



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

May 2, 2001

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in dark ink, appearing to read 'J. A. Temby', written over the printed name.

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-River Falls, Rodli Commons, 410 S. Third St., River Falls, WI, May 10 and 11, 2001.

Thursday, May 10, 2001

11:00 a.m. – Dedication of the UW-River Falls Distinguished Teachers Recognition Wall  
Lobby, Walker D. Wyman Education Building

11:45 a.m. – Luncheon - Blue Room, Rodli Commons  
11:45 a.m. – 12:30 p.m. Minnesota-Wisconsin Reciprocity  
Informational Briefing

1:30 p.m. – Access Follow-up  
River Room, Rodli Commons  
**All Regents Invited**

2:00 - 4:00 p.m. – Committee Meetings (in Rodli Commons)  
Education Committee - River Room  
Business and Finance Committee - Room 137  
Physical Planning and Funding Committee - Room 138

4:00 p.m. - A one-hour tour for Regents, Chancellors and other interested staff. Van departs from west entrance of Rodli Commons.

6:00 p.m. - Reception - River Room, Rodli Commons

7:00 - 9:00 p.m. - Dinner - Blue Room Rodli Commons

Friday, May 11, 2001

7:30 - 8:30 a.m. - Regent-Student Breakfast  
137-138 Rodli Commons

9:00 a.m. – Board of Regents Meeting  
River Room, Rodli Commons

Following meeting, Luncheon  
137-138 Rodli Commons

*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, May 10, 2001  
Rodli Commons, River Room  
1:30 p.m.

A G E N D A

Access Follow-up

**May 11, 2001**

## **ACCESS DISCUSSION FOLLOW-UP**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

At the October 2000 Board of Regent meeting, information on "Access to the UW System for Wisconsin High School Graduates" was presented and discussed. The data showed that overall, access to the UW System is high, with more than 94% of the applicants being admitted somewhere in the System. The presentation also examined the UW System service rate, i.e., the proportion of the state's high school graduates who enroll in UW institutions. The service rate for the UW System stands at 33% (28% without the UW Colleges), one of the highest rates in the country. This service rate is the result of the interaction of application decisions by prospective students, admission decisions by UW institutions, and enrollment decisions by students. Differences in the service rate by gender and by race/ethnicity were identified in the presentation.

- By gender: Fewer high school males take the ACT examination and apply to college, resulting in a freshman class that is 56% female and 44% male.
- By race/ethnicity: There are differences at the beginning (application stage) and the end (enrollment stage) of the process so that the proportion of the high school graduates of color enrolling at UW institutions is lower than for white high school graduates.

#### **REQUESTED ACTION**

For discussion only – no action required.

#### **DISCUSSION**

During the October 2000 access presentation and discussion, members of the Board of Regents raised several questions. *Why do fewer males take the ACT exam? Why is the application rate for students of color lower than for white students? Why do students of color have a lower yield rate than white students? How can we increase the application and yield rates for students of color?*

To explore these questions the following research was conducted: a) 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 students of color, d) an examination of the impact of family income on access, and e) a survey of ACT test takers. Information from the first three of these sources will be used to address the questions posed by members of the Board of Regents and to begin to

identify policy options. At the June 2001 Board of Regents meeting, information from the last two studies will be presented and the Board will make decisions on policies for the future.

## **RECOMMENDATIONS**

No action requested at this time.

## **RELATED REGENT DOCUMENTS**

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

## - Research Findings -

### Among Wisconsin High School Guidance Counselors

Prepared by:  
UW System Market Research

May 2001

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## Review of Study Purpose, Design and Analysis

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### Background & Purpose

#### Background

- ❖ This study is part of a series of studies designed to help the University of Wisconsin System further understand the differing levels of higher education participation among several student segments. In particular, we are interested in the differences among male and female students, as well as Caucasian students compared with Students of Color. This study is designed to collect information from high school guidance counselors in Wisconsin.

#### Program Purpose

- ❖ The purpose of doing research among guidance counselors at this time is to:
  - Understand the perceptions and insights guidance counselors have regarding high school students' level of interest in (a) higher education and (b) taking the American College Test (ACT) exam.

### Research Design

#### The Sample

- ❖ UW System: Higher Education Learning Program ( <http://uwhelp.wisconsin.edu/on-line.htm> ) provided the Market Research Unit with **1,130** postal addresses for high school guidance counselors.

#### Collection of Data

- ❖ Wisconsin high school guidance counselors received three mailings:
  - The first mailing was a postcard pre-alert, to inform guidance counselors that they would receive a questionnaire from the University of Wisconsin System.
  - The second mailing consisted of a packet containing the questionnaire and a letter explaining the purpose of the research and the importance of the guidance counselors' input.
  - The third mailing was a postcard reminder.

#### Response Rate

- ❖ **356** guidance counselors returned the questionnaire for a response rate of **32.1%** (Margin of error =  $\pm .05$  at 95% confidence).

### Analysis

#### Weighting the Data

- ❖ The data are weighted solely by geographic region. That is, we looked at the true geographic distribution of our population of guidance counselors and compared it to the location of the survey respondents. When we saw a difference between the survey respondents and the true population, we weighted the survey data to match the true geographic distribution of our population. Hence, the findings of our sample are rendered more applicable to the population that we wish to generalize to, the population of guidance counselors in the state of Wisconsin.
- ❖ The gender distribution among respondents accurately represents the true population parameters.

## Executive Summary

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### Respondent Profile

- ❖ The guidance counselors who responded to this survey are mostly Caucasian (96%) and have a Master's degree or higher (97%). Half of the respondents are male, which corresponds to the parameters of our sampling frame.
- ❖ Most (92%) of the respondents work in public high schools. The median number of students that guidance counselors advise is 280 students. About half of the respondents report that they advise between 1 and 10 students of color (the median is 9). As you may expect, the number of students of color that a counselor works with varies by geographic region of the state. For example, in Milwaukee, about 50% of the students that counselors work with are students of color. And, in Bayfield 79% of the student population that counselors advise are students of color.
  - ✓ The geographic representation of this study and the proportion of students of color are similar to recent high school enrollment numbers from the Wisconsin Department of Public Instruction.



### Are There Differences In Attitudes and Behavior Between Male and Female Students?

- ❖ Guidance Counselors do perceive differences in the attitudes and behavior among male and female students regarding higher education.
- 1. Value higher education.**
  - ❖ The data suggest that some male students are less inclined towards higher education because they do not see the immediate payoff of higher education. Guidance Counselors report that male students are more likely to be opportunistic, favoring post-secondary options that promise quick, short-term rewards. That is, more males believe they can get a good job and earn a reasonable wage without a college degree. Males are more likely to consider entering the job force early and reaping the reward of an immediate paycheck, rather than entering college. Females, on the other hand, are more likely to look at the long-term benefit of a college degree.
  - ✓ The finding that young men place more value on short-term rewards rather than a college degree is consistent with other national reports. In the fall issue of **About Campus**, the author of “*Why Higher Education Must Pay Attention to Young Men*”, advocates specifically communicating the value of higher education to young male students. The author quotes former Georgia governor Zell Miller who asked the question, “Are we failing to make clear to our young men the abundant benefits of a college education?” The author suggests that higher education:
    - demonstrate to young men that a well-rounded, well-educated background is a requirement for success in our technologically dependent society. Show them that the worlds of academia and work are related.
- 2. Preparation for Higher Education.**
  - ❖ In terms of college preparation, Guidance Counselors tell us that males are more likely to spend their time in recreational activities rather than studying. Conversely, female students are more likely to engage in social and academic activities that improve their ability as students. Guidance Counselors also perceive that female students are better prepared psychologically for college.
  - ❖ Guidance Counselors believe that both male and female students are equally prepared academically for college and receive positive encouragement from role models. Counselors also believe that both male and female students have sufficient information about the ACT exam.
    - ✓ However, when we look at the year in high school when students begin considering the ACT exam, we see a difference between males and females. Male students are more likely first to think seriously about the ACT exam in the second half of their junior year. Conversely, females are more likely to plan for the exam earlier. This trend toward early planning corresponds with the attitude among Guidance Counselors that male students are “not inclined to plan for their future after high school.”

