,681	624	192	26	4,523
	% of UWS Grant Recips w/in Category	9.7%	11.7%	12.1%	3.5%	9.9%
	% of Institution Grant Recips	81.4%	13.8%	4.2%	0.6%	100.0%
	% of UWS Enrollment w/in Category	3.3%	2.8%	1.4%	0.4%	2.9%
	% of Institution Enrollment w/in Category	48.7%	26.3%	45.4%	49.1%	43.5%
Loans	# Borrowers	3,880	1,077	91	26	5,074
	% of UWS Borrowers w/in Category	7.7%	12.7%	2.0%	1.6%	7.8%
	% of Institution Borrowers	76.5%	21.2%	1.8%	0.5%	100.0%
	% of UWS Enrollment w/in Category	3.5%	4.8%	0.7%	0.4%	3.3%
	% of Institution Enrollment w/in Category	51.4%	45.4%	21.5%	49.1%	48.8%
UW-Green Bay		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	3,095	196	16	8	3,315
	% of UWS Total Aided w/in Category	4.8%	1.9%	0.3%	0.4%	4.1%
	% of Institution Total Aided	93.4%	5.9%	0.5%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.8%	0.9%	0.1%	0.1%	2.1%
	% of Institution Enrollment w/in Category	62.2%	63.0%	11.5%	53.3%	60.9%
Grants	# Grant Recipients	1,858	126	5	0	1,989
	% of UWS Grant Recips w/in Category	4.9%	2.4%	0.3%	0.0%	4.4%
	% of Institution Grant Recips	93.4%	6.3%	0.3%	0.0%	100.0%
	% of UWS Enrollment w/in Category	1.7%	0.6%	0.0%	0.0%	1.3%
	% of Institution Enrollment w/in Category	37.3%	40.5%	3.6%	0.0%	36.5%
Loans	# Borrowers	2,347	137	11	8	2,503
	% of UWS Borrowers w/in Category	4.7%	1.6%	0.2%	0.5%	3.8%
	% of Institution Borrowers	93.8%	5.5%	0.4%	0.3%	100.0%
	% of UWS Enrollment w/in Category	2.1%	0.6%	0.1%	0.1%	1.6%
	% of Institution Enrollment w/in Category	47.2%	44.1%	7.9%	53.3%	46.0%
UW-La Crosse		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	4,039	815	295	133	5,282
	% of UWS Total Aided w/in Category	6.3%	7.9%	5.9%	7.0%	6.5%
	% of Institution Total Aided	76.5%	15.4%	5.6%	2.5%	100.0%
	% of UWS Enrollment w/in Category	3.6%	3.6%	2.2%	1.8%	3.4%
	% of Institution Enrollment w/in Category	57.2%	51.9%	60.6%	77.8%	56.8%
Grants	# Grant Recipients	1,691	284	8	15	1,998
	% of UWS Grant Recips w/in Category	4.5%	5.3%	0.5%	2.0%	4.4%
	% of Institution Grant Recips	84.6%	14.2%	0.4%	0.8%	100.0%
	% of UWS Enrollment w/in Category	1.5%	1.3%	0.1%	0.2%	1.3%
	% of Institution Enrollment w/in Category	23.9%	18.1%	1.6%	8.8%	21.5%
Loans	# Borrowers	3,753	797	294	132	4,976
	% of UWS Borrowers w/in Category	7.4%	9.4%	6.6%	8.1%	7.7%
	% of Institution Borrowers	75.4%	16.0%	5.9%	2.7%	100.0%
	% of UWS Enrollment w/in Category	3.3%	3.6%	2.2%	1.8%	3.2%
	% of Institution Enrollment w/in Category	53.1%	50.8%	60.4%	77.2%	53.5%

Appendix B
UW System Financial Aid Recipients by Institution, Level, and Residency for 1999-00

UW-Oshkosh		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	5,178	141	145	7	5,471
	% of UWS Total Aided w/in Category	8.1%	1.4%	2.9%	0.4%	6.8%
	% of Institution Total Aided	94.6%	2.6%	2.7%	0.1%	100.0%
	% of UWS Enrollment w/in Category	4.6%	0.6%	1.1%	0.1%	3.5%
	% of Institution Enrollment w/in Category	58.4%	45.5%	9.2%	24.1%	50.7%
Grants	# Grant Recipients	2,954	86	52	0	3,092
	% of UWS Grant Recips w/in Category	7.8%	1.6%	3.3%	0.0%	6.8%
	% of Institution Grant Recips	95.5%	2.8%	1.7%	0.0%	100.0%
	% of UWS Enrollment w/in Category	2.6%	0.4%	0.4%	0.0%	2.0%
	% of Institution Enrollment w/in Category	33.3%	27.7%	3.3%	0.0%	28.7%
Loans	# Borrowers	4,079	107	111	7	4,304
	% of UWS Borrowers w/in Category	8.1%	1.3%	2.5%	0.4%	6.6%
	% of Institution Borrowers	94.8%	2.5%	2.6%	0.2%	100.0%
	% of UWS Enrollment w/in Category	3.6%	0.5%	0.8%	0.1%	2.8%
	% of Institution Enrollment w/in Category	46.0%	34.5%	7.1%	24.1%	39.9%
UW-Parkside		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	2,366	378	17	2	2,763
	% of UWS Total Aided w/in Category	3.7%	3.7%	0.3%	0.1%	3.4%
	% of Institution Total Aided	85.6%	13.7%	0.6%	0.1%	100.0%
	% of UWS Enrollment w/in Category	2.1%	1.7%	0.1%	0.0%	1.8%
	% of Institution Enrollment w/in Category	54.3%	83.1%	13.3%	16.7%	55.8%
Grants	# Grant Recipients	1,601	321	8	1	1,931
	% of UWS Grant Recips w/in Category	4.2%	6.0%	0.5%	0.1%	4.2%
	% of Institution Grant Recips	82.9%	16.6%	0.4%	0.1%	100.0%
	% of UWS Enrollment w/in Category	1.4%	1.4%	0.1%	0.0%	1.2%
	% of Institution Enrollment w/in Category	36.8%	70.5%	6.3%	8.3%	39.0%
Loans	# Borrowers	1,802	185	11	2	2,000
	% of UWS Borrowers w/in Category	3.6%	2.2%	0.2%	0.1%	3.1%
	% of Institution Borrowers	90.1%	9.3%	0.6%	0.1%	100.0%
	% of UWS Enrollment w/in Category	1.6%	0.8%	0.1%	0.0%	1.3%
	% of Institution Enrollment w/in Category	41.4%	40.7%	8.6%	16.7%	40.4%
UW-Platteville		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	2,812	340	47	7	3,206
	% of UWS Total Aided w/in Category	4.4%	3.3%	0.9%	0.4%	4.0%
	% of Institution Total Aided	87.7%	10.6%	1.5%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.5%	1.5%	0.4%	0.1%	2.1%
	% of Institution Enrollment w/in Category	59.8%	69.2%	34.1%	70.0%	60.0%
Grants	# Grant Recipients	1,576	150	3	1	1,730
	% of UWS Grant Recips w/in Category	4.1%	2.8%	0.2%	0.1%	3.8%
	% of Institution Grant Recips	91.1%	8.7%	0.2%	0.1%	100.0%
	% of UWS Enrollment w/in Category	1.4%	0.7%	0.0%	0.0%	1.1%
	% of Institution Enrollment w/in Category	33.5%	30.5%	2.2%	10.0%	32.4%
Loans	# Borrowers	2,374	314	47	7	2,742
	% of UWS Borrowers w/in Category	4.7%	3.7%	1.1%	0.4%	4.2%
	% of Institution Borrowers	86.6%	11.5%	1.7%	0.3%	100.0%
	% of UWS Enrollment w/in Category	2.1%	1.4%	0.4%	0.1%	1.8%
	% of Institution Enrollment w/in Category	50.5%	64.0%	34.1%	70.0%	51.3%

Appendix B
UW System Financial Aid Recipients by Institution, Level, and Residency for 1999-00

UW-River Falls		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	1,474	990	48	72	2,584
	% of UWS Total Aided w/in Category	2.3%	9.6%	1.0%	3.8%	3.2%
	% of Institution Total Aided	57.0%	38.3%	1.9%	2.8%	100.0%
	% of UWS Enrollment w/in Category	1.3%	4.4%	0.4%	1.0%	1.7%
	% of Institution Enrollment w/in Category	52.7%	38.3%	36.9%	36.2%	45.2%
Grants	# Grant Recipients	980	512	0	9	1,501
	% of UWS Grant Recips w/in Category	2.6%	9.6%	0.0%	1.2%	3.3%
	% of Institution Grant Recips	65.3%	34.1%	0.0%	0.6%	100.0%
	% of UWS Enrollment w/in Category	0.9%	2.3%	0.0%	0.1%	1.0%
	% of Institution Enrollment w/in Category	35.0%	19.8%	0.0%	4.5%	26.3%
Loans	# Borrowers	1,259	888	48	62	2,257
	% of UWS Borrowers w/in Category	2.5%	10.5%	1.1%	3.8%	3.5%
	% of Institution Borrowers	55.8%	39.3%	2.1%	2.7%	100.0%
	% of UWS Enrollment w/in Category	1.1%	4.0%	0.4%	0.8%	1.5%
	% of Institution Enrollment w/in Category	45.0%	34.4%	36.9%	31.2%	39.5%
UW-Stevens Point		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	4,833	387	119	22	5,361
	% of UWS Total Aided w/in Category	7.6%	3.8%	2.4%	1.2%	6.6%
	% of Institution Total Aided	90.2%	7.2%	2.2%	0.4%	100.0%
	% of UWS Enrollment w/in Category	4.3%	1.7%	0.9%	0.3%	3.5%
	% of Institution Enrollment w/in Category	64.4%	54.2%	42.2%	55.0%	62.7%
Grants	# Grant Recipients	2,713	202	80	7	3,002
	% of UWS Grant Recips w/in Category	7.1%	3.8%	5.0%	1.0%	6.6%
	% of Institution Grant Recips	90.4%	6.7%	2.7%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.4%	0.9%	0.6%	0.1%	1.9%
	% of Institution Enrollment w/in Category	36.1%	28.3%	28.4%	17.5%	35.1%
Loans	# Borrowers	4,020	324	89	19	4,452
	% of UWS Borrowers w/in Category	8.0%	3.8%	2.0%	1.2%	6.8%
	% of Institution Borrowers	90.3%	7.3%	2.0%	0.4%	100.0%
	% of UWS Enrollment w/in Category	3.6%	1.4%	0.7%	0.3%	2.9%
	% of Institution Enrollment w/in Category	53.5%	45.4%	31.6%	47.5%	52.1%
UW-Stout		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	3,572	1,225	280	73	5,150
	% of UWS Total Aided w/in Category	5.6%	11.9%	5.6%	3.8%	6.4%
	% of Institution Total Aided	69.4%	23.8%	5.4%	1.4%	100.0%
	% of UWS Enrollment w/in Category	3.2%	5.5%	2.1%	1.0%	3.3%
	% of Institution Enrollment w/in Category	71.3%	63.7%	62.6%	52.5%	68.5%
Grants	# Grant Recipients	2,066	540	86	40	2,732
	% of UWS Grant Recips w/in Category	5.4%	10.1%	5.4%	5.5%	6.0%
	% of Institution Grant Recips	75.6%	28.0%	3.1%	1.5%	100.0%
	% of UWS Enrollment w/in Category	1.8%	2.4%	0.6%	0.5%	1.8%
	% of Institution Enrollment w/in Category	41.3%	28.1%	19.2%	28.8%	36.3%
Loans	# Borrowers	3,145	1,098	246	53	4,542
	% of UWS Borrowers w/in Category	6.2%	13.0%	5.5%	3.3%	7.0%
	% of Institution Borrowers	69.2%	24.2%	5.4%	1.2%	100.0%
	% of UWS Enrollment w/in Category	2.8%	4.9%	1.8%	0.7%	2.9%
	% of Institution Enrollment w/in Category	62.8%	57.1%	55.0%	38.1%	60.4%

Appendix B
UW System Financial Aid Recipients by Institution, Level, and Residency for 1999-00

UW-Superior		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	1,011	877	56	77	2,021
	% of UWS Total Aided w/in Category	1.6%	8.5%	1.1%	4.0%	2.5%
	% of Institution Total Aided	50.0%	43.4%	2.8%	3.8%	100.0%
	% of UWS Enrollment w/in Category	0.9%	3.9%	0.4%	1.0%	1.3%
	% of Institution Enrollment w/in Category	80.6%	77.6%	25.0%	57.9%	73.7%
Grants	# Grant Recipients	750	574	10	21	1,355
	% of UWS Grant Recips w/in Category	2.0%	10.7%	0.6%	2.9%	3.0%
	% of Institution Grant Recips	55.4%	42.4%	0.7%	1.5%	100.0%
	% of UWS Enrollment w/in Category	0.7%	2.6%	0.1%	0.3%	0.9%
	% of Institution Enrollment w/in Category	59.8%	50.8%	4.5%	15.8%	49.4%
Loans	# Borrowers	806	666	52	68	1,592
	% of UWS Borrowers w/in Category	1.6%	7.9%	1.2%	4.2%	2.4%
	% of Institution Borrowers	50.6%	41.8%	3.3%	4.3%	100.0%
	% of UWS Enrollment w/in Category	0.7%	3.0%	0.4%	0.9%	1.0%
	% of Institution Enrollment w/in Category	64.3%	58.9%	23.2%	51.1%	58.1%
UW-Whitewater		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	5,278	273	225	19	5,795
	% of UWS Total Aided w/in Category	8.3%	2.6%	4.5%	1.0%	7.2%
	% of Institution Total Aided	91.1%	4.7%	3.9%	0.3%	100.0%
	% of UWS Enrollment w/in Category	4.7%	1.2%	1.7%	0.3%	3.7%
	% of Institution Enrollment w/in Category	58.7%	46.8%	23.1%	19.4%	54.4%
Grants	# Grant Recipients	2,453	91	37	4	2,585
	% of UWS Grant Recips w/in Category	6.5%	1.7%	2.3%	0.5%	5.7%
	% of Institution Grant Recips	94.9%	3.5%	1.4%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.2%	0.4%	0.3%	0.1%	1.7%
	% of Institution Enrollment w/in Category	27.3%	15.6%	3.8%	4.1%	24.3%
Loans	# Borrowers	4,608	248	201	18	5,075
	% of UWS Borrowers w/in Category	9.1%	2.9%	4.5%	1.1%	7.8%
	% of Institution Borrowers	90.8%	4.9%	4.0%	0.4%	100.0%
	% of UWS Enrollment w/in Category	4.1%	1.1%	1.5%	0.2%	3.3%
	% of Institution Enrollment w/in Category	51.2%	42.5%	20.7%	18.4%	47.6%
UW Colleges		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
Totals	# Total Aided	3,922	108	---	---	4,030
	% of UWS Total Aided w/in Category	6.1%	1.0%	---	---	5.0%
	% of Institution Total Aided	97.3%	2.7%	---	---	100.0%
	% of UWS Enrollment w/in Category	3.5%	0.5%	---	---	2.6%
	% of Institution Enrollment w/in Category	37.3%	26.9%	---	---	36.9%
Grants	# Grant Recipients	2,836	74	---	---	2,910
	% of UWS Grant Recips w/in Category	7.5%	1.4%	---	---	6.4%
	% of Institution Grant Recips	97.5%	28.0%	---	---	100.0%
	% of UWS Enrollment w/in Category	2.5%	0.3%	---	---	1.9%
	% of Institution Enrollment w/in Category	27.0%	18.4%	---	---	26.7%
Loans	# Borrowers	2,108	59	---	---	2,167
	% of UWS Borrowers w/in Category	4.2%	0.7%	---	---	3.3%
	% of Institution Borrowers	97.3%	2.7%	---	---	100.0%
	% of UWS Enrollment w/in Category	1.9%	0.3%	---	---	1.4%
	% of Institution Enrollment w/in Category	20.1%	14.7%	---	---	19.9%

Appendix C
UW System Financial Aid Dollars by Institution, Level and Residency for 1999-00

		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
UW System	Total	\$324,850,284	\$63,678,092	\$56,965,182	\$22,464,514	\$467,958,072
	Grants	\$106,749,864	\$17,989,355	\$5,259,181	\$3,764,783	\$133,763,183
	Loans	\$209,497,828	\$43,594,884	\$51,231,214	\$18,468,372	\$322,792,298
UW-Madison	Total	\$62,800,386	\$23,709,152	\$36,846,201	\$16,823,024	\$140,178,763
	Grants	\$24,648,132	\$7,735,323	\$3,126,250	\$2,698,675	\$38,208,380
	Loans	\$36,332,305	\$15,300,003	\$33,423,195	\$13,966,873	\$99,022,376
UW- Milwaukee	Total	\$57,876,037	\$2,280,393	\$10,534,436	\$1,929,689	\$72,620,555
	Grants	\$17,206,361	\$489,027	\$1,307,003	\$673,747	\$19,676,138
	Loans	\$39,886,664	\$1,737,366	\$9,200,986	\$1,251,054	\$52,076,070
UW-Eau Claire	Total	\$24,068,090	\$6,114,990	\$676,079	\$250,887	\$31,110,046
	Grants	\$7,925,973	\$1,275,574	\$127,226	\$33,345	\$9,362,118
	Loans	\$15,323,241	\$4,666,667	\$531,742	\$204,023	\$20,725,673
UW-Green Bay	Total	\$14,234,648	\$1,404,399	\$73,232	\$85,979	\$15,798,258
	Grants	\$5,384,986	\$710,935	\$6,110	\$0	\$6,102,031
	Loans	\$8,576,377	\$663,936	\$67,122	\$83,695	\$9,391,130
UW-La Crosse	Total	\$18,552,595	\$4,199,303	\$2,037,169	\$1,249,945	\$26,039,012
	Grants	\$4,186,343	\$534,557	\$21,056	\$38,383	\$4,780,339
	Loans	\$14,096,137	\$3,585,737	\$2,015,464	\$1,201,104	\$20,898,442
UW-Oshkosh	Total	\$24,926,703	\$945,428	\$910,924	\$79,182	\$26,862,237
	Grants	\$7,360,974	\$283,057	\$125,702	\$0	\$7,769,733
	Loans	\$16,907,123	\$631,425	\$765,931	\$79,182	\$18,383,661
UW-Parkside	Total	\$13,215,410	\$2,955,670	\$110,629	\$12,842	\$16,294,551
	Grants	\$5,111,000	\$1,886,917	\$29,727	\$878	\$7,028,522
	Loans	\$7,917,030	\$1,035,307	\$74,902	\$10,500	\$9,037,739
UW-Platteville	Total	\$13,388,900	\$2,040,247	\$359,298	\$55,980	\$15,844,425
	Grants	\$3,934,210	\$296,778	\$3,131	\$1,962	\$4,236,081
	Loans	\$8,918,451	\$1,665,428	\$346,647	\$54,018	\$10,984,544
UW-River Falls	Total	\$7,663,172	\$4,934,857	\$311,102	\$432,988	\$13,342,119
	Grants	\$2,776,670	\$1,117,241	\$0	\$19,293	\$3,913,204
	Loans	\$4,281,064	\$3,383,972	\$287,336	\$387,835	\$8,340,207
UW-Stevens Point	Total	\$23,680,287	\$1,979,242	\$718,149	\$173,927	\$26,551,605
	Grants	\$7,218,933	\$449,473	\$50,777	\$15,620	\$7,734,803
	Loans	\$15,436,487	\$1,385,582	\$650,935	\$155,937	\$17,628,941
UW-Stout	Total	\$20,050,624	\$6,376,096	\$2,290,640	\$641,880	\$29,359,240
	Grants	\$5,943,807	\$1,152,468	\$286,914	\$168,805	\$7,551,994
	Loans	\$13,680,306	\$5,105,631	\$1,953,296	\$461,861	\$21,201,094
UW-Superior	Total	\$5,252,486	\$4,675,713	\$354,617	\$543,035	\$10,825,851
	Grants	\$2,007,985	\$1,712,089	\$30,086	\$90,677	\$3,840,837
	Loans	\$3,015,238	\$2,771,581	\$318,371	\$452,358	\$6,557,548
UW-Whitewater	Total	\$26,600,024	\$1,732,431	\$1,742,706	\$185,156	\$30,260,317
	Grants	\$6,383,175	\$193,521	\$145,199	\$23,398	\$6,745,293
	Loans	\$19,675,049	\$1,491,756	\$1,595,287	\$159,932	\$22,922,024
UW Colleges	Total	\$12,540,922	\$330,171	---	---	\$12,871,093
	Grants	\$6,661,315	\$152,395	---	---	\$6,813,710
	Loans	\$5,452,386	\$170,493	---	---	\$5,622,879

Appendix D
State Grants Received by UW System Students
1999-00

Program	\$ Million	Change from 98-99		Program Description
		\$ Million	%	
WHEG	\$17.16	\$0.04	0.2%	Administered by HEAB; for resident undergraduates enrolled in the UW System or WTCS. Students must be WI residents and have financial need.
Talent Incentive Program	\$2.26	-\$0.20	-8.0%	Administered by HEAB; for very needy students enrolled at least half time.
Lawton Undergraduate Minority Retention Grants	\$2.62	\$0.23	9.8%	Administered by UW System; supplemental grants to minority undergraduate UW students who have both financial need and at least sophomore standing.
Academic Excellence Scholarship	\$4.68	-\$0.47	-9.2%	A merit-based scholarship program; administered jointly by HEAB, DPI, and UW System.
Department of Vocational Rehabilitation	\$2.43	\$0.32	15.0%	Administered by DVR. Provides supplemental funds to DVR customers to cover the cost of attendance.
Indian Student Assistant Grant	\$0.26	\$0.00	-1.6%	Administered by HEAB. Provides need-based grants to Wisconsin residents of American Indian heritage.
Advanced Opportunity Grant	\$4.19	\$0.33	8.6%	Administered by the UW System. Provides grants to multicultural and disadvantaged graduate and professional students.
Miscellaneous State Grants	\$1.05	\$0.31	42.5%	Includes Veterans Grants, study abroad grants and other miscellaneous grant programs.
Total	\$34.64	\$0.56	1.6%	

Appendix E
Financial Aid Grants to UW System Students

Year	Federal Pell			Federal SEOG			State WHEG		
	#	\$ M	Avg	#	\$ M	Avg	#	\$ M	Avg
85-86	32,517	\$44.0	\$1,353	13,313	\$8.2	\$613	21,342	\$8.0	\$373
86-87	29,524	\$41.8	\$1,417	12,968	\$8.2	\$629	22,365	\$9.2	\$412
87-88	29,713	\$40.6	\$1,368	12,431	\$8.9	\$665	22,034	\$11.0	\$501
88-89	36,196	\$51.8	\$1,431	21,356	\$8.9	\$416	21,452	\$13.6	\$633
89-90	34,532	\$50.6	\$1,464	18,318	\$9.1	\$499	20,433	\$12.1	\$594
90-91	32,713	\$47.6	\$1,457	17,340	\$9.2	\$531	21,004	\$13.2	\$630
91-92	34,453	\$53.1	\$1,540	17,595	\$9.4	\$533	20,475	\$12.9	\$632
92-93	34,593	\$54.0	\$1,561	16,505	\$9.4	\$568	21,293	\$12.9	\$606
93-94	30,153	\$42.3	\$1,403	15,682	\$9.7	\$618	21,997	\$13.2	\$601
94-95	27,991	\$39.6	\$1,416	15,533	\$9.5	\$614	21,914	\$14.1	\$642
95-96	25,883	\$36.6	\$1,413	15,813	\$9.5	\$603	20,519	\$13.2	\$643
96-97	24,906	\$36.2	\$1,455	15,726	\$9.6	\$611	19,217	\$15.7	\$815
97-98	25,623	\$39.7	\$1,550	15,210	\$10.0	\$662	18,979	\$16.0	\$843
98-99	27,253	\$47.1	\$1,727	15,954	\$10.4	\$655	18,364	\$17.1	\$932
99-00	24,735	\$44.1	\$1,781	15,484	\$10.7	\$692	16,808	\$17.2	\$1,021

Appendix F
Proportion of Financial Aid Grants to Total Aid
for UW System Students

Year	Federal Pell		Federal SEOG		State WHEG	
	% Recips	% of \$	% Recips	% of \$	% Recips	% of \$
85-86	50%	21%	20%	4%	33%	4%
86-87	47%	20%	21%	4%	36%	4%
87-88	51%	19%	23%	4%	38%	5%
88-89	63%	25%	37%	4%	38%	7%
89-90	60%	23%	32%	4%	36%	6%
90-91	56%	20%	30%	4%	36%	6%
91-92	55%	20%	28%	4%	33%	5%
92-93	51%	19%	25%	3%	32%	5%
93-94	42%	13%	22%	3%	31%	4%
94-95	38%	11%	21%	3%	30%	4%
95-96	35%	9%	21%	2%	28%	3%
96-97	33%	9%	21%	2%	25%	4%
97-98	32%	9%	19%	2%	24%	4%
98-99	34%	10%	20%	2%	23%	4%
99-00	31%	9%	19%	2%	13%	4%

TECHNICAL NOTES

This Informational Memorandum presents annual data on the amount of financial assistance provided to UW System students. Unless otherwise noted, figures are based on student financial aid data provided to UW System Administration by the UW institutions via the Financial Aid Central Data Request (CDR). The total number of aid recipient figures represent the total number of students (undergraduate, graduate, residents, non-residents) receiving any type of financial aid (with exceptions noted below). Students often received more than one type of aid so the cumulative total for students aided through grant, work, and loan programs will not equal the grand total. Other important caveats include:

- Details in the text and tables may not add due to rounding.
- The data reported in this Informational Memorandum do not include graduate assistantships or fellowships and tuition remission grants.
- Work study includes only dollars provided through the Federal Work Study program and ROTC. It does not capture other on-campus and off-campus employment.
- Loan data do not include private non-federally-guaranteed borrowing activity.
- Residency for fee-purposes is determined by the Office of the Registrar at each institution. Non-residents are defined as all students with residency other than “resident” including Minnesota and Michigan reciprocity agreement students. Students with missing residency information have been included with Wisconsin residents.
- Graduate enrollment includes enrollment in professional programs.
- Financial need is defined by Federal Needs Analysis methodology.
- Dependency status is defined by Federal Needs Analysis methodology and specifications.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, June 7, 2001
Student Union, Fireside Lounge
University of Wisconsin-Milwaukee
2:00 p.m.

1:15 p.m. All Regents Session

- WTCS/UW Collaboration Report; Nursing Agreement.
- 2001-03 Information Technology Plan Outline.
- Access Follow-up.

2:00 p.m. (or upon completion of all regents session)

Administrative items:

- a. Approval of the minutes of the May 10, 2001 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
 - (1) UW-Milwaukee Presentation: *Meeting the Needs of the Community Through the Use of Technology*;
 - (2) PK-16 Educational Initiatives: PK-16 Principles (final review and action);
[Resolution I.1.b.(2)]
 - (3) Instructional and Research Academic Staff Issues;
 - (4) Other.
- c. Report on promotions, tenure designations and related academic approval items.
[Resolution I.1.c.]
- d. Authorizations to Recruit:
 1. Assistant, Associate or Full Professors, School of Business, UW-Madison, at salaries that may exceed 75% of the President's salary.
[Resolution I.1.d.(1)]

(Over)

2. Dean of Outreach and E-Learning Extension and Director,
UW Learning Innovations, UW-Extension, at a salary that may
exceed 75% of the President's salary.

[Resolution I.1.d.(2)]

Policy discussion items:

- e. Systemwide Initiatives to Coordinate International Education.
- f. New Program Authorizations:
 - (1) M.S., Mental Health Counseling, UW-Stout (implementation);
[Resolution I.1.f.(1)]
 - (2) MFA, Creative Writing, UW-Madison (implementation);
[Resolution I.1.f.(2)]
 - (3) Master of Software Engineering (MSE), UW-La Crosse (initial
review).
- g. Renaming the College of Education and Graduate Studies, UW-River
Falls.
[Resolution I.1.g.]

Additional items:

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

Closed session items:

- i. Closed session to consider personnel matters, as permitted by
s. 19.85(1)(c), Wis. Stats. [Possible agenda items: approval of a base
salary adjustment resulting in a salary exceeding 75% of the President's
salary, UW-Madison; appointment of a Campus Dean, UW-Richland.]

EDUCATION COMMITTEE

Resolution:

That the Board of Regents adopts the PK-16 Principles directing each UW System Chancellor to work collaboratively with PK-12 and other postsecondary education leaders to develop a well-articulated plan for achieving local quality PK-16 education; and to report plans, initiatives and achievements to the Board in June 2002.

UNIVERSITY OF WISCONSIN BOARD OF REGENTS PK-16 PRINCIPLES

EXECUTIVE SUMMARY

BACKGROUND

The Education Committee of the Board of Regents established PK-16 initiatives and partnerships as a priority for the 2000-01 academic year. The regents' focus acknowledges the UW System's responsibility for and vested interest in PK-16 reforms, including ensuring teacher quality and setting clear and consistent expectations for student learning. The regents' PK-16 strategy provides a framework to coordinate existing efforts such as articulation and transfer with Wisconsin Technical College System, competency-based admissions, teacher education program changes, technology in teacher education, and others. This regent initiative will call upon the chancellors of the system institutions and the president of the system to lead an assertive action agenda to ensure that the University of Wisconsin System is a full partner in a seamless educational system for the state of Wisconsin.

This year the regents have discussed several critical issues related to PK-16: teacher supply and demand, the impact of PK-12 standards on higher education, technology and teacher education, local and state PK-16 councils. The board has already acted upon two of these critical issues. In December 2000, the board asked President Lyall to form a state PK-16 council with State Superintendent Benson. That council has been formed, has held its initial meeting, and has determined a preliminary agenda for its first year. The board also acted upon the critical issue of technology in teacher education at its February 2001 meeting. Upon reviewing a report on the status of technology in teacher education, the regents called upon UW System to (1) establish a list of best practices in instructional technology for teachers; (2) disseminate these best practices to UW institutions; (3) require that institutions report as part of the IT Plan in October 2001 how they are incorporating these best practices into teacher education programs; (4) refer the report, *Technology in Teacher Education in the University of Wisconsin System* to the PK-16 Leadership Council for its consideration; and (5) work with DPI, TEACH, WAICU, and WTCS to pursue a statewide vision for technology in teacher education. System Administration is working with the institutions to fulfill the regents' expectations.

REQUESTED ACTION

Approval of resolution I.1.b.(2) directing each UW System Chancellor to work collaboratively with PK-12 and other postsecondary education leaders to develop a well-articulated plan for achieving local quality PK-16 education; and to report plans, initiatives and achievements to the Board in June 2002.

CONTEXT

With this PK-16 initiative, the University of Wisconsin System joins other systems throughout the country that have demonstrated leadership in partnerships to improve access to and the quality of education. The American Council on Education's report, *To Touch the Future: Transforming the Way Teachers are Taught*, notes that strengthening teacher

preparation is an essential element to improving the nation's schools. ACE calls for "decisive actions by college and university presidents if American higher education is to fulfill its responsibilities." The National Association of System Heads (NASH) notes that interlocking commitments from elementary, secondary and postsecondary institutions will be necessary so all students can achieve at high levels and be prepared "to meet the challenges of work and citizenship." State Higher Education Executive Officers (SHEEO) is encouraging state strategies that support successful student transitions from secondary to postsecondary education.

In addition to the national movement toward systemic PK-16 reform, there is a state context that informs the regents' agenda. Teacher education is changing, with sweeping changes in how teachers will be prepared from initial certification to continuing professional development. UW System and UW institutions are working to align Wisconsin's Model Academic Standards with university curriculum, assessments, and teacher education. The University System and the Technical College System are building upon their transfer and articulation agreement to develop more systemic articulation agreements to facilitate student transitions between systems. The UW System is committed to preparing a diverse, well-educated workforce for the new global economy.

THE ROLE OF HIGHER EDUCATION IN TEACHER QUALITY

Joe Wyatt, chancellor of Vanderbilt University, asserts that "our nation's future depends on a high-quality public education system and a superior force of educators. There is no more important work." Higher education's most prominent impact on the quality of PK-12 education is the quality of the teachers that it prepares (note that "teachers" refers to all public school educators: classroom teachers, administrators, and counselors). According to Linda Darling-Hammond, Professor of Education at Stanford University, "a growing body of research indicates that teacher expertise is one of the most important factors in determining student achievement." In her article, *Educating America's Teachers: The Academy's Greatest Failure or its Most Important Future*, she highlights the importance of teacher education and university's role:

- If universities would commit their substantial resources to better preparing the individuals who become elementary and secondary school teachers as well as those who teach at the college level, they could transform the nation's educational system and stimulate higher levels of academic achievement.
- Raising graduation requirements does not help when there are not enough qualified teachers prepared to teach more advanced subjects well.... In short, no reform can improve schools if the people in them are not armed with the knowledge and skills they need.
- Several studies have concluded that teachers' qualifications (based on measures of teaching knowledge, education, and experience) account for a larger share of the variation in students' achievement than poverty, race, parent education, or any other single factor.
- Teacher education in U.S. institutions does not enjoy either the policy or the financial support that its counterparts elsewhere do.

It is important to note the continuum of teacher preparation and continuing professional development, and the significant role that the university has at all stages of a teacher's career.

The UW institutions have significant responsibility for initial teacher preparation, providing approximately 79 percent of the teachers hired annually by Wisconsin public schools. The UW institutions play a significant role in providing mentoring and support for beginning teachers, in cooperation with school districts. Moreover, through graduate programs and continuing education programs, the university is a major provider of teacher professional development.

In summary, if teachers are not well prepared, then student achievement suffers and students are not prepared for postsecondary education. More and more jobs in a technology-based, global economy will require workers who have at least some postsecondary education. If students are to remain in the educational pipeline, universities must work with public schools and other postsecondary partners to ensure high quality teachers.

DISCUSSION

The University of Wisconsin Board of Regents asserts its commitment to PK-16 partnerships through a commitment to principles described in the accompanying document that respond to critical issues in each of the following areas:

1. Collaboration and Partnerships
2. Teacher Quality, Supply and Demand
3. Technology in Teacher Education
4. Curriculum Alignment and Accountability

It is important to note that the principles endorse a systemwide strategy for a major PK-16 initiative. However, it is equally important that as individual institutions plan and implement their responses, that they be enabled to do so within the context of their institutional missions and unique features. Institutions must have the flexibility to respond appropriately to local and regional needs. One model or approach will not serve all. It should be noted that several of the strategy alternatives proposed are already occurring. For example:

- The Wisconsin PK-16 Leadership Council has been formed;
- Four Model PK-16 academies are being developed;
- UW institutions are participating in the implementation of new teacher education rules;
- UW institutions are working to recruit more diverse students into teaching;
- UW System is working with DPI to produce accurate supply and demand data;
- UW institutions are developing alternate paths to certification;
- Technology and Teacher Education is being incorporated into the IT Plan;
- UW System is working with DPI, WTCS and private colleges to align and articulate curriculum.

In spite of this progress, the regent actions call for UW System Administration and UW institutions to build on these initiatives and to make PK-16 partnerships a university-wide commitment. To ensure the entire university's commitment, the regents call on the chancellors of the UW institutions to lead these efforts.

University of Wisconsin Board of Regents**PK-16 PRINCIPLES AND ACTIONS****INTRODUCTION**

A PK-16 strategy for the UW System acknowledges the very high quality of education in Wisconsin. Many national indicators demonstrate the effectiveness of our public schools, our universities, and our technical colleges. To build on this tradition of quality, however, we have challenges to address so we can continuously improve our institutions, the quality of our programs, student access to programs, and student achievement. The regents' PK-16 principles and actions will demonstrate this commitment to a seamless, quality educational system for Wisconsin citizens. It is important to note that the principles endorse a systemwide strategy for a major PK-16 initiative. However, it is equally important that as individual institutions plan and implement their responses, that they be enabled to do so within the context of their institutional missions and unique features. Institutions must have the flexibility to respond appropriately to local and regional needs. One model or approach will not serve all.

Principle #1: Strengthening teacher preparation and professional development is central to improving Wisconsin's schools and in preparing all students to participate in a vibrant 21st Century society and economy. Further, the quality of higher education is directly affected by the quality of PK-12 education.


Action: By adopting the PK-16 Principles, the Board of Regents will work with institutions, PK-12 and other postsecondary education leaders to develop a well-articulated plan for achieving quality PK-16 education for UWS with an emphasis on strengthening teacher preparation and professional development.


Principle #2: The quality of learning is directly affected by the quality of teaching; therefore, institutions should assume responsibility at the all-university level for teacher quality and work in partnership with PK-12 and other postsecondary education leaders toward school renewal.







Action: Chancellors should work collaboratively with PK-12 and other postsecondary education leaders to develop a well-articulated plan for achieving local quality PK-16 education including components that respond to issues and strategy alternatives articulated in this document. UW System will report to the Board of Regents on plans, initiatives and achievements in June 2002.

PK-16 ISSUES AND STRATEGY ALTERNATIVES

The PK-16 principles and actions cited above are informed by a series of critical issues. Several strategy alternatives are proposed as ways to respond to these issues. The list below is not exhaustive and assumes that local and regional PK-16 needs will influence each institutions plans, initiatives, and strategies. It should be noted that several of the strategy alternatives proposed are already occurring.

A. COLLABORATION & PARTNERSHIPS	
Issues	Strategy Alternatives
A.1. State coordination of the relationship of PK-12 to higher education is necessary to achieve a seamless PK-16 state education system.	 AA.1. The UW System President should assume co-leadership for the development and implementation of the Wisconsin PK-16 Leadership Council, working in collaboration with the Department of Public Instruction, Wisconsin Technical College System and the Wisconsin Association of Private Colleges and Universities. The President should report regularly to the Board of Regents on the Council's progress.
A.2. Local coordination of the relationship of PK-12 to higher education is necessary to achieve a seamless PK-16 local education system.	AA.2 With chancellors in a leadership role, each UW institution should organize and support a formal PK-16 partnership in collaboration with PK-12 and other postsecondary education leaders, in order to achieve quality education. Local partnerships should establish benchmark outcomes with achievements reported to the Board of Regents annually.
A.3. Increased state funding is necessary to achieve an effective PK-16 education system.	AA.3 The Board of Regents should consider developing a PK-16 budget initiative for 2003-05 that advances PK-16 reforms and complements the resource investments of PK-12 education.





 indicates actions in progress

B. TEACHER QUALITY, SUPPLY & DEMAND	
Issues	Strategy Alternatives
B.1. Ensuring the quality of teacher preparation, induction, mentoring and professional development in concert with DPI rules <u>and</u> school renewal is an all-university responsibility (including faculty from education, letters and science, and other related disciplines) in collaboration with local PK-12 school partners.	 BB.1. UW System Administration will pilot four Model PK-16 Academies to develop a system of shared responsibility for teacher preparation. The Academies will be evaluated and models will be shared for replication.
B.2. Teacher preparation programs should prepare prospective teachers to ensure that all students meet high academic standards.	 BB.2. UW System Administration and the UW institutions should participate, contribute, monitor and communicate the implementation of new teacher program approval and licensure rules (PI34).
B.3. Teacher preparation programs should prepare prospective teachers to perform effectively in diverse school cultures in keeping with Plan 2008.	 BB.3. UW System Administration and UW institutions should continue to link and expand connections with Plan 2008 initiatives with teacher preparation programs.
B.4. Students in teacher preparation programs should be representative of the diversity that exists in PK-12 schools.	 BB.4. UW institutions should continue to enhance and expand plans for recruiting a more diverse cohort into teaching by systematically identifying and actively recruiting students to expand the diversity of teacher candidates.
B.5. UW System should align university resources in teacher education to effectively meet state needs.	 BB.5a. UW institutions should organize teacher education programs to be responsive to local and statewide supply and demand needs, including both high demand <u>and</u> overpopulated teaching fields.  BB.5b. UW System Administration and UW institutions should work with DPI to ensure reliable, accurate supply and demand data.