### Are There Differences In Attitudes and Behaviors Between Male Students of Color and Caucasian Males?

**Guidance Counselors do perceive some differences in the attitudes and behaviors between these two groups. However, Counselors also point to many similarities.**

❖ The two main differences are:

#### **1. Preparation for Higher Education.**

- ❖ According to the survey respondents, Caucasian Male Students are better prepared academically and psychologically for higher education than Male Students of Color. *Why?* Although this study cannot provide conclusive evidence as to why this may be true, these data provide some indication.
  - ✓ Financial considerations may be a contributing factor in the academic preparation among Male Students of Color. Counselors report that Caucasian Males are more likely to believe that a university education is an affordable option. If a student does not consider higher education a viable option, then interest in preparing academically is not likely to be a priority.
  - ✓ Male Students of Color tend to think first about taking the ACT slightly later than Caucasian Males. Some guidance counselors point to the cost of the test or perceived cost of education as a reason for the lower level of interest in the ACT.

#### **2. Positive Influences.**

- ❖ According to the survey respondents, Caucasian Male students are more likely to receive encouragement to pursue a college degree and more likely to have a number of positive role models.
  - ✓ It is clear that a lack of a support network is inter-related with academic preparation. Without positive encouragement and role models, the onus for academic planning is on the student. This may be a contributing reason for later planning for the ACT exam among some Students of Color.

**Counselors did common characteristics shared by male students regardless of race.**

#### **1. Value Higher Education.**

- ❖ Guidance Counselors reiterate their belief that male students are focused on short-term rewards, rather than the payoff of a college degree. The Counselors did not perceive any differences on this point among Male students based on race.

#### **2. Planning For Higher Education.**

- ❖ Respondents feel that many Male students do not take the time to plan for their post-secondary options. In addition, Male students spend time on activities that are not related to learning or school.

## Respondent Profile:

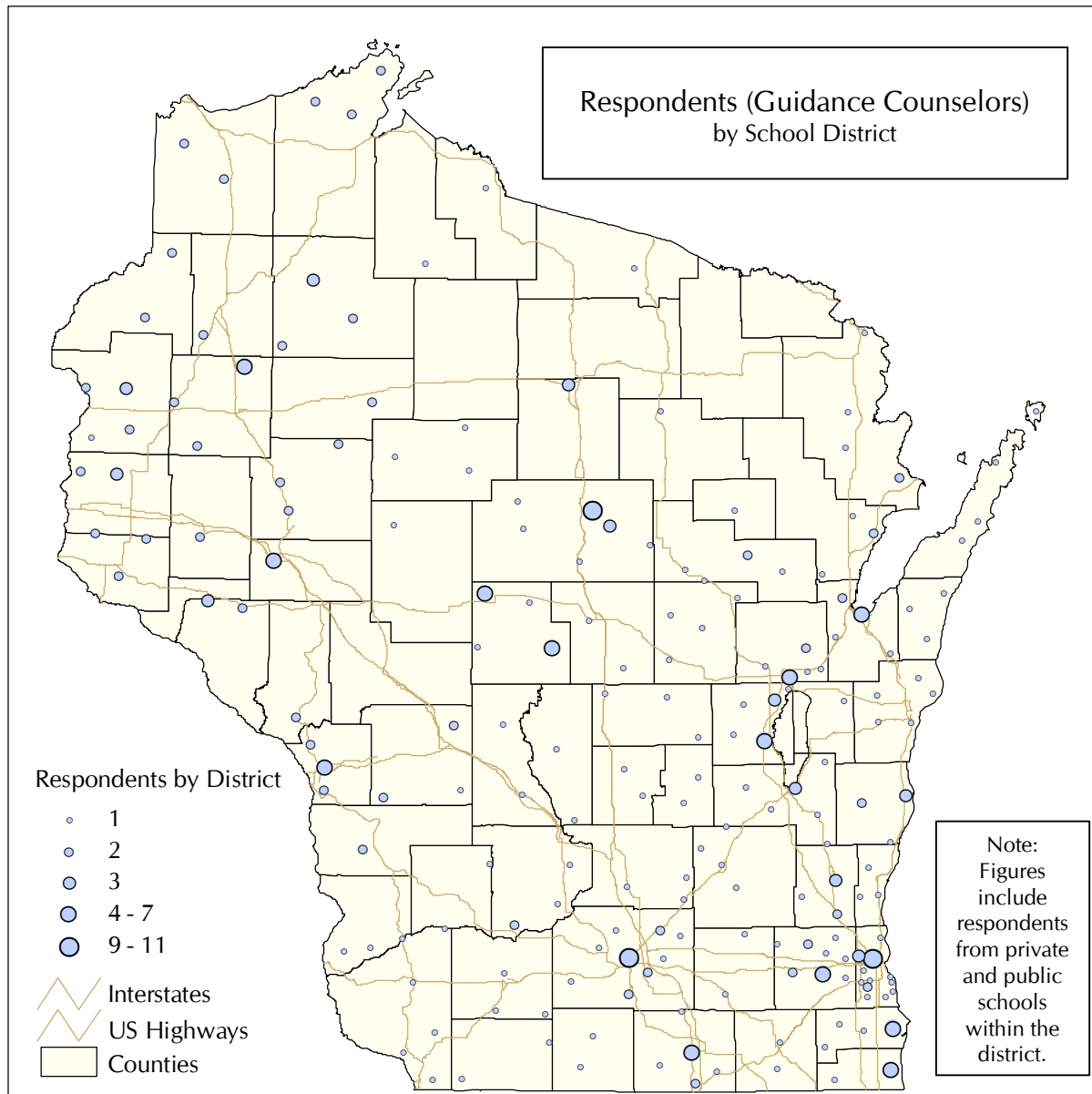
- ✓ **Demographics**
- ✓ **Advising Activities**

## Respondent Profile: Guidance Counselors

### Location by School District

- ❖ Guidance counselors from all parts of the state responded to the survey.
- ❖ The larger metropolitan school districts have the most respondents. Eleven guidance counselors from Madison responded, 10 from Milwaukee, 9 from Wausau, and 7 from Racine.

Survey Question: What is the name of your school district?

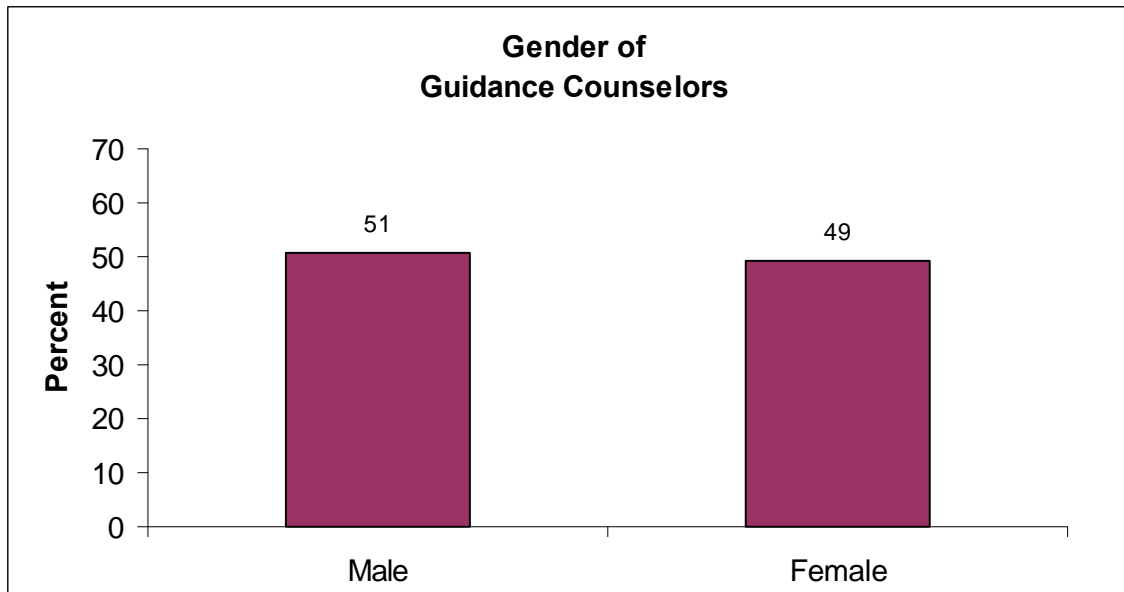


## Respondent Profile: Guidance Counselors

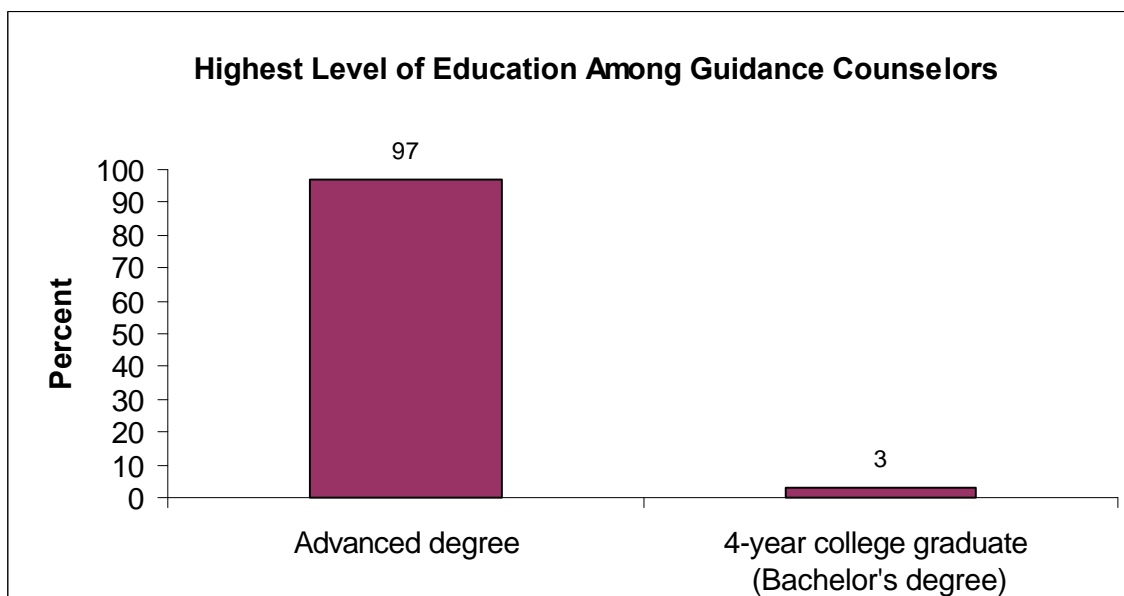
### Respondent Gender & Education

- ❖ The proportion of male and female respondents accurately represents the proportion of males and females in the sampling frame. Fifty-one percent of respondents are male.
- ❖ Almost all (97%) of those surveyed indicate that the highest level of education they have completed is an advanced college degree (Master's or above).

Survey Question: What is your gender?



Survey Question: What is the last level of education you have completed?

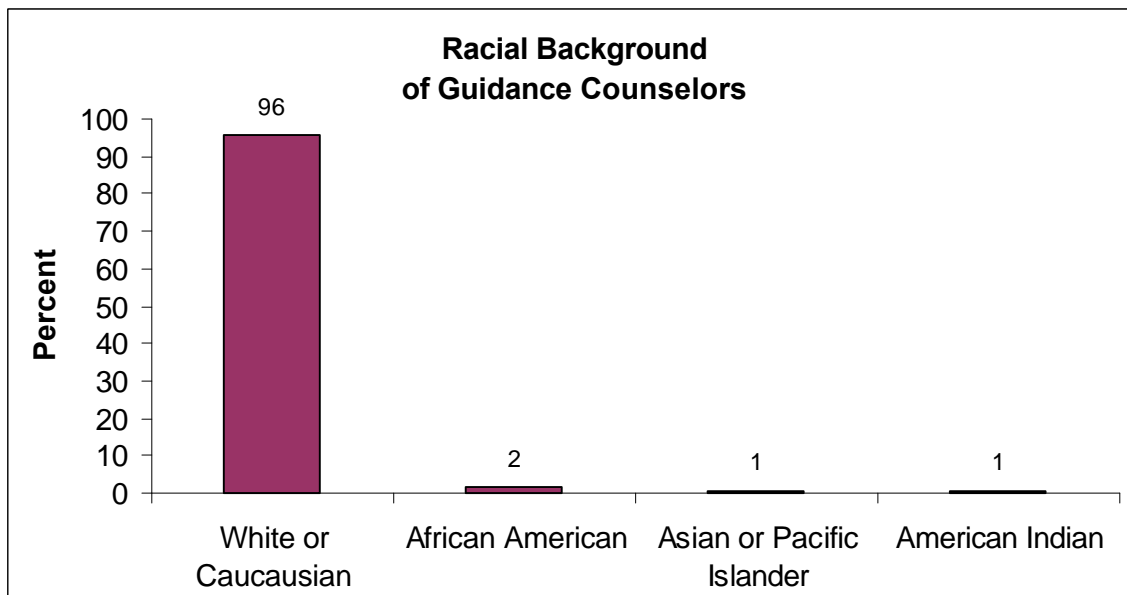


## Respondent Profile: Guidance Counselors

### Racial Origin

- ❖ Nearly all (99%) respondents indicate that they are *not* of Hispanic or Latino origin.
- ❖ The overwhelming majority (97%) of respondents are White or Caucasian, while 2% are African American, 1% are Asian or Pacific Islander, and 1% are American Indian.

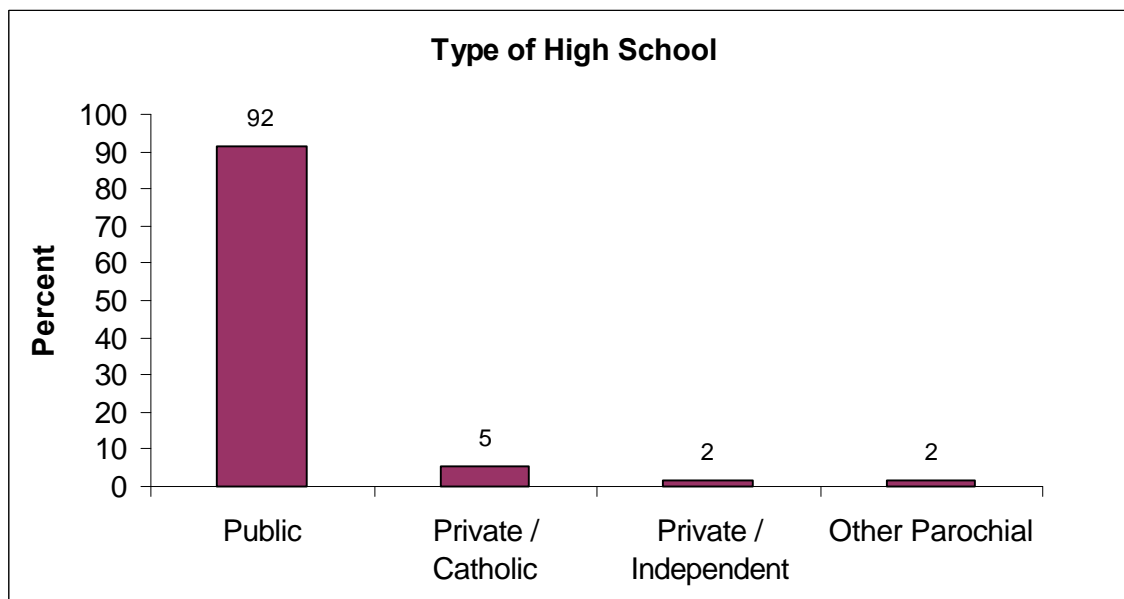
Survey Question: How would you describe your racial origin?