B. TEACHER QUALITY, SUPPLY & DEMAND (<i>CONTINUED</i>)	
Issues	Strategy Alternatives
B.6. Collaborative teacher education program development (including the use of technology) within the UW System and with other partners will improve the access to certification programs in critical shortage areas.	<p>BB.6a. UW institutions should develop, as appropriate, multiple pathways for prospective teacher candidates to achieve statewide licensure.</p> <p>BB.6b. UW System Administration should facilitate system-wide development of collaborative licensure programs to address shortages.</p>
B.7. Promotion and tenure policies should not impede contributions of faculty involved in research, teaching, and service related to PK-16 reform.	BB.7. Provosts should encourage faculty to review promotion and tenure policies so the research, teaching and service contributions of those faculty involved in PK-16 reform are recognized in the policies.
B.8. The concept of “clinical faculty” in-residence and other faculty exchanges between PK-12 teachers and UW faculty should continue to be developed.	BB.8. See BB.7.
B.9. Teacher and administrator leadership development should be jointly fostered through the local PK-16 partnerships.	BB.9. See AA.2.
B.10. UW System has an important role in supporting career teachers who might assume mentoring and other school-based teacher leadership roles.	<p>BB.10a. UW System Administration and UW institutions should support development of system-wide collaborative mentoring preparation programs.</p> <p>BB.10b. UW System Administration should encourage the development of system-wide career and leadership development programs.</p>

B. TEACHER QUALITY, SUPPLY & DEMAND (<i>CONTINUED</i>)	
Issues	Strategy Alternatives
B.11. PK-16 reform will be advanced by increasing the number of career teachers and mentors who hold National Board for Professional Teaching Standards certification as well as the number of teachers who are certified as master educators.	<p>BB.11a. UW System should collaborate and support DPI initiatives that expand the number of National Board certified teachers.</p> <p>BB.11b. UW System graduate programs and professional development for PK-12 teachers should complement master educator certification opportunities.</p>

C. TECHNOLOGY IN TEACHER EDUCATION	
Issues	Strategy Alternatives
C.1. Instructional technology is an essential tool for all of Wisconsin's PK-12 teachers and administrators as well as postsecondary faculty and administrators.	<p>✓ CC.1. UW System Administration and UW institutions will incorporate teacher education needs into the overall Instructional Technology (IT) planning processes and report to Board of Regents as part of the system IT plan.</p>
C.2. Preparing teachers to use technology is a responsibility of UW System, its institutions and faculty.	<p>✓ CC.2. UW System Administration will work with TEACH, DPI, PK-16 Council etc. on statewide planning and coordination.</p>
C.3. UW faculty should be encouraged, provided support, and rewarded for redesigning teacher education programs that integrate technology.	<p>✓ CC.3. UW System Administration will work with institutions to identify, establish and disseminate best practices.</p>

D. CURRICULUM ALIGNMENT & ACCOUNTABILITY	
Issues	Strategy Alternatives
D.1. High academic standards and rigorous curricula contribute to the achievement of all children.	 DD.1. UW System should continue to work collaboratively with DPI, WTCS and private colleges to improve the alignment and articulation of curriculum between educational sectors.
D.2. PK-16 education in Wisconsin must allow students to make seamless transitions between secondary and postsecondary education, in which students do not experience gaps or unnecessary overlaps in their learning.	 DD.2a. UW System should continually assess the alignment of placement tests with Wisconsin's Model Academic Standards  DD.2b. UW System Administration should continually review and revise, as appropriate, the UW competency-based admission criteria to ensure alignment with Wisconsin's Model Academic Standards.  DD.2c. UW System Administration and UW institutions should continue to enhance and expand articulation with WTCS.
D.3. UW System Administration and UW institutions should embrace accountability and quality assurance of teacher education graduates.	DD.3a. UW System Administration should identify an approach and framework to conduct a thorough assessment of the status of teacher education in the UW System in order to form a baseline for accountability measures. DD.3b. UW institutions should include specific benchmark measures for accountability in their local PK-16 plans. DD.3c. UW System Administration should develop criteria and benchmarks for assessing institutional and system implementation of PK-16 activities to achieve outcomes. DD.3d. UW System Administration should annually report to the Board of Regents on status of PK-16 initiatives and outcomes.

UNIVERSITY OF WISCONSIN BOARD OF REGENTS INSTRUCTIONAL & RESEARCH ACADEMIC STAFF

EXECUTIVE SUMMARY

INTRODUCTION

The UW System Board of Regents' *Study of the University of Wisconsin System in the 21st Century* recommended an examination of “the role of instructional and research academic staff within the UW System with the intention of improving their status, roles, rights and responsibilities.” To accomplish this examination, a committee made up of academic staff and faculty conducted a survey of UW System institutions, and reviewed personnel policies and relevant literature. In 1998, the Board of Regents accepted a report from this committee entitled *Teaching Academic Staff in the UW System (Teaching Academic Staff Study)*.

As significant numbers of faculty and academic staff retire in the next several years, the UW System will be faced with rebuilding its instructional core. Acknowledging that the instructional core will continue to consist of a combination of tenure-track faculty as well as non-tenure-track instructional and research staff, it is imperative that institutions fill vacant positions with the best possible candidates while remaining flexible and responsive to change. Therefore, it is incumbent upon each of our institutions and the UW System Administration to support our human resources in a manner reflective of the considerable and important contributions they make. Every effort should be made to help ensure that faculty and academic staff will continue to make significant contributions to the success and vitality of the UW System, while they work in environments that are professionally rewarding. This is particularly important for the growing number people who are hired as instructional and research academic staff.

REGENT ACTION

This item is for information only. No action is requested.

BACKGROUND

Nationally, 43 percent of all instructional staff were part-time employees according to the National Center for Education Statistics study published in April 2001 (NCES - NSOPF:99). Among public comprehensive institutions, 36.8 percent of instructional staff were part-time. At public research universities, nearly 21 percent were part-time. Forty-nine percent of instructional staff at public two-year colleges were part-time. The Chronicle of Higher Education (May 4, 2001) reported that earlier studies showed that roughly the same proportion, nearly 42 percent, of instructional staff members were part time in 1992 – up from 33 percent in 1987. The vast majority of these part-time instructional staff – approximately 95 percent – do not have tenure or

have tenure-track appointments. They typically hold limited term positions or are hired on a semester-to-semester basis.

In the UW System, the percentage of non-tenure instructional staff has increased as well. Non-tenure instructors are categorized as academic staff, a group of employees separate from the faculty with its own set of personnel policies and procedures. The proportion of instructional academic staff (IAS) in the UW System has increased from an average of 23.5 percent of all instructional staff (head count (HC), tenure / tenure-track faculty and IAS combined) in 1987, to 32.7 percent in 1997, and declined slightly to 32.3 percent in 2000 (see Table 1).

Table 1. Changes in proportion of faculty and instructional academic staff by headcount

	Faculty HC	as % of all instruction	IAS*	as % of all instruction	Total all instruction
1987	7319	76.5%	2249	23.5%	9568
1997	6566	67.3%	3192	32.7%	9758
2000	6172	67.7%	2946	32.3%	9118

** IAS excludes clinical, CHS, visiting, emeritus, L/I, and instrument innovators*

The *Teaching Academic Staff Study* acknowledged the complexity of staffing decisions as they relate to programmatic needs, fluctuating demands, availability of qualified faculty, and budget constraints. In this context, institutions were encouraged to establish plans to utilize fully the talents of the instructional and research academic staff, enhancing the learning environment for students across the UW System. The report revealed that:

- Institutions varied widely in the extent of their use of instructional and research academic staff (IRAS), the ways in which IRAS were deployed at the institution, and the types of appointments and attendant job security they were afforded.
- Departments within the institutions varied in their approaches to including IRAS in governance and other activities of the academic community, and to evaluating their work.
- IRAS personnel policies and working conditions were not clearly articulated.
- Issues related to IRAS could be addressed most effectively at the institutional level, with the UW System Administration best suited to provide a legal framework, guidance and examples of best practices.

The report put forward several recommendations designed to improve the UW System's instructional environment for students. Initiatives that focused on improving the integration of IRAS into institutional life and on modifying personnel policies were proposed at both the individual institution level and systemwide level.

DISCUSSION

Several initiatives have been supported to help ensure that IRAS will continue to make significant contributions to the success and vitality of the UW System, while they work in environments that are professionally rewarding (see Figure 1).

Figure 1. Timeline of IRAS initiatives

1998	1999	2000	2001
<i>Teaching Academic Staff Study</i>	Systemwide IRAS Forum	Personnel Officers' Meeting	Regent Staffing Principles IRAS Working Group Report

In April 1999, teams from each of the 15 UW institutions attended a daylong forum that focused on IRAS issues. Teams discussed ways to integrate IRAS into institutional life and began developing plans to implement improvements. Additionally, academic personnel officers from each of the institutions participated in a focus group meeting in March 2000 and shared information about campus policy, process and practice as they relate to IRAS titling, hiring, and job security.

At its March 2000 meeting, the Board approved a series of staffing principles. The principles were adopted to guide UW institutions over the next decade in rebuilding the instructional core as current faculty and academic staff retire. The principles included a call for titles for non-tenure instructional and research staff to be revised to reflect national titling trends, and for institutions to develop policies and practices to better integrate non-tenure instructional and research staff into departments and institutions.

The UW System IRAS Working Group was convened in Fall 2000 to investigate and recommend titling options for IRAS and to propose initiatives to facilitate the integration of IRAS into institutional life. The working group was comprised of representatives from each of the UW Institutions including members of the academic staff, faculty, institutional administration, and UW System Administration. The working group submitted its final report in March 2001 (see Appendix A).

The recommendations that emerged from the efforts of the IRAS Working Group were guided by the underlying presumption that full-time, permanent instructional needs should be filled through faculty appointments in accord with the UW System Unclassified Personnel Guidelines. For positions that do not require work in all three areas of faculty responsibility (teaching, research and service) the working group acknowledged that academic staff appointments are appropriate, and that all members of the academic staff are an important and integral part of the UW System and its institutions.

The IRAS Working Group made several recommendations specific to its charge. It suggested several initiatives and actions for both the UW System Administration and individual UW institutions to enhance the integration of IRAS into institutional life. The recommendations were intended to increase the opportunities IRAS have to participate in programs, activities and

governance. They were envisioned as ways to remove barriers to integration and not intended as additional or new job responsibilities and/or expectations. Recommendations included enhancing orientation for IRAS, providing modules of instructional and research support, improving opportunities for professional development, and increasing IRAS involvement in institutional and departmental governance. In addition, two new titling series were proposed to better reflect the responsibilities, credentials and work expectations of career IRAS. The working group proposed an Instructional Professor and a Research Professor series of titles (see Appendix A for IRAS Working Group Report).

FEEDBACK FROM UW INSTITUTIONS

In considering the recommendations, the interim senior vice president for academic affairs distributed the report to each institution and requested comment. He asked for a single institutional response from each institution and strongly encourage that the response take into account input from stakeholder groups such as faculty, administration, and academic staff, particularly instructional and research.

Institutions were very supportive of the recommendations to enhance the integration of IRAS into institutional life. Both faculty and academic staff indicated implementation of the recommendations would likely lead to more full assimilation of IRAS into campus life. Many institutions reported that many of the initiatives recommended were already being implemented. While supportive, many institutions expressed concern over the resources that may be required to fully implement all of the recommendations.

Institutions were generally not supportive of the new titling series – *instructional professor* and *research professor* – as the IRAS Working Group proposed. Furthermore, faculty and academic staff at the institutions were divided in their support. Faculty indicated that the proposed titles would blur the distinction between the roles of faculty and academic staff, they would add unnecessary complexity to existing salary and promotion systems, and the proposed titles would cause confusion among external groups such as legislators, the public and students. Academic staff generally supported the titles, but some expressed concern that adopting the proposed new titles might give the appearance that issues related to job security, recognition and salaries were being avoided.

RECOMMENDATIONS

Integration into Institutional Life. After consultation with the UW System executive committee, vice chancellors, faculty representatives, academic staff representatives and UWSA human resources staff, interim senior vice president for academic affairs accepted the recommendations made by the IRAS working group to enhance the integration of IRAS into institutional life. Each institution will be asked to implement the integration recommendations and report on the progress of their initiatives to UW System Administration Office of Academic Affairs by June 30, 2002.

Personnel Policy and Practice. As a result of the IRAS Working Group's investigations and discussions, the group found evidence that significant variability exists within institutions

and their utilization of the current IRAS titles, appointment length and continuity status. UW System Administration and UW Institutions will be asked to engage in a concerted effort to ensure that Unclassified Personnel Guidelines are applied consistently. In particular, UPG 3.05, sections 1-4 are emphasized. This may include providing on-going education to personnel directors, deans, department chairs and supervisors regarding how to apply unclassified titles.

Revising IRAS Titles to Reflect National Trends. The IRAS working group analyzed the non-tenure instructional staff titles used by a number of comparable institutions and university systems from across the country. There was no clear national consensus or definitive trend on titles. The IRAS working group offered specific recommendations to create systemwide *instructional professor* and *research professor* titles similar to those adopted by some of the comparable institutions investigated. It was evident from the feedback provided by each institution that divergent perspectives were held on the proposed titles. Because of these diverging views, consensus on the professorial titles as recommended was not possible to achieve.

After consulting with members of the UW System executive committee, chancellors, vice chancellors, faculty representatives, academic staff representatives and UWSA human resources staff; the recommendations to develop systemwide *instructional professor* and *research professor* titles as proposed have not been accepted. However, the interim senior vice president for academic affairs reminds institutions that existing personnel policy permits the establishment of informal working titles for IRAS. This flexibility is permitted in UPG 1 that states:

As a reflection of differences in position responsibilities, organizational structures and institutions, formal unclassified titles are defined in general terms (UPG 1, Attachment 1). Therefore, institutions may find it useful or necessary to establish informal working titles to describe positions. A structure of informal working titles, and the policies, procedures and practices for its administration may be established at the discretion of the institution.



**Report to the
Senior Vice President
for Academic Affairs**

Instructional & Research Academic Staff Working Group

Submitted:
March 16, 2001

Executive Summary

The UW System Instructional and Research Academic Staff (IRAS) Working Group was convened in Fall 2000 to investigate and recommend titling options for IRAS and to propose initiatives to facilitate the integration of IRAS into institutional life. The working group was comprised of representatives from each of the UW Institutions including members of the academic staff, faculty, institutional administration, and UW System Administration.

The recommendations that emerged from the efforts of the IRAS Working Group were guided by the underlying presumption that full-time, permanent instructional needs should be filled through faculty appointments in accord with the UW System Unclassified Personnel Guidelines. For positions that do not require work in all three areas of faculty responsibility (teaching, research and service) the working group acknowledges that academic staff appointments are appropriate, and that all members of the academic staff are an important and integral part of the UW System and its institutions.

The IRAS Working Group puts forth several recommendations specific to its charge. Two new titling series are proposed that more accurately reflect the responsibilities, credentials and work expectations of career IRAS. The working group proposes an Instructional Professor and a Research Professor series of titles. The implementation and formal wording of position definitions are to be administered by the UW System Administration Office of Human Resources to be consistent with existing Category B title series.

The working group also suggests several initiatives and actions for both the UW System Administration and individual UW Institutions that will enhance the integration of IRAS into institutional life. The recommendations are intended to increase the opportunities IRAS have to participate in programs, activities and governance. They are envisioned as ways to remove barriers to integration and not intended as additional or new job responsibilities / expectations. Recommendations include enhancing orientation for IRAS, providing modules of instructional and research support, improving opportunities for professional development, and increasing IRAS involvement in institutional and departmental governance.

The working group identified several issues that did not specifically align with its charge. For example, there appears to be significant variation among UW institutions, divisions, schools/colleges and departments concerning IRAS appointments and utilization of career progression prescribed in current Unclassified Personnel Guidelines. The IRAS Working Group believes that UW institutions and UW System Administration should work to ensure that Unclassified Personnel Guidelines are applied consistently.

The working group urges the Senior Vice President to direct institutions to continue working toward full implementation of the recommendations made in the Board of Regents' 21st Century Study: *Teaching Academic Staff in the UW System (Teaching Academic Staff Study)*. In addition, the Senior Vice President should develop a mechanism whereby institutions regularly report progress made toward implementing the recommendations made herein, as well as those made in the *Teaching Academic Staff Study*.

Upon acceptance of any or all of these recommendations, the IRAS Working Group encourages the Senior Vice President to initiate immediate action toward implementation to support all IRAS in a manner reflective of the considerable and important contributions they make.

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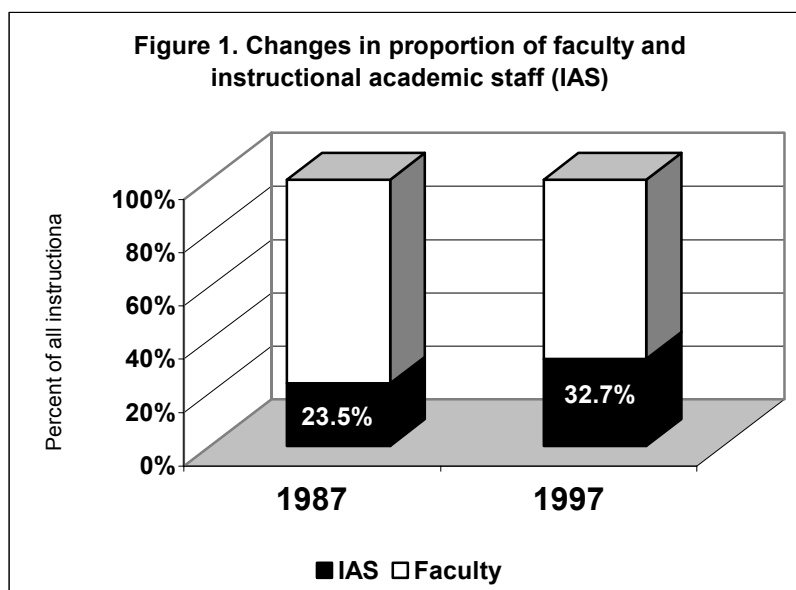
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Instructional & Research Academic Staff Working Group

The Instructional and Research Academic Staff (IRAS) Working Group submits the following report to the UW System Senior Vice President for Academic Affairs for consideration in fulfillment of its charge. As further response to the 1997 UW System Board of Regents' 21st Century Study *Teaching Academic Staff in the UW System* and the Regents' staffing principles accepted in March 2000, this systemwide working group was convened to investigate and recommend titling options for IRAS and to propose initiatives to facilitate the integration of IRAS into institutional life.

The working group recognizes that strong relationships among faculty, IRAS, campus administrators and the UW System Administration will help to ensure that IRAS continue to make significant contributions to the success and vitality of the UW System, while they work in environments that are professionally rewarding. It further acknowledges that all academic staff is an important and integral part of the UW System and its institutions.

The recommendations that emerged from the efforts of the IRAS Working Group were guided by the underlying presumption that full-time, permanent instructional positions should be filled through faculty appointments in accord with the UW System Unclassified Personnel Guidelines. Nevertheless, the working group acknowledges the reality that IRAS continue to make up a significant proportion of individuals instructing students and performing research. For instance, in 1987, 23.5 percent of the individuals (head count) instructing students were IRAS; in 1997, 32.7 percent (see Figure 1). It is incumbent upon each of the UW Institutions and the UW System Administration to support this portion of its human resources in a manner reflective of the considerable and important contributions they make.



The working group was comprised of representatives from each of the UW Institutions including members of the academic staff, faculty, institutional administration, and UW System Administration staff (see Table 1). Provost Charles Schelin, UW-Superior, served as chairperson of the working group that met several times between October 2000 and February 2001. To complete its work, the 19-member working group was divided into two subgroups; *Integration*,

chaired by Professor Cathy Helgeland, UW-Manitowoc; and *Titling*, chaired by Senior Lecturer Breck Speers, UW-Oshkosh.

Table 1. IRAS Working Group Members

Barbara Burdick, Assistant Professor UW-Platteville	Erika Sander, Assistant Vice Chancellor UW-Milwaukee
Eric Eberhardt, Lecturer UW-River Falls	Charles Schelin, Provost and Vice Chancellor UW-Superior
Walter Graffin, Associate Professor UW-Parkside	Breck Speers, Senior Lecturer UW-Oshkosh
Cathy Helgeland, Professor UW-Manitowoc	Jodie Wagner, Psychologist, Counseling & Testing Services, UW-La Crosse
Jeff Janz, Executive Director of Residence Life UW-Whitewater	Vicki Washington, Assistant to Chancellor UW-Extension
Steve Lund, Director Academic Personnel Office UW-Madison	
William Meyer, Provost and Vice Chancellor UW- Stevens Point	Larry Rubin, Assistant Vice President UW System Administration
John Murphy, Dean, College of Arts & Sciences UW-Stout	Chuck McConnell, Assistant Vice President UW System Administration
Don Reynolds, Professor UW-Eau Claire	Fran Garb, Senior Academic Planner UW System Administration
Jerrold Rodesch, Associate Professor UW-Green Bay	Steve Bialek, System Academic Planner UW System Administration

Background

The UW System Board of Regents' *Study of the University of Wisconsin System in the 21st Century* recommended an examination of “the role of instructional and research academic staff within the UW System with the intention of improving their status, roles, rights and responsibilities.” To accomplish this examination, a committee made up of system academic staff and faculty conducted a survey of UW System institutions, and reviewed personnel policies and relevant literature. In 1998, the Board of Regents accepted a report from this committee entitled *Teaching Academic Staff in the UW System (Teaching Academic Staff Study)*.

The report acknowledged the complexity of staffing decisions as they relate to programmatic needs, fluctuating demands, availability of qualified faculty, and budget constraints. In this context, institutions were encouraged to establish plans to utilize fully the talents of the instructional and research academic staff, enhancing the learning environment for students across the UW System. The report revealed that:

- Institutions varied widely in the extent of their use of IRAS, the ways in which IRAS were deployed at the institution, and the types of appointments and attendant job security they were afforded.
- Departments within the institutions varied in their approaches to including IRAS in governance and other activities of the academic community, and to evaluating their work.
- IRAS personnel policies and working conditions were not clearly articulated.
- Issues related to IRAS could be addressed most effectively at the institutional level, with the UW System Administration best suited to provide a legal framework, guidance and examples of best practices.

Furthermore, the report puts forward several recommendations designed to improve the UW System's instructional environment for students. Initiatives that focused on improving the integration of IRAS into institutional life and on modifying personnel policies were proposed at both the individual institution level, as well as systemwide. The report is available on-line at: <http://www.uwsa.edu/acadaff/ias>

The UW System Administration, Office of Academic Affairs responded to several of the systemwide recommendations outlined in the *Teaching Academic Staff Study*. In April 1999, teams from each of the 15 UW institutions attended a daylong forum that focused on IRAS issues. Teams discussed ways to integrate IRAS into institutional life and began developing plans to implement improvements. Additionally, academic personnel officers from each of the institutions participated in a focus group meeting in March 2000 and shared information about campus policy, process and practice as they relate to IRAS titling, hiring, and job security.

At its March 2000 meeting, the Board approved a series of staffing principles. The principles were adopted to guide UW institutions over the next decade in rebuilding the instructional core as current faculty and academic staff retire. The principles called for a revision of titles for non-tenure instructional and research staff to reflect national titling trends, and for institutions to develop policies and practices to better integrate non-tenure instructional and research staff into departments and institutions. The IRAS Working Group was subsequently convened to develop a plan to implement the Board's staffing principles related to IRAS.

Report and Recommendations of the Titling Subgroup

The objective of the Titling Subgroup was to recommend suitable revisions to the UW System IAS and RAS titling options to reflect national titling norms and trends. This activity was responsive to the following recommendation included in the *Teaching Academic Staff Study*:

UW System Administration should consider revising Category B titles to reflect national titling trends so that UW system instructional and research titles might be better understood for grant applications, in the national job market and or other academic purposes.

Information was collected from a number of comparable institutions and university systems from across the country to ascertain how non-tenure track instructional and research staff are titled (see Appendix A: *National Titling Data*). Subgroup members compiled this information from websites, email inquiry and telephone conversations. Based upon the data collected, the Titling Subgroup generated and discussed several titling options at its meetings. The subgroup also monitored the discussions of governance groups proposing new IRAS titles at UW-Madison. The proposals under consideration at UW-Madison provided additional models for the subgroup to consider.

During its discussions and deliberations, the Titling Subgroup considered several titling options along with multiple combinations of job definition criteria. The criterion that received significant attention was the minimum level of academic degree required for new titles. One alternative given consideration was that ALL professorial titles – instructional and research / prefix and no-prefix – should require a Ph.D. or terminal degree in field. Some members of the subgroup reasoned that a terminal degree is the standard for all faculty titles; it is required for the current Category B modified professorial title of Professor (CHS); and it is expected by many other universities that use modified professorial titles.

The majority of the subgroup members, however, supported the requirement of an advanced degree as the minimum level of academic preparation for assistant and associate Instructional Professor and a Ph.D. or terminal degree as the minimum level for no-prefix Instructional Professor and all levels of Research Professor. For many years, individuals holding these credentials have worked at the level described in the proposed definitions. In addition, the lecturer title series as it is currently employed has limited descriptive value because it is assigned routinely to individuals with a wider range of roles and responsibilities. Identifying individuals who hold at least 50 percent appointment and have multiple years of service through the use of the proposed titles was considered to be an appropriate recognition of their contributions to the institution.

The titles and job definitions proposed below allow for a useful distinction between non-faculty appointments of a purely temporary nature and those who have a more permanent character. They are supported by a majority vote of the entire IRAS Working Group.

The Titling Subgroup recommends that appropriate sections of the UW System Unclassified Personnel Guidelines (UPG) – in particular, UPG #1 *Unclassified Titles General Index* and UPG #1 Attachment 1 *Unclassified Title Definitions Book* – be revised to reflect the additions and modifications suggested below. The implementation and formal wording of the position definitions as presented are to be administered by the UW System Administration Office of Human Resources to be consistent with existing Category B title series. The revised and new titles below are to be applied for both appointment and for promotion. As a result of its investigations and discussions, the Titling Subgroup puts forth the following recommendations:

A. Recommendations for Revisions to Instructional Staff Titles

- A.1 Retain four-level **Faculty Associate** series (assistant, associate, no prefix and distinguished). Series would be revised to reflect the following definition¹:

Draft Definition: Faculty Associates provide instruction and training to students in an academic discipline or adult education, including formal, informal or laboratory instruction, either independently or under the general supervision of a faculty member. Responsibilities include instruction associated with more than one formal lecture or laboratory course or with supplemental modules to formal courses, training of Graduate Assistants, programming to adult and continuing education clients and frequently includes extension and teaching associated with instructional portions of faculty appointments. Responsibilities may involve development of disciplinary teaching techniques as an accompaniment to instructional responsibilities. This title series is primarily for persons who have an undergraduate degree in the disciplinary area of instruction or persons who possesses an advanced degree and hold less than a 50% appointment and/or are appointed with no expectation of renewal.

- A.2 Retain four-level **Lecturer** series (associate, no prefix, senior and distinguished). Series would be revised to reflect the following definition:

Draft Definition: Lecturers provide formal classroom or laboratory instruction in an academic discipline, either independently or under the general supervision of a faculty member. The primary duties of a Lecturer are effective delivery of instructional material, testing and grading. However, the degree of involvement in course and curriculum development, course scheduling, advising and subject matter expertise differs significantly depending on the prefix. This title series is primarily for persons who have an undergraduate degree in the disciplinary area of instruction or persons who possess an advanced degree and hold less than a 50% appointment and/or are appointed with no expectation of renewal.

- A.3 Create three-level **Instructional Professor** series (assistant, associate and no prefix). Series would be created to reflect the following definition:

Draft Definition: Instructional Professors are members of the academic staff who independently engage in formal or informal instruction, in an academic discipline, in one or more of the following areas: traditional classroom setting, laboratory, outreach and continuing education or extension program. These individuals will possess the experience or knowledge necessary to carry out the responsibilities typically associated with the instructional or extension components of a faculty appointment. These would include one or more of the following: develop and teach a course(s), design curricula and/or techniques for instruction, or develop

¹ Note: The UW System Administration Office of Human Resources in accord with state statute, administrative code and Board of Regents' policy will prepare for Board approval specific definitions for revisions to existing titles, creation of new title series and administration of such as recommended herein.

and present outreach programs in a discipline or integrated disciplines. Responsibilities may also include training Graduate Assistants. This title series is primarily for persons who hold an advanced degree, whose appointment is 50% or more and is renewable or indefinite. A terminal degree is ordinarily required for promotion to the no prefix Instructional Professor rank.

B. Recommendations for Revisions to Research Staff Titles

- B.1 Retain four-level **Researcher** series (associate, no prefix, senior and distinguished). Series would be revised to reflect the following definition:

Draft Definition: Researchers provide technical expertise in a research or scientific project at a more comprehensive and independent level than a Research Specialist. Solves problems in research, development, and applications by applying discipline-related skills normally gained from the completion of an advanced degree. May assist in the development of grant applications and the preparation and presentation of reports of research results, and in informal instruction of research students.

- B.2 Retain four-level **Scientist** series (associate, no prefix, senior and distinguished). Series would be revised to reflect the following definition:

Draft Definition: Scientists are members of the academic staff who engaged in research in an academic discipline under the general supervision of or in collaboration with a faculty member or a Research Professor. A Ph.D. or the equivalent experience and/or knowledge required to conduct research activities are ordinarily required to for this title series. Individual identifies research problems; designs research methodologies, performs or supervise research, and prepares the results for presentation to professional organization or for scholarly publications. Scientists may supervise Research Specialists and other staff and students.

- B.3 Create three-level **Research Professor** series (assistant, associate and no prefix). Series would be created to reflect the following definition:

Draft Definition: Research Professors are members of the academic staff who are independently engaged in research in an academic discipline. A Ph.D. or other terminal degree and the experience and/or knowledge required to conduct research activities at the level of a principal investigator or co-principal investigator are ordinarily required for this title series. Responsibilities are those typically associated with the research component of a faculty appointment and include the development and submission of research grant applications, supervision of research programs, presentation of research findings at national and international meeting, publishing research findings in scholarly journals and

training Graduate Assistants. (Principal Investigator status is not automatically granted.)

C. Recommendations Related to New IRAS Titles

The Subgroup further recommends that the following implementation procedures be adopted.

C.1 New salary minima need to be established for the new title series. UWSA will prepare a proposal for review by the institutions.

C.2 When the new titles are created, each institution will use them as defined by the title definition. UWSA will provide training to the Academic Personnel officers. Implementation will be handled by each institution.

C.3 Staff who meet the criteria for the new title series will be moved laterally to the new title series. The lateral assignment to a new title series does not require a salary adjustment except staff must be paid at least the minima. Salary reviews and advancement (promotion) within the title series will be handled under normal processes established at each institution. This may require additional training in the proper use of the title structure.

D. Other Issues of the Titling Subgroup

As a result of the subgroup's investigations and discussions, it was evident that significant variability exists among department chairs' (and other supervisors') utilization of the current UPG title structure for IRAS career progression. Consequently, many departments do not regularly review the titles assigned to instructional and research academic staff for advancement. The Titling Subgroup recommends, therefore, that on-going education occur regarding how to apply ALL unclassified titles.

Report and Recommendations of the Integration Subgroup

The objective of the Integration Subgroup was to recommend efforts and initiatives to facilitate the integration of IRAS into institutional life. One of the subgroup's strategies was to assess the degree to which the *Teaching Academic Staff Study* recommendations to integrate IRAS into institutional life have been implemented. The Integration Subgroup focused its investigations in four specific areas reflective of the recommendations made in the *Teaching Academic Staff Study*. The focus areas were: (1) Instructional and research support for IRAS, (2) Orientation provided IRAS, (3) Staff development and performance expectations, and (4) Governance. To complete its assessment, the subgroup distributed a survey and obtained an institutional response from each campus (see Appendix B: *Survey on IRAS Integration into*

Institutional Life: Summary Report). Institutions were encouraged to obtain input from several stakeholder groups such as faculty, administration, instructional and research academic staff (Category B), academic staff (Category A), governance groups, etc.

The survey revealed that UW institutions were at varying stages of planning or implementing the recommendations put forth in the study. Institutions varied in the type and level of instructional and research support (e.g., clerical assistance, office space, etc.) provided to IRAS. All of the institutions offered some type of orientation for IRAS, but found it challenging to provide this opportunity for the full range of IRAS appointments (i.e., full-time compared to part-time). The survey showed that a variety of professional development opportunities exist for IRAS. However, it uncovered that there was significant variation in how IRAS were made aware of and provided access to these opportunities. Finally, IRAS had significant opportunities to participate in governance at the institution level, but their inclusion in department level decision-making varied.

The recommendations put forth by the IRAS Working Group are intended to increase the opportunities IRAS have to participate in programs, activities and governance at the system, institution and department levels. The proposed actions and initiatives are envisioned as ways to remove barriers to integration and not intended as additional or new job responsibilities for IRAS. As a result of its discussions and analysis of survey responses, the Integration Subgroup puts forward the recommendations that follow to facilitate and enhance the integration of IRAS into institutional life:

A. Recommendations for UW System Administration to Facilitate Integration of IRAS

UW System Administration should:

- A.1 Encourage participation in and the enhancement of systemwide professional development opportunities for IRAS (e.g., Office of Professional and Instructional Development (OPID) programs, UW System grants programs, systemwide conferences, etc.).
- A.2 Sponsor a series of IRAS forums that address IRAS issues. Opportunities should be available to share best practices, facilitate collegiality among IRAS and faculty, etc.
- A.3 Encourage System groups such as the OPID Council, Learning Technology Development Council (LTDC), Electronic Media Technology Council (EMTC), Women's Studies Consortium, etc. that offer systemwide programs to include IRAS representation on their councils and other committees.
- A.4 Integrate IRAS news into existing systemwide newsletters such as OPID Talk, LTDC Teaching with Technology Today, etc.
- A.5 Enhance the System IRAS website to include a central location that links to IRAS resources and websites at each campus.

- A.6 Promote UW System grant programs to IRAS and include focus areas in Requests for Proposals that address research and projects that contribute to the professional development of IRAS.
- A.7 Encourage representation from both category A and category B academic staff on relevant systemwide committees.
- A.8 Provide ways for department chairs to increase their understanding of policies and procedures related to the employment of IRAS.

B. Recommendations for UW Institutions to Facilitate Integration of IRAS

Instructional and Research Support for IRAS

- B.1 All IRAS should have a minimum support module that includes access to each of the following: (a) office space, (b) clerical support, (c) phone service, and (d) computer with internet access and e-mail.

Orientation Provided IRAS

- B.2 All institutions should continue to offer new IRAS orientations to the institution, school/college, division, department, and campus.
- B.3 For those IRAS unable to attend orientations, institutions should develop alternative methods to acquaint IRAS with the institution, school/college, division, department, and campus. In addition, on-going orientation and information updates should be provided to continuing IRAS. Methods might include use of the web, “e-orientation,” or videotape.
- B.4 Provide mentoring support for IRAS to enhance their integration into the institution.
- B.5 Institutions should develop or enhance a webpage that includes information specific and relevant to IRAS. The webpage should be promoted widely across each institution.

Professional Development

- B.6 Institutions should review professional development opportunities for IRAS to ensure that such opportunities are based on programmatic and/or professional need, not on title or longevity, in accordance with the Regents’ 21st Century Report.

- B.7 Institutions should consider offering new or expanded professional development opportunities for IRAS (e.g., staff exchange programs, study leave, support to attend and present at conferences, etc.).

Governance

- B.8 Participation in departmental governance by career IRAS (those with an appointment of 50 percent or more and who have been with their institution multiple years) is encouraged. Institutions should ensure their eligibility to participate.
- B.9 Institutions should review the role of IRAS in academic staff and faculty governance at all levels to insure that the IRAS voice is heard.
- B.10 If institutions do not have a single faculty/academic staff governing body, executive committees of the respective faculty governing body and academic staff governing body should meet on a regular basis to discuss issues of mutual institutional interest.
- B.11 Academic staff governance groups should have representation from both category A and category B academic staff on relevant governing bodies, committees and groups.

Issues for Additional Consideration

The IRAS Working Group identified several issues that did not specifically align with its charge; however, the group determined these issues warranted additional consideration as they relate to the contributions IRAS make to and role they play in the UW System. First, the ratio of males to females with IRAS appointments continues to differ from those who hold faculty appointments as originally noted in the *Teaching Academic Staff Study*. According to November 2000 data, 51.1% of instructional academic staff (excluding CHS and clinical titles) are female, compared with 31.1% of the faculty. A variety of reasons are suggested for this difference. Nevertheless, UW institutions must remain vigilant to ensure gender-related inequities do not exist and are not perpetuated.

Second, there appears to be significant variation among UW institutions concerning IRAS appointments. The IRAS Working Group believes that UW institutions and UW System Administration should work to ensure that Unclassified Personnel Guidelines are applied consistently. In particular, UPG 3.05, sections 1-4 are emphasized. The sections are as follows:

- (1) Institutional policies shall provide to academic staff with fixed term appointments, non-renewal notice periods of at least 3 months before the end of the appointment in the first two years; at least 6 months for service of at least two years but less than seven years; at least 9 months for service of at least seven years but less than ten years; and, at least 12 months for staff who have served ten years or more. Institutional policies shall provide to academic staff on probationary appointments, non-renewal notice periods of at

least 3 months before the end of the appointment in the first year; 6 months before the end of the appointment in the second year; and, 12 months thereafter.