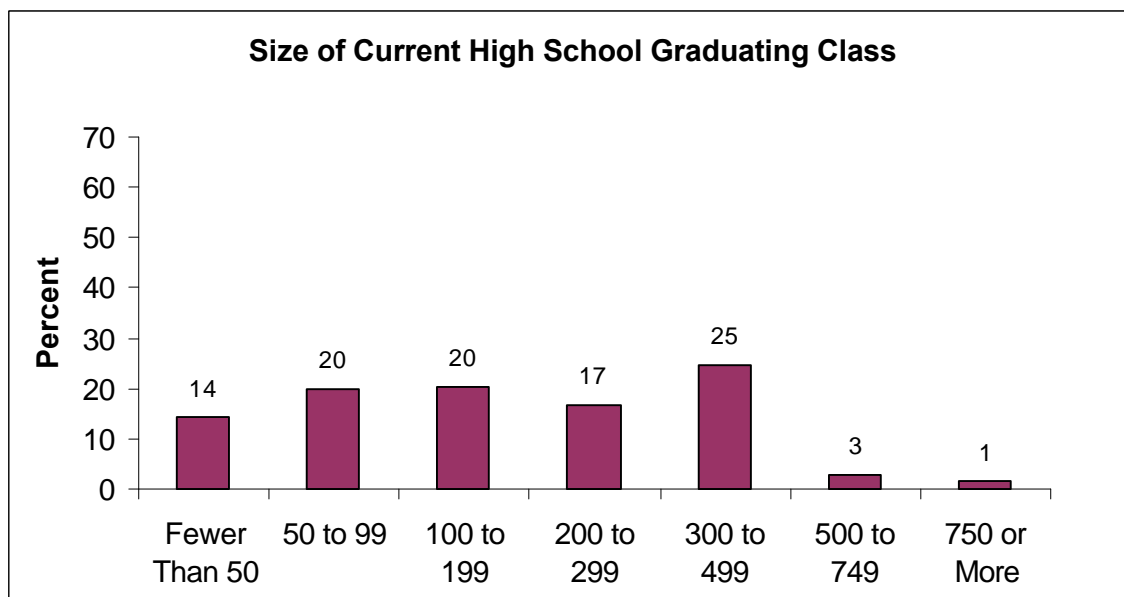
## High School Profile

- ❖ Most (92%) of respondents work in a public high school. Five percent work in a private Catholic setting, 2% in a private independent school, while 2% counsel students in some other type of parochial setting.
- ❖ One-quarter (25%) of guidance counselors work in a school that is expecting a graduating class size of 300 to 499 students this year. Fifty-four percent of respondents work in schools expecting 199 or fewer students in the graduating class of the current year.

Survey Question: Which of the following best describes your high school?



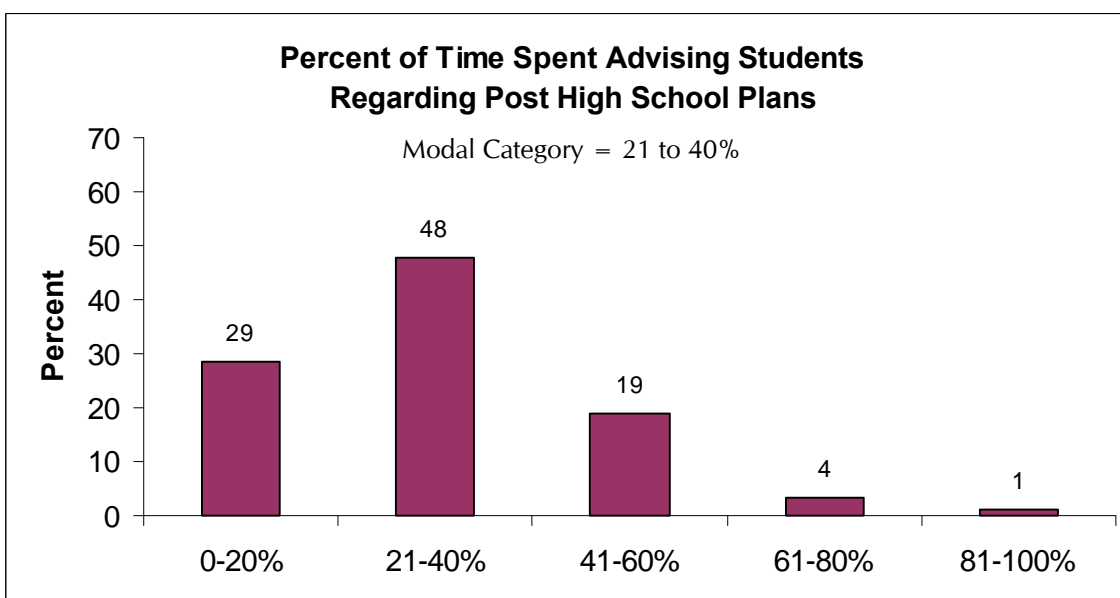
Survey Question: How many students will graduate from your high school this year?





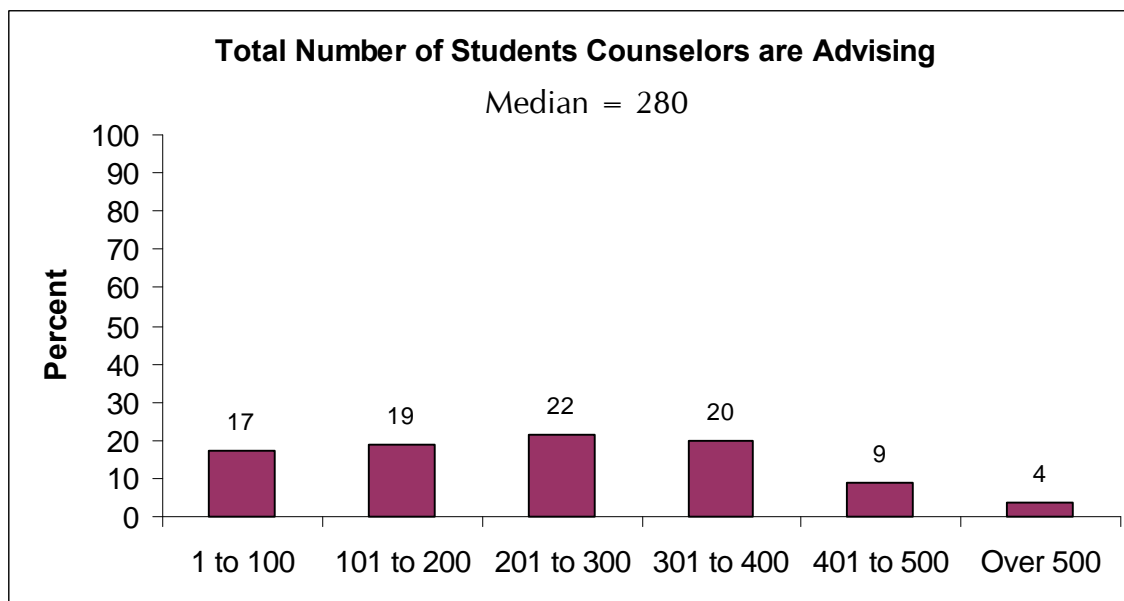
- ❖ Most often, guidance counselors reported spending 21 to 40% of their time advising students on their post high school plans. Almost half (48%) of respondents indicated this category.
- ❖ Nearly one-third (29%) spend 0 to 20% of their time conducting this type of advising.
- ❖ Roughly one-fifth (19%) spend 41 to 60% doing so.

Survey Question: In a typical week, what percent of your time is spent advising students about their post-high school plans?