(2) Institutional policies shall also specify due process protection in case of non-renewal of staff who have served for at least seven years. [NOTE: This provision is intended to provide a uniform definition of the "substantial period of time" clause specified in s. UWS 10.03(1), Wis. Adm. Code.]

(3) Each institution shall review annually the type of contract and terms of any academic staff member who has served more than seven years to determine the feasibility of moving such individuals to indefinite or multiple year appointments with increased job security. In making such a determination, the institution shall consider the continuing need for the position, funding source, and quality of employee's performance. Academic staff with seven years or more of service whose appointments do not provide at least two-year terms shall be given the reasons upon request. Academic staff with ten years or more of service whose appointments do not provide at least three-year terms shall be given the reasons upon request.

(4) Every two years, UW System Administration shall audit a sample of academic staff appointments for compliance with existing policies governing appointment types, notice periods for non-renewal, and related conditions of job security.

The Working Group urges the Senior Vice President to direct institutions to continue working toward full implementation of the recommendations made in the *Teaching Academic Staff Study*. In addition, the Senior Vice President should develop a mechanism whereby institutions regularly report progress made toward implementing the recommendations made herein, as well as those made in the *Teaching Academic Staff Study*.

Future Work

The Integration Subgroup concluded that one of the integration recommendations made in the *Teaching Academic Staff Study* needs additional study. The recommendation states that institutions should “develop a plan that addresses staff development, performance expectations and evaluation, and other conditions of employment for IAS” (page 40). The subgroup concluded that this recommendation involves issues related to personnel policy. Consequently, the Integration Subgroup suggests that UW Institutions and UW System Administration conduct additional study on issues relating to performance expectations, evaluation and other conditions of employment.

The IRAS Working Group discovered significant variability as to how each institution made use of the appointment length and continuity status codes defined in UPG #2, Attachment 1. Of the three continuity status codes defined, the *fixed term*, *terminal contract* status is most commonly given to instructional academic staff when other options may be applicable. The three codes definitions are:

- Fixed term, terminal contract. The appointment is for a finite length of time and there is no expectation of renewal;
- Fixed term, renewal intended contract. The appointment is for a finite length of time and renewal is intended;

- Rolling horizon. The appointment is for a guaranteed length of time based on annual reappointment;

The IRAS Working Group recommends that UW System Administration and UW Institutions engage in a concerted effort to ensure that IRAS contracts are tendered using the most appropriate appointment length and continuity status possible.

Finally, careful consideration must be given to the implementation of all recommendations, particularly those related to titling. It is imperative that an implementation plan be developed without delay to address issues related to salary structure; procedures for transition of current IRAS to new titles; and communication on the use of new titles with IRAS, personnel administrators, deans and department chairs. Upon acceptance of any or all of these recommendations, the IRAS Working Group encourages the Senior Vice President to initiate immediate actions toward implementation to support all IRAS in a manner reflective of the considerable and important contributions they make.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2001-02 tenure designations and new tenured appointments, reported in the attached materials by institutions, be approved.

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW - EAU CLAIRE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Arts & Sciences					
Weber, Michael L.	Art	Asst. Professor	P	Assoc. Professor	T
Buiser, Rodolfo G.	Biology	Asst. Professor	P	Asst. Professor	T
Janik, Daniel S.	Biology	Asst. Professor	P	Assoc. Professor	T
Halfen, Jason A.	Chemistry	Asst. Professor	P	Assoc. Professor	T
Halfen, Susan	Communication & Journalism	Asst. Professor	P	Assoc. Professor	T
Schaffer, David L.	Economics	Assoc. Professor	P	Assoc. Professor	T
Bushnell, John P.	English	Asst. Professor	P	Assoc. Professor	T
Santos-Phillips, Eva L.	Foreign Languages	Asst. Professor	P	Assoc. Professor	T
Alarcon, Eberth G.	Mathematics	Asst. Professor	P	Assoc. Professor	T
Likkel, Lauren E.	Physics & Astronomy	Asst. Professor	P	Assoc. Professor	T
Abootaleb, Ali R.	Political Science	Asst. Professor	P	Assoc. Professor	T
College of Business					
Theo, Christos M.	Art	Assoc. Professor	T	Professor	T
Sims, Judy R.	Communication & Journalism	Assoc. Professor	T	Professor	T
Hoff, Paul J.	Foreign Languages	Assoc. Professor	T	Professor	T
College of Professional Studies					
Vaughan, Timothy S.	Management & Marketing	Asst. Professor	P	Assoc. Professor	T
Morrison, Charles M.	Management Information Systems	Asst. Professor	P	Assoc. Professor	T
Morrison, Joline P.	Management Information Systems	Asst. Professor	P	Assoc. Professor	T
Sheikholeslami, Mehdi	Accounting & Finance	Assoc. Professor	T	Professor	T
Hostager, Todd J.	Management & Marketing	Assoc. Professor	T	Professor	T
Tomkovick, Charles L.	Management & Marketing	Assoc. Professor	T	Professor	T
School of Education					
Hoff, Paul J.	Curriculum & Instruction	Assoc. Professor	T	Professor	T
Hollon, Robert E.	Curriculum & Instruction	Assoc. Professor	T	Professor	T
Stephens, Jeffrey T.	Special Education	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW EAU CLAIRE (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
School of Human Sciences & Services					
Stephens, Jeffery T.	Human Development Center	Assoc. Professor	T	Professor	T
Wendt, Linda E.	Human Development Center	Assoc. Professor	T	Professor	T
School of Nursing					
Wendler, M. Cecilia	Nursing Systems	Asst. Professor	P	Assoc. Professor	P
Cooper, Cathy A.	Nursing Systems	Instructor	P	Asst. Professor	P
Anderson, Kathryn E.	Family Health Nursing	Assoc. Professor	T	Professor	T
Wendt, Linda E.	Family Health Nursing	Assoc. Professor	T	Professor	T
Solheim, Karen D.	Family Health Nursing	Asst. Professor	P	Assoc. Professor	P
Berry, Janice K.	Family Health Nursing	Instructor	P	Asst. Professor	P
Jadack, Rosemary A.	Adult Health Nursing	Asst. Professor	P	Assoc. Professor	P
Sperstad, Rita A.	Adult Health Nursing	Instructor	P	Asst. Professor	P
Information & Technology Management					
Powers, Cleo J.	Library Services	Asst. Professor	T	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-GREEN BAY

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
Liberal Arts and Sciences					
Hencheck, Michael	Natural and Applied Sciences	Asst. Professor	P	Assoc. Professor	T
Terry, Patricia	Natural and Applied Sciences	Asst. Professor	P	Assoc. Professor	T
Wright, Scott	Communication and the Arts	Asst. Professor	P	Assoc. Professor	T
Wilson-Doenges, Georjeanne	Urban and Regional Studies	Asst. Professor	P	Assoc. Professor	T
Davis, Gregory	Natural and Applied Sciences	Assoc. Professor	T	Professor	T
Noppe, Illene	Human Development	Assoc. Professor	T	Professor	T
Professional Studies and Outreach					
Coates, James	Education	Assoc. Professor	P	Assoc. Professor	T
Kok, Anne C.	Social Work	Asst. Professor	P	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-LA CROSSE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Business Administration					
Achenreiner, Gwen	Marketing	Asst. Professor	P	Assoc. Professor	P
Graham, Lise N.	Finance	Assoc. Professor	T	Professor	T
Pena, Letitia E.	Management	Assoc. Professor	T	Professor	T
College of Health, Physical Education, Recreation and Teacher Education (HPERTE)					
Mikat, Richard	Exercise & Sport Science	Assoc. Professor	P	Assoc. Professor	T
Foster, Carl C.	Exercise & Sport Science	Assoc. Professor	T	Professor	T
College of Liberal Studies					
Choy, Cambid	Art	Assoc. Professor	P	Assoc. Professor	T
Clow, William	Theatre Arts	Assoc. Professor	P	Assoc. Professor	T
Cox, Gerry R.	Sociology & Archaeology	Assoc. Professor	P	Professor	T
Elgin, Joel	Art	Assoc. Professor	P	Assoc. Professor	T
Gray, James A.	English	Asst. Professor	P	Asst. Professor	T
Hoskins, Deborah J.	Women's Studies	Asst. Professor	P	Asst. Professor	T
Johnson, Emily	Psychology	Asst. Professor	P	Assoc. Professor	T
Morzinski, Mary E.	English	Assoc. Professor	P	Assoc. Professor	T
Shillinger, Sarah R.	Ethnic & Racial Studies	Asst. Professor	P	Asst. Professor	T
VanVoorhis, Bart A.	Psychology	Assoc. Professor	P	Assoc. Professor	T
Morgan, Betsy L.	Psychology	Assoc. Professor	T	Professor	T
Niedzwiecki, Charissa S.	Communications Studies	Asst. Professor	T	Assoc. Professor	T
Terpstra, Karen	Art	Asst. Professor	P	Assoc. Professor	P
Tollefson, Mary J.	Music	Asst. Professor	T	Assoc. Professor	T
Tollefson, Michael M.	Communications Studies	Asst. Professor	P	Assoc. Professor	P

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-LA CROSSE (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Science & Allied Health					
Cooper, Scott	Biology	Assoc. Professor	P	Assoc. Professor	T
Hoar, Robert H.	Mathematics	Assoc. Professor	P	Assoc. Professor	T
Maher, Margaret	Biology	Assoc. Professor	P	Assoc. Professor	T
Monte, Aaron	Chemistry	Assoc. Professor	P	Assoc. Professor	T
Gerber, D. Timothy	Biology	Asst. Professor	P	Assoc. Professor	P
Grunwald, Sandra K.	Chemistry	Asst. Professor	P	Assoc. Professor	P
Harbst, Kimberly B.	Physical Therapy	Asst. Professor	T	Assoc. Professor	T
Kelly, Susan E.	Mathematics	Assoc. Professor	T	Professor	T
McGaff, Robert W.	Chemistry	Asst. Professor	P	Assoc. Professor	P
Sutherland, Daniel R.	Biology	Assoc. Professor	T	Professor	T
Taylor, Bernadette C.	Microbiology	Asst. Professor	P	Assoc. Professor	P

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MADISON

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Agricultural & Life Sciences					
Bent, Andrew F.	Plant Pathology	Asst. Professor	P	Assoc. Professor	T
Langston, Nancy E.	Forest Ecology & Management Also IES/Academic Programs	Asst. Professor	P	Assoc. Professor	T
McManus, Patricia S.	Plant Pathology	Asst. Professor	P	Assoc. Professor	T
Ruegg, Pamela L.	Dairy Science	Asst. Professor	P	Assoc. Professor	T
Barham, Bradford L.	Agricultural & Applied Economics	Assoc. Professor	T	Professor	T
Clagett-Dame, Margaret	Biochemistry Also School of Pharmacy	Assoc. Professor	T	Professor	T
Downs, Diana M.	Bacteriology	Assoc. Professor	T	Professor	T
Hanna, Awad S.	Biological Systems Engineering Also Engineering/Civil & Environmental Engineering	Assoc. Professor	T	Professor	T
Menon, Anant K.	Biochemistry	Assoc. Professor	T	Professor	T
Reinemann, Douglas J.	Biological Systems Engineering	Assoc. Professor	T	Professor	T
School of Business					
Rosenberg, Marjorie A.	Actuarial Science & Risk Management Also Medical School/Biostatistics & Medical Informatics	Asst. Professor	P	Assoc. Professor	T
Browne, Mark J.	Actuarial Science & Risk Management	Assoc. Professor	T	Professor	T
Green, Richard K.	Real Estate Also Executive MBA Program	Assoc. Professor	T	Professor	T
School of Education					
Koltyn, Kelli F.	Kinesiology	Asst. Professor	P	Assoc. Professor	T
Capper, Colleen A.	Educational Administration	Assoc. Professor	T	Professor	T
Coleman, Hardin L. K.	Counseling Psychology	Assoc. Professor	T	Professor	T
Lynch, Ruth T.	Rehabilitation Psychology & Special Education	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MADISON (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
School of Education Cont.					
Scheer, Elaine M.	Art	Assoc. Professor	T	Professor	T
Tochon, Francois V.	Curriculum and Instruction	Assoc. Professor	T	Professor	T
Gloria, Alberta M.	Counseling Psychology	Asst. Professor	P	Assoc. Professor	T
College of Engineering					
Bahia, Hussain U.	Civil & Environmental Engineering	Asst. Professor	P	Assoc. Professor	T
Beebe, David J.	Biomedical Engineering	Asst. Professor	P	Assoc. Professor	T
Ghandhi, Jaal B.	Mechanical Engineering	Asst. Professor	P	Assoc. Professor	T
Gianchandani, Yogesh	Electrical & Computer Engineering	Asst. Professor	P	Assoc. Professor	T
Mawst, Luke J.	Electrical & Computer Engineering	Asst. Professor	P	Assoc. Professor	T
Nealey, Luke J.	Chemical Engineering	Asst. Professor	P	Assoc. Professor	T
Ran, Bin	Civil & Environmental Engineering	Asst. Professor	P	Assoc. Professor	T
Adams, Teresa M.	Civil & Environmental Engineering	Assoc. Professor	T	Professor	T
Babcock, Susan E.	Materials Science & Engineering	Assoc. Professor	T	Professor	T
Bier, Vicki M.	Industrial Engineering	Assoc. Professor	T	Professor	T
Carayon, Pascale	Also Engineering Physics	Assoc. Professor	T	Professor	T
Hanna, Awad S.	Industrial Engineering	Assoc. Professor	T	Professor	T
	Civil & Environmental Engineering	Assoc. Professor	T	Professor	T
	Also AG&LS/Biological Systems Engineering	Assoc. Professor	T	Professor	T
Kammer, Daniel C.	Engineering Physics	Assoc. Professor	T	Professor	T
Park, Jae K.	Civil & Environmental Engineering	Assoc. Professor	T	Professor	T
Wendt, Amy E.	Electrical & Computer Engineering	Assoc. Professor	T	Professor	T
Moskwa, John J.	Mechanical Engineering	Assoc. Professor	T	Professor	T
				Eff. 8/28/00	
School of Human Ecology					
Bogenschnneider, Karen P.	Human Development & Family Studies	Assoc. Professor	T	Professor	T
Zepeda, Lydia	Consumer Science	Assoc. Professor	T	Professor	T
Dong, Wei	Environment Textiles & Design	Assoc. Professor	T	Professor	T
				Eff. 1/12/01	

FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET

UW-MADISON (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
Institute for Environmental Studies					
Langston, Nancy E.	Academic Programs Also Ag&LS/Forest Ecology & Management	Asst. Professor	P	Assoc. Professor	T
Law School					
Brito, Tonya L.	Law School	Asst. Professor	P	Assoc. Professor	T
Smith, Michael E.	Law School	Asst. Professor	P	Assoc. Professor	T
Hendley, Kathryn	Law School Also L&S/Political Science	Assoc. Professor	T	Professor	T
College of Letters and Science					
Bleiweiss, Robert E.	Zoology	Asst. Professor	P	Assoc. Professor	T
Dennhardt, Paul R.	Theatre & Drama	Asst. Professor	P	Assoc. Professor	T
Doing, James	School of Music	Asst. Professor	P	Assoc. Professor	T
Emirbayer, Mustafa	Sociology	Asst. Professor	P	Assoc. Professor	T
Farlow, William L.	School of Music	Asst. Professor	P	Assoc. Professor	T
Gorski, Philip S.	Sociology	Asst. Professor	P	Assoc. Professor	T
Kantrowitz, Stephen D.	History	Asst. Professor	P	Assoc. Professor	T
Livorni, Ernesto	French & Italian	Asst. Professor	P	Assoc. Professor	T
Morgan, Michael Cottman	Atmospheric & Oceanic Sciences	Asst. Professor	P	Assoc. Professor	T
Richter, Gerhard H.	German	Asst. Professor	P	Assoc. Professor	T
Rowe, Paul Y.	School of Music	Asst. Professor	P	Assoc. Professor	T
Thomas, Julia A.	History	Asst. Professor	P	Assoc. Professor	T
Valentine, J. Randolph	Linguistics	Asst. Professor	P	Assoc. Professor	T
Wilcots, Eric M.	Astronomy	Asst. Professor	P	Assoc. Professor	T
Zhu, A-Xing	Geography	Asst. Professor	P	Assoc. Professor	T
Ackerman, Steven A.	Atmospheric & Oceanic Sciences	Assoc. Professor	T	Professor	T
Bartley, Linda L.	School of Music	Assoc. Professor	T	Professor	T
Bernard-Donals, Michael F.	English	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MADISON (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Letters and Science Cont.					
Bernault, Florence	History	Assoc. Professor	T	Professor	T
Blair, Seth S.	Zoology	Assoc. Professor	T	Professor	T
Coleman, John J.	Political Science	Assoc. Professor	T	Professor	T
Cravens, Thomas D.	French & Italian	Assoc. Professor	T	Professor	T
Dill, Charles W.	School of Music	Assoc. Professor	T	Professor	T
Hendley, Kathryn	Political Science	Assoc. Professor	T	Professor	T
	Also Law School	Assoc. Professor	T	Professor	T
Jenison, Rick L.	Psychology	Assoc. Professor	T	Professor	T
Lee, Jean B.	History	Assoc. Professor	T	Professor	T
Lezra, Jacques	English	Assoc. Professor	T	Professor	T
Longinovic, Tomislav	Slavic Languages	Assoc. Professor	T	Professor	T
Macaulay, Monica Ann	Linguistics	Assoc. Professor	T	Professor	T
Marquez, Benjamin	Political Science	Assoc. Professor	T	Professor	T
Oh, Yong-Geun	Mathematics	Assoc. Professor	T	Professor	T
Ono, Ken	Mathematics	Assoc. Professor	T	Professor	T
Payne, Leigh A.	Political Science	Assoc. Professor	T	Professor	T
Perry, David	School of Music	Assoc. Professor	T	Professor	T
Reynolds, Arthur J.	Social Work	Assoc. Professor	T	Professor	T
Rifkin, Benjamin G.	Slavic Languages	Assoc. Professor	T	Professor	T
Robbins, Louise S.	Library & Information Studies	Assoc. Professor	T	Professor	T
Rosenmeyer, Patricia	Classics	Assoc. Professor	T	Professor	T
Seidman, Gay W.	Sociology	Assoc. Professor	T	Professor	T
Swack, Jeanne R.	School of Music	Assoc. Professor	T	Professor	T
Wandel, Lee Palmer	History	Assoc. Professor	T	Professor	T
Whitehead, Neil L.	Anthropology	Assoc. Professor	T	Professor	T
Winichakul, Thongchai	History	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MADISON (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
Medical School					
Chapman, Edwin R.	Physiology	Asst. Professor	P	Assoc. Professor	T
Colley, Nansi Jo	Ophthalmology & Visual Sciences	Asst. Professor	P	Assoc. Professor	T
Douglas, Jeffrey A.	Biostatistics & Medical Informatics	Asst. Professor	P	Assoc. Professor	T
Fabry, Zsuzsanna	Pathology & Laboratory Medicine	Asst. Professor	P	Assoc. Professor	T
Levin, Leonard A.	Ophthalmology & Visual Sciences	Asst. Professor	P	Assoc. Professor	T
Mahadevan, Mani S.	Genetics	Asst. Professor	P	Assoc. Professor	T
	Also Pathology & Laboratory Medicine				
Medical School					
Miyamoto, Shigeki	Pharmacology	Asst. Professor	P	Assoc. Professor	T
Perry, Mary Ellen	Oncology	Asst. Professor	P	Assoc. Professor	T
Rosenberg, Marjorie A.	Biostatistics & Medical Informatics	Asst. Professor	P	Assoc. Professor	T
	Also School of Business				
Brow, David A.	Biomolecular Chemistry	Assoc. Professor	T	Professor	T
Pearce, Robert Allen	Anesthesiology	Assoc. Professor	T	Professor	T
Dalessandro, Anthony	Surgery	Assoc. Professor	T	Professor	T
				Eff. 7/1/00	
Downs, Karen M.	Anatomy	Asst. Professor	P	Assoc. Professor	T
				Eff. 1/1/01	
Kay, Brian K.	Pharmacology	Assoc. Professor	T	Professor	T
				Eff. 7/1/00	
Kay, Helen H.	Obstetrics & Gynecology	Assoc. Professor	T	Professor	T
				Eff. 7/1/00	
School of Nursing					
Lauver, Diane Ruth	Academic Affairs	Assoc. Professor	T	Professor	T

FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET

UW-MADISON (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
School of Pharmacy					
Clagett-Dame, Margaret	Pharmacy	Assoc. Professor	T	Professor	T
	Also AG&LS/Biochemistry				
Kreling, David H.	Pharmacy	Assoc. Professor	T	Professor Eff. 1/1/01	T
School of Veterinary Medicine					
Olsen, Christopher W	Pathobiological Sciences	Asst. Professor	P	Assoc. Professor	T
Division of Continuing Studies					
Cox, Narra S.	Professional Development & Applied Studies	Asst. Professor	P	Assoc. Professor Eff. 7/1/00	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MILWAUKEE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
School of Allied Health Professions					
Meyer, Barbara	Human Kinetics	Asst. Professor	P	Assoc. Professor	T
School of Architecture and Urban Planning					
Carlson, Virginia	Urban Planning	Asst. Professor	P	Assoc. Professor	T
Peng, Zhong-Ren	Urban Planning	Asst. Professor	P	Assoc. Professor	T
School of Education					
Daley, Barbara	Administrative Leadership	Asst. Professor	P	Assoc. Professor	T
Martin, Larry	Administrative Leadership	Assoc. Professor	T	Professor	T
Stoiber, Karen	Educational Psychology	Assoc. Professor	T	Professor	T
College of Engineering and Applied Science					
Helwany, Mohd	Civil Engineering and Mechanics	Asst. Professor	P	Assoc. Professor	T
Jen, Tien-Chien	Mechanical Engineering	Asst. Professor	P	Assoc. Professor	T
Reisel, John	Mechanical Engineering	Asst. Professor	P	Assoc. Professor	T
Tabatabai, Habibollah	Civil Engineering and Mechanics	Asst. Professor	P	Assoc. Professor	T
Misra, Devendra	Electrical Engineering & Comp Sci	Assoc. Professor	T	Professor	T
Lopez, Hugo	Materials	Assoc. Professor	T	Professor Eff. 8/21/00	T
School of Arts					
Davis-Benavides, Christopher	Visual Arts	Asst. Professor	P	Assoc. Professor	T
Errante, Valerie	Music	Asst. Professor	P	Assoc. Professor	T
Heinrichs, William	Music	Asst. Professor	P	Assoc. Professor	T
Hansen, Sharon	Music	Assoc. Professor	T	Professor	T
Graduate School					
Miller, Eleanor	Sociology	Assoc. Professor	T	Professor	T
Sverdrup, Keith	Geosciences	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-MILWAUKEE (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Letters and Science					
Barreto, Claudia	Biological Sciences	Asst. Professor	P	Assoc. Professor	T
Bradley, Mark	History	Asst. Professor	P	Assoc. Professor	T
Hynan, Michael	Psychology	Assoc. Professor	T	Professor	T
Kean, William	Geosciences	Assoc. Professor	T	Professor	T
Miller, Eleanor	Sociology	Assoc. Professor	T	Professor	T
Peoples, James	Economics	Assoc. Professor	T	Professor	T
Schwertfeger, Ruth	Foreign Languages & Linguistics	Assoc. Professor	T	Professor	T
Sverdrup, Keith	Geosciences	Assoc. Professor	T	Professor	T
Ward, Charles	Foreign Languages & Linguistics	Assoc. Professor	T	Professor	T
Belman, Dale	Economics	Assoc. Professor	T	Professor Eff. 8/21/00	T
School of Nursing					
Hildebrandt, Eugenie	Health Maintenance	Asst. Professor	P	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW - OSHKOSH

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Business Administration					
Hagen, Willis W.	Finance/Law	Assoc. Professor	T	Professor	T
Hartenian, Linda S.	Management/Human Resources	Assoc. Professor	T	Professor	T
Schellenger, Michael H.	Finance/Law	Assoc. Professor	T	Professor	T
Rau, Barbara L.	Management/Human Resources	Asst. Professor	P	Assoc. Professor	P
College of Letters & Science					
Gutow, Jonathan H.	Chemistry	Asst. Professor	P	Assoc. Professor	T
Ngaboh-Smart, Francis	English	Asst. Professor	P	Assoc. Professor	T
Rauscher, Frances H.	Psychology	Asst. Professor	P	Assoc. Professor	T
Szydlak, Jennifer E.	Mathematics	Asst. Professor	P	Assoc. Professor	T
Schmidt, Daniel W.	Physical Ed & Health Promotion	Assoc. Professor	P	Assoc. Professor	T
Dziedzic, Andrzej B.	Foreign Language	Asst. Professor	P	Assoc. Professor	P
Salloum, Salam N.	Computer Science	Asst. Professor	P	Assoc. Professor	P
Sibelman, Simon P.	Foreign Language & Lituatures	Asst. Professor	P	Assoc. Professor	P
Hoglund, Roy C.	Theatre/Drama	Assoc. Professor	T	Professor	T
Muthuvel, Kandasamy	Mathematics	Assoc. Professor	T	Professor	T
College of Education & Human Services					
Lemberger, John S.	Curriculum & Instruction	Asst. Professor	P	Assoc. Professor	T
Simmons, Joan L.	Reading Education	Asst. Professor	P	Assoc. Professor	T
Fast, Gerald R.	Curriculum & Instruction	Assoc. Professor	P	Assoc. Professor	T
Hankes, Judith E.	Curriculum & Instruction	Assoc. Professor	P	Assoc. Professor	T
Hones, Donald F.	Curriculum & Instruction	Assoc. Professor	P	Assoc. Professor	T
Scanlan, Patricia A.	Reading Education	Assoc. Professor	P	Assoc. Professor	T
Rettig, Perry R.	Human Services & Prof. Leadership	Asst. Professor	P	Assoc. Professor	P
Rylance, Billie J.	Special Education	Asst. Professor	P	Assoc. Professor	P

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-PARKSIDE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Arts and Sciences					
James Crowley	Music	Asst. Professor	P	Assoc. Professor	T
Edward Wallen	Biological Sciences	Assoc. Professor	T	Professor	T
School of Business and Technology					
Sue M. Norton	Business	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW - PLATTEVILLE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Business, Industry, Life Science & Agriculture					
Compton, Michael E.	Agriculture	Assoc. Professor	P	Assoc. Professor	T
Shelstrom, Marc R.	Industrial Studies	Assoc. Professor	P	Assoc. Professor	T
Bernhardt, Kevin J.	Agriculture	Asst. Professor	P	Assoc. Professor	P
Conway, Robert C.	Business & Accounting	Assoc. Professor	T	Professor	T
Gunser, Roxane M.	Business & Accounting	Asst. Professor	P	Assoc. Professor	P
Harris, Bernard W.	Business & Accounting	Asst. Professor	T	Assoc. Professor	T
Hasker, Robert W.	Comp Sci Comm Tech	Asst. Professor	P	Assoc. Professor	P
Mee, Michael O.	Agriculture	Assoc. Professor	T	Professor	T
Nzegwu, Louis I.	Business & Accounting	Asst. Professor	T	Assoc. Professor	T
College of Engineering, Mathematics & Science					
Hamilton, James P.	Chemistry & Engineering Physics	Assoc. Professor	P	Assoc. Professor	T
Thomas, Karen S.	Mathematics	Asst. Professor	P	Assoc. Professor	T
Hasker, Robert W.	Electrical & Software Engineering	Asst. Professor	P	Assoc. Professor	P
Kunz, David N.	Mechanical/Industrial Engineering	Asst. Professor	P	Assoc. Professor	P
Momot, Michael E.	Mechanical/Industrial Engineering	Asst. Professor	P	Assoc. Professor	P
Penn, Michael R.	Civil & Environmental Engineering	Asst. Professor	P	Assoc. Professor	P
College of Liberal Arts & Education					
Allsup, Carl C.	Ethnic Studies	Assoc. Professor	T	Professor	T
Branson, Stephanie R.	Humanities	Assoc. Professor	T	Professor	T
Ellis, Barry L.	Fine Arts	Assoc. Professor	T	Professor	T
Lomax, Joe B.	Criminal Justice	Assoc. Professor	T	Professor	T
McBeth, William C.	Education	Asst. Professor	P	Assoc. Professor	P
Parsons, Theron E.	Psychology	Asst. Professor	P	Assoc. Professor	P
Wall, Weldon T III	Fine Arts	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-PLATTEVILLE (Cont.)

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Liberal Arts & Education Cont.					
Waters, Thomas A.	Social Science	Assoc. Professor	T	Professor	T
Wruble, Marc K.	Psychology	Asst. Professor	T	Assoc. Professor	T
Nkemnji, John	School of Education	Assoc. Professor	T	Professor	T
College of VC-Continuing Education					
Bernhardt, Kevin J.	Agriculture	Asst. Professor	P	Assoc. Professor	P

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-RIVER FALLS

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Agriculture, Food and Environmental Sciences					
Trechter, David D.	Agriculture Economics	Assoc. Professor	T	Professor	T
College of Arts and Sciences					
Ellis, Sandra Lee	Journalism	Asst. Professor	P	Assoc. Professor	T
Tjornehoj, Kristin A.	Music	Asst. Professor	P	Asst. Professor	T
Heberlein, David A.	Art	Assoc. Professor	T	Professor	T
Fieck-Swenson, Bernice	Art	Assoc. Professor	T	Professor	T
Mogen, Bradley D.	Biology	Assoc. Professor	T	Professor	T
Harred, Larry D.	English	Assoc. Professor	T	Professor	T
Bergland, Betty A.	History & Philosophy	Assoc. Professor	T	Professor	T
Milne, David A.	Music	Asst. Professor	T	Assoc. Professor	T
Madsen, James	Physics	Assoc. Professor	T	Professor	T
College of Education and Graduate Studies					
Yatsevitch, Margaret M.	Teacher Education	Assoc. Professor	P	Assoc. Professor	T
Monsour, Florence A.	Teacher Education	Assoc. Professor	T	Professor	T
Schuerman, Geoffrey W.	Teacher Education	Assoc. Professor	T	Professor	T
College of Business and Economics					
Tabesh, Hamid	Economics	Assoc. Professor	T	Professor	T
Walker, John R.	Economics	Assoc. Professor	T	Professor	T
Abuhejleh, Ahmad	CS/IS	Asst. Professor	T	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-STEVENS POINT

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Fine Arts and Communication					
Erickson, Robert P.	Department of Art and Design	Assoc. Professor	T	Professor	T
Gary, Anne-Bridget	Department of Art and Design	Assoc. Professor	T	Professor	T
Bond, Judith A.	Department of Music	Asst. Professor	P	Assoc. Professor Eff. 5/00	T
College of Letters and Science					
Czerwinski, Kevin M.	Department of Chemistry	Asst. Professor	P	Assoc. Professor	T
Cole, Laura J.	Department of Chemistry	Asst. Professor	P	Assoc. Professor	T
McKnight, Janet P.	Division of Business and Econ	Asst. Professor	P	Assoc. Professor	T
Warren, Dona D.	Department of Philosophy	Asst. Professor	P	Assoc. Professor	T
Brewer, Susan A.	Department of History	Assoc. Professor	T	Professor	T
Deng, Min	Dept. of Math and Computing	Assoc. Professor	T	Professor	T
Hardcastle, Gary L.	Department of Philosophy	Asst. Professor	P	Assoc. Professor	P
Mitchell, Richard A.	Dept. of Math and Computing	Assoc. Professor	T	Professor	T
Ofori-Amoah, Benjamin	Dept. of Geography and Geology	Assoc. Professor	T	Professor	T
Yonke, Eric J.	Department of History	Assoc Professor	T	Professor	T
College of Natural Resources					
Anderson, Eric M.	Natural Resources	Assoc. Professor	T	Professor	T
Crunkilton, Ronald L.	Natural Resources	Assoc. Professor	T	Professor	T
Kraft, George J.	Natural Resources	Assoc. Professor	T	Professor	T
College of Professional Studies					
Caro, Patricia	School of Education	Assoc. Professor	T	Professor	T
Kluetz, Patricia C.	Division of Interior Architecture	Assoc. Professor	T	Professor	T
Suomi, Rory E.	Health, Exercise Science & Athletics	Assoc. Professor	T	Professor	T
Wilson, Leslie O.	School of Education	Assoc. Professor	T	Professor	T
Teaching-Learning Resources					
Schmetzke, Axel	University Library	Asst. Professor	P	Assoc. Professor	P

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-STOUT

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Arts and Sciences					
Kalsen, Marc P.	Art and Design	Asst. Professor	P	Asst. Professor	T
Klein, Sheri R.	Art and Design	Assoc. Professor	P	Assoc. Professor	T
College of Human Development					
Davies, Robert G.	Hospitality and Tourism	Asst. Professor	P	Asst. Professor	T
Parkhurst, Howard B.	Educ, Sch Couns; Sch Psych	Assoc. Professor	P	Assoc. Professor	T
Rosenthal, David A.	Rehabilitation and Counseling	Assoc. Professor	P	Assoc. Professor	T
College of Technology, Eng & Mgmt					
Adekola, Abel O.	Business	Assoc. Professor	P	Professor	T
Asthana, Rajiv	Technology	Assoc. Professor	P	Assoc. Professor	T
Bee, Danny J.	Technology	Asst. Professor	P	Asst. Professor	T
Brenholt, David L.	Technology	Asst. Professor	P	Asst. Professor	T
Finder, Brian J.	Industrial Management	Asst. Professor	P	Assoc. Professor	T
Lacksonen, Thomas A.	Industrial Management	Assoc. Professor	P	Assoc. Professor	T
College of Arts and Sciences					
Ellison, Marian J.	Math, Stats, Computer Science	Assoc. Professor	T	Professor	T
Deckelman, Steven M.	Math, Stats, Computer Science	Asst. Professor	P	Assoc. Professor	P
Schultz, Forrest S.	Chemistry	Asst. Professor	P	Assoc. Professor	P
College of Human Development					
Hare, Janette M.	Human Developmt, Family Living & Community Educ Srv	Assoc. Professor	T	Professor	T
Josiam, Bharath M.	Hospitality and Tourism	Assoc. Professor	T	Professor	T
Milanesi, Louis C.	Psychology	Assoc. Professor	T	Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-SUPERIOR

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
Academic Departments					
Nelsen, Melissa	Chemistry	Assoc. Professor	P	Assoc. Professor	T
Waxman, Michael	Chemistry	Assoc. Professor	P	Assoc. Professor	T
Cuzzo, Maria	History, Politics & Society	Asst. Professor	P	Assoc. Professor	T
Schlacks, Deborah	Language & Literature	Asst. Professor	P	Assoc. Professor	T
Kropid, Wendy	Teacher Education/ Extended Degree Program	Asst. Professor	P	Assoc. Professor	T
Burkett, Edward	Biology	Assoc. Professor	T	Professor	T
Zaengle, John	Biology	Asst. Professor	P	Assoc. Professor	P
Jordan, Robert	Business & Economics	Assoc. Professor	T	Professor	T
Dokhanchi, Khalil	History, Politics & Society	Assoc. Professor	T	Professor	T
Johnson, Marshall	History, Politics & Society	Assoc. Professor	T	Professor	T
Starratt, Priscilla	History, Politics & Society	Assoc. Professor	T	Professor	T
Bezroukov, Sergei	Mathematics & Computer Science	Asst. Professor	P	Assoc. Professor	P
Sipress, Joel	History, Politics & Society	Assoc. Professor	P	Assoc. Professor Eff. 8/28/00	T
Piotrowski, Wiktor	Mathematics & Computer Science	Assoc. Professor	P	Assoc. Professor Eff. 8/28/00	T
Scott, Chad	Mathematics & Computer Science	Assoc. Professor	P	Assoc. Professor Eff. 8/28/00	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-WHITEWATER

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
College of Arts and Communication					
Tremblay, R. Wilfred	Communication	Asst. Professor	P	Assoc. Professor	T
Vogl-Bauer, Sally M.	Communication	Asst. Professor	P	Assoc. Professor	T
Monfils, Barbara S.	Communication	Assoc. Professor	T	Professor	T
College of Business and Economics					
Oravec, Jo Ann R.	Business Education/Computer and Network Administration	Asst. Professor	P	Assoc. Professor	T
Skidmore, Mark L.	Economics	Asst. Professor	P	Assoc. Professor	T
College of Education	Health, Physical Education, Recreation and Coaching	Asst. Professor	P	Assoc. Professor	T
Barak, Karen L.	Health, Physical Education, Recreation and Coaching	Asst. Professor	P	Assoc. Professor	T
Bukowski, Bruce J.	Health, Physical Education, Recreation and Coaching	Asst. Professor	P	Assoc. Professor	T
Portman, Penelope A.	Health, Physical Education, Recreation and Coaching	Assoc. Professor	P	Assoc. Professor	T
Rogers-Adkinson, Diana L.	Special Education	Assoc. Professor	P	Assoc. Professor	T
Rogers, Harriet D.	Curriculum and Instruction	Asst. Professor	T	Assoc. Professor	T
College of Letters and Science					
Busse, Randy T.	Psychology	Asst. Professor	P	Assoc. Professor	T
Eshelman, Bruce D.	Biological Sciences	Asst. Professor	P	Assoc. Professor	T
Gunawardena, Athula	Mathematical and Computer Sciences	Asst. Professor	P	Assoc. Professor	T
Huss-Lederman, Susan A.	Languages and Literatures	Asst. Professor	P	Assoc. Professor	T
Levy-Navarro, Elena L.	Languages and Literatures	Asst. Professor	P	Assoc. Professor	T
Longrie, Michael J.	Languages and Literatures	Asst. Professor	P	Assoc. Professor	T
Menningen, Kenneth L.	Physics	Asst. Professor	P	Assoc. Professor	T
Samaranayake, Geetha G.	Mathematical and Computer Sciences	Asst. Professor	P	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-COLLEGES

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
UW Barron County Schmid, Karl N.	Mathematics	Assoc. Professor	T	Professor	T
UW Fox Valley Argyros, Ellen E. Beintema, Mark B.	English Mathematics	Asst. Professor Asst. Professor	P P	Assoc. Professor Assoc. Professor	T T
Brey, James A. Zetzman, Franklin K.	Geography & Geology Art	Assoc. Professor Assoc. Professor	T T	Professor Professor	T T
UW Marinette Kallgren, Daniel C.	Geography, History, & Political Sci.	Asst. Professor	P	Assoc. Professor	T
UW Marshfield/Wood County Hensch, Shirley-Anne	Psychology	Assoc. Professor	T	Professor	T
UW Richland Armstrong, Margaret A.	Education & Psychology	Assoc. Professor	T	Professor	T
UW Rock County Klubertanz, Thomas H.	Biological Sciences	Asst. Professor	P	Assoc. Professor	T
UW Waukesha Kromarek, Kent G.	Mathematics	Asst. Professor	T	Assoc. Professor	T

**FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2001-02 BUDGET**

UW-EXTENSION

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>
Division of Cooperative Extension					
Keuning, Jennifer L.	Agriculture/Agribusiness	Asst. Professor	P	Assoc. Professor	T
Miller, Zen W.	Agriculture/Agribusiness	Asst. Professor	P	Assoc. Professor	T
Olive, Margaret M.	Family Development	Asst. Professor	P	Assoc. Professor	T
Dornfeld, Dennis D.	Agriculture/Agribusiness	Assoc. Professor	T	Professor	T
Hintz, Karen K.	Family Development	Assoc. Professor	T	Professor	T
Knudsen, Judith A.	Family Development	Assoc. Professor	T	Professor	T
Kopecky, Mark J.	Agriculture/Agribusiness	Assoc. Professor	T	Professor	T
Nelson, Catherine A.	Family Development	Asst. Professor	T	Assoc. Professor	T
Pleskac, Susan M.	Youth Development	Assoc. Professor	T	Professor	T
Stellato, Joseph J.	Agriculture/Agribusiness	Assoc. Professor	T	Professor	T
Eisenmann, Kathleen A.	Family Development	Asst. Professor	P	Assoc. Professor Eff. 6/30/01	T
Sutter, Douglas M.	Agriculture/Agribusiness	Asst. Professor	P	Assoc. Professor Eff. 6/25/01	T
Division of Continuing Education Extension					
Emspak, Frank	Labor Education	Assoc. Professor	T	Professor	T

Authorization to Recruit:
Assistant, Associate or Full Professors, School of Business
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for up to seven Assistant, Associate or Full Professors, School of Business, at salaries that may exceed 75% of the President's salary.

**Supporting material for resolution I.1.d.(1)
may be obtained by contacting the Board of Regents Office**

Phone: 608.262.2324

Fax: 608.262.5739

Authorization to Recruit:
Dean of Outreach and E-Learning Extension
and Director, UW Learning Innovations;
University of Wisconsin-Extension

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Extension and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for Dean of Outreach and E-Learning Extension and Director, UW Learning Innovations, at a salary that may exceed 75% of the President's salary.

**Supporting material for resolution I.1.d.(2)
may be obtained by contacting the Board of Regents Office**

**Phone: 608.262.2324
Fax: 608.262.5739**

New Program Authorization (Implementation):
M.S., Mental Health Counseling
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Mental Health Counseling.

NEW PROGRAM AUTHORIZATION M.S. MENTAL HEALTH COUNSELING UW-STOUT

EXECUTIVE SUMMARY

BACKGROUND

In accordance with procedures outlined in University of Wisconsin System Academic Planning and Program Review (ACIS-1.revised), the University of Wisconsin-Stout presents the proposal for an M.S. in Mental Health Counseling for implementation. If approved, the program will be subject to a regent mandated review to begin five years after its implementation. The institution and System Administration will conduct that review jointly.

The proposed MHC Program will elevate the current Mental Health Counseling Concentration of the Guidance and Counseling Program at UW-Stout to program status. The mission of the proposed program is to prepare students for careers as professional counselors, assisting with the mental health needs of clientele in a variety of settings. It will provide students with the assessment, diagnosis, prevention, and treatment skills necessary for helping with the behavioral and emotional difficulties of clients from diverse backgrounds.

REQUESTED ACTION

Approval of resolution I.1.f.(1), authorizing implementation of the M.S. in Mental Health Counseling, UW-Stout.

DISCUSSION AND RECOMMENDATIONS

Program Description and Goals

The MHC Program will be offered by the UW-Stout College of Human Development and will be coordinated by faculty from the Department of Rehabilitation and Counseling. Students will receive instruction in the principles and theories of counseling and psychotherapy, group dynamics, family systems theories, human and career development, and causes and remediation of mental illness and dysfunctional behavior.

Students may select from two distinct program options: a 48-credit Community Mental Health/Agency Counseling option and a 60-credit Clinical Mental Health Counseling option. The Community Mental Health/Agency Counseling option is designed to meet Wisconsin state credentialing requirements and will prepare students for the National Counselor Examination. The 60-credit Clinical Mental Health Counseling program option, in addition, will allow the opportunity for students to develop specialized areas of training through various concentrations,

including: Alcohol and Drug Abuse Counseling, Child and Adolescent Counseling, Eating Disorder Counseling, Career Counseling, Gerontological Counseling, and Health Psychology Counseling. Each concentration will include an advanced internship experience in an agency that will provide training specific to the concentration area.

The curriculum for the MHC Program is designed to meet the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for Community Counseling (48 credits) and Mental Health Counseling (60 credits) programs as well as National Board for Certified Counselors (NBCC) standards. The Clinical Mental Health Counselor option will prepare students to obtain Certification, which can only be obtained by individuals graduating from a 60-credit program. In addition, students electing the proposed Alcohol and Drug Abuse Counseling Concentration will have the necessary preparation to obtain the Certified Alcohol and Drug Counselor II certification, offered through the Wisconsin Certification Board, and the Master Addiction Counselor credential offered through NBCC.

Evaluation From External Consultants

Both external consultants expressed strong support for the program. One recommended that "the program be approved as presented," noting that it "has many strengths and will provide significant service to the citizens of Wisconsin." This reviewer emphasized that "the rationale for the program is based in current, relevant studies of the job market as well as extremely positive feedback from site supervisors of students and employers of graduates." The other consultant stated that "overall, I find that this proposal makes a very strong case for the new program. It builds off the current Mental Health Counseling Concentration and uses expertise from other health and mental health related programs to offer two new options. I believe that the program as proposed would continue to meet the mental health needs in the state of Wisconsin and would produce very well prepared entry level professionals."

Need

Projections for employment for mental health counselors in the next decade are strong. The Occupational Outlook Handbook (U.S. Bureau of Labor Statistics, 1998-99) states "rapid job growth" is expected among rehabilitation and mental health counselors. In addition, retirements should significantly increase replacement needs. The Kaplan Newsweek edition of Careers 2000 (Kaplan Educational Centers & Newsweek, 1999) lists counselors as the second fastest growing field (1996-2006) for which a Master's level degree is needed, only trailing speech pathology. The Occupational Outlook Handbook (U.S. Bureau of Labor Statistics, 2000) states overall employment for counselors is expected to grow faster than average through 2008, with rehabilitation and mental health counselors expected to be in strong demand. At the state level, the Wisconsin Career Information System states job seekers trained as personal counselors will find very good employment opportunities (Center on Education and Work, 1998-99).

Employment surveys were done in 1997 and 1999 of all graduates from the Guidance and Counseling-Mental Health concentration. Results indicated more than 90 percent of the graduates have obtained employment in the field, with a 95 percent employment rate for the most recent survey. The vast majority (over 80 percent) reports salaries ranging from \$20,000 to \$40,000 per year.

Use of Technology

Using the Internet to access web sites related to curricular information, relevant counseling organizations, interest groups, etc., is a curricular expectation of students in many of their classes. The three faculty members primarily associated with the program have all been trained through UW-Stout's Web Camp to develop web-enhanced instructional resources. Several web-enhanced courses have already been developed through such programs as Front Page and Blackboard to provide students with computer access to course content, discussion boards and web resources. In addition, software has been purchased by the Department of Rehabilitation and Counseling related to testing and assessment, scoring test protocols, and diagnosis and treatment planning. The laboratory facilities for the proposed program are state of the art, and have been recently updated with high-tech video cameras.

Currently, faculty are offering several courses through the Wisconsin Overlay Network for Distance Education Resources (WONDER), which links up to four sites to a course through a two-way, full motion video/audio fiber optic network. In addition, the current Guidance and Counseling-Mental Health Counseling Concentration has for years offered off-campus courses to sites throughout Wisconsin. This commitment will continue with the proposed program.

Projected Enrollment

Enrollment predictions are based on current enrollments. The existing concentration has maintained approximately 50 full and part-time students. It is anticipated that approximately 25 students will be accepted into the program each year. Due to CACREP requirements limiting faculty/student ratios for internship supervision, it is not expected that the number of students admitted into the program will expand in the foreseeable future. During the first several years, those students previously enrolled in the program concentration will be allowed to continue with and graduate from that concentration. Because of this, overall student numbers should remain constant as the program is initiated.

YEAR	One	Two	Three	Four	Five
New Students	25	25	25	25	25
Total Students	25	50	55	55	55
Graduates	5	15	20	25	25

Relation to Institutional Mission and Plans

The UW-Stout mission is a reflection of the belief that the university, through its' unique programs which combine theory, practice, and experimentation, has the responsibility to respond to changing societal needs. To accomplish that mission, UW-Stout's strategic plan includes: a) offering high quality, challenging academic programs that influence and respond to a changing society, b) increasing the number of certificate, baccalaureate, and graduate programs, and c) application of active learning principles through increasing experiential learning opportunities and integration between formal curricular and out of classroom learning. The proposed MHC program is well aligned with UW-Stout's mission.

The MHC Program focuses on experiential learning and integration of curricular learning into on-site practicum and internship experiences. UW-Stout offers a variety of other graduate programs in the helping professions, including Marriage and Family Therapy, Applied Psychology, Vocational Rehabilitation, Family Studies and Human Development, School Counseling, School Psychology, and Food Science and Nutrition. Mental health counseling, which focuses on interpersonal skills and relationships and on optimizing an individual's abilities to function in his/her environments and in society, is an integral component of the human services industry. The faculty is committed to providing quality instruction leading to socially conscious responsible professionals who will be responsive to the needs of society

Student Advising

Each student will meet with the program director at least once per semester for career advisement and program planning. This will ensure that the individual program will meet the student's career and personal goals. A student with special interests can opt for one of the previously discussed concentration areas. In addition, informal faculty advisement will take place on a continuous basis. Career advisement services will be available through the University Counseling Center, Career Planning and Placement Services, and personal contact with the faculty.

Program Strengths

The MHC Program allows students the option of choosing a 48-credit program option or a 60-credit program option, thus allowing students choice and flexibility in designing their program. Both program options are designed to meet CACREP standards. The 48-credit program option will allow students to meet academic requirements to obtain Wisconsin certification (Certified Professional Counselor) and national certification (National Certified Counselor). The 60-credit Clinical Mental Health Counseling program option, the only one of its kind in the state, will provide training in administration, supervision, and program evaluation of mental health counseling programs, which may be an advantage for those wanting to seek supervisory positions during their career. The variety of concentrations available will allow students to develop specialty areas along with their more generalist counselor training, thus strengthening their future marketability.

Assessment and Program Evaluation

Assessment of student progress will occur throughout the program and in relation to each course that addresses a specific program objective. Student learning will be assessed through exams, written assignments and papers, faculty observations and critiques of counseling sessions, input and oral and written evaluations from practicum supervisors, student self-evaluations, and completion of Masters' Thesis.

Surveys of past graduates of the Guidance and Counseling-Mental Health Counseling Concentration will continue to be done on a bi-annual basis. These surveys assess graduates employability in the field after obtaining their degree, as well as provide their assessment of their preparation and training for employment as a result of participation in the program. Graduates'

feedback from previous surveys has led to refinement of courses and course material and addition of new courses.

A Program Advisory Committee, including two professionals in the field, meets twice a year to provide input and discuss ideas for updating and strengthening the program. In addition, regional employers of program graduates are sought out for their assessment of ex-students they have employed. Overall, employers have been very satisfied with the quality of training our students have received.

The university has an established assessment plan and format for assessment in the major, which is done on a biennial basis. The MHC Program will use assessments of on-site practicum supervisors, at early stages and at completion of students' practicum experiences, to help assess students' abilities as a result of their training. Interpersonal competencies as well as counseling skills in a variety of areas are assessed. Since practicum is viewed as a capstone experience, assessment of skills at this time is seen as a strong indicator of the success of students' training in the program. Students' self-assessment at the end of the program, as well as the previously mentioned graduate surveys, will also be used as a part of the assessment in the major.

Comparable Programs in Wisconsin

Comparable programs are available at UW-Superior, UW-Oshkosh, UW-Milwaukee, UW-Platteville, UW-Whitewater, UW-Madison and at Marquette University. Of these seven programs, five are 48-credit programs and the other two range from 39 to 42 credits. Three are accredited by CACREP. None of the programs offers a 60-credit Mental Health Counseling Program option, and none provide the variety of concentrations offered by the proposed program.

Comparable Programs Outside of Wisconsin

Programs available in Minnesota and Illinois were examined. In Minnesota, comparable programs are offered at the University of Minnesota, St. Cloud State University, Winona State University, Minnesota State University, Mankato, and Concordia University. Illinois institutions offering comparable programs include Northern Illinois University, Western Illinois University and Illinois State University. The counseling programs in Minnesota ranged from 43-60 credits. Only the Minnesota State University, Mankato program is CACREP approved. The Illinois universities all have 48-credit counseling programs. Two are CACREP approved. As with the Wisconsin universities, none of the universities listed offer a 60-credit Mental Health Counseling Program option, and none provide the variety of concentrations offered by the proposed program.

Resource Needs

The following table shows estimated costs and income for the proposed major.

CURRENT COSTS	Dollars	#FTE
Personnel		
Fac/Acad Staff	132,029	3.000
Grad Assistants	11,366	.667
Classified Staff	3,285	.150
Nonpersonnel		
S&E	900	
Capital Equip.	*	
Library	1,500**	
Computing	-	
Other (Define)	-	
Subtotal	\$149,080	
ADDITIONAL COSTS		
Personnel		
Nonpersonnel		
Other		
Subtotal		
TOTAL COSTS	\$149,080	
RESOURCES		
Reallocation		
Gifts and Grants		
Fees		
Other: Current level of support for existing concentration.	\$149,080	
TOTAL RESOURCES	\$149,080	

*A \$87,101 lab modernization of the counseling lab was completed in AY 2000-01.

**Library funds allocated to MHC.

This program has operated as a concentration of the M.S. in Guidance and Counseling for approximately years. Staffing and services/supplies now allocated to the existing concentration will be used to support this proposal. No additional costs are specified and no resource reallocation is required. The three full-time faculty assigned to the program can teach the required courses and supervise the practicum/internship students. In order to offer the additional internship for the 60-credit program option, some modifications and redirection of undergraduate counseling courses are being made. The Department of Rehabilitation and Counseling will cut one undergraduate section of Peer Counseling and combine two current courses. No phase-in or delay is anticipated for the start of the program.

RECOMMENDATION

The University of Wisconsin System recommends approval of resolution I.1.f.(1), authorizing implementation of the M.S. in Mental Health Counseling, UW-Stout.

RELATED REGENT POLICIES

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

New Program Authorization (Implementation):
Master of Fine Arts in Creative Writing
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Fine Arts in Creative Writing.

**NEW PROGRAM AUTHORIZATION
MASTER OF FINE ARTS IN CREATIVE WRITING
UW-MADISON
(Implementation)**

EXECUTIVE SUMMARY

BACKGROUND

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

In 1978, the English Department instituted its Undergraduate English Major with a Creative Writing Emphasis, a program that currently enrolls approximately five hundred students per year in small creative writing workshops, and includes one hundred junior and senior majors. The creative writing staff has grown from two faculty writers in 1978, to six faculty writers, two academic staff members, six post-graduate Wisconsin Institute for Creative Writing Fellows, and four TAs, all of whom teach undergraduate creative writing courses.

With the undergraduate and post-graduate programs firmly in place, the English Department now believes it is time to complete Wisconsin's offerings in creative writing by implementing a graduate MFA program. Given the strength of the English Department's MA and PhD programs in Literature, Composition, and English Language and Linguistics; given the success of the undergraduate major and the Wisconsin Institute for Creative Writing fellowships; given the distinction and expertise of our current writing faculty, we believe that we can, in a short time, have one of the very best MFA programs in the country.

REQUESTED ACTION

Approval of resolution I.1.f.(2) authorizing implementation of the Master of Fine Arts in Creative Writing, UW-Madison.

DISCUSSIONS AND RECOMMENDATIONS

Program Description

The Master of Fine Arts in Creative Writing is sponsored by the Department of English in the College of Letters and Science at the University of Wisconsin-Madison. It will be a small, intensive two-year graduate program for student writers. With only twelve students enrolled in any two-year period, the program will be one of the smallest in the country, ensuring that it will

admit only the most accomplished and promising applicants. The size will further ensure that each student receives considerable individual attention, with faculty writers serving as genuine mentors. The workshops will remain small (12 students--the ideal size for graduate workshops as specified by the Associated Writing Programs guidelines) and students will work closely one-on-one with a faculty thesis advisor.

Candidates for the MFA will spend two years in residence as full-time students, completing 36 credits of graduate-level course work that include 9 credits of creative writing workshops, 15 credits of thesis work, and 12 credits of academic courses. In addition they will teach one undergraduate writing course each semester, either English 100 (Composition, which fulfills the Composition A requirement) or English 203 (Beginning Fiction and Poetry Workshop, which fulfills the Composition B requirement).

The capstone project for the MFA degree is the completion of a creative thesis, a book-length manuscript of publishable quality. There is no oral requirement or written examination, but each candidate will discuss the thesis, and his or her other course work, at length with a thesis committee in a conference at the end of the fourth semester in residence.

All students admitted to the MFA program will receive teaching assistantships that include annual stipends of approximately \$8,500 the first year and \$9,000 the second year, free tuition, health benefits, and extensive teacher-training. Two poetry applicants will be awarded Martha Meier Renk Distinguished Graduate Fellowships in poetry, which provide stipends of approximately \$15,000, expense accounts of \$1,500, free tuition, and health benefits, in lieu of teaching assistantships during one of their two years in residence. In addition, all students (except Renk Fellows) will receive \$2,500 Martha Meier Renk, Dorothy D. Bailey, or Anastasia C. Hoffmann Prize Scholarships at the end of their first year in residence. The funding packages will match or exceed those at comparable MFA programs.

Program Goals and Objectives

The primary objective of the MFA in Creative Writing is to enable students to develop professional excellence in their chosen genre, through substantial literary study and concentrated training and practice in various types of literary expression. This will be accomplished in a concentrated period devoted entirely to their writing and reading of contemporary literature. By bringing MFA and MA-PhD students together in the same workshops, the program will foster a cross-fertilization between "writerly" and scholarly concerns that is lacking in most established MFA programs. Reflecting the English Department's mission statement, the MFA program will enable some of the most talented new writers and scholars in the country to explore, with complexity and intensity, the production and interpretation of literature and culture.

Evaluation from External Consultants

All four outside evaluators endorse the proposal without reservation. One describes the proposal as "sound--pedagogically [and] fiscally (it makes great use of resources already in place), and strategically (the program will . . . naturally attract not only Wisconsin writers but writers from across the U.S.)" A second observes that "focusing on a small group of students

will help set your program apart from many other larger programs that have somewhat different aims, as well as ensure quality." A third notes that the curriculum "appears to have been worked thoughtfully," while the "small class size and flexibility of student focus should prove to be definite plusses." Noting "the program already has a core faculty of nationally esteemed writers," a fourth reviewer describes it as "a beautiful upstart and a mighty contender."

Strengths or Unique Features

In addition to its intimate size, its combining of MFA and MA-PhD students in the workshops, and its guaranteed funding for all students (almost unheard of in a majority of MFA programs), the Wisconsin MFA will further be unusual in allowing students the option of taking workshops in more than one genre of writing, an opportunity rare among comparable institutions. Even for those students who choose to concentrate on a single genre, one workshop during the degree program will be a mixed-genre course that combines fiction writers and poets, exposing them to new ways of thinking about writing.

Need

The primary rationale for an MFA program is not monetary or job-related; it is artistic. An MFA program provides the intellectual and creative community necessary for new writers to practice their art. The MFA in Creative Writing is the degree sanctioned by the Associated Writing Programs as the appropriate terminal degree for writers and teachers of writing and the equivalent of the PhD for scholars.

Although the job market for writers and teachers of writing has been limited for many years, and although publication opportunities are fiercely competitive, most writers who are actively publishing their work attended MFA programs. And any writer with hopes of eventually teaching creative writing at the college or university level must have an MFA or its equivalent. Further, given the fact that most MFA programs were instituted in the 1970s and 1980s, and the writing faculty hired at that time is nearing retirement age, it is likely that demand for writing teachers will increase in the near future. Moreover, employers outside the academic world are increasingly eager to hire those who can write clearly and persuasively, and the MFA degree is specific evidence of that ability.

Projected Enrollment

Typically, many more qualified students apply to MFA programs than can be admitted, and we anticipate receiving numerous applications for the six places we will advertise annually. Enrolling six fiction writers and six poets in alternating years (a pattern that will enable us to keep the program small), we will have only twelve MFA students in residence at any given time. We will be awarding just six MFA degrees per year. In addition, students in the literature program's new MA with Creative Writing Component track, and PhD with Internal or External Minor in Creative Writing, along with selected other students from graduate departments across campus, will enroll in workshop classes along with the MFA students.

The table below shows projected enrollment and graduation rates for the program:

YEAR	2001-02	2002-03	2003-04	2004-05	2005-06
STUDENTS	6	12	12	12	12
GRADUATES	0	6	6	6	6

Relationship to Institutional Mission

The English Department is currently drafting a statement of its mission and vision for the new century. An MFA program is included in this vision statement, and its implementation clearly reflects the larger goals of the department and the university. According to this statement, the department's mission is "to study, teach, and contribute to the diverse body of knowledge and interpretation associated with the language, rhetoric, writing, and literature of English-speaking societies from their beginnings to the present day. The department serves both as institutional memory for, and active stimulator of, discourse and writing in English. Through its undergraduate and graduate programs, the department provides complex and intensive exploration of verbal art and verbal processes in all their forms. In addition, it seeks to interpret the aesthetic, social, and cultural significance of writing and writing processes in English, past and present." For decades the creative writing program has reflected this statement in its undergraduate and post-graduate offerings. We now propose to expand our mission to the graduate level.

Academic and Career Advising

Career advising for MFA students will be a natural outgrowth of procedures already in place within the English Department and the creative writing program for advising undergraduate English Majors with a Creative Writing Emphasis and Wisconsin Institute for Creative Writing Fellows. The existing system combines one-on-one advising with informative meetings and speakers. In addition, the English Department offers regular mock-interview sessions to assist job candidates, and the creative writing program invites to campus distinguished writers and editors to meet with students and talk about publication and careers in writing and editing. Further, the creative writing program is currently in the process of establishing a teacher-training program for new MFA TAs which will focus not only on pedagogical concerns, but on topics of general academic and career interest.

Assessment

The thesis and thesis conference will serve as the primary assessment tools, along with course teaching evaluations and exit polls from the students themselves, for gauging the success of the program.

Periodic internal self-study and evaluation will be used as well, focusing in particular on the quality and number of applicants, the continued productivity and effectiveness of the faculty, the relevance of the curriculum, the quality and amount of student writing produced in workshops, the timely completion of publishable theses, and the liveliness of the writing community on campus as evidenced by readings, residencies, student-edited literary journals, and writing contests. The Co-Directors of the program will provide brief biannual reports (based largely on thesis assessment, exit polls, and student evaluations) to the Chair and the Director of Graduate Studies; at the end of the first five years, the department will request an outside assessment by a team of writers and teachers appointed by the Board of Directors of the Associated Writing Programs.

Comparable Programs in Wisconsin

No comparable program exists in Wisconsin. The University of Wisconsin-Milwaukee offers an MA and a PhD with a creative writing emphasis, but not an MFA in Creative Writing.

Comparable Programs Outside Wisconsin

The University of Minnesota, the University of Michigan, the University of Iowa, and the School of the Art Institute of Chicago, all offer MFA degrees. All are larger than Wisconsin's proposed program, all have more limited funding for their students, and most discourage students from crossing genre boundaries.

Use of Technology

Although a recognition of the values of technology in creative writing programs is developing slowly, most writers use computers in their writing and teaching, correspond via e-mail, and increasingly use the web for researching writing materials and pursuing innovative avenues of electronic publication. The department's national literary magazine, run entirely by students, recently purchased computer equipment with streaming audio capability that will enable it to expand its online offerings. The writing program's membership in the Associated Writing Programs gives students access to that organization's website, which provides useful information on the state of writing, publishing and creative pedagogy. Further adoption of new uses of technology will, no doubt, be sped along by the presence in the program of a generation of MFA students raised in the Internet age.

Resource Needs

Most of the budgetary needs of the MFA Program will be met by a reallocation of existing resources (current faculty salaries, current TA budget, existent scholarship and

fellowship funds, current creative writing operating fund). Additions to the budget include one 40% TA position, the increase of an academic staff position from one-third to one-half time, and a .5 FTE faculty writer to replace a distinguished writer who retired last year (approximately \$25,000).

The following table shows estimated costs and income for the proposed major.

CURRENT COSTS	First Year		Second Year		Third Year	
Personnel	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Faculty/Academic Staff ¹	27,880	0.4	29,270	0.4	46,100	0.6
	26,800	0.5	28,140	0.5	29,547	0.5
Grad Assistants ²	50,400	2.4	96,100	4.4	96,100	4.4
Classified Staff	5,400	0.2	5,700	0.2	6,000	0.2
Nonpersonnel						
S&E	4,000		4,000		7,000	
Capital Equip.	0		0		0	
Library	0		0		0	
Computing	0		0		0	
Other (Application Software)	0		0		0	
Subtotal	114,480		163,210		184,747	
ADDITIONAL COSTS						
Personnel	30,400 (0.5 faculty; 0.2 classified)		31,920 (0.5 faculty; 0.2 classified)		33,500 (0.5 faculty; 0.2 classified)	
Nonpersonnel ³	0		0		0	
Other	30,000		30,000		30,000	
Subtotal	60,400		61,920		63,500	
TOTAL COSTS	174,880		225,130		248,247	
RESOURCES						
Reallocation ⁴	144,880		195,310		218,247	
Gifts and Grants	30,000		30,000		30,000	
Fees	0		0		0	
Other (Tuition Revenue)	0		0		0	
TOTAL RESOURCES	174,880		225,130		248,247	

¹Includes salary for instruction of the seven program courses (2 in first year; 2 in second year; 3 in third year). Administration includes 0.1 FTE of three faculty; 0.2 FTE of an academic staff position. Salary increase of approximately 5 percent assumed.

²Graduate assistantships as TA's will be provided for 6 students in the first year; 11 students in succeeding years (0.4 FTE each)

³Nonpersonnel costs are minimal and will be satisfied by S&E required for course delivery. Library resources are currently sufficient.

⁴Funds will be reallocated from the Department of English budget to cover the Current Costs, and from the College of Letters and Science budget to cover Additional Costs - Personnel.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.f.(2), authorizing implementation of the Master of Fine Arts in Creative Writing, UW-Madison.

RELATED REGENT POLICIES

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

**NEW PROGRAM AUTHORIZATION
MASTER OF SOFTWARE ENGINEERING (MSE)
UW-LA CROSSE
(Initial Review)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in the University of Wisconsin System Guidelines for Academic Program Planning and Approval (ACIS-1.revised), the new program proposal for Master of Software Engineering (MSE) at the University of Wisconsin-La Crosse is presented to the Board of Regents for initial review. As stipulated by ACIS-1.revised, this program proposal will be on the agenda for the July meeting for a second review, at which time UW System Administration will recommend that the Board of Regents take action authorizing the Chancellor to implement the program. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-La Crosse and UW System Administration will conduct this review jointly.

In 1972, the Board of Regents authorized UW-La Crosse to implement the second undergraduate major in Computer Science in the UW System. The first was at UW-Madison. Ranking as one of UW-La Crosse's strongest programs, it has exceeded 200 majors in recent years.

REQUESTED ACTION

This program is presented for initial review. No action is requested at this time.

DISCUSSION AND RECOMMENDATIONS

Program Description

The MSE program will be housed in the Computer Science Department, with most courses being taught by Computer Science faculty. Where appropriate, faculty from the Information Systems and Mathematics departments will teach elective cross-listed courses.

Students must complete a total of 36 credits among which 24 come from course work (15 credits from five core courses and 9 from three electives). Core courses cover the basic areas in Software Engineering, including Software Engineering Principles, Software Verification and Validation, and Management Issues in Software Engineering. Elective courses cover advanced topics, as well as the application of Software Engineering principles to other areas such as Databases and Networking. The remaining 12 credits are given for completion of a capstone project that demonstrates the student's ability to develop software under industrial supervision.

To receive this credit, the student must submit appropriate documentation and pass an oral examination regarding the capstone project.

Program Goals and Objectives

Software Engineering is a branch of Computer Science that addresses the theory, methods and techniques for software development and maintenance. The main objective of Software Engineering is to educate software developers to produce high quality, and easily maintainable software.

The proposed MSE program is designed (1) to teach students the advanced state-of-the-art technologies in software development, and (2) to ensure that each student applies this knowledge to a challenging real-world problem. Students are also provided the software project management skills necessary to direct software development projects.

The student population will include primarily students with undergraduate degrees in technology-related programs. The majority of these individuals will have been past majors in computer science, although mathematics, information systems, engineering, and science majors are all likely candidates for the MSE. Most of the students are expected to have graduated from UW-La Crosse or another regional university, but some international interest is already evident. In addition, initial market research demonstrates substantial interest by working professionals in the La Crosse region (as demonstrated in the "Need" section). Therefore, there is great potential to expand the offering of the MSE to regional industry using service-based pricing.

Evaluation from External Consultants

All four external evaluators praised the program. One commented that "the program fits the needs of (our company) and its engineering staff very well," further observing that the program addresses "the issues . . . we as a commercial software development organization face today." This reviewer also observed that "the program will benefit the community, the university and . . . local high-tech businesses." Describing the proposal as "strong," another reviewer stressed that the program helps address "the critical shortage of well-trained software engineers." A third praised the inclusion of management as a core requirement, noting that "understanding how software development is done from a management perspective is very important."

Strengths or Unique Features

The requirement of an industrial capstone project is a unique strength of the MSE program. In addition, while traditional masters programs emphasize theory, the proposed MSE program is designed to teach students the practical skills needed to apply their theoretical understanding.

Accreditation

There is no accreditation agency for Software Engineering programs. The Software Engineering Institute (SEI) at Carnegie-Mellon University has proposed a set of classifications for software development industries, but none for academic institutions. The curriculum and program requirements for the proposed MSE program are similar to those of well-established Software Engineering programs such as the one offered by SEI.

Need

The UW-La Crosse Computer Science Department educates a significant segment of the software development workforce in its region. Regional firms that have expressed interest in an MSE program to promote higher education for their employees include FirstLogic, Trane, Dairyland Power, Midwest Security, EDS, and Sagebrush Software.

More generally, well-trained software professionals are in high demand across the country. The UW System Market Research Office reported that computer systems analyst jobs are projected to increase from 1998 to 2008 by 94 percent nationally and by 85 percent in Wisconsin. The National Bureau of Labor Statistics uses the classification of "computer systems analyst" for more advanced software development occupations; the type of jobs typically sought by those with advanced degrees. UW System Market Research also reported that in 1998 there were 150 computer system analyst positions in the La Crosse area.

Projected Enrollment

Projected enrollments are shown below. It is anticipated that professionals working in the field will enroll on a part-time basis, adding further support to the program.

	2001-02	2002-03	2003-04	2004-05	2005-06
Students	15	30	40	40	40
Graduates	0	5	10	15	15

Relation to Institutional Mission

The proposed MSE program reflects the UW-La Crosse Select Mission to provide excellence in education programs and teaching, offer graduate programs and degrees related to areas of emphasis and strength within the university, and to meet the broader educational needs of the region. UW-La Crosse was the second UW System institution to offer a Computer Science major and has maintained that commitment through the years. As noted above, UW-La Crosse educates a significant number of the computer science professionals in its region.

Assessment

The proposed program will be evaluated using (1) traditional techniques such as annual admissions, annual number of graduates, and student evaluations; and (2) an *advisory committee* consisting of computer science faculty and industry representatives. This committee will closely monitor the technology transfer attitude of the program and evaluate the program based on the number of industrial projects chosen, the nature of these projects, the time and resource usage and other pertinent information relevant to the projects.

Use of Technology

All courses in the MSE program will use advanced technology in course delivery (e.g., using laptop computers and projectors for delivering lectures; using software presentation tools to make notes available to students before lectures). Each course will have a web page to disseminate course materials, assignments, projects and exams. E-mail allows students to communicate with an instructor at any time. Such software as Blackboard and WebCT will be available to facilitate student interaction. Finally, distance education technology will also be used if there is adequate number of students from distant sites.

Comparable Programs in Wisconsin

There are no comparable programs in Wisconsin.

Comparable Programs outside Wisconsin

There are currently at least 49 MSE programs nationwide, and the number is growing. Among the states bordering Wisconsin there are two MSE programs in Minnesota (University of Minnesota and University of Saint Thomas), one in Illinois (Illinois Institute of Technology), and none in Iowa.

Collaboration

Discussions have been initiated with regional businesses such as FirstLogic, Trane, Dairyland Power, Midwest Security, EDS, and Sagebrush Software; but at present there are no formal collaborations or financial commitments. Future opportunities to collaborate, however, will continue to be developed and sought.

Resource Needs

The attached budget was prepared in collaboration with the UW System Offices of Finance and Budget Planning and Development. The current costs are already allocated in the department budget. The university reallocation for new costs is funded from the campus "University Reserve" which is a holding account for resources from program and administrative functions as they are reduced or efficiencies are created over time.

In the future, the MSE may be offered with a service-based pricing option serving the adult market in the region. The table below shows estimated costs and resources.

Estimated Total Costs and Resources

	YEAR ONE		YEAR TWO		YEAR THREE	
CURRENT COSTS	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Personnel						
Fac/Acad Staff	\$744,665	11.0	\$731,005	10.5	\$733,716	10.17
Grad Assistants						
Classified Staff	\$ 29,308	.92	\$ 29,894	.92	\$ 30,492	.92
Fringe Benefits	\$ 274,847		\$ 270,307		\$ 271,590	
Nonpersonnel						
S&E	\$ 33,826		\$ 33,826		\$ 33,826	
Capital Equip.						
Library	\$ 5,000		\$ 5,000		\$ 5,000	
Computing						
Other (Define)						
Subtotal	\$ 1,087,646		\$ 1,070,032		\$ 1,074,624	
ADDITIONAL COSTS						
Personnel						
Faculty	\$ 35,000	.5	\$ 72,000	1.0	\$ 99,750	1.33
Grad Assist			\$ 10,000		\$ 21,200	
Fringe Benefits	\$ 12,250		\$ 27,200		\$ 39,203	
Nonpersonnel						
S&E	\$ 10,000		\$ 5,000		\$ 5,000	
Capital Eqpt.	\$ 5,000					
Library Resources	\$ 5,000		\$ 5,000		\$ 5,000	
Computing Res.	\$ 45,000		\$ 1,000		\$ 1,000	
Other						
Subtotal	\$ 112,250		\$ 120,200		\$ 171,153	
TOTAL COSTS	\$ 1,199,896		\$ 1,190,232		\$ 1,245,777	

RESOURCES			
Reallocation			
In Current Computer Science Base	\$ 1,087,646	\$ 1,070,032	\$ 1,074,624
University Reserve	\$ 67,250	\$ 120,200	\$ 171,153
Gifts and Grants	\$ 45,000		
Fees			
Other			
TOTAL RESOURCES	\$ 1,199,896	\$ 1,190,232	\$ 1,245,777

RECOMMENDATION

No action is requested at this time.

RELATED REGENT POLICIES

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

Renaming the College of Education and Graduate Studies:
University of Wisconsin-River Falls

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the UW-River Falls College of Education and Graduate Studies be renamed the College of Education and Professional Studies.

**Supporting material for resolution I.1.g
may be obtained by contacting the Board of Regents Office**

Phone: 608.262.2324

Fax: 608.262.5739

I.2. Business and Finance Committee

June 7, 2001
University of Wisconsin-Milwaukee
Fireside Lounge – UWM-Union
1:15 p.m.

All Regents

- WTCS/UW Collaboration Report; Nursing Agreement
- 2001-03 Information Technology Plan Outline
- Access Follow-up

2:00 p.m. or upon conclusion of the All Regent Session –

Room N440 - School of Business & Finance

- a. Approval of minutes of the May 10, 2001 meeting of the Business and Finance Committee
- b. UWM Presentation - UWM-MPS-MATC Working Successfully Together to Shape Tomorrow's Technology Leaders
- c. Changes to Investment Guidelines to allow Private Capital
[Resolution I.2.c.]
- d. WHA Request for Principal Expenditure
[Resolution I.2.d.]
- e. Follow-up on Chancellor Requested Flexibilities
- f. Update on University Insurance for Students in International Programs
- g. UW-Madison Contractual Agreement with Adidas
[Resolution I.2.g.]
- h. UW-Madison Collegiate Licensing Contract
[Resolution I.2.h.]
- i. Report of the Vice President

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 additions to the Statement of Investment Objectives and Guidelines be approved.

1. Manager Performance & Risk Expectations

Benchmarks – Portfolio Return: (Page 5)

- Equity – Venture Capital – investment managers will be compared to the industry composite as calculated by Venture Economics plus 200 basis points (2%).

2. Investment Guidelines & Restrictions

Approved Asset Classes (Page 7)

- Private Capital (Equity)

3. Investment Guidelines & Restrictions

Exceptions (Page 10)

- Limited Partnerships – To the extent that limited partnerships are utilized, the Committee accepts the provisions outlined in the limited partnership agreement. These provisions will govern the investment.

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 changes to Investment Objectives and Guidelines for the University of Wisconsin System Trust Funds to accommodate the addition of Private Capital as an approved asset class.

DISCUSSION

The addition of Private Capital as an approved asset class within the Trust Funds portfolio requires several revisions to the Statement of Investment Objectives and Guidelines.

RELATED REGENT POLICIES

Regent Resolution 8325, March 9, 2001 - Investment Objectives and Guidelines

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

Statement of Investment Objectives and Guidelines

Principal Long Term Fund
Principal Intermediate Term Fund
Income Fund

JUNE 2001

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UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS
Investment Objectives and Guidelines

Statement of Purpose & Responsibility
--

The purpose of this Investment Policy is to set forth the key considerations and policies that will govern the investment management of the assets of the University of Wisconsin System Trust Funds. The University of Wisconsin System Trust Funds consist of unsolicited gifts to the Board of Regents of the University of Wisconsin System. These gifts are pooled for investment purposes, based on donor direction or Regent policy, into three separate funds: Principal-Long Term, Principal-Intermediate Term, and Income. The gifts are used to support the mission of the university providing scholarships, fellowships, instruction support and research funds.