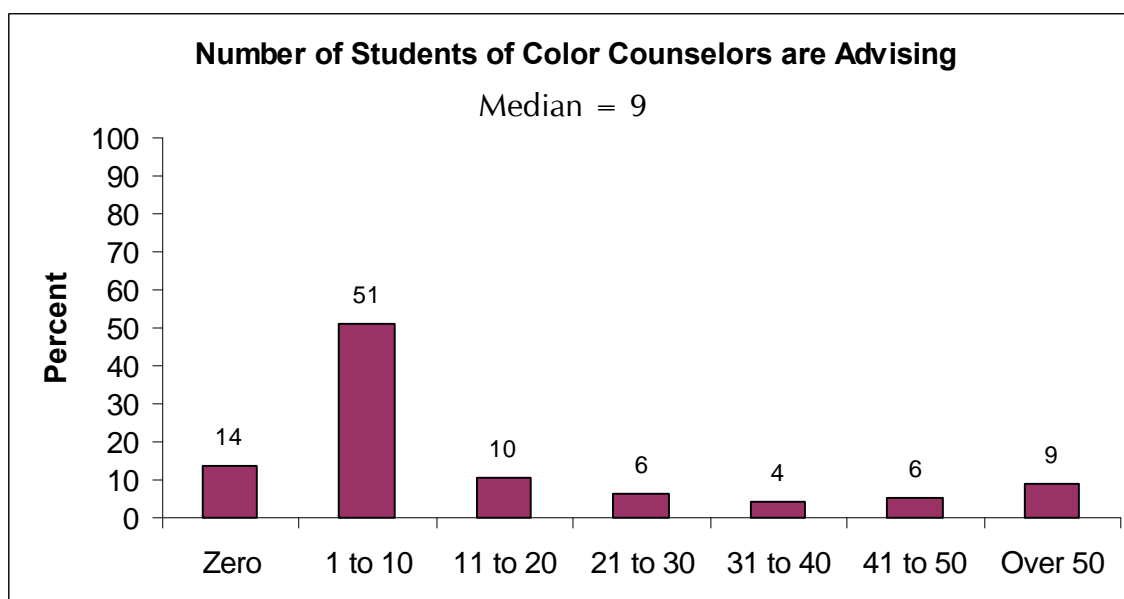


- ❖ The median total number of students counselors are advising is 280. Thirty-six percent of guidance counselors advise a total of 1 to 200 students. Forty-two percent advise between 201 and 400 students.
- ❖ The median number of Students of Color counselors are advising is 9. Fourteen percent of guidance counselors do not advise any Students of Color, just over half (51%) advise from 1 to 10, and 35% advise 11 or more Students of Color.

Survey Question: How many students are you **currently advising** with respect to post high school education plans?



Survey Question: Thinking of the number you wrote down in question 1a, how many of these students are **students of color**?



## High School Profile

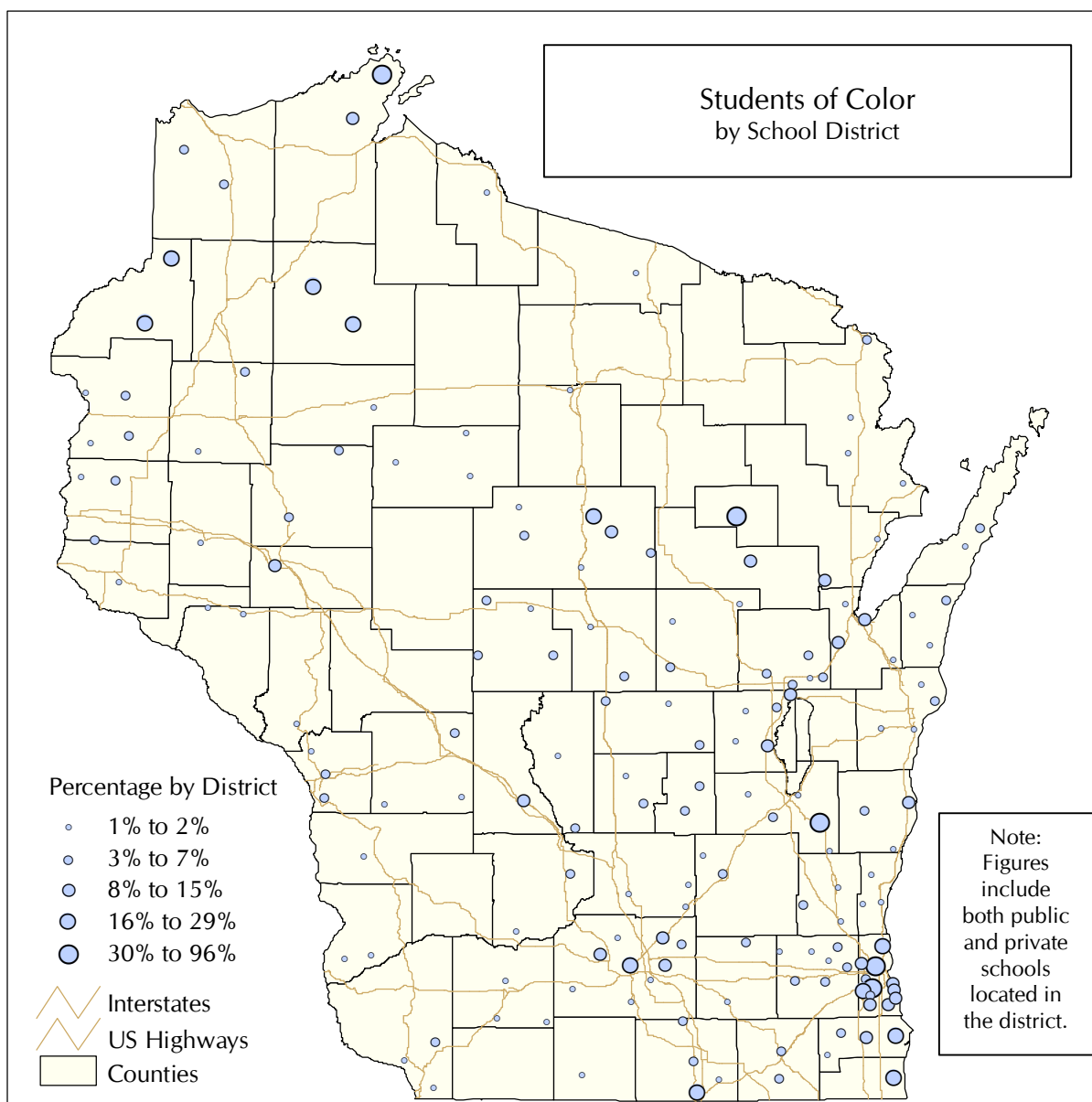
### Number of Students of Color That Guidance Counselors Advise

❖ Based on guidance counselors' reports, school districts with high percentages of Students of Color are primarily in the Milwaukee-Racine-Kenosha area and in northern Wisconsin. (This geographic pattern is consistent with data on public school enrollment collected by the Wisconsin Department of Public Instruction (DPI).)

⇒ The tables on the next page show numbers and percentages for districts with more than 100 students of color.

Survey Question: How many students are you **currently advising** with respect to post high school education plans?

Survey Question: Thinking of the number you wrote down in question 1a, how many of these students are **students of color**?



## High School Profile

### Number of Students of Color that Guidance Counselors Advise

- ❖ School districts where guidance counselors work with the most Students of Color (as reported by survey respondents) tend to be the major metropolitan school districts. Guidance counselors in the Milwaukee district work with the largest number of Students of Color: 1,876, or 24% of the Students of Color in Wisconsin. In this district, Students of Color make up 51% of all students that guidance counselors are advising.
- ❖ The school district where guidance counselors work with the highest percentage of Students of Color is the Menominee Indian district (96%). The Bayfield district is second highest at 79%. These districts have only modest shares of the total Students of Color in the state: Bayfield's is 2.6%, and Menominee's is 1.4%.