Principal-Long Term Fund

This fund represents the "endowment" portion of the University of Wisconsin System Trust Funds. The accounts invested in this fund include all true endowments, quasi-endowments and designated endowments. The asset allocation for this fund includes significant commitments to equity securities to enhance return and protect purchasing power. A quarterly distribution is executed based on the small fraction spending plan adopted by the Board of Regents in 1990. Participant accounts receive a distribution equal to five percent (5%) of the average market value of the prior three-year period.

Principal-Intermediate Term Fund

This fund is used to invest unspent income from previous years' distributions. It is also used for funds that will be withdrawn for spending within one to three years. The asset allocation for this fund is 100% fixed income securities. All income is distributed to participants quarterly and capital gains are reinvested in the fund.

Income Fund

This fund is used to invest the cash balances available for spending. The State Investment Fund (managed by the State of Wisconsin Investment Board) is utilized. All income is distributed to participants monthly.

The responsibility for the management of the University of Wisconsin System Trust Funds is delegated to the Business and Finance Committee of the Board of Regents. Supporting the Business and Finance Committee, the Trust Officer and Assistant Trust Officers are responsible for the management and maintenance of all trust funds records. The Business and Finance Committee is authorized to hire investment counsel and grant discretionary authority to investment counsel in the purchase and sale of securities. Each investment manager shall be responsible for investing fund assets in a manner consistent with the intent and provision of this Statement. Investment managers shall have full discretion with respect to diversification and issue selection subject to the restrictions contained in this Statement. Per Regent policy, the Trust Officer is authorized to open accounts with any custodian under contract with the State of Wisconsin Investment Board. The custodian is responsible for all investment record keeping functions and trade settlement.

Goals and Objectives

Fiduciary Statement

The overall investment policy shall be to manage Fund assets in a prudent, productive manner in accordance with provisions of pertinent Wisconsin statutes governing the investment of these Trust Funds. (Sections 36.29 and 881.01 Wis. Stats. and Regent Resolutions 695, 1590, 1615 and 7406 are attached) The investment managers shall seek to increase the aggregate value of the assets under management while mindful of the need to preserve asset value. Excessive volatility in fund asset values is to be avoided; however the Board of Regents recognizes the inherent volatility of securities markets on a short-term basis.

In an effort to address the issue of risk, certain concerns have been identified, including but not limited to: potential loss of capital, volatility of returns, default or bankruptcy, liquidity, diversification, and leverage. To a varying degree, each of these concerns is addressed implicitly or explicitly in different sections of these guidelines, but for clarity, they are summarized as follows:

- Capital Loss - Preservation of the value of capital (in real terms) is of major concern regardless of whether price action is due to the market, a sector or a particular issue - and whether based on technical or fundamental considerations.
- Volatility - Portfolio exposure to volatility is expected to be limited as a reflection of the need to preserve capital and achieve consistent returns.
- Default - Only securities of financially sound companies are expected to be used in a portfolio.
- Liquidity - Portfolio positions should be issues that are publicly traded in sufficient volume to facilitate, under most market conditions, prompt sale without severe market price effect.
- Diversification - The portfolio is to be well diversified such that no single catastrophic outcome in a single security will compromise the capital preservation objective. Concentration in any one issue, issuer, industry or geographic area is to be avoided.
- Leverage - Under no circumstances shall the portfolio employ leverage.

Return Expectations

This section of the guidelines addresses the return expectations for the Long-Term Fund, Intermediate-Term Fund, and Income Fund at the aggregate fund level. Specific return objectives for individual manager portfolios are outlined in subsequent sections of this document.

An asset allocation analysis will be completed and reviewed by the Business and Finance Committee annually. From this analysis, policy weights for various asset classes will be determined. These policy weights will be applied to market indices to create passive benchmarks for evaluation purposes.

Principal - Long Term Fund

Aggregate fund

- Total return should exceed the median return of the NACUBO (National Association of college and University Business Officers) universe.
- Total return should exceed the percentage change in CPI-U (CPI - For all Urban Consumers) plus the Endowment Spending Plan distribution rate.

Equity Allocation

- Total return should exceed the return of the passive benchmark portfolio plus 200 basis points (2%).

Fixed Income Allocation

- Total return should exceed the return of the passive benchmark portfolio plus 100 basis points (1%).

Principal - Intermediate Term Fund

Aggregate Fund

- Total return should exceed the percentage change in CPI-U (CPI - For all Urban Consumers)
- Total return should exceed the return of the passive benchmark portfolio plus 75 basis points (.75%).

Income Fund

Aggregate Fund

- Total return should exceed the return of three-month Treasury Bills.

Risk Expectations

The risk of the aggregate funds will be monitored using appropriate financial and statistical measures. A number of these measures will be used to evaluate portfolio risk, as no single measure is able to capture all elements of investment risk.

Principal - Long Term Fund

Aggregate Fund

- To evaluate the investment risk of the total Long Term portfolio statistical measures will be calculated and compared to benchmark statistics. Representative measures include:
 1. Standard deviation of monthly returns
 2. Fund viability

Equity Allocation

- To evaluate the investment risk of the equity portion of the Long Term portfolio statistical measures will be calculated and compared to benchmark statistics. Representative measures include:
 1. Standard deviation of monthly returns
 2. Sharpe ratio
 3. Beta

Fixed Income Allocation

- To evaluate the investment risk of the fixed income portion of the Long Term portfolio statistical measures will be calculated and compared to benchmark statistics. Representative measures include:
 1. Effective Modified Duration
 2. Effective Convexity
 3. Average quality

Principal - Intermediate Term Fund

Aggregate Fund

- To evaluate the investment risk of the total Intermediate Term portfolio statistical measures will be calculated and compared to benchmark statistics. Representative measures include:
 1. Effective Modified Duration
 2. Effective Convexity
 3. Average quality

Income Fund

Due to the short-term nature and liquidity of the investments, the Income Fund is considered cash/cash equivalents with negligible investment risk.

Manager Performance & Risk Expectations
--

Management of the Fund will be decentralized through the hiring of specialized investment managers. These managers will be expected to comply with all aspects of these guidelines. If at any time an investment manager feels that the objectives cannot be met, notification in writing should be sent to the Assistant Trust Officer. By initial and continuing acceptance of these guidelines, the manager concurs with the provisions of this document.

Period of Measurement

For evaluation purposes, the achievement of the funds' performance objectives will be measured over a four-year time period. The four-year measurement period shall be computed on a 48 month moving average basis.

Benchmarks - Portfolio Returns

Principal - Long Term Fund

- Equity - Domestic Large Capitalization - investment managers will be compared to the S&P 500 Index plus 200 basis points (2%).
- Equity - Domestic Small Capitalization - investment managers will be compared to the Russell 2000 Index plus 200 basis points (2%).
- Equity - International - investment managers will be compared to the MSCI EAFE Index plus 200 basis points (2%).
- **Equity – Venture Capital – investment managers will be compared to the industry composite as calculated by Venture Economics plus 200 basis points (2%).**
- Fixed Income - Domestic - investment managers will be compared to the Lehman Aggregate Bond Index plus 100 basis points (1%).
- Fixed Income - International - investment managers will be compared to the JP Morgan Global Bond Ex USA Index plus 100 basis points (1%).

Principal - Intermediate Term Fund

- Fixed Income - investment managers will be compared to the Lehman Brothers Intermediate Government/Corporate Index plus 75 basis points (.75%).

Income Fund

- Money Market Investments - investment managers will be compared to the Salomon Brothers three-month T-bill index.

Benchmarks - Portfolio Risk

In an effort to address all aspects of investment risk for each allocation, various financial and statistical measures will be monitored. A broad array of risk measures will be reviewed relative to benchmark data to ensure that unnecessary risks are not inherent in the portfolio. This section summarizes representative risk measures that may be evaluated for each investment manager portfolio:

Principal - Long Term Fund

EQUITIES	FIXED INCOME
<ul style="list-style-type: none">• Standard deviation of monthly returns• Alpha• Beta• Information Ratio• Sharpe Ratio• Treynor Ratio• Correlation Coefficient	<ul style="list-style-type: none">• Effective Modified Duration• Effective Convexity• Average Quality

Principal - Intermediate Term Fund

FIXED INCOME
<ul style="list-style-type: none">• Effective Modified Duration• Effective Convexity• Average Quality

Investment Guidelines & Restrictions

Approved Asset Classes

Investment managers may request (in writing to the Assistant Trust Officer) that the Committee change the list of approved investment vehicles at any time. The following asset classes are permitted investment vehicles:

Equity-oriented vehicles	Fixed Income-oriented vehicles
Publicly Traded Domestic Common Stocks	US Government Notes and Bonds
Publicly Traded International Common Stocks	US Agency Bonds
American Depository Receipts (ADRs)	Mortgage-backed Securities
Publicly Traded Domestic Preferred Stocks	Asset-backed Securities
Convertible Bonds	Corporate Bonds
<i>Private Capital</i>	144A Bonds
	Cash Equivalents

Prohibited Activity

Pursuant to the guidelines specified in this statement, investment activity in the following is prohibited:

- The securities of any issuer which practices or condones through its actions discrimination on the basis of race, religion, color, creed or sex including any issuer employing persons in nations by which their laws discriminate on the basis of race, religion, color, creed or sex.
- Derivative securities unless the investment class is an approved asset class under these guidelines and the underlying asset is eligible for investment in the portfolio.
- Any tax exempt securities.
- Short sales.
- Commodities.

Investment Restrictions - General

The following restrictions apply to all individual manager portfolios:

- All security transactions should be executed with the view of obtaining the best net execution with due consideration given to all other relevant factors.

- Security transactions that involve a counterparty rated below AA by Standard & Poor's and/or Moody's are prohibited.
- To the extent that frictional cash awaits investment, managers are expected to handle short-term investment needs using US Government and Agency issues. Alternately, the State of Wisconsin Investment Board Short-Term cash fund may be used. Additionally, the custodian's Short Term Investment Fund (Common Trust Cash Investment Fund or CTFI) may be used.

Investment Restrictions - Specific

The Committee is responsible for ensuring compliance with aggregate fund restrictions by setting proper investment allocations and constraints on the specialized investment managers. Investment managers must satisfy specific portfolio restrictions and report the status of their portfolios with respect to these constraints. All constraints, outlined below, are to be applied on a market value basis.

Principal - Long Term Fund

Aggregate Fund

- Common stocks may represent no greater than 85% of the market value of the total Fund.
- Foreign equities must represent no more than 20% of the equity portion of the Fund.
- Foreign fixed income investments must represent no more than 20% of the fixed income portion of the Fund.
- The Fund may hold no more than 5% of the outstanding shares of any company.
- Not more than 7% of the Fund may be invested in the securities of any one issuer, unless the issue is U.S. Government guaranteed, or an issue of an agency of the U.S. Government.
- Not more than 15% of the Equity Allocation may be invested in the securities of any one industry. SIC will be used for industry classification.
- Not more than 25% of the Fixed Income Allocation may be invested in the securities of any one sector. If the sector represents greater than 25% of the benchmark index, the fund may maintain holdings in that sector up to 110% of the index position. (U.S Government guaranteed or agency sectors are exempt from this restriction.)

Individual Manager Equity Portfolios

- Equity managers shall ensure that a minimum of 95% of the market value of the portfolio is invested in approved securities at all times. Cash positions for the remainder of the portfolio should not be employed for tactical asset allocation purposes, but only for facilitating transactions from one active position to another.

- Equity managers responsible for domestic portfolios may not invest in ADRs or foreign equities, except to the extent that such securities are a component of the portfolios' respective benchmark indices..
- Not more than 7% of the manager's portfolio may be invested in the securities of any one issuer.
- Not more than 15% of the manager's portfolio may be invested in the securities of any one industry. SIC will be used for industry classification.

Individual Manager Fixed Income Portfolios

- The portfolio's effective modified duration must be within one year of the effective modified duration of the index.
- All securities in the manager's portfolio must have a minimum quality rating of investment grade (BBB/Baa by Standard & Poor's and/or Moody's) with average portfolio quality of at least AA as rated by Standard & Poor's and/or Moody's.
- Dollar issues of foreign corporations or governmental entities must not exceed 15% of the total market value of the bond manager's portfolio.
- Not more than 7% of the manager's portfolio may be invested in the securities of any one issuer, unless the issue is U.S. Government guaranteed, or an issue of an agency of the U.S. Government.
- Not more than 25% of the manager's portfolio may be invested in the securities of any one sector. If the sector represents greater than 25% of the benchmark index, the manager may maintain holdings in that sector up to 110% of the index position. (U.S Government guaranteed or agency sectors are exempt from this restriction.)

Principal - Intermediate Term Fund

Aggregate Fund

- Not more than 7% of the Fund may be invested in the securities of any one issuer, unless the issue is U.S. Government guaranteed, or an issue of an agency of the U.S. Government.
- Not more than 25% of the Fund may be invested in the securities of any one sector. If the sector represents greater than 25% of the benchmark index, the fund may maintain holdings in that sector up to 110% of the index position. (U.S Government guaranteed or agency sectors are exempt from this restriction.)

Individual Manager Fixed Income Portfolios

- The portfolio's effective modified duration must be within one year of the effective modified duration of the benchmark.
- All securities in the manager's portfolio must have a minimum quality rating of investment grade (BBB/Baa by Standard & Poor's and/or Moody's) with average portfolio quality of at least AA as rated by Standard & Poor's and/or Moody's.

- Dollar issues of foreign corporations or governmental entities must not exceed 15% of the total market value of the bond manager's portfolio.
- Not more than 7% of the manager's portfolio may be invested in the securities of any one issuer, unless the issue is U.S. Government guaranteed, or an issue of an agency of the U.S. Government.
- Not more than 25% of the manager's portfolio may be invested in the securities of any one sector. If the sector represents greater than 25% of the benchmark index, the manager may maintain holdings in that sector up to 110% of the index position. (U.S Government guaranteed or agency sectors are exempt from this restriction.).

Exceptions

Appreciation - Holdings above the imposed limitation resulting from market appreciation are acceptable provided that the Committee is notified of any such variation at its next investment review meeting.

Downgrades - In the event a bond is downgraded such that it falls below investment grade, the manager must notify the Assistant Trust Officer immediately. The Assistant Trust Officer will advise the Trust Officer and recommend an appropriate course of action. It is expected that the bond would be liquidated as soon as practicable. However, if it is deemed prudent and approved by the committee, the bond may be retained.

Limited Partnerships – To the extent that limited partnerships are utilized, the Committee accepts the provisions outlined in the limited partnership agreement. These provisions will govern the investment

Mutual Fund/Commingled Fund Holdings - To the extent that mutual fund or commingled fund vehicles are utilized, the Committee accepts the provisions outlined in the prospectus materials. The specific fund objectives and guidelines outlined in the prospectus materials will govern the investment of the mutual fund or commingled fund vehicles.

Reports

Monitoring portfolios for compliance with the above provisions in this Statement is the initial responsibility of the investment managers subject to final review by the Assistant Trust Officer. All reports and correspondence should be submitted to:

University of Wisconsin System Trust Funds
Attn: Assistant Trust Officer
780 Regent Street
P.O. Box 8010
Madison, WI 53708-8010

Investment managers will be required to submit the following information to the Assistant Trust Officer on a monthly basis: (all positions should be reported at market value)

- Portfolio valuation report
- Transactions summary
- Report of investment return and risk for portfolio and index
- Compliance addendum

Annual investment meetings (more frequently, as warranted) will be held with the Committee.

The investment managers should render immediate telephone advice when, in their judgment, the consequences of financial/economic developments will have a material impact on the Fund's asset value.

The investment managers should render immediate telephone advice when there is a material change in the organization or in the management of the Fund.

Derivatives Policy

Since consistency of return and protection against loss of capital are of prime importance, the Fund is to be managed to limit downside risk. To mitigate the chance of a policy violation, the use of derivative securities is limited to the specific investment vehicles and strategies authorized by these guidelines.

Committee approved derivative strategies may be employed to limit risk levels and to enhance liquidity provided the overall portfolio risk level will be no greater than the benchmark portfolio. A manager using these approved strategies is expected to model the return characteristics of the portfolio to assure compliance with portfolio risk constraints. Option-adjusted duration will be used to define the risk of any derivative security.

Managers employing approved derivative strategies must use the following reporting conventions on a continuous basis:

The manager should provide verification that the portfolio risk continuously remains within risk guidelines if the value of the security underlying the derivative vehicle were to move up or down by 1/2 standard deviation instantaneously.

Should a rapid movement in the value of the underlying security occur, such that the risk guidelines of the portfolio are violated, the manager should restructure as soon as is practical. If the restructuring process exceeds 5 business days, the Assistant Trust Officer should be informed on the 5th business day after the guideline violation occurs.

Principal Expenditure
UW System Trust Funds
Lois Backus Bequest

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Extension, the principal and income balance of the Lois Backus bequest become available for spending.

**UW SYSTEM TRUST FUNDS
REQUEST FOR PRINCIPAL EXPENDITURE
Lois Backus Bequest**

EXECUTIVE SUMMARY

BACKGROUND

In the event a donor gives no direction as to the use of principal, current Regent policy requires that all quasi-endowments greater than \$50,000 be identified as designated endowments. As a designated endowment, only the income from the trust is made available for expenditure. If an exception to this restriction is desired, a request must be submitted to the Vice President for Finance for consideration at the next meeting of the Business and Finance Committee. Only those requests that are consistent with the spirit of the Regent policy and the intent of the donor will be approved.

REQUESTED ACTION

Approval of request for principal expenditure.

DISCUSSION

WHA-TV has received a bequest totaling \$80,069 from the estate of Lois W. Backus. The terms of the bequest state:

"Upon the death of my sister, VERNICE W. BOTTOMS, my Trustee shall distribute the balance of said trust fund to the following named persons or institutions, in equal shares, and this trust shall thereupon terminate.

4. To the Board of Regents of the UNIVERSITY OF WISCONSIN for the use by and benefit of WHA-TV."

WHA-TV has requested an exception to the Regent policy that would limit the use of this gift to income earned. WHA-TV proposes to use the gift for the purpose of assisting to fund its program offerings. This includes acquired programs and locally produced programs. The Friends of WHA-TV already maintain a designated endowment fund for the benefit of WHA-TV.

The existing policy allows university officials to request the use of principal when they feel it is in the best interest of the institution. This exception must, however, be consistent with the original gift instrument. In this case, the bequest has no restriction on the use of principal. Therefore, the request is consistent with the terms of the bequest and approval of this request is recommended.

RELATED REGENT POLICIES

Business & Finance action of 10-4-90 which defines the current Quasi-Endowment policy.

MANAGEMENT FLEXIBILITIES FOR EFFECTIVE RESOURCE MANAGEMENT

EXECUTIVE SUMMARY

BACKGROUND

Since the early 1980s, public universities nationwide have sought increased management flexibility to enable them to employ scarce resources more effectively. The UW System has worked steadily to use its flexibility to improve its service to students. This is the third of three reports to be made to the Board of Regents concerning development of management flexibilities throughout the University of Wisconsin System. In November 2000, a report was presented which detailed the benefits of the flexibilities granted to the UW System by the Governor and the Legislature to that date.

In December 2000, a report was presented which focused on the flexibilities proposed by the Board in its 2001-03 Biennial Budget Request, the flexibilities previously delegated from the Board and System Administration to the campuses, and additional flexibilities recommended by the chancellors at the request of the Board of Regents at the November 2000 meeting.

Included as part of the report presented in December were two tables detailing the status of flexibilities suggested for delegation by the Board of Regents and/or System Administration, as well as some items to pursue further within State government. A number of these items required additional evaluation or review, and as such were noted as 'in progress.' This report provides an updated status account of these items.

REQUESTED ACTION

This item is for information only.

RELATED REGENTS POLICIES

The Report of the Board of Regents on the Future of the UW System

The Study of the UW System in the 21st Century

2001-03 Biennial Budget Request

FLEXIBILITIES REQUESTED BY THE CHANCELLORS (Flexibilities that can be delegated at Board or System level)

At its November 2000 meeting, the Board of Regents asked the Chancellors to suggest possible flexibilities that are in the power of the Board and System Administration to delegate to the institutions. Eight Chancellors responded with suggestions. One other indicated that, since the Board of Regents made considerable delegations in 1996 as a result of the *Study of UW System in the 21st Century*, they were doing well. State position flexibility continues to be their greatest priority.

The Chancellors responded with three categories of suggestions: 1) flexibilities which the Board and System Administration have the authority to delegate; 2) additional suggestions for future requests for State statutory delegations; and 3) other comments.

The tables on the next two pages summarize the suggestions and the response of System Administration. The other comments provided by the Chancellors are listed below:

Other General Comments Provided by the Chancellors

- UW System Administration staff regularly involves campuses in its decision-making process and listens to campus concerns.
- System Administration has provided those flexibilities to the campuses that are within its authority to delegate.
- We feel that the Board and System have, in recent years, delegated many flexibilities to the campuses that have significantly increased the ability to manage campus operations.
- Above all, the GPR position flexibility requested from the State is essential to serving more students, traditional and adult.

Summary of Suggested Regents'/UWSA and New Statutory Items

The Chancellors suggested ten flexibilities that require either Board or System Administration action. Of these, two have been accomplished (food services signatures and filling senior academic administrative positions); one was implemented promptly thereafter (go from percent to *n* for smaller campuses' enrollment targets as they pertain to tuition revenue management policy); and another item (making tuition revenue policy less restrictive) is intrinsic to the Regents' Enrollment Management 21 policy and the maintenance of appropriate support per student; it will not be changed at this time. However, it will be evaluated during EM-21 relative to its success in achieving our goals. The remaining six items are either accomplished or near implementation at the present time, as described in Table 1.

**Table 1. FLEXIBILITIES SUGGESTED FOR DELEGATION BY
THE BOARD OF REGENTS AND/OR SYSTEM ADMINISTRATION
OR TO BE PURSUED WITH THE STATE.**

Suggested Flexibility	Action
1. Modify ACIS 5.4 Policy on Provision of Credit Continuing Education to Make It Seamless with the New Tuition Continuing Appropriation	<p>Done. The Systemwide working group broadened the scope of the policy on Credit Continuing Extension to incorporate all methods of extending education to non-traditional students. The new policy paper (ACIS 2.2), entitled "Programming for the Non-Traditional Market in the UW System," includes mechanisms for creating pilot credit programs for the adult market in Continuing Education and transitioning them into the regular instructional base at institutions.</p> <p>Experience with the policy in the intervening few months has made it clear that further fine-tuning was necessary. This work has just been completed at the request of the Interim Senior Vice President for Academic Affairs. The additional work involved asking UW-Extension Continuing Education Asst. Dean to sit in on review of Service-Based Pricing proposals under the tuition continuing appropriation and asking that Credit Continuing Education pricing be reviewed to be more consistent with the Service-Based Pricing Guidelines approved by the Board of Regents.</p>
2. Provision of Insurance for Individuals Involved in International Programs	<p>Two committees have been established with representation from risk management, academic affairs, legal counsel, procurement and the campuses to address University sponsored study abroad programs.</p> <p>The first committee will address matters of health and safety such as on-site risk assessments, review of on-site policies and procedures, review of legal contracts, consular information, facility issues and any other pertinent issues related to student safety. A draft outline is expected by the fall of 2001. William Hoyer, Associate VP and Legal Counsel at Notre Dame, spoke to risk managers at our recent Office of Safety and Loss Prevention Conference regarding the reduction of risk in international programs. Mr. Hoyer's work in this area will be used as a guideline for the development of our own policies and procedures for study abroad.</p> <p>The second committee will focus on evaluating insurance for students while abroad covering health, medical evacuation, repatriation, and 24-hour phone assistance. In addition the committee will review administrative workload, mandatory coverage, minimum coverage, waiver process, use of deductibles and the costs to students. The Office of Safety and Loss Prevention and the Procurement Office have provided the State Broker with information regarding the types of services and the numbers of students involved and we expect to receive preliminary numbers for the State Broker by early June. Our target is to have insurance coverage for all students in any university-sponsored programs studying abroad by the fall semester, 2001. We are looking at all available options for coverage (from one policy covering all to campus policies to parental policies, or some combination of the above). Final selection will depend upon numbers provided by the state broker and other considerations.</p>
3. Use of Credit Cards to Pay Tuition	<p>Well underway. At present, Eau Claire, Madison, Milwaukee, Stevens Point, Stout, and seven UW Colleges campuses have some form of electronic payments capability for tuition and fees. For the fall semester of 2001, Stout and Stevens Point will expand this capability to cover all tuition and fees. Parkside and Whitewater, which do not currently have electronic payment capability for tuition and fees, will also seek to implement some type of electronic payment. Since it will take time for electronic payment capabilities to become fully functional, the electronic payment options will not be advertised until January or September 2002.</p>

4. Eliminate Tuition Plateau	No campus has come forward with a pilot to date.
5. Auxiliary Management	<p>In consultation with the institutions, the policy paper on management of auxiliary reserves was replaced in July 1999 with a more comprehensive policy on the financial management of auxiliary operations. Management expectations are now broadly but comprehensively stated and reporting requirements have been simplified.</p> <p>Since that time, several institutions have expressed an interest in amending the section of the policy that states that, in general, revenues should be expended for the benefit of the auxiliary operation that generated those revenues. They would prefer to manage auxiliaries on an enterprise wide basis, with more flexibility to cross subsidize a variety of campus operations. A group will be appointed to review that issue and to review the policies dealing with charging auxiliaries for utilities and for administrative overhead.</p>
6. Use of Procurement Card for Travel Expenses	Effective December 2000 , procurement cards (p-cards) may be used for travel related expenses to the extent allowed by DOA. Under DOA rules, the p-card may be used for conference registrations, lodging (room only), airfare, bus or train, car rental (including gas). The p-card may not be used for meals or other expenses beyond those listed.

The Chancellors also suggested 4 flexibilities that require outside approvals (Table 2). The Building Commission has advanced statutory language in the 2001-03 Biennial Budget on the fourth item, increasing the dollar threshold on contracts requiring the Governor's signature; the State is not ready to make changes to the other 3 at this time, but System Administration will continue to have discussions with the Department of Administration on these items.

Table 2. SUGGESTED FLEXIBILITIES REQUIRING LONGER-TERM STATE ACTION

Item	Discussion
1. Increase Travel and Invoice Audit Threshold	UWSA is negotiating with DOA to increase thresholds. We are discussing this within the context of a larger pre-audit delegation agreement. Negotiations are getting closer and, once we sign the new, broader agreement, higher thresholds will take effect. It is hoped that the new agreement will take effect by early in the next fiscal year.
2. Increase Maximum Dollar Threshold for Small Capital Budget Projects	The present threshold is \$100,000 per funding source, up to a maximum of \$500,000. DOA can approve projects meeting this requirement without Building Commission (or Regent) approval. No other changes are currently proposed.
3. Campus Coordination of Construction Projects	Some flexibility has been received; additional statutory changes would be needed to accomplish further change and will be sought at the appropriate time.
4. Increase Dollar Threshold for Contracts Requiring Governor's Signature	The Building Commission has endorsed advancing statutory changes that would increase the dollar level of contracts requiring the Governor's signature from \$30,000 to \$60,000. This is a modest increase and will have only a marginal effect, but it is progress.

RECOMMENDATION

No action is needed at this time.

Sponsorship Agreement with Adidas
Promotional Retail Operations, Inc.

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents accepts the Sponsorship Agreement with Adidas Promotional Retail Operations, Inc. which will provide, among other things, shoes, equipment and apparel to the University of Wisconsin-Madison intercollegiate athletic teams, certain cash compensation, and enhanced licensing opportunities.

SPONSORSHIP AGREEMENT WITH ADIDAS PROMOTIONAL RETAIL OPERATIONS, INC.

EXECUTIVE SUMMARY

BACKGROUND

UW-Madison seeks to enter into an agreement with Adidas Promotional Retail Operations, Inc. for the purpose of securing apparel and equipment for its intercollegiate athletic teams, obtaining cash compensation, and enhancing licensing opportunities. The details of this arrangement are contained in a Sponsorship Agreement by and between Adidas and the Board of Regents of the University of Wisconsin System, on behalf of UW-Madison and its Division of Intercollegiate Athletics, for review and acceptance by the Board of Regents.

For the past five years, UW-Madison has had a similar agreement with Reebok. Reebok's agreement with UW-Madison was a five-year term, ending July 31, 2001, with two one-year extensions at the option of Reebok. Reebok notified UW-Madison in the fall of 2000 that it did not wish to exercise its option beyond July 31, 2001.

This Agreement is the result of a process that has taken place over the past several months, and included discussions between representatives of UW-Madison and several shoe and apparel companies. Those discussions led UW-Madison to select Adidas as the preferred Sponsor with whom to negotiate based primarily on Adidas' willingness to work with UW-Madison in meeting the requirements of the Collegiate Licensing Company Special Agreement Regarding Labor Codes of Conduct.

REQUESTED ACTION

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents accepts the Sponsorship Agreement with Adidas Promotional Retail Operations, Inc. which will provide, among other things, shoes, equipment and apparel to the University of Wisconsin-Madison intercollegiate athletic teams, certain cash compensation, and enhanced licensing opportunities.

DISCUSSION AND RECOMMENDATIONS

The proposed agreement provides significant economic benefit to UW-Madison and its Division of Intercollegiate Athletics by offsetting annual expenses and providing additional cash compensation. Without a shoe and apparel agreement, UW-Madison would need to purchase approximately \$1 million to \$1.5 million of shoes and athletic apparel on an annual basis to outfit the institution's 23 athletic teams. In addition, Adidas's sale of replica and authentic uniforms and sideline apparel has the potential to increase licensing revenue for the institution's Trademark Licensing program.

The principal provisions of the Agreement can be summarized as follows:

- UW-Madison would receive an annual allotment of Adidas shoes, apparel and equipment, at no cost to UW-Madison, to outfit and equip its 23 intercollegiate athletic teams (Paragraphs 4.A. through 4.F.).
- UW-Madison would receive an annual amount of cash compensation from Adidas to provide income to the athletic department (Paragraph 3.A.). In addition, UW-Madison would be eligible to receive annual bonus compensation based on the overall performance of the university's athletic teams (Paragraph 3.B.).
- Adidas would become the exclusive supplier of shoes, apparel and equipment, to the extent manufactured by or otherwise available from Adidas, to UW-Madison's 23 intercollegiate athletic teams and their coaches (Paragraph 5.).
- The term of the Agreement would be five (5) years (Paragraph 2.).
- Adidas would acquire an exclusive license to produce replicas and authenticics of the teams' uniforms and coaches' sideline apparel and would be subject to pay UW-Madison royalties at the standard royalty rate then in effect on the sales of such replicas and authenticics. Adidas would be held to the same quality and design standards as other UW-Madison licensees and UW-Madison would retain control over the use of its trademarks (Paragraphs 6. and 8.).
- Coaches would provide endorsements to assist in the promotion and sale of Adidas licensed products (Paragraph 7.).
- University would provide to Adidas certain specified tickets, parking passes, sponsorship opportunities, and support for special events (Paragraph 10. and Exhibit B).
- Adidas will provide on-site support to UW-Madison to adequately administer the contract.
- Adidas would acknowledge its plan of action with respect to human rights issues and allow UW-Madison access to archives and contemporary inspection and monitoring reports for all facilities producing goods for the university (Paragraph 17.).

The proposed agreement has been reviewed by the Athletic Board on May 31, 2001, and is recommended for acceptance by the Athletic Board. It was reviewed by the UW-Madison Chancellor and recommended for acceptance to the President of the University of Wisconsin System and the Board of Regents.

RELATED REGENT POLICIES

Regent Resolution 8074, dated February 2000, Authorization to Sign Documents.

SPONSORSHIP AGREEMENT

This Sponsorship Agreement ("Agreement"), dated as of June 8, 2001, is hereby entered into between adidas Promotional Retail Operations, Inc. ("adidas"), an Oregon corporation with its principal place of business at 9605 S.W. Nimbus, Beaverton, Oregon 97008, and the Board of Regents of The University of Wisconsin System on behalf of the University of Wisconsin-Madison Division Intercollegiate Athletics ("University").

WHEREAS, the University operates an intercollegiate athletics program involving several sports.

WHEREAS, adidas wishes to provide sponsorship of the athletics programs of the University.

WHEREAS, adidas wishes to supply adidas Products, as defined herein, to the University's athletic programs; to obtain the right to use University's trademarks, which shall be exclusive in categories designated in this agreement; to secure the services of University's Athletic Program Staff to endorse and promote adidas' Products; and to acquire certain endorsement rights from University.

WHEREAS, University wishes to grant such rights, authorize such services, and accept such benefits.

NOW, THEREFORE, in consideration of the premises and representation made herein, the parties agree as follows:

1. Definitions.

The terms below are defined as follows:

A. "adidas" means adidas Promotional Retail Operations, Inc., its Affiliates (defined below), and any successor company.

B. "adidas Products" means Products (defined below) which bear the adidas name, trademarks, and/or other adidas identification.

C. "Affiliate" means any corporation, partnership, company or any other entity or person which controls, is controlled by, or is under common control with a party to this Agreement.

D. "Athletic Program Staff" means any and all individuals employed by or directed to act on behalf of the University Athletic Programs (defined below), included but not limited to, coaches, trainers, and strength and conditioning employees.

E. "Coach(es)" means the individual(s) employed by the University during the Contract Term to act as head coach or assistant coach of each University Athletic Program (defined below).

F. "Coach Endorsement" means the right to use the name, nickname, initials, autographs, voice, facsimile signature, photograph, likeness, character, image or facsimile image, video and film portrayals of Coach, and other similar means of endorsement which are considered standard in the sports marketing industry, in connection with the marketing, advertising or sale of Products (defined below).

G. "Contract Territory" means the entire world.

H. "Contract Year" means any twelve-month period from July 1 to June 30 during the Contract Term (defined below), except for the Contract Year One, which shall be from August 1, 2001 to June 30, 2002.

I. "Licensed Products" means all Products that bear the Marks (defined below).

J. "Marks" means and includes all names, logos, trademarks, and/or symbols owned by or proprietary to University as designated in Exhibit C.

K. "Net Sales" means the total gross invoice prices (in U.S. dollars) less any reasonable and normal quantity discounts allowed and taken, actual returns, freight (if invoiced separately) and applicable sales taxes.

L. "Products" means all items designated in Exhibit D and other items mutually agreed upon by both parties.

M. "Team" means that group of students and comprises the eligible playing personnel of each University Athletic Program (defined below).

N. "University Athletic Program(s)" means and includes the following organized intercollegiate men's and women's team and individual sports sponsored by the University: Basketball, Football, Ice Hockey, Crew, Golf, Soccer, Swimming/Diving, Tennis, Cross Country, Track, Wrestling, Softball, Volleyball and Cheerleading/Dance and all other NCAA sponsored sports and any sports they may add.

O. "University Endorsement" means the non-exclusive right to use the names "The University of Wisconsin," "Badgers" and all other names, logos, trademarks, depictions, and/or symbols associated with the University as set forth in Exhibit C in connection with the marketing, advertising, or sale of adidas Products.

2. Term.

This Agreement shall remain in full force and effect from August 1, 2001 until June 30, 2006 unless sooner terminated in accordance with the terms and conditions of this Agreement. This Agreement shall be interpreted in its entirety and not as a series of one-year agreements.

3. Compensation.

A. Base compensation. adidas shall pay to University Base Compensation in the amount of two hundred thousand dollars (\$200,000.00) in Contract Year One, and two hundred fifty thousand dollars (\$250,000.00) every Contract Year thereafter, subject to the provisions of subsection 3.C below. Contract Year One's cash compensation shall be paid in one payment on June 1, 2002. All other Contract Year's cash compensation shall be payable in one (1) payment on June 1 of each Contract Year, except for the final Contract Year, when payment shall be made on January 31, 2006.

B. University Bonus Compensation. adidas shall pay to University the bonus compensation as shown on Exhibit A. Bonus compensation shall be paid within sixty (60) days upon written notice by University.

C. Right of reduction. If, for any reason, University is prohibited from appearances on television for football or men's basketball, adidas shall have the right to reduce the Base Compensation due hereunder on a pro-rated basis for any period of such television prohibition.

4. Product Support.

A. For Contract Year One, adidas agrees to supply University, at no cost, eight hundred twenty five thousand (\$825,000) of adidas Products for use by the designated University Athletic Programs for team allotments, camps and clinics, and coaches personal allotments. The dollar amount of adidas Products provided to University shall be measured at adidas standard wholesale prices. For remaining Contract Years, the dollar amount of Product supplied by adidas to University shall be adjusted annually proportionate to any increases in adidas standard wholesale prices. Adidas agrees to share with University information necessary to explain annual price adjustments.

B. During each Contract Year, University will designate Products to be supplied hereunder by adidas.

C. adidas agrees that all Products supplied hereunder for use by University Athletic Programs will comply with the provisions of NCAA regulations 12.5.4 of the then current NCAA Manual and any subsequent versions regarding manufacturer's logos and trademarks. adidas shall exercise its best efforts to ensure that all such Products are in compliance with all relevant NCAA regulations. The parties agree that in the event that it is determined that any Products supplied hereunder fail to comply with a NCAA regulation, then adidas shall take all the necessary steps to bring the product into compliance with the provisions of such regulation, or the parties shall agree to exclude

such product from the lines of apparel and accessories supplied pursuant to this Agreement.

D. University understands and agrees that it shall not resell any Products supplied to University by adidas under this agreement without prior written approval from adidas.

E. In any Contract Year, University may purchase additional Products beyond those specified in Section 4A at adidas standard wholesale price.

F. adidas agrees to consult with University in the design of certain items of apparel that adidas will supply to University pursuant to this Agreement, including uniforms and sideline apparel for purposes of ensuring that quality and style of the apparel items are consistent with University's traditions. Prior to the commencement of each Contract Year, adidas will present University with designs for each item of apparel to be supplied during the next Contract Year. University will then select and notify adidas within ten (10) business days after presentations which apparel design will be supplied by adidas and used by the Teams and Athletic Program Staff.

G. During each Contract Year, University shall designate in writing the amount of adidas Product specified in Section 4A each Coach is authorized to order from his or her personal use. Each Contract Year, the total cumulative amount ordered by the coaches cannot be less than \$40,000 at adidas standard wholesale price. University agrees that the amount each Coach is authorized to order will be deducted from the amount of Products supplied to the University as specified in Section 4A. University shall be responsible for all tax reporting and withholding information associated with Coaches' personal allotments. Upon request from University, adidas shall notify University of the amount of adidas Products ordered by each Coach for the Contract Year.

H. During each Contract Year, University shall designate in writing the amount of adidas Product specified in Section 4A each Coach is authorized to order for camps and clinics. Each Contract Year, the total cumulative amount ordered by Coaches for summer camps and clinics cannot be less than \$40,000 at adidas standard wholesale price.

5. Use of adidas Products.

A. University shall make available to each Team the Products supplied by adidas, and shall require that each Team wear and/or use exclusively such adidas Products whenever participating in Team activities, including practices, games, clinics, and other University functions for which University ordinarily and usually supplies Products to the Teams. Unless otherwise provided in this Agreement, at all such functions, University shall prohibit the Team members from wearing Products manufactured by companies other than adidas, or any such Products which have been altered to resemble adidas athletic Products.

B. University acknowledges that “spatting,” taping, or otherwise covering up any portions of any adidas logo or trademark on athletic footwear supplied by adidas is inconsistent with the purpose and terms of this Agreement. University agrees that it will not permit such “spatting” or taping unless it has been medically prescribed and adidas has been so advised.

C. adidas agrees to work with any Team member experiencing problems in connection with the fit or performance of adidas Products. In the event any Team member shall at any time suffer any physical injury, pain, or discomfort attributed to the use of adidas Products which is serious enough to affect the athlete’s performance, or if any Team member has not received adidas Product which fit properly, then University shall so advise adidas and afford adidas the opportunity to remedy the problem. University agrees to share with adidas information necessary to explain Team member’s problem in connection with the fit or performance of adidas Products. If adidas is unable to provide such Team member with adidas Products that can be worn or used satisfactorily, then adidas shall waive the exclusivity requirement of this Section 5 in such a specific case. adidas further acknowledges that regardless of its good efforts to provide Team members with suitable adidas Products, it may be medically necessary in certain circumstances for a player to “spat” or tape his feet and/or ankles to allow such player to remain in competition, without opportunity for such notice to adidas. Such medically necessary procedure, should it occur, shall not constitute a breach of this Section 5. University agrees that University and its Coaches shall work with adidas to eliminate the need for any unauthorized spatting or taping in the event it occurs during the term of this Agreement. If in accordance with the foregoing University is unable or unwilling to discontinue any pattern or practice of spatting or taping, then adidas shall have the option to terminate this Agreement, in accordance with the provisions of Section 12 below.

D. University agrees to require its Athletic Program Staff to wear adidas Products exclusively during the Contract Term when acting in their official capacities as Coach or staff in activities where athletic attire is appropriate, including but not limited to, practices and games, sports camps, being filmed on motion picture or video tape, and posing for photographs. The Athletic Program Staff shall not, during the course of its employment responsibilities, wear, use or in any way promote Products manufactured by or identifiable with any competitor of adidas. adidas hereby acknowledges that the wearing of other than athletic shoes and apparel by any coach or staff in connection with their official duties as coach or staff of a University Athletic Program shall not constitute a breach of this Section 5. University shall not enter into or approve any endorsement contract between a member of the Athletic Program Staff and a competitor of adidas, and shall exercise its best efforts to prevent any member of the Athletic Program Staff from entering into such a contract.

E. University agrees that it shall not permit the trade name, trademark, logo, or any other identification of any person, company, or business entity other than adidas, the University, or, subject to adidas’ reasonable right of approval, any recognized governing athletic conference of which University is a member, to appear on Products worn or used by Coaches, Staff or Team members. University agrees that in no event

shall the trade name, trademark, logo, or other identification of any manufacturer or seller of Products other than adidas be permitted to appear on any adidas Products.

F. University agrees that at any sports camp or clinic it conducts or sponsors under the direction and supervision of any Coach, it will not sponsor, co-sponsor, or endorse Products manufactured or sold by any branded athletic footwear or apparel manufacturer other than adidas.

G. adidas shall not be liable to University for any injury or damage suffered from wearing or using adidas Products, except injury or damage resulting from adidas' negligent or willful acts.

6. Endorsement Rights.

A. University grants to adidas the right and license during the Contract Term to use the University Endorsement within the Contract Territory in connection with the advertisement, promotion, and sale of adidas Products. Except as otherwise provided herein, University shall retain all rights in and to University's name and endorsement.

B. adidas shall have the exclusive right throughout the Contract Term to advertise, publicly represent, market, and otherwise promote the fact that it is the exclusive supplier to University of the designated Products. University shall not permit any athletic shoe/apparel manufacturer to display signage in University's football or basketball facilities except for any temporary signage and other sponsorship activity required by the terms of athletic conference or tournament agreements, such as the NCAA, Big 10 and WCHA, or as required by the terms of contracts with touring entertainment events.

C. University, on behalf of the Coach of each University Athletic Program, grants to adidas the exclusive right and license during the Contract Term and within the Contract Territory to use the Coach Endorsement in connection with the advertisement, promotion and sale of Products. adidas agrees that the Coach Endorsement shall not be used in connection with any advertisement, whether in electronic or print media, that requires the Coach to make an express personal recommendation that consumers purchase or use adidas Products. Each Coach shall retain all rights in and to his or her name and endorsement, and neither University nor any Coach shall be prevented from using, permitting, or licensing others to use his or her name or endorsement in connection with the advertisement, promotion, or sale of any product or service other than Products.

D. Any use by adidas of the University Endorsement or the Coach Endorsement must be approved in advance by University, which approval shall not be unreasonably withheld.

7. Promotional Appearances.

A. If requested to do so by adidas, University shall make the Coach of each University Athletic Program available for up to two (2) appearances per Contract Year in

connection with the advertisement, promotion and sale of adidas Products. Such appearances may include, but are not limited to, appearances at clinics, celebrity events, and other public appearances. Except as provided below, neither University nor the Coach shall receive additional compensation for the appearances, it being understood and agreed to by the parties that the consideration for said appearances is encompassed by the compensation provided for in Section 3 above.

B. For each appearance described in subsection 7.A. above:

1. adidas agrees to pay all reasonable out-of-pocket expenses incurred by University and/or the Coach in connection with such appearance;
2. adidas shall give University at least thirty (30) days notice of the time and place adidas desires the Coach to appear;
3. adidas shall not schedule any appearance at a time which would conflict with the Coach's performance of his or her obligations as a college coach; and
4. No single appearance shall exceed twenty-four (24) hours in duration, exclusive of travel time, unless agreed upon to the contrary in advance.

8. **Royalties.**

A. adidas and the University agree that the sale of products, except those directly supplied to the University under this Agreement, shall be subject to licensure by the University and royalty payments by adidas, under the University's licensing program at the standard royalty rate then in effect. As a licensee of the University, adidas agrees to comply with the requirements of the CLC Special Agreement Regarding Labor Codes of Conduct (Exhibit D), which are attached hereto, incorporated by reference, and made material to the Agreement. Any alleged breach of the CLC Special Agreement Regarding Labor Codes of Conduct (Exhibit D) shall be resolved in accord with the approach specified in Paragraph 12 of the Agreement.

B. University acknowledges and agrees that adidas shall not be required to make payments or donations on Licensed Products supplied directly to University under the terms of this Agreement.

C. Throughout the Contract term, adidas shall remain a current licensee in good standing of the University as administered by University's Office of Trademark Licensing or its designee.

9. **On-site support.**

In order to adequately administer the terms and conditions of this Contract, adidas agrees to provide on-site support to

University under terms and conditions mutually agreed upon by University and adidas.

10. Hospitality.

University shall provide additional sponsorship rights for adidas as outlined in Exhibit B attached hereto and incorporated by reference.

11. Transition/Start-up Costs.

University acknowledges that adidas shall incur significant one-time transition and start-up costs as the result of providing on-site support and Products in Contract Year One. As such, University agrees it shall pay adidas five hundred twenty five thousand (\$525,000) as compensation for start-up costs incurred by adidas in developing and implementing the Agreement. Said amount shall be paid in two installments. The first installment of \$250,000 is due by September 1, 2001 and the second installment of \$275,000 is due by January 1, 2002.

12. Rights of Termination.

A. Either party shall have the right to terminate the Agreement upon ninety (90) days prior written notice in the event the other party breaches any material term of the Agreement and fails to cure such breach within 30 days of written notice of such breach.

B. adidas shall have the right to terminate this Agreement immediately upon written notice to University in the event that:

1. Members of any Team exhibit a pattern or practice of failing to wear or use adidas Products as required herein, or wear adidas Products altered, spatted, or taped in violation of the provisions of Section 5 hereof, provided, however, that adidas shall have first issued written notice to University of any such violation of the provisions of Section 5, which violations shall then recur during the same Contract Year;

2. Any Coach repeatedly fails to perform any material obligations provided for in this Agreement;

3. The NCAA, or any other governing body of intercollegiate sports, prohibits any Team members from wearing adidas athletic footwear displaying the adidas name or any adidas trademark or logo;

C. The University shall have the right to terminate this Agreement upon thirty (30) days' prior written notice to adidas if:

1. adidas is adjudicated insolvent or declares bankruptcy; or
2. if adidas breaches any material terms of this Agreement; or
3. adidas fails to make payment to the University of any sum due to this Agreement within sixty (60) days following adidas' receipt of such written notice from the University that such payment is due.

D. In the event of any termination by adidas pursuant to this Section 12, University shall not be entitled to any further compensation hereunder, except any unpaid Base Compensation earned prior to the effective date of termination, pro-rated and calculated to the effective date of termination. Alternatively, adidas shall have the right to receive from University reimbursement for Base Compensation, if any, paid in excess of the amount to which University would be entitled if the Base Compensation were pro-rated over the Contract Year, calculated to the effective date of termination. Any such payment shall be due within thirty (30) days of the date of termination.

13. Unique Services/Assignability.

University acknowledges that the endorsement and promotional services provided to adidas under this Agreement are special and unique and that loss of such services may cause irreparable harm to adidas. Accordingly, University shall not delegate the obligations of this Agreement. Neither party may assign this Agreement without the express written approval of the other party; provided, however, that adidas may assign its rights under this Agreement to any corporation, partnership or other entity or person which controls, is controlled by, or is under common control with adidas.

14. Right of First Dealing.

14.1. The University shall meet with adidas prior to December 31, 2004 to negotiate in good faith the renewal of this Agreement ("First Dealing Period"). The parties shall not be obligated to enter into an agreement if they cannot settle on mutually satisfactory terms during the First Dealing Period. Such discussions must occur prior to University dealing with any competitor of adidas. If adidas and University cannot reach agreement with respect to the renewal of this Agreement by the end of the First Dealing Period, University may enter into negotiations with an adidas competitor.

14.2. Following the First Dealing Period and continuing through August 31, 2005, University agrees to refrain from entering into an endorsement or similar agreement with a Third Party without first giving adidas an opportunity to enter into an agreement with University

for such rights on the Third Party terms and conditions -- measured solely in terms which are material, measurable and matchable ("Third Party Terms"). University shall notify adidas in writing of the Third Party Terms University receives for its endorsement or any similar agreement. adidas shall have thirty (30) days from its receipt of such advice to match such Third Party Terms. If adidas matches said Third Party Terms then University must enter into said agreement with adidas.

15. Confidentiality.

University acknowledges that the contents of this Agreement contain certain confidential matters, including proprietary and commercial information belong to adidas. University shall not disclose the terms of this Agreement to any third party without adidas' prior written consent, unless University is required by law to do so. Notwithstanding the foregoing, University may disclose the terms hereof to its professional, financial and similar advisors provided that such other persons or firms are bound by agreement or law not to further disclose such information to any third party.

16. Dispute Resolution.

The parties agree that any dispute concerning the interpretation, construction, or breach of this Agreement shall be submitted to a mediator agreed upon by the parties for nonbinding confidential mediation at a mutually agreeable location. Unless otherwise required by law, neither party shall disclose any aspect of the dispute or the mediation without the other party's prior written consent.

17. Production of goods.

A. adidas and the University agree that, as a material condition of this Agreement, adidas will provide access to a designated University official to archived and contemporary inspection and monitoring reports for all facilities producing goods for the University, whether the involved facilities work directly with University logos and marks or with blank materials intended for future application of University logos and marks. adidas and the University further agree that the access afforded the designated University official shall be tendered on a confidential basis, with the understanding that this official is at liberty to share the content of archived and contemporary inspection and monitoring reports solely and exclusively with the chancellor of the University.

B. adidas will keep the University continually informed of all facilities involved in the production of goods for the University, whether the involved facilities work directly with University logos and marks or with blank materials intended for future application of University logos and marks.

C. adidas agrees that, if it receives a complaint regarding conditions in a facility that is producing goods for the University, whether the facility works directly with University logos and marks or with blank materials intended for future application of University logos and marks, adidas will make every effort to conduct an immediate inspection of the facility and investigate the particulars of the complaint consistent, at a minimum, with the precautionary standards adopted by the Fair Labor Association for ensuring worker confidentiality and safety.

18. University/adidas Relationship.

Each party's performance of services hereunder is in its capacity as an independent contractor. Accordingly, nothing contained in this Agreement shall be construed as establishing an employer/employee, partnership or joint venture relationship between University and adidas. University shall be solely responsible for the payment of all taxes on any compensation received under this Agreement. Provided, however, the University shall only be responsible for taxes imposed directly upon it.

19. Waiver.

Failure of either party to enforce any provision of this Agreement shall not be construed to be a waiver of such provision or otherwise limit the parties right to subsequently enforce such provision.

20. Notices.

All notices and statements provided for herein shall be in writing and shall be deemed given (i) three (3) days after deposit in the U.S. mail if sent by Registered or Certified mail, postage prepaid, addressed to the parties at their addresses set forth below; (ii) immediately upon personal delivery to a party, (iii) if by courier, on the date that the courier warrants that delivery will occur, or (iv) if by telex or facsimile, when receipt is confirmed by the transmission equipment or acknowledged by the addressee. A party may change its address by giving notice thereof to the other party as provided herein.

To University: Athletic Director
 The University of Wisconsin
 1440 Monroe St.
 Madison, WI 53711
 Fax: 608-265-3036

to adidas:

adidas Promotional Retail Operations, Inc.
9605 S. W. Nimbus
Beaverton, Oregon 97008
Attn: Legal Department
Fax No.: (503) 797-4420

21. Severability.

Every provision of this Agreement is severable. If any term or provision hereof is held to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity of the remainder of this Agreement or any other provision.

22. Intellectual Property

All intellectual property rights in any trademarks, trade names, service marks, logos, symbols and other identified marks of adidas and in any Products supplied by adidas (with exception of University Trademarks) are and shall remain the sole and exclusive property of adidas and University shall not acquire any right, title or interest therein. Likewise, all intellectual property rights in any University Trademarks are and shall remain the sole and exclusive property of University and adidas shall not acquire any right, title or interest therein.

23. Hold harmless

University agrees to hold harmless adidas, its officers, employees and agents from any and all liability, including claims, demands, losses, costs, damages and expenses of every kind and description, or damages to persons or property arising out of or in connection with or during the course of this Agreement, where such liability is founded upon and grows out of the acts or omissions of any of the officers, employees, or agents of University while acting within the scope of their employment where the protection is afforded by Wis. statutes S.S. 895.46(1) and 893.82.

Adidas agrees to hold harmless University, and all of its officers, employees and agents from any and all liability, including claims, demands, losses, costs, damages and expenses of every kind and description, or damages to persons or property arising out of or in connection with or during the course of this Agreement, where such liability is founded upon and grows out of the acts or omissions of any of the officers, employees, or agents of adidas._

24. Laws Governing.

This agreement shall be governed by and construed in accordance with the applicable laws of the State of Wisconsin.

25. **Mutual cooperation.**

This agreement is entered into with a spirit of mutual cooperation, and the parties agree to seek amicable solutions to any disagreements arising hereunder.

26. **Entire Agreement.**

This Agreement, together with the attached CLC Special Agreement Regarding Labor Codes of Conduct (Exhibit D) constitutes the entire understanding between the parties with respect to the subject matter hereof and cannot be amended or modified except by an agreement in writing, signed by each of the parties. All previous understandings or agreements between the parties shall have no further force and effect.

IN WITNESS WHEREOF, the undersigned authorized representatives of the parties have duly executed this Agreement as of the date first above written.

adidas:

**Board of Regents
University of Wisconsin System:**

By: _____
Jack Buckner,
Director of Marketing

By: _____
Chancellor

By: _____
Kip Meyer,
Director of Sports Marketing

EXHIBIT A

University Bonus Structure

University Group

University finishes in Sears Cup Top 25	\$5,000
University finishes in Sears Cup Top 5	\$10,000
University finishes as Sears Cup Champion	\$25,000

Football Group

Football Team wins Big Ten Title	\$50,000
Football Team wins Bowl Coalition Game	\$75,000
Football Team finishes top 5 final A/P Poll	\$100,000
Football Team finish 1 st in final A/P Poll	\$250,000

Men's Basketball Group

Men's Basketball Team wins Big Ten Title	\$50,000
Men's Basketball Team advances to Final Four	\$75,000
Men's Basketball Team finishes top 5 in final A/P Poll	\$100,000
Men's Basketball Team finishes 1 st in final A/P Poll	\$250,000

Women's Basketball Group

Women's Basketball Team wins Big Ten Title	\$25,000
Women's Basketball Team advances to Final Four	\$50,000
Women's Basketball Team finishes top 5 in final A/P Poll	\$75,000
Women's Basketball Team finishes 1 st in the final A/P Poll	\$100,000

Men's Hockey Group

Men's Hockey Team wins WCHA Title	\$10,000
Men's Hockey Team advances to the Frozen Four	\$15,000
Men's Hockey wins NCAA championship	\$25,000

All bonuses are non-cumulative. The highest applicable bonus amount in each group shall apply in a given contract year. For example, if the football team wins the Big Ten Title and finishes in the top 5 in the final A/P Poll, and the University finishes 5th in the final Sears Cup standings, then the total bonus paid will be \$110,000 (\$10,000 from the University Group and \$100,000 from the Football Group).

Exhibit B

Additional Sponsorship Rights for Adidas

Signage

Camp Randall Stadium

Team entrance sign in the north end zone – behind field goal uprights
Logos on the pads in the south end zone – behind field goal

Kohl Center

Basketball team bench chair backs - men's and women's basketball
Hockey dasher boards – two 12' logos in opposite locations
Concourse signage – two 3'x5' back-lit signs

Hospitality

Game Day Hospitality

One hospitality event at a designated football game and one at a men's basketball game. Fifty (50) football tickets and forty (40) men's basketball tickets and hospitality location space will be provided to adidas. Catering will be at the expense of adidas.

Tickets

Football

50 season tickets (10 premium seats/40 regular seats)
300 tickets to a single non-conference home game
8 parking passes
2 sideline passes
20 tickets to all away games
10 tickets to a post season bowl game should Wisconsin qualify

Men's Basketball

20 season tickets (8 premium seats/12 regular seats)
4 parking passes
10 tickets to all post season and/or tournament games
10 additional tickets to NCAA Final Four if Wisconsin is participating

Women's Basketball

10 season tickets
4 parking passes
10 tickets to all post season and/or tournament games

10 additional tickets to NCAA Final Four if Wisconsin is participating

Men's Hockey

10 season tickets

4 parking passes

10 tickets to all post season and/or tournament games

10 additional tickets to NCAA Championship if Wisconsin is participating

Varsity Sports

20 All Sport passes

adidas Days

adidas will receive an adidas day once per year for each sport team. This will include an additional 100 tickets for the game and the opportunity for adidas to do a game-day promotion and a game-day handout. adidas will also receive additional PA announcements at these events, excluding football and basketball. Game-day promotions and handouts are subject to approval by Athletics.

Media

Television Advertising

Two 30-second spots and opening and closing billboards on the following coaches television shows:

Barry Alvarez (football)

Bo Ryan (men's basketball)

Jane Albright (women's basketball)

Jeff Sauer (men's hockey)

Game Program Advertising

One full page, four color advertisement in the following game programs: football, men's basketball, women's basketball, hockey, and volleyball.

Public Address and Electronic Message Board Announcements

One PA announcement and four electronic message board announcements at all athletic events recognizing the support provided by adidas.

EXHIBIT C

University Trademarks

Trademarks available from the Board of Regents Office

EXHIBIT D

Products List

Competition uniforms (excluding hockey pants, socks, and pads)
Competition warm ups
Warm-ups (Practice and Hotel)
Fleece Sweats
Travel Bags
T-Shirts
Shorts
Bras
Socks
Basketball Practice Reversible
Polo Shirts
Hats
Head and Wristbands
Footwear (excluding hockey skates)
Rain Suits
Jackets
Mock necks
Tights (Half and Full)
Soccer Balls
Football gloves
Softball batting gloves
Soccer gloves
Golf gloves (Tour play)
T-Shirts for sports camps

EXHIBIT E

CLC Special Agreement Regarding Labor Codes

Labor Code Standards **Schedule I**

I. Introduction: The Collegiate Licensing Company ("CLC") and the collegiate institutions represented by CLC ("Member Institutions") are each committed to conducting their business affairs in a socially responsible and ethical manner consistent with their respective educational, research and/or service missions, and to protecting and preserving the global environment. While CLC and the Member Institutions believe that Licensees share this commitment, CLC and certain Member Institutions have adopted the following Labor Code Standards (the "Code") which requires that all Licensees, at a minimum, adhere to the principles set forth in the Code.

Throughout the Code the term "Licensee" shall include all persons or entities which have entered into a written "License Agreement" with CLC to manufacture "Licensed Articles" (as that term is defined in the License Agreement) bearing the names, trademarks and/or images of one or more Member Institutions. The term "Licensee" shall for purposes of the Code, and unless otherwise specified in the Code, encompass all of Licensees' contractors, subcontractors or manufacturers which produce, assemble or package finished Licensed Articles for the consumer.

II. Standards: Licensees agree to operate work places and contract with companies whose work places adhere to the standards and practices described below. CLC and the Member Institutions prefer that Licensees exceed these standards.

A. Legal Compliance: Licensees must comply with all applicable legal requirements of the country(ies) of manufacture in conducting business related to or involving the production or sale of Licensed Articles. Where there are differences or conflicts with the Code and the laws of the country(ies) of manufacture, the higher standard shall prevail, subject to the following considerations. In countries where law or practice conflicts with these labor standards, Licensees agree to consult with governmental, human rights, labor and business organizations and to take effective actions as evaluated by CLC, the applicable Member Institution(s) or their designee, and the applicable Licensee(s) to achieve the maximum possible compliance with each of these standards. Licensees further

agree to refrain from any actions that would diminish the protections of these labor standards.

B. Employment Standards: Licensees shall comply with the following standards:

1. Wages and Benefits: Licensees recognize that wages are essential to meeting employees' basic needs. Licensees shall pay employees, as a floor, at least the minimum wage required by local law or the local prevailing industry wage, whichever is higher, and shall provide legally mandated benefits.¹
2. Working Hours: Except in extraordinary business circumstances, hourly and/or quota-based wage employees shall (i) not be required to work more than the lesser of (a) 48 hours per week and 12 hours overtime or (b) the limits on regular and overtime hours allowed by the law of the country of manufacture or, where the laws of such country do not limit the hours of work, the regular work week in such country plus 12 hours overtime; and (ii) be entitled to at least one day off in every seven day period.
3. Overtime Compensation: In addition to their compensation for regular hours of work, hourly and/or quota-based wage employees shall be compensated for overtime hours at such a premium rate as is legally required in the country of manufacture or, in those countries where such laws do not exist, at a rate at least equal to their regular hourly compensation rate.
4. Child Labor: Licensees shall not employ any person at an age younger than 15 (or 14, where, consistent with International Labor Organization practices for developing countries, the law of the country of manufacture allows such exception). Where the age for completing compulsory education is higher than the standard for the minimum age of employment stated above, the higher age for completing compulsory education shall apply to this section. Licensees agree to consult with governmental, human rights and nongovernmental organizations, and to take reasonable steps as evaluated by CLC, the applicable Member Institution(s) or their designee, and the applicable Licensee(s) to minimize the negative impact on children released from employment as a result of implementation or enforcement of the Code.
5. Forced Labor: There shall not be any use of forced prison labor, indentured labor, bonded labor or other forced labor.

6. Health and Safety: Licensees shall provide a safe and healthy working environment to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of Licensee facilities.
7. Nondiscrimination: No person shall be subject to any discrimination in employment, including hiring, salary, benefits, advancement, discipline, termination or retirement, on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, or social or ethnic origin.
8. Harassment or Abuse: Every employee shall be treated with dignity and respect. No employee shall be subject to any physical, sexual, psychological or verbal harassment or abuse. Licensees will not use or tolerate any form of corporal punishment.
9. Freedom of Association and Collective Bargaining: Licensees shall recognize and respect the right of employees to freedom of association and collective bargaining.

¹CLC and the Member Institutions will continue to monitor these issues and will promote studies that examine conditions and factors related to minimum and prevailing wages and employees basic needs.

Exhibit E (Continued)

CLC Special Agreement Regarding Labor Codes

Rider 1 to Schedule I

Full Public Disclosure:

Each Licensee shall disclose to the Member Institution or its designee the location (including factory name, contact name, address, phone number, e-mail address, products produced, and nature of business association) of each factory used in the production of all items which bear Licensed Indicia. Such information shall be updated upon change of any factory site location. The Member Institution reserves the right to disclose this information to third parties, without restriction as to its further distribution.

For University of Arizona licensees, full public disclosure includes but shall not be limited to direct disclosure to the University, in addition to required disclosure to CLC or various other monitoring organizations.

Exhibit E (Continued)

CLC Special Agreement Regarding Labor Codes

Labor Code Standards

Rider 2 to Schedule I

Women's Rights:

1. Women workers will receive equal remuneration, including benefits, equal treatment, equal evaluation of the quality of their work, and equal opportunity to fill all positions as male workers.
2. Pregnancy tests will not be a condition of employment, nor will they be demanded of employees.
3. Workers who take maternity leave will not face dismissal nor threat of dismissal, loss of seniority or deduction of wages, and will be able to return to their former employment at the same rate of pay and benefits.
4. Workers will not be forced or pressured to use contraception.
5. Workers will not be exposed to hazards, including glues and solvents, that may endanger their safety, including their reproductive health.
6. Licensees shall provide appropriate services and accommodations to women workers in connection with pregnancy.

Exhibit E (Continued)

CLC Special Agreement Regarding Labor Codes

The following Member Institutions have adopted Labor Code Standards - Schedule I:

Alabama A&M University
University of Alaska at Anchorage
University of Arizona
University of Arkansas-Pine Bluff
Boston College
University of Cincinnati
University of Connecticut
Cornell University
University of Delaware
Drexel University
Duke University
University of Florida
Florida State University
George Mason University
George Washington University
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Houston
University of Illinois
James Madison University
Kansas State University
Marshall University
University of Maryland
University of Memphis
University of Miami
The University of Missouri - Columbia
University of Nebraska
University of New Hampshire
University of North Carolina at Greensboro
North Carolina State University
University of North Carolina
Northern Illinois University
Northwestern University
The Pennsylvania State University
Pepperdine University
University of Pittsburgh
Robert Morris College
San Diego State University
San Jose State University

Santa Clara University
University of South Carolina
St. John's University
St. Joseph's University
Syracuse University
The University of Texas at Austin
Tulane University
University of Utah
Utah State University
Villanova University
Wayne State University
University of Wisconsin-Madison

Exhibit E (Continued)

CLC Special Agreement Regarding Labor Codes

The following Member Institutions have adopted Rider 1 to Schedule I:

University of Alaska at Anchorage
University of Arizona
University of Arkansas-Pine Bluff
Boston College
Cornell University
University of Connecticut
Drexel University
Duke University
University of Florida
Florida State University
George Mason University
George Washington University
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Illinois
James Madison University
Louisiana State University (as of Jan. 1, 2000, full disclosure provision only)
Marshall University
University of Maryland
University of Memphis
University of Michigan (as of Jan. 1, 2000, full disclosure provision only)
The University of Missouri - Columbia
University of Nebraska
University of New Hampshire
University of North Carolina at Greensboro
University of North Carolina
Northern Illinois University
Northwestern University
Robert Morris College
San Diego State University
Santa Clara University
University of South Carolina
St. John's University
Syracuse University
The University of Texas at Austin
Tulane University
University of Utah
Utah State University
Villanova University
Wayne State University
University of Wisconsin-Madison

Exhibit E (Continued)

CLC Special Agreement Regarding Labor Codes

The following Member Institutions have adopted Rider 2 to Schedule I:

University of Arizona
Cornell University
University of Connecticut
Drexel University
Duke University
Georgetown University
Northern Illinois University
Syracuse University
University of Wisconsin-Madison

Agency Agreement Between
Collegiate Licensing Company and
University of Wisconsin-Madison

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents formally accepts, prior to execution, the agency agreement between the Collegiate Licensing Company and the University of Wisconsin-Madison for the administration of its Trademark Licensing Program.

AGENCY AGREEMENT BETWEEN COLLEGIATE LICENSING COMPANY AND UNIVERSITY OF WISCONSIN-MADISON

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Madison has had an agency agreement with the Collegiate Licensing Company (CLC) since 1987, when the University entered into an agreement that granted CLC the right to administer UW-Madison's Trademark Licensing Program.

The initial contract with CLC was for five years, through June 30, 1992. The contract has been renewed, with amended terms, on two occasions: first, for the period from July 1, 1992 through June 30, 1996, and then again for the period ending June 30, 2001.

Since the contract was last renewed in 1996, CLC has collected approximately \$5,145,098 in royalties on behalf of UW-Madison, bringing the cumulative total collected since 1987 to \$9,171,516. The revenue generated from the contract has been used to finance undergraduate scholarships (Bucky Badger Grant Scholarships), to support the UW-Madison Office of Trademark Licensing which provides trademark services to many units on campus, and to support the Athletic Department.

CLC's consortium includes approximately 180 schools, bowls and conferences in 47 states. Other Big 10 Conference schools under contract with CLC include Michigan, Illinois, Purdue, Northwestern and Penn State.

CLC is generally acknowledged as the leader in its industry. In fact, it is generally acknowledged as the key player in creating and nurturing the entire collegiate licensing industry. There truly are no other firms that can offer the breadth of promotional opportunities, licensing expertise, enforcement services, and negotiating leverage with manufacturers as does CLC.

CLC has been an active participant in the recent discussions regarding labor and manufacturing conditions among manufacturers of licensed apparel, and has already incorporated a substantial Code of Conduct into its contracts with licensed manufacturers. CLC has specifically tailored a stronger version of its Code of Conduct and incorporated it into the contracts with licensed manufacturers who supply merchandise for those institutions like UW-Madison that are especially sensitive with respect to Code of Conduct issues.

The proposed agreement would become effective July 1, 2001, and extend until June 30, 2006. Aspects of the agreement of special note include:

The proposed agreement retains the favorable royalty rates incorporated into the 1996 contract with CLC (UW-Madison retains 82.5% of the first \$500,000 in royalties; 85% of the next \$2.5 million in royalties; and 90% of any royalties over \$3 million collected during the term of the agreement). CLC agreed to retain these rates even though UW-Madison has dropped out of the Top 10 institutions in terms of royalties generated (UW is currently ranked 12th).

The proposed agreement includes a new provision permitting UW-Madison to retain 100% of the royalties from an exclusive apparel supply contract that are in excess of the UW's standard royalty rate of 8%.

The proposed agreement contains a new provision that specifically requires CLC to incorporate any conditions into licenses with product manufacturers that UW-Madison may request, including a more comprehensive Code of Conduct relating to labor and manufacturing conditions, and to consider any request by UW-Madison to perform special services, such as factory monitoring, pertaining to a Code of Conduct. Should UW-Madison request the addition of significant new license requirements and/or request CLC to provide significant additional services pertaining to a Code of Conduct, CLC may request renegotiation of the financial terms of the agreement, and to terminate the agreement if renegotiation is unsuccessful.

REQUESTED ACTION

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents formally accepts, prior to execution, the agency agreement between the Collegiate Licensing Company and the University of Wisconsin-Madison for the administration of its Trademark Licensing Program.

DISCUSSION

The Collegiate Licensing Company has worked in partnership with UW-Madison since 1987, together creating one of the more successful collegiate licensing programs in the country. CLC's resources and expertise have been a significant contributing factor to UW-Madison's consistent placement among the top 10 to 15 licensing programs in the country, in terms of visibility and royalties generated. In recent years, CLC was instrumental in assisting UW-Madison in maximizing exposure and revenues from Rose Bowl and NCAA tournament appearances, and in addressing the host of enforcement and administrative issues which accompany such prominent appearances by UW-Madison teams.

CLC has also been very pro-active in seeking to address concerns regarding labor and manufacturing conditions. CLC has incorporated a significant Code of Conduct into its manufacturer licensing agreements, including addenda to its Code tailored to suit the

needs of different institutions. The inclusion of a new provision in the proposed CLC agreement that specifically permits UW-Madison to request an even more comprehensive Code of Conduct and the performance of services by CLC with respect to such Code makes the agreement flexible enough to accommodate changing expectations for manufacturers of apparel bearing UW-Madison trademarks and logos.

RELATED REGENT POLICY

Regent Policy 93-1 Authorization to Sign Documents (Regent Resolution 8074); Regent Policy 91-6 UW Policy on Collegiate Licensing (Regent Resolution 5791).

AGENCY AGREEMENT

This is an Agreement between the Board of Regents of the University of Wisconsin System, a body corporate under the laws of the state of Wisconsin for the University of Wisconsin-Madison and its Trademark Licensing Program, having a principal place of business at 361 Bascom Hall, 500 Lincoln Drive, Madison, Wisconsin 53706 ("University") and The Collegiate Licensing Company, a corporation of the state of Georgia, having a principal place of business at 320 Interstate North, Suite 102, Atlanta, Georgia 30339 ("CLC").

Whereas, University is the owner of certain designations including designs, trademarks, service marks, logographics, symbols and other Indicia, as hereinafter defined; and

Whereas, CLC desires to act as University's exclusive agent to license the use of one or more of the Indicia, as hereinafter defined, in connection with the marketing of various articles of merchandise and to conduct certain Promotions, as hereinafter defined; and

Whereas, University desires to appoint CLC to act as University's exclusive agent to license the use of the Indicia in such manner as to preserve the integrity, character and dignity of University and maintain the reputation of the Indicia as designating high quality merchandise.

Now, therefore, in consideration of the premises and the mutual promises and covenants herein contained, the parties hereto agree as follows:

1. DEFINITIONS - For the purposes hereof:

(a) "Indicia" means the designs, trademarks, service marks, logographics and symbols which have come to be associated with the University including those set forth in Appendix A hereto.

(b) "Territory" means the United States of America, its territories, and possessions, and the Commonwealth of Puerto Rico, as well as United States military bases abroad.

(c) "Premium" means any article given free or sold at less than the usual selling price, for the purpose of increasing the sale, promoting or publicizing any other product or any service, including incentives for sales force, trade or consumer.

(d) "Promotion" means any activity involving the presentation of Indicia through advertising, publicity, or other means of exposure, in or on merchandise, Premiums, point of purchase displays, print, electronic or any other medium.

(e) "Annual Revenue" means the revenue received by CLC resulting from the use of the Indicia, during the period of July 1st to June 30th of any year of this Agreement.

2. GRANT OF AGENCY - Subject to the limitations of Paragraph 4, University appoints CLC as University's exclusive agent to appoint licensees to use the Indicia on merchandise sold through retail channels in the Territory and to conduct Promotions in the Territory in the manner, but only in the manner, hereinafter set forth.

3. APPROVALS - CLC agrees that it will permit the use of the Indicia only in connection with merchandise and promotions of the kind or character approved by the University. CLC acknowledges that if merchandise sold by licensees were of inferior quality in design, material or workmanship, the substantial goodwill which the University possesses in the Indicia may be impaired. Accordingly, CLC undertakes that the marketing will be done in such a way as to preserve the integrity, character and dignity of University and that the items of merchandise shall be of high quality. To assure the implementation of the stated purposes, CLC will:

(a) For merchandise of the types described in Appendix B attached hereto, CLC will inspect a sample of the merchandise, and shall submit to the University for its approval in accordance with subparagraph 3(c), specification descriptions of the merchandise, photographs thereof, and, if amenable, sample swatches. In addition, when appropriate, on a rotating basis with other universities being represented by CLC with regard to the same merchandise, CLC may submit actual samples to one or more of said other universities. If approved by the University and if CLC believes that the sample is of the quality contemplated by this Agreement, CLC may approve the sample as the prototype of merchandise for production and sale.

(b) For merchandise of types not described in Appendix B or for which the indicia to be used thereon depart significantly from the Indicia in Appendix A, CLC shall, before it permits the sale or distribution of any item of merchandise, furnish to University free of cost, for its approval, a sample of each item of merchandise.

(c) Recognizing the time constraints of production schedules, University shall have two weeks from receipt of a sample for approval in which to reject said sample, and in the absence of rejection, or upon earlier written acceptance, the sample shall be deemed as accepted to serve as an example of quality for that item. Only items manufactured in accordance with the corresponding samples accepted hereunder, and which have substantially the same relative quality position in the marketplace as do the samples thereof, may be permitted to bear the Indicia. However, CLC may furnish to University a further sample of any item of merchandise for which a change in quality, style and/or appearance is desired, and University shall have two weeks from receipt thereof in which to reject the further sample in writing; failure to reject will be deemed to be approval of the further sample as an example of quality for that item of merchandise.

(d) CLC will submit to University for its approval all Promotions developed by CLC.

4. EXCEPTIONS - The grant of Paragraph 2 shall not be exclusive, or shall not apply with respect to any item of merchandise, Indicia, and/or company listed in Appendix C hereto, and/or to any company doing business in a location listed in Appendix C, in accordance with the indications set forth in Appendix C.

5. PAYMENTS

(a) With regard to Annual Revenue received by CLC resulting from use of the Indicia including, without limitation, royalties, minimum guarantee payments and licensing fees from licensees during the Term, and any extensions and/or renewals, of this Agreement, CLC shall pay to University eighty two and one-half percent (82 1/2%) of the first five hundred thousand dollars (\$500,000), eighty five percent (85%) of the next two million five hundred thousand dollars (\$2,500,000) and ninety percent (90%) on all Annual Revenue in excess of three million dollars (\$3,000,000). Payments hereunder shall be made to University quarterly within thirty (30) days following each calendar quarter and shall be accompanied by a report setting forth activities resulting in said revenue and any other information as appropriate to enable an independent determination of the amounts due hereunder. CLC shall keep records of operations hereunder for at least four years after the date of payment and shall make such records reasonably available during normal business hours for examination by a representative of University to the extent necessary to verify the payments herein provided.

(b) In the event that the University negotiates a royalty rate with an athletic footwear and apparel supplier(s) that is in excess of the University's current standard royalty rate, any royalty amounts received by CLC from such athletic footwear and apparel supplier(s) in excess of the current standard royalty rate shall not be included in Annual Revenue, and shall be accounted for separately and paid directly to University.