Districts Where Guidance Counselors Are Working With the Highest Number of Students of Color (self-reported on survey)

School District*	Students of Color	
	<u>N</u>	<u>% of State Total</u>
Milwaukee	1,876	23.6
Madison Metropolitan	483	6.1
Wausau	393	4.9
Kenosha	372	4.7
Racine	291	3.7
Eau Claire Area	224	2.8
Bayfield	204	2.6
Green Bay Area	189	2.4
Oshkosh Area	185	2.3
Hayward Community	159	2.0
Beloit	129	1.6
Sheboygan Area	128	1.6
Menominee Indian	113	1.4
D C Everest Area	102	1.3
Waukesha	101	1.3
...	...	...
Wisconsin Total	7,940	100.0

\*Figures include both public and private schools located within the district.

Districts Where Guidance Counselors Are Working With the Highest Number of Students of Color (self-reported on survey)

School District*	Students of Color		
	<u>Students of Color</u>	<u>All Students</u>	<u>% SOC</u>
Milwaukee	1,876	3,688	50.9
Madison Metropolitan	483	2,646	18.3
Wausau	393	2,364	16.6
Kenosha	372	1,273	29.2
Racine	291	1,501	19.4
Eau Claire Area	224	1,571	14.3
Bayfield	204	257	79.4
Green Bay Area	189	2,111	9.0
Oshkosh Area	185	1,595	11.6
Hayward Community	159	907	17.5
Beloit	129	510	25.3
Sheboygan Area	128	1,104	11.6
Menominee Indian	113	117	96.6
D C Everest Area	102	1,164	8.8
Waukesha	101	1,829	5.5
...	...	...	...
Wisconsin Total	7,940	95,438	8.3

\*Figures include both public and private schools located within the district.

## Student Attitudes and Behaviors Regarding Higher Education

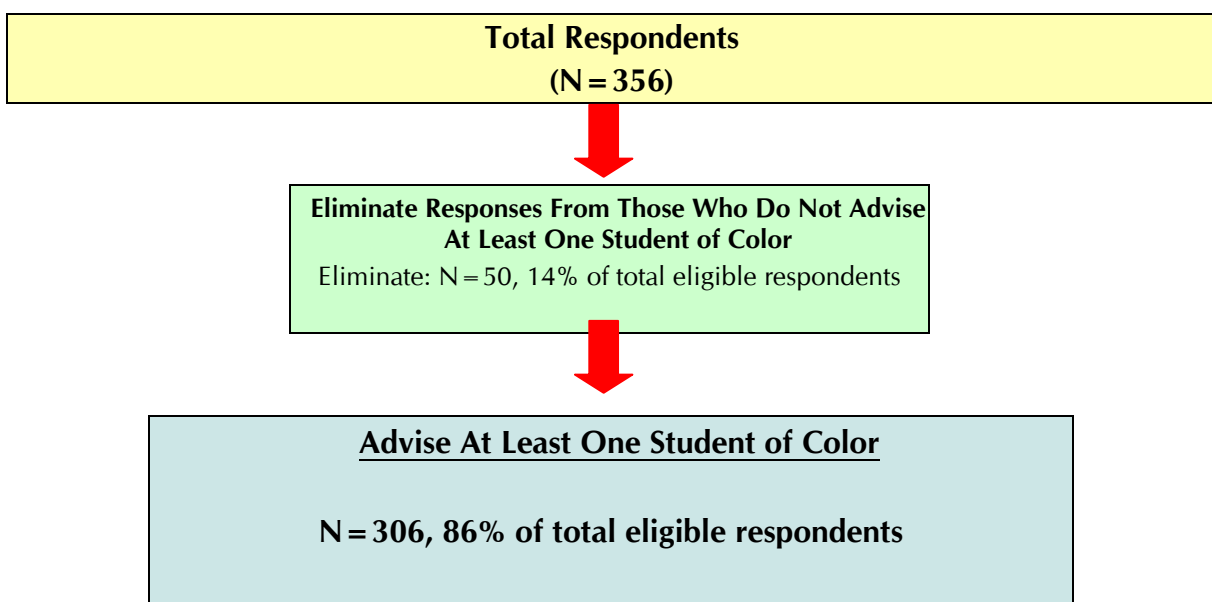
- ✓ **Guidance Counselors' Perceptions of  
Students' Beliefs and Actions**

- ❖ Next, we wanted to learn about student attitudes and behaviors regarding higher education. Additionally, we wanted to determine if differences in student attitudes and behaviors exist among:
  - Males and Female students
  - Caucasian Males and Male Students of Color
- ❖ To learn about the attitudes and behaviors of the different student groups, we asked guidance counselors to rate 14 statements in terms of how well each statement describes the group of students.
- ❖ First, we asked how well each statement describes Male and then Female students. Then, guidance counselors rated how well each statement describes Male Students of Color and Caucasian Male Students.
- ❖ Respondents used a five-point scale to rate each statement. From these ratings we transformed each statement into an **index mean scale** from 0 to 100.

Scale point	Index Mean Score
Describes Completely.....	100
Describes Very Well.....	75
Describes Moderately.....	50
Describes Slightly.....	25
Does Not Describe.....	0

- ❖ Where we asked guidance counselors for their impressions of Students of Color, we only included responses from guidance counselors who reported that they advise at least one Student of Color.
  - This includes responses from 306 guidance counselors, or 86% of the total.
- ❖ Specifically, we looked at one question to form our groups:

**Survey Question:** Of the total number of students that you advise, “how many of these students are **students of color** (not White or Caucasian)?”



## Student Attitudes and Behaviors Regarding Higher Education

### Male Students Compared to Female Students\*\*

**Survey question:** How well does the statement describe Male / Female students?

- ❖ According to Guidance Counselors, both Male and Female high school students have similar academic preparation and encouragement by:
  - ✓ Being sufficiently informed about the ACT
  - ✓ Being academically prepared for higher education
  - ✓ Having sufficient encouragement to pursue higher education
  - ✓ Having positive role models
- ❖ Guidance Counselors state that Male and Female students differ in their interests outside the classroom.
  - ✓ Females are more likely to engage in activities that improve their abilities as students (volunteering, civic activities, studying).
  - ✓ Males are more likely to face peer pressure to engage in non-school related activities.
  - ✓ Males are more likely to believe that good jobs are available without a 4-year college degree.

Describes Males More Than Females*		Describes Females More Than Males*		Describes Males and Females Equally*
<ul style="list-style-type: none"> <li>✓ Face peer pressure to spend time and effort on activities not related to school or learning</li> <li>✓ Likely to engage in recreational activities (exercising, watching TV, and playing video games) rather than studying</li> <li>✓ Believe it is possible to earn a reasonable standard of living without a college or university degree</li> <li>✓ Believe good jobs are available without a college or university degree</li> <li>✓ Perceived short-term rewards of entering the job force outweigh the long-term benefits of earning a college or university degree</li> <li>✓ Believe that a degree/training from a Technical College is a better option than degree from a 4-year college or university</li> <li>✓ Not inclined to plan for their future after high school</li> </ul>	Describes More ..... Describes Less	<ul style="list-style-type: none"> <li>✓ Prepared psychologically to attend a college or university</li> <li>✓ Likely to engage in social and academic activities (volunteering, social clubs, and studying) which improve their ability as students</li> </ul>	Describes More ..... Describes Less	<ul style="list-style-type: none"> <li>✓ Have sufficient information about ACT/SAT exams</li> <li>✓ Prepared academically to attend a college or university</li> <li>✓ Have sufficient encouragement to pursue a college or university degree</li> <li>✓ Have sufficient number of positive role models</li> <li>✓ Have a fear of failing academically at the college or university level</li> </ul>

\*Sorted in order of importance

\*\*For further information regarding Statistical Technique, please see the Appendix.