(c) To the extent permitted by law, the University agrees that it will not disclose the terms of Paragraph 5 hereof to other colleges and universities without the prior consent of CLC, which consent shall not be unreasonably withheld.

6. MANNER OF PAYMENT - All amounts payable to University shall be paid in United States dollars and sent via wire transfer to the Board of Regents of the University of Wisconsin System, c/o the Vice Chancellor for Legal and Executive Affairs of the University of Wisconsin-Madison to an account duly designated by the Vice Chancellor in writing.

7. LEGAL

(a) CLC understands and agrees that, except when University and CLC have conflicting interests, University shall have the sole right, in University's discretion, to control the prosecution or defense of any action or lawsuit in which University and CLC are named parties, to decide whether to file and prosecute an action or lawsuit, or to appeal any judgment adverse to University as a joint or individual party, or to compromise or settle any potential or pending action or lawsuit, in any matter against a third party arising out of or related to this Agreement. CLC further understands and agrees that University shall have the sole right, in University's discretion, to select and retain counsel for any of these purposes. University agrees to consult with CLC, to the extent that it is feasible and not prejudicial to University's interest, before making any final decision in any matter in which University and CLC are aligned against a third party, and University further agrees that it shall not commit CLC to the terms of any compromise or settlement which would make CLC wholly or partly responsible for the payment of money to a third party without the prior written consent of CLC,

which shall not be unreasonably withheld.

(b) CLC undertakes and agrees to provide, at reasonable cost to be borne by University, any evidence, documents, and testimony which may be requested by University to assist in the filing, prosecution, settlement, or appeal of any action or lawsuit, or potential action or lawsuit, in any court or in any state or federal agency, against any third party arising out of or related to this Agreement or in the defense by University of any action against University by any third party arising out of or related to this Agreement, and CLC shall join as a party plaintiff or defendant with University at University's request. In the event CLC is joined in any of said actions, either as party plaintiff or party defendant, it is understood that any expenses incurred by CLC in connection therewith, shall be paid by CLC and University shall have no liability for paying said expenses.

(c) University shall pay the costs and expenses of any action or lawsuit in any court or in any state or federal agency when University is a party thereto against a third party in any matter arising out of or related to this Agreement. Any award of attorneys' fees in any action in any court or in any state or federal agency shall be paid solely to University, and CLC shall not share therein. Any damages or profits ordered to be paid to University by any third party in any matter arising out of or related to this Agreement will, to the extent that such damages or profits are actually collected by University, be first retained by University to reimburse University fully for all costs and expenses incurred in the action or lawsuit, including compensation for the time spent by University's employees in connection with the action or lawsuit, and any remaining money, to the extent that it is compensation for royalties otherwise payable, will be divided between University and CLC as specified in Paragraph 5 of this Agreement; provided, however, that this provision shall not apply to collection actions instituted by University under Paragraph 7(d) hereof.

(d) CLC agrees that it has an obligation to use best efforts to collect past due royalties resulting from the licensed use of the Indicia. CLC recognizes that such royalties are subject to interest as specified in the license agreement entered into between CLC and the licensee. CLC shall use best efforts to collect the applicable interest in appropriate cases. From amounts thus collected, CLC may first retain its costs of collection, including but not limited to attorneys' fees and court costs, after which any amount remaining will be divided between University and CLC as specified in Paragraph 5 of this Agreement. University shall also have the right, at its option and expense, to institute collection proceedings in the event that CLC does not, in which case, CLC hereby assigns all of its rights to enforce the payment provisions of the license at issue. Any amounts thereby collected by University shall belong exclusively to University.

(e) CLC agrees to incorporate any conditions into licenses for use of Indicia that the University may require, including a Code of Conduct for licensees relating to labor and manufacturing conditions, and to consider any request by University to perform special services pertaining to a Code of Conduct. University understands that conditions it imposes on licensees, such as a Code of Conduct, may significantly impact on the number of licensees and/or on the income received from licensees, and the services requested of CLC may significantly impact on the amount of effort required by CLC to administer this Agreement. Accordingly, should University by written notice request CLC to impose conditions on licensees which are greater than the CLC Code

of Conduct or request CLC to perform additional services beyond those contemplated by this Agreement, and those conditions or services significantly impact on the revenue generated by this Agreement or create significant administrative burdens on CLC, CLC upon written notice to University may request renegotiation of the terms of this Agreement. Should University and CLC fail to agree on renegotiated terms within ninety (90) days from the date of notice from CLC, CLC may terminate this Agreement, as provided by Paragraph 13. Notice provided by University to CLC under this Paragraph shall be treated as notice of termination for purposes of Paragraph 14.

8. NOTIFICATION OF CLAIMS - In the event that either University or CLC learns or becomes aware that any third party has made or may make a claim against University or CLC for any matter arising out of or related to this Agreement, the party learning or becoming aware of such actual or potential claim shall notify the other by telephone on the same day, and shall follow such telephonic notification with a full written report within 48 hours.

9. INQUIRIES - Subject to the limitations of Paragraph 4, and as set forth in Appendix C, University agrees that, if any potential licensee of any Indicia directs an inquiry to University, such inquiry will be forwarded to CLC for a response. CLC agrees that, upon receiving any inquiry from a potential licensee, whether from University or directly from such potential licensee, CLC will handle said licensee request in an expeditious manner.

10. RELATIONSHIP OF PARTIES - Nothing herein shall give CLC any right, title, or interest in any Indicia of the University except the limited interest specifically stated in this Agreement, and all use by any licensee of any of the Indicia shall inure to the benefit of University. Neither CLC nor any licensee is empowered to state or imply, either directly or indirectly, that CLC or any licensee or any activities other than those pursuant to this Agreement and licenses issued pursuant to this Agreement are supported, endorsed or sponsored by University, and upon the direction of University, express disclaimers to that effect will be issued. Nothing herein shall be construed to place the parties in the relationship of partners or joint venturers, nor shall any similar relationship be deemed to exist between them.

11. INDEMNIFICATION - University shall have no liability for any item manufactured or sold by a licensee, and CLC shall require all licensees to indemnify and hold harmless University and officers, employees, servants, and agents thereof from any and all liability caused by or arising from production, workmanship, material or design of any item manufactured for or sold under any Indicia pursuant to a license granted pursuant to this Agreement. CLC shall require of each licensee that it have and maintain liability insurance sufficient to cover all foreseeable product liability claims. University shall not be liable to CLC or to any licensee, as the result of activities by CLC or any licensee hereunder for infringement of any patent, copyright, or trademark belonging to any third party, or for damages or costs involved in any proceeding based upon any such infringement, or for any royalty or obligation incurred by CLC or any licensee because of any patent, copyright or trademark held by a third party, except where Indicia is used as expressly authorized in this Agreement and it is the Indicia that is the infringement of the patent, copyright or trademark.

12. TERM - This Agreement shall be deemed to have begun July 1, 2001 and shall expire on

June 30, 2006, unless sooner terminated or extended in accordance with the provisions hereof. This Agreement shall automatically be extended for additional yearly periods under the same terms and conditions unless either party shall give written notice of termination at least ninety (90) days prior to the end of the respective period.

13. **TERMINATION OR EXPIRATION** - Upon termination or expiration hereof, all rights of CLC shall forthwith terminate except that CLC shall continue to receive compensation outlined in Paragraph 5 on all license agreements signed or renewed by CLC for a period of six (6) months.

14. **CORRESPONDENCE OF LICENSES** - The term of any license granted by CLC shall, as far as feasible, terminate no later than the termination of this Agreement. In no event shall CLC grant or renew a license agreement that extends beyond the term of this Agreement after having received a written notice of termination under Paragraph 12 of this Agreement.

15. **DEFAULT** - If either University or CLC shall fail to perform any of the terms or conditions of this Agreement and such breach shall not have been cured within thirty (30) days after the non-defaulting party has given written notice thereof, the non-defaulting party shall have the right to terminate this Agreement, without prejudice to the right of compensation for losses and damages.

16. **INSOLVENCY** - To the extent then permitted by law, this Agreement shall be terminated immediately if CLC shall make any assignment for the benefit of creditors, or shall file any petition under the Bankruptcy Act for reorganization, or file a voluntary petition of bankruptcy, or be adjudicated bankrupt or insolvent, or if any receiver is appointed for its business or property, or if any trustee in bankruptcy or insolvency shall be appointed under the laws of the United States or of the several states.

17. **NOTICES** - All notices and statements to be given and all payments to be made hereunder (except wire transfers), shall be given or made at the respective addresses of the parties as set forth above unless notification of a change of address is given in writing. Any notice shall be sent by registered or certified mail, or by mailgram, telex, TWX, telegram, or facsimile, and shall be deemed to have been given at the time it was mailed or transmitted.

18. **SEVERABILITY** - In the event any portion of this Agreement is declared invalid or unenforceable for any reason, such portion is deemed severable herefrom and the remainder of this Agreement shall be deemed and remain fully valid and enforceable.

19. **NONASSIGNABILITY** - This Agreement and any rights herein granted are personal to CLC and shall not be assigned, sublicensed or encumbered without University's written consent except that the Agreement and rights may be assigned along with CLC's entire business in licensing the marks of universities, provided the obligations of the Agreement are assumed by the assignee.

20. **INTEGRATED AGREEMENT** - This Agreement constitutes the entire agreement and understanding between the parties hereto and cancels, terminates and supersedes any prior agreement or understanding relating to the subject matter hereof between the University and CLC. There are no

representations, promises, agreements, warranties, covenants or understandings other than those contained herein. None of the provisions of this Agreement may be waived or modified except expressly in writing and signed by both parties. However, failure of either party to require the performance of any term in this Agreement or the waiver by either party of any breach thereof shall not prevent subsequent enforcement of such term nor be deemed a waiver of any subsequent breach.

Paragraph headings are for convenience only and shall not add to or detract from any of the terms or provisions of this Agreement. When necessary for appropriate meaning, a plural shall be deemed to be the singular and a singular shall be deemed to be the plural.

21. APPLICABLE LAW - This Agreement shall be construed in accordance with the laws of the state of Wisconsin.

BOARD OF REGENTS OF THE
UNIVERSITY OF WISCONSIN
SYSTEM

THE COLLEGIATE LICENSING COMPANY

By: _____

By: _____
William R. Battle, III

Title: _____

Title: Chief Executive Officer

Date: _____

Date: _____

June 8, 2001

Agenda Item I.2.h.

APPENDIX A

AVAILABLE UPON REQUEST FROM THE
UW SYSTEM
OFFICE OF THE BOARD OF REGENTS

Apparel Product Category List

01A. T-shirts 1. Adult T-shirts 2. Tank tops	01H Fashion Apparel 1. Golf polo shirts 2. Dress Shirts 3. Denim Shirts 4. Rugby Shirts 5. Henleys 6. Turtlenecks 7. Sweaters 8. Vests
01B Outerwear 1. Jackets 2. Rainwear 3. Performance & Polar Fleece 4. Windshirts 5. Windbuits & Warm-ups	01I Women's Apparel 1. Women's sportswear 2. Sweaters and cardigans 3. Lingerie 4. Activewear (work-out apparel)
01C Headwear 1. Baseball Caps 2. Other	01J Fleece 1. Adult fleece tops & bottoms
01D Miscellaneous Apparel 1. Beachwear 2. Shorts 3. Pants/Jeans 4. Other	01K Loungewear 1. Adult Sleepwear 2. Robes 3. Boxer Shorts 4. Misc.
01E Replica Team Apparel 1. Football Jerseys 2. Basketball Jerseys & Shorts 3. Hockey Jerseys 4. Baseball Jerseys 5. Shooting Shirts & tear-away pants 6. Replica Jerseys-other	01L Authentic Sideline Apparel 1. Football Jerseys 2. Basketball Jerseys & shorts 3. Hockey Jerseys 4. Baseball Jerseys 5. Shooting Shirts & tear-away pants 6. Authentic Jerseys-other
01F Infant/Toddler Apparel 1. Sportswear sizes 0-6T 2. Sleepwear sizes 0-6T 3. Infant/Toddler Headwear 4. Jerseys/Uniforms sizes 0-6T	01M Clothing Accessories 1. Gloves/Mittens 2. Socks 3. Ties 4. Scarves
01G Youth Apparel 1. Sportswear sizes 7-20 2. Sleepwear sizes 7-20 3. Youth Headwear 4. Jerseys/Uniforms sizes 7-20	

Non-Apparel Product Category List

Accessories 02A. Jewelry 1. Buttons (lapel/dress) 2. Clasp/rone & lapel pins 3. Watches 4. Tie Tacks/Cuff Links 5. Money Clips 6. Bracelets 7. Earrings 8. Necklaces 9. Fan rings 02B. Class Rings 1. Class Rings 02C. Miscellaneous 1. Sunglasses/accessories 2. Wallets/purses 3. Hair accessories 4. Umbrellas 5. Luggage 6. Emblems/patches 7. Belt Buckles 8. Belts/Suspenders 9. Bandanas 10. Accessories - Other	Home & Office 03A. Domestic 1. Bedsprings/Comforters 2. Blankets/Alphans 3. Comforters 4. Draperies/Blinds 5. Sheets 5. Tablecloths/place mats 6. Towels 7. Bathroom accessories 8. Wall hangings 9. Kitchen accessories 10. Aprons 11. Miscellaneous-Domestics 12. Cocks 13. Doormats/mats 14. Door panels 15. Doorstops 16. Mirrors 17. Pillows/cushions 18. Plants & accessories 19. Plaques 20. Wastebaskets 21. Telephone & Accessories 03B. Furniture/Furnishings 1. Ceiling Fans 2. Chair/bean bags 3. Lamps 4. Lounges 5. Mailboxes 6. Portable furniture 7. Tables 8. Yard accessories 9. Wallpaper & borders 10. Footlockers/trunks 11. Paint 12. Miscellaneous Furniture 13. Carpet/Rugs 14. Switch Plates 03C. Office Products 1. Book ends 2. Bulletin Boards 3. Desk Accessories 4. Picture frames 5. Diploma frames 03D. Housewares 1. Plastic beverage containers 2. Mugs/steins 3. Glass beverage containers 4. Bowls 5. Buckets - ice 6. Chinarystal 7. Coasters 8. Coolers 9. Cutlery 10. Trivets 11. Dishes 12. Sport bottle 13. Trash Bags 14. Miscellaneous-Housewares 15. Trays
Gifts/Novelties 04A. Automobile Products 1. Bumper stickers 2. Car tags/license plates 3. Car flags 4. Car magnets 5. Tire covers 6. Seat covers 7. Hood & hitch covers 8. Floor mats 9. Air freshner 10. Window decals 11. Window waggars 12. Misc.-Automobile Products 13. Auto emblems 04B. Collectibles 1. Commemorative plates 2. Commemorative plates 3. Figurines 4. Spoons/Thumbles 5. Replica buildings/stadiums 6. Die-cast vehicles 7. Trading cards (contact CLC) 8. Miscellaneous-Collectibles 9. Water Globes 04C. Signage Products 1. Flags/banners 2. Magnets 3. Pennants 4. Signs 5. Wind socks 6. Illumination devices 04D. Miscellaneous 1. Banks 2. Christmas accessories 3. Crossstitch/needlepoint 4. Key chains/ I.D. tags 5. Koozies 6. Lights 7. Musical devices/horns 8. Musical novelties 9. Pet Products 10. Picnic Baskets 11. Stadium seats/cushions 12. Storage crates 13. Candles 14. Fan buttons 15. Shoe/aces 16. Birdhouses 17. Tattoos (removable) 18. Lanyards 19. Shakers/Foam Hands 20. Frisbees 21. Other-Gifts/Novelties 22. Bells	Paper/Printing/Publishing 05A. Stationery 1. Balloons 2. Greeting cards 3. Notepads 4. Post cards 5. Rubber stamps 6. Stickers/labels 7. Miscellaneous-Stationery 8. Stationery 05B. Checks 1. Checks 2. Checkbook Covers 05C. Paper products 1. Napkins 2. Paper plates 3. Wrapping paper/ribbons 4. Gift bags 5. Business cards 6. Misc.-Paper Products 05D. School supplies 1. Graduation announcements 2. Pens/pencils 3. Pen sets 4. Ring binders 5. Wirebound notebooks 6. Desk calendar 7. Erasers 8. Portfolios 05E. Publishing 1. Cookbooks 2. Calendars 3. Posters 4. Books 5. Lithographs/prints 6. Misc.-Printing/Publishing
Sporting Goods/Toys 06A. Sports Equipments 1. Backpacks/ranny packs 2. Baseball/softball accessories 3. Basketball accessories 4. Bowling accessories 5. Fishing accessories 6. Football accessories 7. Golf accessories 8. Golf bags 9. Golf clubs 10. Golf towels 11. Golf balls 12. Tote bags 13. Tents 14. Misc.-Sports Equipment 15. Swimming Pool Accessories 16. Billiard Accessories 06B. Balls 1. Collectible 2. Competition/Leather 3. Rubber - Full-Size 4. Rubber - Mini 06C. Toys 1. Plush Mascots 2. Other Plush 3. Action Figures 4. Other Toys 06D. Games 1. Board Games 2. Playing cards 3. Game tables 4. Puzzles	Specialty Items 07A. Electronics 1. Video games 2. Screen savers 3. Computer accessories 4. Highlight tapes 5. Compact disks 6. Radios 7. Cassette tapes 8. Calculators 9. Cameras & accessories 10. Miscellaneous-Electronics 07B. Consumables 1. Food 2. Candy/gum 3. Beverages 4. Bottled Water 5. Miscellaneous-Consumables 07C. Health/Beauty 1. Cologne 2. Soap 3. Toiletries 4. Miscellaneous-Health/Beauty 07D. Infant Products 1. Booties 2. Bibs 3. Bottles 4. Strollers 5. Blankets 6. Diapers 7. Miscellaneous-Infant 07E. Footwear 1. Slippers 2. Sandals 3. Sneakers 4. Other Shoes 07F. Affinity Cards 1. Phone Cards 2. Credit Cards 07G. Internet Products & Services 1. Egreting cards 2. Invitation services 3. Calendars 4. Miscellaneous-Internet

APPENDIX C - EXCEPTIONS

Royalty Exemptions. The University concurs in the basic concept that no user of its marks and logos should be exempt from royalty payments and will make every good faith effort to comply with this concept. However, the University reserves the right to exempt any user from royalty payments if circumstances warrant that it would be in the best interests of the University. Under these circumstances, University or CLC may grant appropriate limited, royalty-free licenses, or CLC shall be authorized to grant certain exemptions under existing royalty bearing licenses, as directed by University. Items purchased for non-resale University consumption are exempt from the terms of the Agreement.

Agency Agreement Exemptions. Arrangements with the following are expressly permitted hereunder, and any royalties or other income generated by such arrangements shall not be considered part of the Annual Revenue or the payment provision of Paragraph 5: (1) companies with gross sales under \$5,000, (2) affiliated organizations such as the Wisconsin Alumni Association and the University of Wisconsin Foundation, (3) registered student organizations, and (4) the manager of the University Ridge Golf Course.

Promotions Exemptions. University may participate in Promotions offered to it by others or generated by University itself, and any royalties or other income generated by such Promotions shall not be considered part of Annual Revenue or subject to the payment provisions of Paragraph 5. University agrees not to participate in Promotions outside of this Agreement that had been offered to University by CLC; nor will University participate in Promotions outside of this Agreement in conflict with Promotions offered by CLC and accepted by University. At the time of acceptance of any Promotion opportunity offered by CLC, University and CLC will determine what will constitute a conflict for the purposes of that Promotion.

**CLC SPECIAL AGREEMENT REGARDING
LABOR CODES OF CONDUCT
(January 2000 Document)**

This is an Agreement between _____ a corporation organized under the laws of the state of Michigan, having its principal place of business at _____ (“Licensee”), and The Collegiate Licensing Company, a Georgia corporation, having its principal place of business at 290 Interstate North, Suite 200, Atlanta, Georgia 30339 (“CLC”).

WHEREAS Licensee and CLC have entered into and are operating under the terms of the Collegiate Licensing Company License Agreement to Use Licensed Indicia of Member Institutions and/or other similar license agreements involving the use of Member Institution indicia (collectively, the “License Agreement”);

WHEREAS Member Institutions have adopted certain labor code standards and verification / monitoring procedures regarding the manufacture, production and sale of Licensed Articles (“Code(s) of Conduct”);

WHEREAS Member Institutions have directed CLC to implement their respective Codes of Conduct with Licensee as an additional License Agreement requirement;

WHEREAS defined terms not defined herein will have the same meanings as ascribed to such terms in the License Agreement.

NOW, THEREFORE, in consideration of the parties' mutual covenants and undertakings, and other good and valuable consideration the receipt and sufficiency of which are acknowledged, the parties agree as follows:

1. LICENSEE OBLIGATIONS

Certain Member Institutions have directed CLC to implement the Code of Conduct requirements as described in this Agreement as an institutional policy and requirement, as provided in Paragraph 24 or other applicable provisions of the License Agreement. Accordingly, Licensee shall comply with Code of Conduct requirements as directed by the respective Member Institutions and as described in this Agreement in order to remain in compliance with the License Agreement. Licensee shall cooperate with CLC, the Member Institutions and/or their agents or representatives in periodic inspections of Licensee’s factory sites to ensure that Licensee is in compliance with such Code of Conduct requirements. Licensee’s failure to comply with Code of Conduct requirements for a Member Institution shall be considered a breach of the License Agreement regarding the applicable Member Institution.

2. CURRENT CODE OF CONDUCT REQUIREMENTS

Certain Member Institutions have adopted Code of Conduct requirements. Those requirements are set forth on the attached Schedules and Riders.

3. ADDITIONS / MODIFICATIONS OF CODE OF CONDUCT REQUIREMENTS

Additional Member Institutions may from time to time implement Code of Conduct requirements, and Member Institutions may from time to time modify their Code of Conduct requirements. CLC shall give Licensee reasonable written notice of any changes in Code of Conduct requirements. Licensee, upon receipt of the notice, shall be responsible for complying with the new Code of Conduct requirements.

4. TERM

This Agreement shall begin effect on the last date of signature below and shall terminate upon the termination, revocation, cancellation or expiration of the rights granted Licensee under the License Agreement with respect to affected Member Institution(s).

5. SEVERABILITY

The determination that any provision of this Agreement is invalid or unenforceable shall not invalidate this Agreement, and the remainder of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

6. NO WAIVER, MODIFICATION, ETC.

This Agreement, including attachments, constitutes the entire agreement and understanding between the parties and cancels, terminates, and supersedes any prior agreement or understanding relating to the Code of Conduct subject matter hereof between Licensee, CLC and Member Institutions. There are no representations, promises, agreements, warranties, covenants or understandings other than those contained herein. None of the provisions of this Agreement may be waived or modified, except expressly in writing signed by both parties. However, failure of either party to require the performance of any term in this Agreement or the waiver by either party of any breach shall not prevent subsequent enforcement of such term nor be deemed a waiver of any subsequent breach.

7. MISCELLANEOUS

When necessary for appropriate meaning, a plural shall be deemed to be the singular and singular shall be deemed to be the plural. The attached schedules are an integral part of this Agreement. Paragraph headings are for convenience only and shall not add to or detract from any of the terms or provisions of this Agreement. This Agreement shall be construed in accordance with the laws of the state of Georgia, which shall be the sole jurisdiction for any disputes

IN WITNESS WHEREOF, the parties hereto have signed this Agreement.

LICENSEE:

By: _____ [Seal]
(Signature of officer, partner, or individual
duly authorized to sign)

Title: _____

Date: _____

THE COLLEGIATE LICENSING COMPANY

By: _____
(Signature of President or officer duly
authorized to sign)

Title: _____

Date: _____

Labor Code Standards Schedule I

- I. Introduction: The Collegiate Licensing Company (“CLC”) and the collegiate institutions represented by CLC (“Member Institutions”) are each committed to conducting their business affairs in a socially responsible and ethical manner consistent with their respective educational, research and/or service missions, and to protecting and preserving the global environment. While CLC and the Member Institutions believe that Licensees share this commitment, CLC and certain Member Institutions have adopted the following Labor Code Standards (the “Code”) which requires that all Licensees, at a minimum, adhere to the principles set forth in the Code.

Throughout the Code the term “Licensee” shall include all persons or entities which have entered into a written “License Agreement” with CLC to manufacture “Licensed Articles” (as that term is defined in the License Agreement) bearing the names, trademarks and/or images of one or more Member Institutions. The term “Licensee” shall for purposes of the Code, and unless otherwise specified in the Code, encompass all of Licensee’ contractors, subcontractors or manufacturers which produce, assemble or package finished Licensed Articles for the consumer.

- II. Standards: Licensees agree to operate work places and contract with companies whose work places adhere to the standards and practices described below. CLC and the Member Institutions prefer that Licensees exceed these standards.
- A. Legal Compliance: Licensees must comply with all applicable legal requirements of the country(ies) of manufacture in conducting business related to or involving the production or sale of Licensed Articles. Where there are differences or conflicts with the Code and the laws of the country(ies) of manufacture, the higher standard shall prevail, subject to the following considerations. In countries where law or practice conflicts with these labor standards, Licensees agree to consult with governmental, human rights, labor and business organizations and to take effective actions as evaluated by CLC, the applicable Member Institution(s) or their designee, and the applicable Licensee(s) to achieve the maximum possible compliance with each of these standards. Licensees further agree to refrain from any actions that would diminish the protections of these labor standards.
- B. Employment Standards: Licensees shall comply with the following standards:
1. Wages and Benefits: Licensees recognize that wages are essential to meeting employees’ basic needs. Licensees shall pay employees, as a floor, at least the minimum wage required by local law or the local prevailing industry wage, whichever is higher, and shall provide legally mandated benefits.¹
 2. Working Hours: Except in extraordinary business circumstances, hourly and/or quota-based wage employees shall (i) not be required to work more than the lesser of (a) 48 hours per week and 12 hours overtime or (b) the limits on regular and overtime hours allowed by the law of the country of manufacture or, where the laws of such country do not limit the hours of work, the regular work week in such country plus 12 hours overtime; and (ii) be entitled to at least one day off in every seven day period.

¹CLC and the Member Institutions will continue to monitor these issues and will promote studies that examine conditions and factors related to minimum and prevailing wages and employees’ basic needs.

3. **Overtime Compensation:** In addition to their compensation for regular hours of work, hourly and/or quota-based wage employees shall be compensated for overtime hours at such a premium rate as is legally required in the country of manufacture or, in those countries where such laws do not exist, at a rate at least equal to their regular hourly compensation rate.
4. **Child Labor:** Licensees shall not employ any person at an age younger than 15 (or 14, where, consistent with International Labor Organization practices for developing countries, the law of the country of manufacture allows such exception). Where the age for completing compulsory education is higher than the standard for the minimum age of employment stated above, the higher age for completing compulsory education shall apply to this section. Licensees agree to consult with governmental, human rights and nongovernmental organizations, and to take reasonable steps as evaluated by CLC, the applicable Member Institution(s) or their designee, and the applicable Licensee(s) to minimize the negative impact on children released from employment as a result of implementation or enforcement of the Code.
5. **Forced Labor:** There shall not be any use of forced prison labor, indentured labor, bonded labor or other forced labor.
6. **Health and Safety:** Licensees shall provide a safe and healthy working environment to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of Licensee facilities.
7. **Nondiscrimination:** No person shall be subject to any discrimination in employment, including hiring, salary, benefits, advancement, discipline, termination or retirement, on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, or social or ethnic origin.
8. **Harassment or Abuse:** Every employee shall be treated with dignity and respect. No employee shall be subject to any physical, sexual, psychological or verbal harassment or abuse. Licensees will not use or tolerate any form of corporal punishment.
9. **Freedom of Association and Collective Bargaining:** Licensees shall recognize and respect the right of employees to freedom of association and collective bargaining.

MEMBER INSTITUTIONS - LIST I

The following Member Institutions have adopted Labor Code Standards – Schedule I:

1. The University of Alabama
2. Alabama A&M University
3. University of Alaska at Anchorage
4. University of Arizona
5. University of Arkansas-Fayetteville
6. University of Arkansas-Pine Bluff
7. Boston College
8. Boston University
9. University of Cincinnati
10. University of Connecticut
11. Cornell University
12. University of Delaware
13. Duke University
14. Drexel University
15. University of Florida
16. Florida State University
17. George Mason University
18. George Washington University
19. Georgetown University
20. University of Georgia
21. Georgia Institute of Technology
22. University of Houston
23. University of Illinois
24. James Madison University
25. Kansas State University
26. University of Kansas
27. University of Maine
28. Marquette University
29. Marshall University
30. University of Maryland
31. University of Memphis
32. University of Miami
33. The University of Missouri - Columbia
34. University of Nebraska
35. University of New Hampshire
36. University of North Carolina at Greensboro
37. North Carolina State University
38. University of North Carolina
39. Northwestern University
40. The Pennsylvania State University
41. Pepperdine University
42. University of Pittsburgh
43. Purdue University
44. Robert Morris College
45. San Diego State University
46. San Jose State University
47. Santa Clara University
48. University of South Alabama
49. University of South Carolina
50. St. John's University
51. St. Joseph's University
52. Syracuse University
53. The University of Texas
54. Tulane University
55. University of Utah
56. Utah State University
57. Villanova University
58. Wayne State University
59. University of Wisconsin-Madison
60. University of Wyoming

Labor Code Standards
Rider 1 to Schedule I

Full Public Disclosure:

Each Licensee shall disclose to the Member Institution or its designee the location (including factory name, contact name, address, phone number, e-mail address, products produced, and nature of business association) of each factory used in the production of all items which bear Licensed Indicia. Such information shall be updated upon change of any factory site location. The Member Institution reserves the right to disclose this information to third parties, without restriction as to its further distribution.

MEMBER INSTITUTIONS - LIST II

The following Member Institutions have adopted Rider 1 to Schedule I:

1. University of Alabama
2. University of Alaska at Anchorage
3. University of Arizona
4. University of Arkansas-Fayetteville
5. University of Arkansas-Pine Bluff
6. Boston College
7. Boston University
8. University of Connecticut
9. Cornell University
10. University of Delaware
11. Drexel University
12. Duke University
13. University of Florida
14. Florida State University
15. George Mason University
16. George Washington University
17. Georgetown University
18. University of Georgia
19. Georgia Institute of Technology
20. University of Illinois
21. James Madison University
22. University of Kansas
23. Kansas State University
24. University of Kentucky
25. Louisiana State University
26. University of Maine
27. Marquette University
28. Marshall University
29. University of Maryland
30. University of Memphis
31. University of Michigan
32. The University of Missouri - Columbia
33. University of Nebraska
34. University of New Hampshire
35. University of North Carolina at Greensboro
36. University of North Carolina
37. North Carolina State University
38. Northwestern University
39. The Pennsylvania State University
40. University of Pittsburgh
41. Purdue University
42. Robert Morris College
43. San Diego State University
44. Santa Clara University
45. University of South Alabama
46. University of South Carolina
47. St. John's University
48. St. Joseph's University
49. Syracuse University
50. The University of Texas
51. Tulane University
52. University of Utah
53. Utah State University
54. Villanova University
55. Wayne State University
56. University of Wisconsin-Madison
57. University of Wyoming

Labor Code Standards
Rider 2 to Schedule I

Women's Rights:

1. Women workers will receive equal remuneration, including benefits, equal treatment, equal evaluation of the quality of their work, and equal opportunity to fill all positions as male workers.
2. Pregnancy tests will not be a condition of employment, nor will they be demanded of employees.
3. Workers who take maternity leave will not face dismissal nor threat of dismissal, loss of seniority or deduction of wages, and will be able to return to their former employment at the same rate of pay and benefits.
4. Workers will not be forced or pressured to use contraception.
5. Workers will not be exposed to hazards, including glues and solvents, that may endanger their safety, including their reproductive health.
6. Licensees shall provide appropriate services and accommodations to women workers in connection with pregnancy.

MEMBER INSTITUTIONS - LIST III

The following Member Institutions have adopted Rider 2 to Schedule I:

1. The University of Alabama
2. University of Arkansas-Fayetteville
3. University of Arizona
4. University of Connecticut
5. Cornell University
6. Drexel University
7. Duke University
8. The George Washington University
9. Georgetown University
10. University of Illinois
11. James Madison University
12. University of Missouri-Columbia
13. University of Nebraska
14. Purdue University
15. Syracuse University
16. Tulane University
17. University of Wisconsin-Madison

Factory Site Disclosure Form

Licensee Name: _____

Contact Name: _____

Company Information

Factory Name: _____

Contact Name: _____

Street Address: _____

A street address must be provided. A PO Box is not acceptable

City/State: _____

Zip Code: _____

Country: _____

Phone Number: _____

Facsimile Number: _____

E-mail Address: _____

Product Information

Please provide a brief, general description of each product produced

Please list the “brand name” that will appear on the product label if different from your licensee name:

Nature of Business Association

Please check only one

- ☐ Owned and operated by licensee
- ☐ Home based business
- ☐ Subsidiary – factory and licensee are owned by the same parent company
- ☐ Contractor – applies logo on behalf of the licensee
- ☐ Manufacturer – produces product and applies logo on behalf of the licensee
- ☐ Vendor/supplier – source of blank goods
- ☐ Other – please provide a detailed description

REVISED

I.3. Physical Planning and Funding Committee

Thursday, June 7, 2001
UW-Milwaukee
Fireside Lounge - UWM-Union
1:15 p.m.

All Regents Meeting

- WTCS/UW Collaboration Report: Nursing Agreement
- 2001-03 Information Technology Plan Outline
- Access Follow-up

2:00 p.m. or upon conclusion of All Regent Session
Room S341 - School of Business & Finance

- a. Approval of minutes of the May 10, 2001 meeting of the Physical Planning and Funding Committee
- b. Report of the Assistant Vice President
 - (1) Capital Budget Update
 - (2) UW-Madison: Land Acquisition
[Resolution I.3.b.(2)]
- c. UW-Madison: SERF Addition (Design Report)
\$6,296,000 Program Revenue Supported Borrowing
[Resolution I.3.c.]
- d. UW-Milwaukee: Engelmann Field Lighting
\$334,000 Program Revenue-Cash
[Resolution I.3.d.]
- e. UW-Parkside: Conveyance of Land for Highway 31 Expansion
[Resolution I.3.e.]
- f. UW-Superior: Gates Physical Education Addition and Remodeling (Design Report)
\$15,700,000 (\$13,350,000 General Fund Supported Borrowing and \$2,350,000 Program Revenue Supported Borrowing)
[Resolution I.3.f.]
- g. UW Colleges: UW-Fox Valley - Release of Land for Private Development of Residence Hall
[Resolution I.3.g.]
- h. UW-Stevens Point: Lease of Space for Business Education Training Center
[Resolution I.3.h.]

- i. UW-Whitewater: Parking Lot and Street Improvements
\$378,380 (\$30,000 UW-Whitewater Parking Revenues - Cash, \$229,880 Program Revenue Bonding - Parking, \$118,500 UW System Assessable Improvement Funds)
[Resolution I.3.i.]
- j. UW-Milwaukee Presentation: Current Campus Projects
- x. Additional items which may be presented to the Committee with its approval

Removal of Contingency and Authority to
Acquire Land, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the rezoning requirement be removed and authority be granted to acquire approximately 113 acres of land in the Town of Middleton, Dane County, as authorized by Regent action in December, 2000. The acquisition cost is \$4,416,500 Program Revenue Supported Borrowing plus closing costs and environmental abatement costs, if any (funded from University Research Park Revenues). Acquisition will remain contingent upon completion of a favorable environmental assessment.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests removal of rezoning contingency on authority to acquire approximately 113 acres of land in the Town of Middleton, Dane County, as authorized by Regent action in December, 2000. The acquisition cost is \$4,416,500 Program Revenue Supported Borrowing plus closing costs and environmental abatement costs, if any (funded from University Research Park Revenues). Acquisition will remain contingent upon completion of a favorable environmental assessment.
3. Description: Approval of this request will permit acquisition of approximately 113-acres of land prior to City of Madison rezoning to permit University Research Park Development. If rezoning is not approved, the Research Park intends to sell the property. The Shapiro Marital Trust and The Weston Investment Company Limited Partnership, Madison, Wisconsin, own the parcel and are seeking a commitment to purchase or it will seek other buyers. The University had an option until December 31, 2000 to purchase the property for \$4,416,500 which is the average of two appraisals. The option has been extended until June 30 at this price, and a commitment to purchase has now been requested. An environmental audit has been completed indicating the possible presence of minor amounts of asbestos and lead as is normal for properties of this age. Material and selective soil samples will be evaluated prior to purchase to insure there are no major environmental risks.

The parcel is located on the south boundary of the West Madison Agricultural Research Station on the southwest side of the City of Madison, west of Junction Road (County M), north of Valley View Road and south of Mineral Point Road (see adjoining map). The new development will be a continuation of the highly successful Research and Technology Park at Mineral Point Road and Whitney Way, and will be used to encourage partnerships between business and university researchers, and to respond to the research needs of established and emerging companies.

4. Background and Justification: At the December 2000 Board of Regents meeting, Mark Bugher, Director of the University Research Park, made a presentation to the Physical Planning and Funding Committee on the status of Research Park development. In summary, the Research Park at Mineral Point Road and Whitney Way is almost completely developed and will need about 100-120 acres of land to continue its mission.

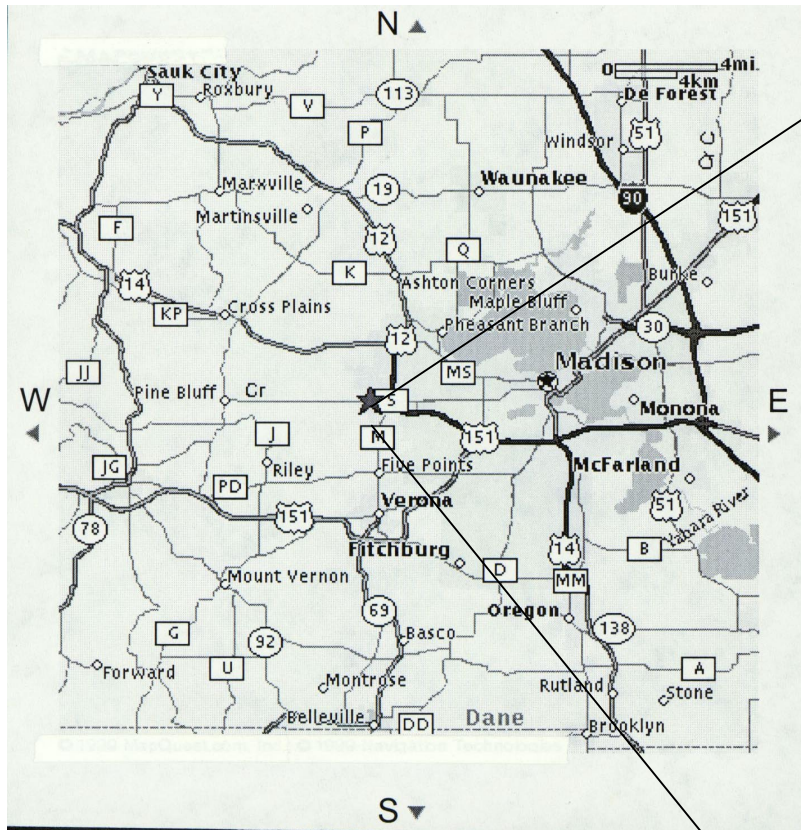
The property is in the Town of Middleton, within the City of Madison's extraterritorial jurisdiction, and the City anticipates annexing an area that includes this parcel. In anticipation of annexation, the City has been developing a Westside Neighborhood Development Plan for this area since 1990. Although the City has projected single and multiple-family residential development for the land, it has also shown the southern portion of the West Madison Agricultural Research Station, known as the Mandt Farm, as agricultural research/commercial for the near future. The plan also shows the possibility of the Mandt Farm as Research Park development in the longer term, though the College of Agriculture and Life Sciences would like to continue its research use of the property as long as possible. While the City has indicated a willingness to consider changing the projected land use to research park development, it will involve a complex process to achieve the desired changes. It is difficult to predict how long it will take to secure the necessary changes.