## Student Attitudes and Behaviors Regarding Higher Education

### Caucasian Male Students Compared to Male Students of Color\*\*

**Survey question:** How well does the statement describe Caucasian Male Students / Male Students of Color?

- ❖ According to Guidance Counselors, both White Male Students and Male Students of Color are similar in their inclination toward short-term benefits and a failure to see the value of a college degree.
- ❖ Guidance Counselors also state that both White Male Students and Male Students of Color face peer pressure to engage in recreational activities rather than academic ones.
- ❖ Guidance Counselors state differences between Male Students of Color and White Male Students on the following:
  - ✓ Caucasian Male Students are more academically prepared for higher education.
  - ✓ Caucasian Male Students are more psychologically prepared for higher education.
  - ✓ Caucasian Male Students have more encouragement with regard to pursuing higher education.
  - ✓ Caucasian Male Students more often feel that they have a sufficient number of positive role models.
  - ✓ Caucasian Male Students believe that college is more affordable than do Male Students of Color.

Describes White Males More Than Male Students of Color*		Describes Male Students of Color More Than White Males*		Describes White Males and Male Students of Color Equally*
<ul style="list-style-type: none"> <li>✓ Prepared academically to attend a college or university</li> <li>✓ Have sufficient encouragement to pursue a college or university degree</li> <li>✓ Have sufficient number of positive role models</li> <li>✓ Believe that a college or university education is an affordable option</li> <li>✓ Prepared psychologically to attend a college or university</li> </ul>	Describes More .....		Describes More .....	<ul style="list-style-type: none"> <li>✓ Have sufficient information about ACT/SAT exams</li> <li>✓ Face peer pressure to spend time and effort on activities not related to school or learning</li> <li>✓ Have a fear of failing academically at the college or university level</li> <li>✓ Perceived short-term rewards of entering job force outweigh the long-term benefits of earning a college or university degree</li> <li>✓ Believe good jobs are available without a college or university degree</li> <li>✓ Believe it is possible to earn a reasonable standard of living without a college or university degree</li> <li>✓ Not inclined to plan for their future after high school</li> <li>✓ Believe that a degree/training from a Technical College is a better option than degree from a 4-year college or university</li> <li>✓ Believe that their best chance of success is <i>not</i> through a degree from a college or university</li> </ul>
	Describes Less		Describes Less	

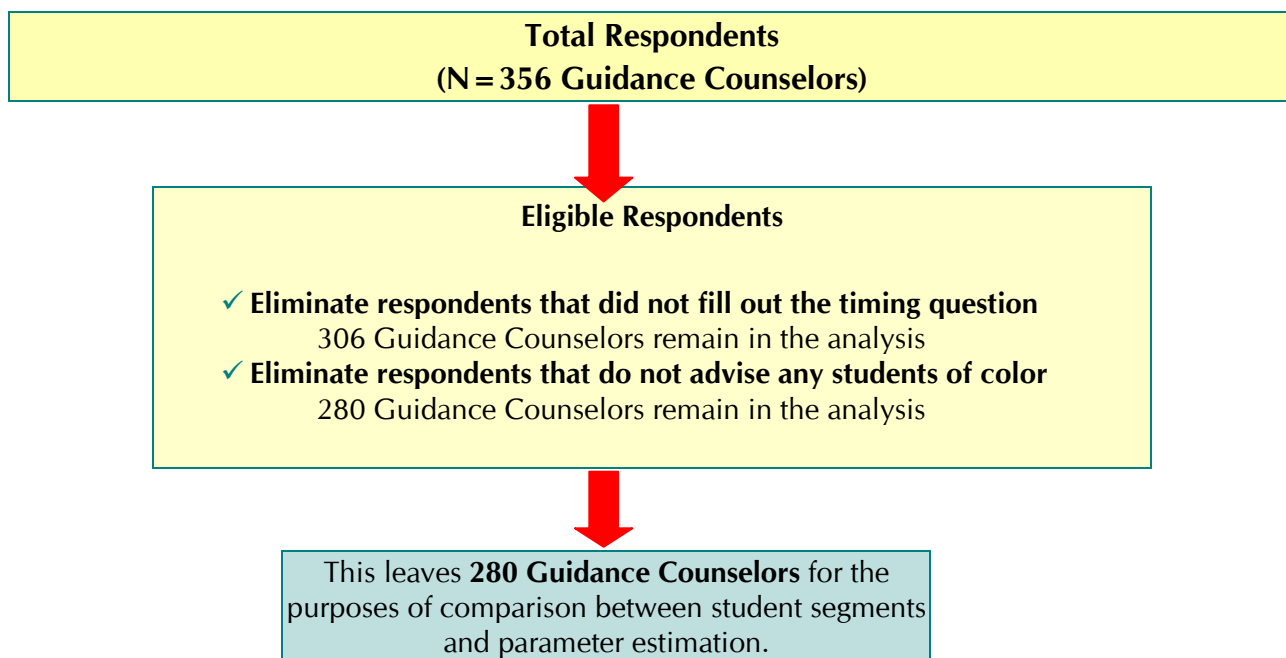
\*Sorted in order of importance

\*\*For further information regarding Statistical Technique, please see the Appendix.



## Planning and Interest in the ACT Exam

- ❖ In this section we wanted to learn about the timing of students' consideration of higher education as an option for their future. Specifically, we wanted to determine if differences exist in the timing of students' planning to take the ACT exam. We compared the timing among four different student segments:
  - Caucasian Male and Caucasian Female Students
  - Male Students of Color and Female Students of Color
  - Caucasian Male Students and Male Students of Color
  - Caucasian Female Students and Female Students of Color
- ❖ In order to compare the timing and planning for the ACT, we asked guidance counselors when they believe students from each group first consider taking the ACT exam.
- ❖ Guidance counselors used a seven-point scale to select at what point in high school students from each group, "first *seriously* think about whether or not they will take the ACT exam." Respondents selected from the following choices:
  1. ☐ Before **Freshmen** year in high school
  2. ☐ During **Freshmen** year in high school
  3. ☐ During **Sophomore** year in high school
  4. ☐ During the **1<sup>st</sup> half of Junior** year in high school
  5. ☐ During **2<sup>nd</sup> half of Junior** year in high school
  6. ☐ During the **1<sup>st</sup> half of Senior** year in high school
  7. ☐ During the **2<sup>nd</sup> half of Senior** year in high school
- ❖ For the analysis of this section, we eliminated guidance counselors who did not fill out the timing question, as well as those respondents who did not advise any Students of Color.
  - Therefore, weighted responses of 280 guidance counselors remain for comparison.

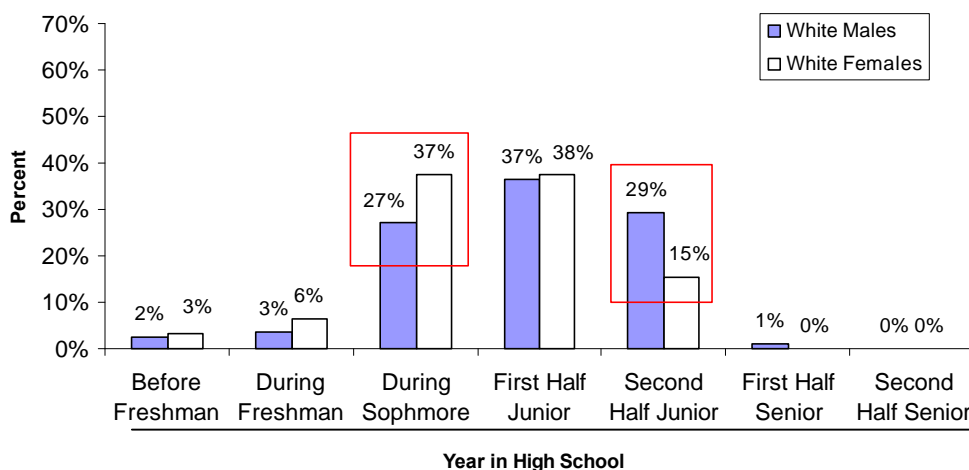


- ❖ Four graphs, one for each comparison, follow. A **red box** indicates a statistical difference.