This proposed acquisition will provide a viable alternative for Research Park development. The property proposed for acquisition is adjacent to the West Madison Ag Station and would enable Research Park expansion without immediately displacing existing agricultural research projects or facilities.

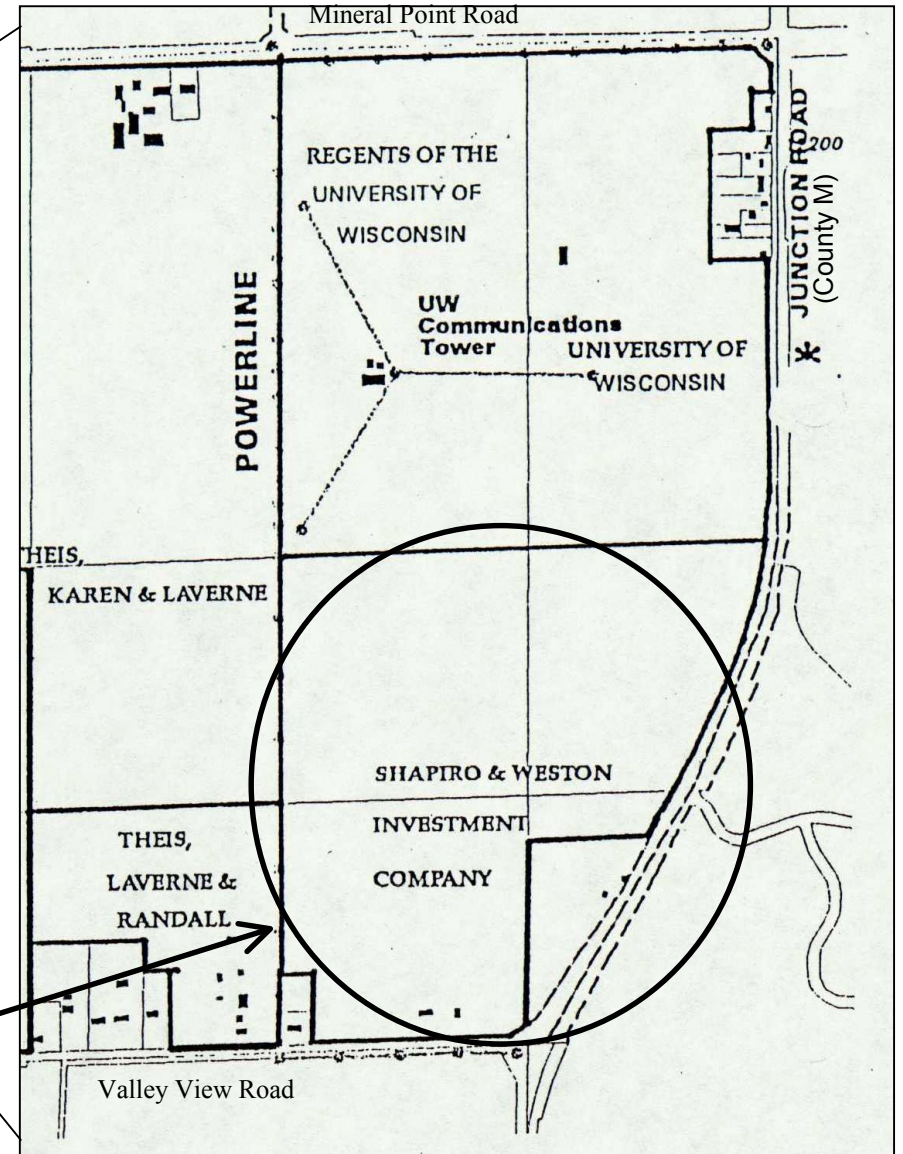
5. Budget: Purchase Price: \$4,416,500. The debt service will be financed with revenues derived from the Research Park.

6. Previous Action:

December 2000	Authority granted to acquire approximately 113 acres of land in the Town of Middleton, Dane County for \$4,416,500 (Program Revenue Bonding-University Research Park), contingent upon rezoning to permit Research Park development, and a favorable environmental assessment
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Area Map: Madison and West Dane County



Proposed Acquisition

Approval of the Design Report and
Authority to Construct the Southeast
Recreational Facility Addition Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the Southeast Recreational Facility Addition project at an estimated total project cost of \$6,296,000 (Program Revenue Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests approval of the Design Report and authority to construct the Southeast Recreational Facility Addition project at an estimated total project cost of \$6,296,000 using Program Revenue Supported Borrowing.
3. Description and Project Scope: This project will provide a three-level, 32,765 ASF/ 47,040 GSF addition to the west end of the Southeast Recreational Facility (SERF). The lower and intermediate levels will each contain two gymnasiums, providing a total of four 50' x 75' basketball courts. The upper level will provide two large, open aerobics areas. The new floor levels will match the levels of the existing facility, providing access for the disabled without the need to construct ramps and new elevators. The design of the addition incorporates natural, cool-daylighting features to reduce lighting and cooling energy consumption.

Construction consists of exterior masonry bearing walls veneered with architectural precast panels or brick, precast double-tee and plank floor framing, fire-proofed steel truss roof framing, ballasted single-ply membrane roofing, and glazed aluminum curtain walls. Interior finishes include wood and synthetic gymnasium flooring. Equipment includes basketball backstops, safety wall pads, volleyball sleeves and roll-up divider curtains. The project scope incorporates associated mechanical and electrical work, including air conditioning of the aerobics areas, and a new electrical service for the entire building.

Other work in the existing building will provide minor remodeling, remedial fire sprinklers throughout the facility, and HVAC work to air condition selected areas, including administrative offices, weight rooms, circuit training and cardiovascular exercise rooms.

4. Project Justification: The SERF Addition was enumerated at \$6,106,000 as part of the 1999-01 Capital Budget to provide additional recreational spaces, including basketball courts, a climbing wall, and multi-purpose space for weight lifting, circuit training, aerobics, dance and martial arts. Design changes include substituting two 50' x 75' basketball courts for a regulation size (50' x 94') basketball court, eliminating the climbing wall, and retrofitting portions of the existing building with air conditioning. Fire sprinklers must be installed in the existing SERF within the scope of this project since the existing building exceeds the 60' height requirement and is not in compliance with the building code in effect when the original building was constructed. Additional air conditioning in administrative offices and certain other exercise areas was part of the original program but will be bid as alternates due to funding constraints. These modifications and deferral of some movable equipment that will be purchased at a later

date separate from this project result in a cost that exceeds the enumerated level by \$190,000. Spaces will be equipped upon completion through the re-use of some of the older existing aerobic, circuit-training and weight-lifting equipment.

The proposed addition will add needed programming space to a facility which, when constructed in 1983, was designed to serve the recreational needs of 3,900 students living in campus high-rise dormitories across W. Dayton Street, but actually serves the entire campus community. An estimated 10,000 students reside within a six-block radius of SERF. The building is operated by the Division of Recreational Sports and is used by the Department of Kinesiology (the study of the principles of mechanics and anatomy in relation to human movement) and the Division of Intercollegiate Athletics. The facility has served over 500,000 participants over each of the past nine years. This popularity has resulted in a lack of adequate activity space to meet the student demand for both organized and unscheduled recreational time, despite a series of building upgrades to maximize every square foot of activity space.

It is anticipated that this project will be bid during fall 2001 for completion by August 2002.

5. Budget:

Construction	\$4,490,000
Existing SERF Fire Protection	187,000
A/C Existing SERF	526,000
DFD Testing/Controls	139,000
A/E Design & Supervision	433,000
DFD Fees	225,000
Reimbursable Expenses	20,000
Contingency	260,000
Percent for Art	16,000
Estimated Total Project Cost	\$6,296,000

In February 1998, UW-Madison students ratified a \$6,100,000 addition by approving a student segregated fee increase “not-to-exceed \$6.50 per student per semester for 20 years.” In addition to the seg fee increase, a portion of the Program Revenue bonds will be repaid through proportional increases in the Faculty/Staff Facility Access Fee. The estimated increase of \$190,000 will not further impact those fees.

6. Previous Action:

August 20, 1998 Resolution #7740	Recommended the SERF Addition at \$5,618,000 Program Revenue Supported Borrowing and submittal of this project to the Department of Administration for inclusion as part of the 1999-01 Capital Budget.
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Authority to Construct the Engelmann Field
Lighting Project, UW-Milwaukee

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to construct the Engelmann Field Lighting project at an estimated total project cost of \$334,000 Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Requests authority to construct the Engelmann Field Lighting project at an estimated total project cost of \$334,000 Program Revenue-Cash.
3. Description and Scope of Project: This project will add exterior floodlighting to illuminate the soccer field. Six 80-foot high poles will be provided around the perimeter of the field. Between twelve and twenty 1500 watt metal halide floodlight fixtures will be installed on each pole. The lighting system will provide average illumination levels of approximately 35 vertical foot-candles and 50 horizontal foot-candles with a horizontal illumination level uniformity of 1.5 maximum to minimum. To minimize spill light and glare to neighboring residential areas, the number of fixtures that are directed towards residential areas will be minimized and internal and external louvers will be provided on the floodlight fixtures. The lighting will be used only for soccer games. The lighting will typically be turned on between approximately 4:00 p.m. and 9:15 p.m. for a 6:00 p.m. game.
4. Justification of the Project: Engelmann Field, located between the Chemistry Building and Engelmann Hall, is the only on-campus soccer field for intercollegiate games for the UW-Milwaukee men's and women's soccer teams. The playing surface presently does not have any lighting. The only existing lighting in the area serves to illuminate the surrounding sidewalks. The lack of lighting limits the ability of the UW-Milwaukee campus to schedule and host regular and post-season games and tournaments, and the ability to recruit quality student athletes and compete at the Division I intercollegiate level.

It is anticipated that construction will occur in the Summer of 2002.

5. Budget:

Construction	\$275,000
A/E Design	25,000
DFD Management	14,000
Contingency	<u>20,000</u>
Estimated Total Cost:	\$334,000

6. Previous Action: None.

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Authority to Convey Land for Highway 31
Expansion, UW-Parkside

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Parkside Chancellor and the President of the University of Wisconsin System, authority be granted to convey a 1.42 acre parcel of land at the appraised value of \$10,000 on the south-west corner of the UW-Parkside campus to the Wisconsin Department of Transportation for dedication to the expansion of the State Highway 31 public right-of-way, and to adjust the campus boundary accordingly.

THE UNIVERSITY OF WISCONSIN SYSTEM

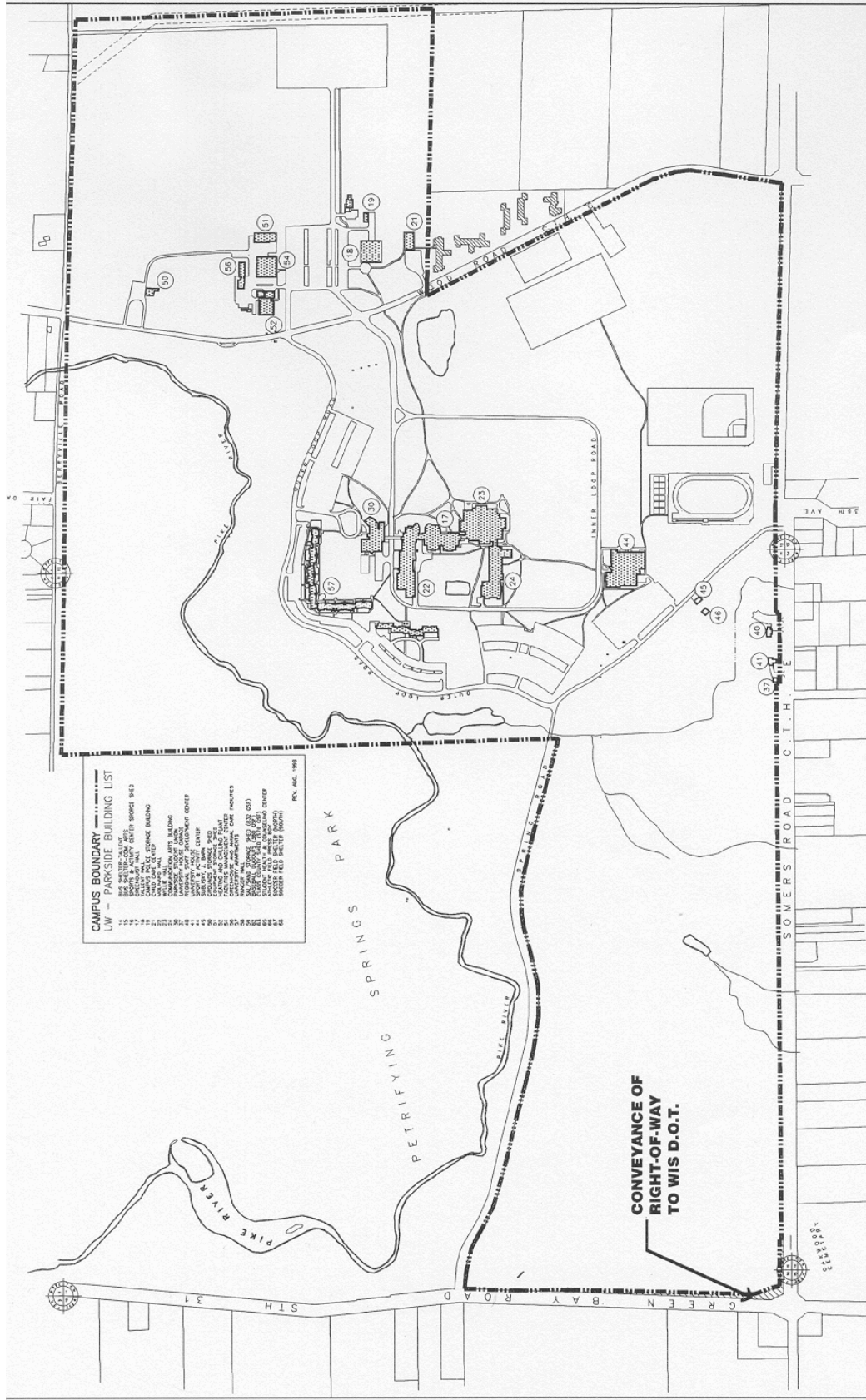
Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Parkside
2. Request: Requests authority to convey a 1.42 acre parcel of land at the appraised value of \$10,000 on the south-west corner of the UW-Parkside campus to the Wisconsin Department of Transportation for dedication to the expansion of the State Highway 31 public right-of-way, and to adjust the campus boundary accordingly.
3. Description and Scope of Project: The land to be conveyed is an L-shaped sliver at the south-west corner of the UW-Parkside campus, tapering to points at both ends from the widest area of approximately 30 feet at the corner. The Wisconsin Department of Transportation is reconstructing State Highway 31, a portion of which is along the west boundary of the UW-Parkside campus. Reconstruction will widen the roadway and add turning lanes at the intersection of Highway 31 and County Trunk E. WisDOT will pay for the land as well as for relocation costs of a major university lighted sign at the intersection and a portion of a cross country running trail located within the proposed right-of-way. The conveyed land value was established by an independent appraisal. WisDOT will pay actual sign and trail relocation costs.
4. Justification of the Request: Reconstruction of Highway 31 is necessary because of the rapid development of the entire area around the UW-Parkside campus and to provide an improved transportation corridor between the Cities of Racine and Kenosha. The highway provides a major access route to the campus. A university-owned lighted sign on a masonry foundation at the intersection of the highway and Country Trunk E provides direction to campus visitors. It will be moved approximately 30 feet by WisDOT contractors at WisDOT expense to provide unobstructed visual angles for motorists.

The university operates one of the few cross-country trails nationally sanctioned for record purposes. Highway improvements require the relocation of a small segment of the trail and a subsequent re-certification of the trail for distances, markers, and other features. WisDOT will hire a landscape contractor to relocate trail segments and will reimburse the university for the approximate cost of \$500 for re-certification.

5. Budget: Not applicable.
6. Previous Action: None.

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Approval of the Design Report and
Authority to Construct the Gates Physical
Education Building Addition &
Remodeling Project, UW-Superior

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Superior Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the Gates Physical Education Building Addition & Remodeling project at an estimated total project cost of \$15,700,000 (\$13,350,000 General Fund Supported Borrowing and \$2,350,000 Program Revenue Supported Borrowing), contingent on passage of the 2001-03 Capital Budget Bill.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Superior
2. Request: Requests approval of the Design Report and authority to construct the Gates Physical Education Building Addition & Remodeling project at an estimated total project cost of \$15,700,000 (\$13,350,000 General Fund Supported Borrowing and \$2,350,000 Program Revenue Supported Borrowing), contingent on passage of the 2001-03 Capital Budget.
3. Description and Scope of Work: This project will provide for construction of an 111,400 GSF addition to and remodeling of 28,000 GSF in the existing Gates Physical Education Building. Campus steam/condensate return and city water utilities will be extended from existing mains, and chilled water for cooling various spaces will be extended from the Holden Fine Arts facility.

The addition will be constructed on the west side of the Gates PE facility and will consist of a brick faced concrete structure that incorporates day lighting features. The addition will provide a 48,500 square foot field house with a synthetic playing surface that provides a 200-meter running track as well as basketball, tennis, and volleyball courts; four racquetball/wallyball courts; a free weight room; a fitness center and locker room space; accommodations for intramural and recreational activities; classroom; conference space; and faculty offices.

The remodeling will include building code updates and maintenance backlog items, such as repairs to existing building exterior walls and doors, interior doors, floors and wall finishes; replacement of water heaters, sump pumps, ventilation units; and replacement of existing motor controls. Remodeling will also provide a general access computer lab, a physiology/exercise lab, and a measurement/evaluation lab; a general upgrading of the existing locker room spaces; and a laundry and team equipment room. Remodeling of the existing gymnasium and pool are not included in this project.

It is proposed that normal bidding procedures be modified for this project to accept bids by a single Prime Contractor rather than bids for each trade to accommodate tight construction and occupancy scheduling.

4. Justification of the Request: The Gates Physical Education Building Addition and Remodeling project was enumerated for planning in the 1999-01 Capital Budget to adequately identify the scope of work and provide related cost estimates. The consultants

completed design schematics, preliminary estimates, and peer reviews of the proposed building, including the mechanical and electrical systems. As a result, a budget estimate of \$15,700,000 has been identified and included in the 2001-03 Capital Budget for construction funding.

A review of the comprehensive building space planning issues during 1996-97 confirmed long-standing observations that the quality of the physical education, athletic, and recreation programs is seriously diminished by the absence of specialized facilities and the obsolete condition of existing facilities. The inadequacy of the Gates facility has been recognized for a number of years resulting in the identification of a major project to correct those deficiencies beginning with the 1997-99 biennium. Lack of funding to address all UW System priorities postponed resolution of the issue

The Gates Physical Education Facility, constructed in 1966, provides 52,750 ASF for a small gymnasium, swimming pool, lockers and showers, a few small teaching spaces, and faculty offices. A new wood floor was recently installed in the small gymnasium. Folding bleachers can be extended from the walls over the wood floor on two sides. Though the instructional, recreational and athletic programs have changed dramatically, the facility has not been altered since construction 35 years ago.

Construction approval is being requested at this time to enable bidding early next year. Project implementation is anticipated in early spring 2002 for completion of the addition in spring 2003 and the remodeling in December 2003. The use of a single Prime Contractor will improve construction coordination, shorten the construction period, minimize construction change orders, and provide greater control of the construction process. This project has a complicated remodeling phase with issues relating to building occupancy and academic schedules. Accordingly, an accountable construction schedule is very important.

5. Budget:

Construction:	\$12,051,000
A/E Fees:	952,000
DFD Management:	530,000
Contingency:	933,100
Plan Review/Testing	84,600
Energy Management System	155,000
Hazardous Materials Abatement	101,000
Movable/Special Equipment	854,000
Percent for Art	<u>39,300</u>
Total Project Budget:	\$15,700,000

In the spring of 1999, UW-Superior students voted to provide \$1.0 million toward construction of the proposed Gates PE Addition and Remodeling project. To pay the debt service on the \$1.0 million over a 20-year period, a segregated fee of \$7.00/student was initiated the fall of 1999, increased to \$14.00 in spring 2000, and set at \$21 for the remaining

19 years. The \$1,350,000 non-GPR balance will be funded through a fund-raising campaign sponsored by UW-Superior's Foundation. To date, the Foundation has \$1.0 million in commitments. The University will provide assurance that adequate funding exists prior to bidding.

6. Previous Action:

August 25, 2000
Resolution #8175 Recommended that ten carryover projects be submitted to the Department of Administration and State Building Commission for enumeration as part of the 1999-01 Capital Budget including the Gates PE Addition and Remodeling project at \$17,793,000 (\$15,124,000 GFSB and \$2,669,000 PRSB). The Building Commission subsequently recommended the project for enumeration at the consultant's preliminary cost estimate of \$15,700,000.

August 20, 1998
Resolution #7740 As part of the 1999-01 Capital Budget, the Board of Regents recommended submittal of seven projects for planning and design to form the basis of the 2001-03 Capital Budget including the Gates PE Addition and Remodeling project.

August 23, 1996
Resolution #7259 In recognition of fiscal constraints and other planning considerations, the Board of Regents deferred several academic major projects as part of the 1997-99 Capital Budget including the UW-Superior Gates PE Addition and Remodeling project.

Authority to Release Leased Property
Rights, UW Colleges

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW Colleges Chancellor and the President of the University of Wisconsin System, authority be granted to release leased property rights for approximately two acres of the 43-acre UW-Fox Valley campus land back to Outagamie and Winnebago Counties to enable private development of housing facilities for UW-Fox Valley students.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Fox Valley
2. Request: Requests authority to release leased property rights for approximately two acres of the 43-acre UW-Fox Valley campus land back to Outagamie and Winnebago Counties, to enable private development of housing for UW-Fox Valley students.
3. Project Description and Scope: The parcel proposed for release is located at the extreme northwest corner of the campus, adjacent to University Drive in the City of Menasha, and is owned jointly by the Winnebago and Outagamie Counties. The release of property rights will enable the Counties to solicit proposals for construction of a privately owned and operated campus housing facility for 100 students in suite or apartment-style living units. Land ownership will remain with the Counties. The cost of the proposed facility is estimated at approximately \$3,250,000. It is desirable that the housing be available in Fall 2002. The Counties will retain a right of first refusal if the facility is offered for sale by the developer.

UW Colleges' projects are normally constructed under local government bidding authority. Therefore, a Request for Proposals (RFP) will be issued under the authority of the Counties to allow for competitive proposal submissions and evaluation. The University will participate in development of the RFP and in review of responses to ensure that the housing will be affordable for students, foster a sense of community, and enhance the educational experience. The facility should provide an environment that promotes positive interactions and facilitates studying, technology, relaxation and meal preparations. As envisioned, the standard living unit will be an apartment for four people, each with private bedrooms and common bath and living areas. Building amenities will include an attractive lobby/service area, computer and study rooms, laundries, storage rooms, social spaces, and miscellaneous support spaces.

In the event that no acceptable proposal is received for private development, or if the housing facility ceases to operate as a private venture, the leased lands would revert to the original lease terms and period with the University of Wisconsin Board of Regents.

4. Justification: UW-Fox Valley has the second largest enrollment of the 13 UW Colleges campuses. In 2000, UW-Fox Valley set an all-time record enrollment at 1,678 students, the majority of whom are from Outagamie and Winnebago Counties. The campus continues to attract an increasing number of students who desire to complete the first two years of their university education on a campus that has the qualities of a small liberal arts private institution, but with the name recognition, respect, and economy of the University of

Wisconsin. Recruiting and admission personnel have learned from students and parents that there is a demand for on-campus residential housing, similar to that which exists at UW-Marathon County and UW-Richland. The UW-Marathon County facility was constructed in 1968 and is owned by the county. It is a shared occupancy facility for 158 students, serving both UW-Marathon and the Northcentral Technical College. The UW-Richland facility was constructed in three phases—1987, 1989 and 1999, and now houses 116 students in apartments. It is owned by the Campus View Corporation, a not-for-profit subsidiary of the UW-Richland Campus Foundation. The housing has been quite attractive to students of those campuses, which draw from a regional base. Distances within Outagamie and Winnebago Counties as well as the increasing cost of commuting suggest that the UW-Fox Valley campus housing will be attractive to students on a financial basis. The residential learning community and other program aspects of the campus housing should ensure its attractiveness from many other perspectives in addition to the financial one.

Information obtained from internal surveys indicates that the campus loses students between the freshman and sophomore years because they desire to continue their education on a residential campus. Therefore, the existence of housing can assist in retention.

A survey of incoming UW-Fox Valley freshmen was taken in the summer of 1999 at a registration and advising session. Of the 480 participants, 343 students (71%) completed the survey. Of those respondents, 185 (54%) indicated they would seriously consider living in new, high-quality campus housing; 24% were not interested; and 21% were undecided. Students desire facilities that provide individual privacy as well as physical layouts that foster a positive atmosphere and promote a sense of community. Campus housing has changed from the primary role of simply a place to sleep, to one of creating a living/learning community that greatly enhances the academic experience of students. In addition to the need for housing freshmen and sophomores, UW-Fox Valley does not have space for housing visitors or guests, and thus opportunities for adult educational experiences such as Elderhostel are absent. The closest hotel/motel is over three miles from campus. The existence of on-campus housing could enable UW-Fox Valley to offer adult programming during the summer by providing accommodations for participants.

Unique to the UW Colleges is the partnership between the local municipalities and the State, wherein the municipalities own the land, construct and maintain the buildings; the Board of Regents holds 75 to 99-year no-cost leases of the land and facilities; and the state provides operating funds and equipment. The facilities at UW-Fox Valley are constructed and jointly owned and maintained by Outagamie and Winnebago Counties.

Several options were explored to provide residential accommodations for students at UW-Fox Valley. Typical state construction, operation and ownership of the building was ruled out along with the concept of asking the Board of Regents to sublet the land to a private developer. These alternatives were deemed inconsistent with and less desirable than the long-standing state/municipal partnership previously described. County construction and ownership was also considered. However, private development under a long-term land lease with the counties emerged as the best alternative. This eliminates the

need for municipal investment, and provides an opportunity for development of another private, tax-paying enterprise in the Fox Valley region. The proposed alternative does not impose any occupancy commitments or financial obligations upon the UW System or counties for construction or operation of the residential facility.

The Outagamie and Winnebago County Executives have formally expressed enthusiasm and support for student housing at UW-Fox Valley. In addition, the Outagamie and Winnebago Trustees and the Outagamie County Property Committee have approved this venture. Approvals are being sought in June from both County Boards. In anticipation of those actions, approval of the release of land is needed at this time to enable the Counties to issue a Request for Proposals with the intent of a private developer starting construction during 2001 for fall 2002 occupancy.

5. Estimated Costs: The proposed Campus Housing will be privately constructed, owned, and operated by a developer who will contract with the Counties. Student fees for housing will be reviewed for viability as part of the RFP evaluation. While fees will be under the control of the selected developer, it is anticipated that they will be within the range of other UW System campus fees for similar housing facilities and that they will be competitive with local community housing costs.
6. Previous Action: None.

Authority to Enter Into a Lease,
UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to enter into a ten-year lease with the Portage County Business Council Foundation for 50% of a new 5,000 square foot Business Education and Training Center.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Requests authority to enter into a lease with the Portage County Business Council Foundation for 50% of a new 5,000 square foot Business Education and Training Center. The Mid-State Technical College (MSTC) will lease the remaining 50% to enable the University and MSTC to cooperatively use the Center. UW-Stevens Point will pre-pay ten years of lease costs, \$175,000, upon occupancy November 1, 2001 from program revenue reserves (equivalent annual lease rate of \$7.00/sq. ft.). The university's share of annual operating expenses is estimated to be \$6.67 per sq. ft.. User fee revenues will support repayment of reserves and annual operating expenses. The initial term of the lease is ten years with a five-year renewal option.
3. Description and Scope of Project: This lease will enable UW-Stevens Point and the MSTC to jointly serve the workforce of business and industry throughout Central Wisconsin more effectively. Portage County is providing the land valued at \$104,000 for the new facility. The Business Council Foundation is facilitating construction of the facility and paying one-third of construction costs. The university and MSTC will each pay one third of construction costs with a pre-paid \$175,000 lease payment. The Foundation will operate the facility and charge back to the university and MSTC actual operating expenses on a prorated basis. The university will recover the lease and operating costs from fees to users of the services provided through the Center.

The facility will provide a 36-station distance education classroom, two computer labs (one with 12 stations and another with 21 stations), lobby, reception and registration areas, technical support space, an instructor preparation area, and a lounge and vending area with space for coats.

4. Justification of the Project: Approximately three years ago, UW-Stevens Point completed a survey of businesses throughout Central Wisconsin to determine their interest in increased involvement with the University. The intent of the additional involvement was to determine the feasibility of establishing a University-related research or business park in the area. The results of the survey indicated that while businesses would welcome the University's involvement with such an activity, they felt a greater need and demand for additional education and training for their workforce. In an effort to meet that requirement, the University has established successful collaborative degree programs with the two-year colleges in Marshfield and Wausau. The leasing of this additional facility in the Portage County Business Park will give the University another location to deliver the instruction included in UW-Stevens Point's Collaborative Degree Program, and a better opportunity to provide other educational opportunities for the currently employed workforce of Central Wisconsin.

This training center is part of UW-Stevens Point's "Central Wisconsin Idea," a program to enhance the university's ability to strengthen the economic capacity of Wisconsin's central and northern regions. The center will facilitate delivery of educational programming that meets the needs of the local business community and through distance education technology, courses will originate at this site for delivery to other locations in Wisconsin Rapids, Marshfield, Wausau and Rhinelander. The Business and Training Center programming compliments the proposed Economic Stimulus package included in the University System's 2001-2003 operating budget request which will enable UW-Stevens Point to strengthen the Central Wisconsin Idea and the delivery of educational programming.

Typically, courses for employees of businesses are presented in half-day and full day increments, or multiple increments. This type of scheduling does not fit into the typical one or two hour scheduling periods in campus academic buildings. Additionally, instructional space on the university campus is very heavily scheduled, not allowing easy access to space for specific business training needs.

5. Budget: Not applicable.
6. Previous Action: None.

REVISED

Authority to Fund Construction of Parking
Lot and Related Street Improvements,
UW-Whitewater

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, authority be granted to fund construction of a 186-stall parking area on Prairie Street and related street improvements at a cost of \$378,380; \$30,000 UW-Whitewater Parking Revenues - Cash, \$229,880 Program Revenue Bonding - Parking, \$118,500 UW System Assessable Improvement Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

REVISED

Request For Board of Regents Action June 2001

1. Institution: The University of Wisconsin-Whitewater
2. Request: Requests authority to fund construction of a 186-stall parking area on Prairie Street and related street improvements at a cost of \$378,380; \$30,000 UW-Whitewater Parking Revenues - Cash, \$229,880 Program Revenue Bonding - Parking, \$118,500 UW System Assessable Improvement Funds.
3. Description and Scope of Work: The City of Whitewater has included construction of this 186-stall Prairie Street parking area as a component of City improvement projects in the UW-Whitewater campus area. The other major improvement is upgrading storm sewers in Starin Road, a street that bisects the campus and intersects with Prairie Street. The primary need for the new storm sewer is to resolve flooding problems on the campus. Related improvements include the reconstruction of Starin Road, upgrading water mains and other utilities, lighting, selected replacement of curb, gutters and street surfaces. Planning, bidding and construction supervision for the parking area and all other work will be provided by the City of Whitewater in cooperation with the University. Construction costs for the parking area and related assessable improvements will be charged to the university. The City of Whitewater will fund water main and storm sewer construction costs of \$72,870.
4. Justification of the Request: The new parking lot will provide replacement and additional parking in proximity to the most highly congested area of campus, the east academic core that includes Winther, Heide and Upham Halls. The reconstruction of Starin Road will eliminate some on-street parking due to narrowing the street in some areas to improve pedestrian safety. Both the University and the City want to reduce student parking on residential streets adjoining campus. This joint objective motivated the City to gift some parkland last June to facilitate parking lot construction. This new parking area will replace the spaces lost on Starin Road plus provide additional spaces to relieve parking on adjoining residential streets. The parking area will be owned and operated by UW-Whitewater.
5. Budget:

Parking Lot Construction:	\$259,880
Assessable Improvements (UW System):	118,500

6. Previous Action:

June 9, 2000

Resolution #8144

Authorized to acquire one improved parcel of land and to accept a gift of adjacent vacant land from the city of Whitewater totaling approximately 1.84 acres at a total acquisition cost of \$145,750 Program Revenue Cash, Parking Funds, and to adjust the campus boundary accordingly.

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, June 8, 2001
9:00 a.m
Miller Park
All Star Room
Milwaukee, Wisconsin

1. Calling of the Roll
2. Approval of the minutes of the May 10th and 11th meetings
3. Election of Officers of the Board of Regents
4. Report of the President of the Board
 - a. Resolution of Commendation: Regent John Benson
 - b. Resolution of Commendation: Chancellor Mark Perkins
 - c. Report on the May 23rd meeting of the Wisconsin Technical College System Board
 - d. Report on the June 4th meeting of the Hospital Authority Board
 - e. Report on legislative matters
 - f. Additional items that the President of the Board may report or present to the Board
5. Report of the President of the System
 - a. UW-Milwaukee Presentation: Campus Design Solutions
 - b. Additional items that the President of the System may report or present to the Board
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Report of the Education Committee
9. Additional Resolutions
 - a. Resolution of Appreciation to UW-Milwaukee
10. Communications, petitions, or memorials
11. Unfinished or additional business

12. Recess into closed session to consider a request for review of a UW-Stout decision on a student disciplinary matter, to consider personal histories related to naming a facility, and to consider appointments to the UW Colleges Board of Visitors, as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider possible dismissal of a public employee, to deliberate concerning the case, and to take final action, as permitted by s.19.85(1)(a), 19.85(1)(b), and 19.85(1)(f), *Wis. Stats.*, to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*, and for possible consideration of salary for Chief Academic Officer, UW System and for Interim Chancellor, UW-Green Bay, to consider salary adjustment at UW-Madison, to consider appointment of Dean, UW-Richland, and to consider annual evaluations, as permitted by s.19.85(1)(c), *Wis. Stats.*
13. The Board may reconvene in open session to take final action pursuant to s.19.85(1)(b), *Wis. Stats.* on the possible dismissal of a public employee.
14. If the Board reconvenes in open session to take final action pursuant to s.19.85(1)(b), *Wis. Stats.*, the Board may reconvene into closed session to complete any unfinished business under agenda item 12.

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

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

Meeting Schedule 2001-02

2001

January 4 and 5
(Cancelled, circumstances permitting)

February 8 and 9

March 8 and 9

April 5 and 6

May 10 and 11 (UW-River Falls)

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

July 12 and 13

August 23 and 24
(Cancelled, circumstances permitting)

September 6 and 7

October 4 and 5 (UW-EauClaire)

November 8 and 9

December 6 and 7

2002

January 10 and 11
(Cancelled, circumstances permitting)

February 7 and 8

March 7 and 8

April 4 and 5

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

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

July 11 and 12
(Cancelled, circumstances permitting)

August 22 and 23

September 12 and 13

October 10 and 11 (UW-Whitewater)

November 7 and 8

December 5 and 6

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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

STANDING COMMITTEES

Executive Committee

Jay L. Smith (Chair)
Gerard A. Randall, Jr. (Vice Chair)
JoAnne Brandes
Guy A. Gottschalk
Toby E. Marcovich
Frederic E. Mohs

Business and Finance Committee

Toby E. Marcovich (Chair)
Guy A. Gottschalk, (Vice Chair)
Alfred S. DeSimone
Phyllis M. Krutsch
Jonathan B. Barry

Audit Subcommittee

Toby E. Marcovich (Chair)
Alfred S. DeSimone
Guy A. Gottschalk

Education Committee

JoAnne Brandes (Chair)
Patrick G. Boyle (Vice Chair)
John T. Benson
Jose A. Olivieri
Roger E. Axtell
Frederic E. Mohs

21st Century Subcommittee

JoAnne Brandes (Chair)
Patrick G. Boyle
Gerard A. Randall, Jr.

Physical Planning and Funding Committee

(Chair)
Gregory L. Gracz (Vice Chair)
Joseph M. Alexander
Lolita Schneiders

Personnel Matters Review Committee

Jonathan B. Barry (Chair)
JoAnne Brandes
Patrick G. Boyle
Gregory L. Gracz

Committee on Student Discipline and

Other Student Appeals

Patrick G. Boyle (Chair)
Joseph M. Alexander
John T. Benson
Gerard A. Randall, Jr.

OTHER COMMITTEES

Liaison to Association of Governing Boards

Phyllis M. Krutsch

Hospital Authority Board - Regent Members

Patrick G. Boyle
Guy A. Gottschalk
Frederic E. Mohs

Wisconsin Technical College System Board

Gerard A. Randall, Jr., Regent Member

Wisconsin Educational Communications Board

Patrick G. Boyle, Regent Member

Higher Educational Aids Board

Gerard A. Randall, Jr., Regent Member

Research Park Board

Roger E. Axtell, Regent Member

Technology for Educational Achievement

in Wisconsin Board (TEACH)
Jonathan B. Barry, Regent Member

Special Regent Committee for UW-Green Bay

Chancellor Search

Patrick G. Boyle (Chair)
Phyllis M. Krutsch
Frederic E. Mohs

Committee on Board Effectiveness

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

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