### According to Guidance Counselors:

- ✓ White Female Students show a greater proclivity for seriously considering the ACT during their sophomore year in high school.
- ✓ 29% of counselors say that White Male students do not give serious thought to taking the ACT until the second half of their junior year in high school.

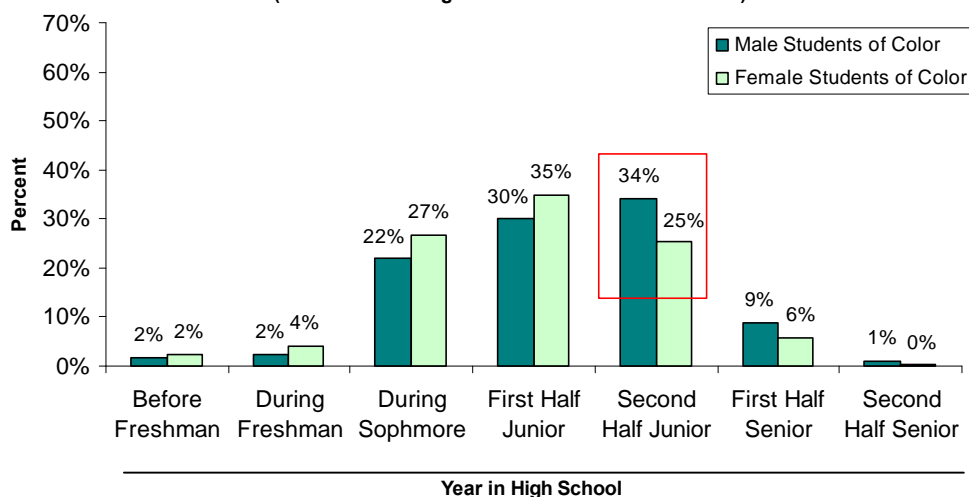
### White Males Vs. White Females: First Seriously Thinking About Taking ACT (Base Size: 280 High School Guidance Counselors)



### According to Guidance Counselors:

- ✓ Male Students of Color and Female Students of Color behave similarly in the timing of when they first consider taking the ACT.
- ✓ Male Students of Color are a bit more likely to consider the ACT during the second half of their junior year in high school.

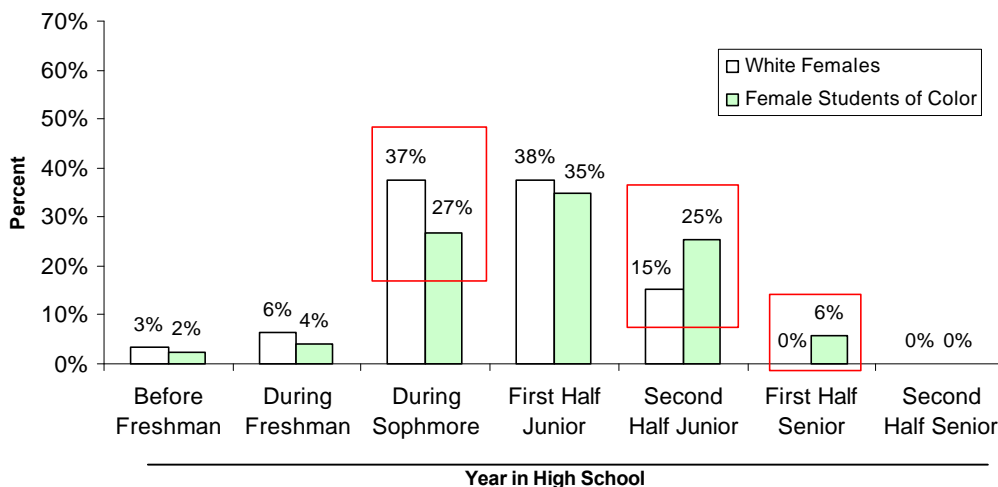
### Male Students of Color Vs. Female Students of Color: First Seriously Thinking About Taking ACT (Base Size: 280 High School Guidance Counselors)



### According to Guidance Counselors:

- ✓ White Female Students, compared to Female Students of Color, are more likely to consider taking the ACT at earlier points in high school (specifically during the sophomore year).
- ✓ One-quarter of the Female Students of Color begin thinking about the ACT during the second half of their junior year.

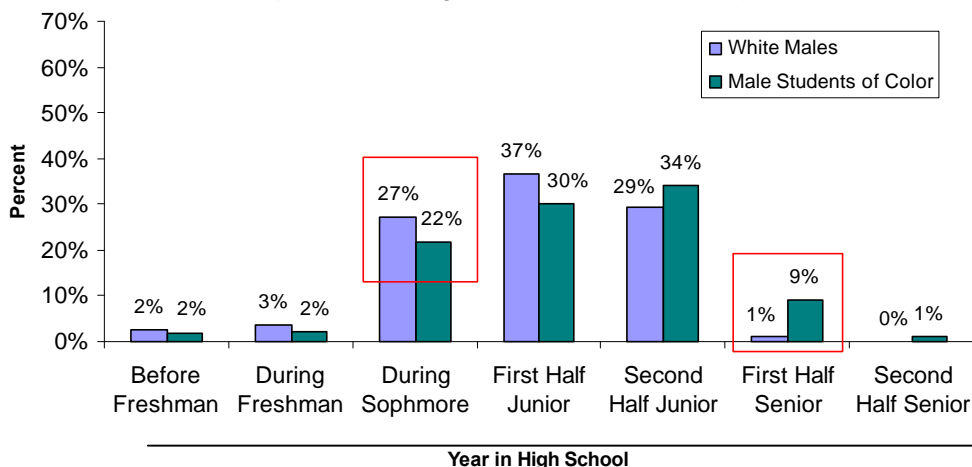
**White Females Vs. Female Students of Color:  
First Seriously Thinking About Taking ACT**  
(Base Size: 280 High School Guidance Counselors)



### According to Guidance Counselors:

- ✓ Compared to Male Students of Color, White Males are only slightly more likely to consider the ACT in their sophomore year in high school.
- ✓ The majority of male students (regardless of race) first think about taking the ACT during their junior year.

**White Males Vs. Male Students of Color:  
First Seriously Thinking About Taking ACT**  
(Base Size: 280 High School Guidance Counselors)



### Key Findings Regarding Planning for the ACT Exam

1. White Males begin to think of the ACT slightly earlier than Male Students of Color.  
However, the differences are not dramatic; both groups tend to consider the ACT mostly during the junior year.  
Attitudes and behaviors regarding higher education undoubtedly influence the timing decision:
  - a. In the section on *attitudes and behaviors* regarding higher education, similarities between White Male Students and Male Students of Color were:
    - ✓ Both equally informed about the ACT.
    - ✓ Both oriented toward short-term goals and rewards (i.e. belief that it is possible to earn a good standard of living without a college degree).
  - b. In the section on *attitudes and behaviors* regarding higher education, White Male Students differed from Male Students of Color in:
    - ✓ Academic and psychological preparation for College.
    - ✓ Positive role models and encouragement toward higher education.
    - ✓ Perception of the affordability of higher education.
2. Male and Female Students of Color behaved similarly when considering the ACT exam.  
Female Students of Color are slightly more likely to consider the ACT at an earlier point in high school; 34% of Female Students of Color considered the ACT before their junior year, compared to 26% of Male Students of Color.
3. White Female Students appear to be the segment that shows first considerations of the ACT at a point in time significantly earlier than the other segments (White Male Students, Male Students of Color, and Female Students of Color); almost half (46%) of the White Female Students considered the ACT before they reached their junior year of high school.  
In the section on *attitudes and behaviors* concerning higher education, White Female Students were described as being “psychologically prepared” for college, and likely to engage in activities that serve to improve their abilities as students; this general orientation toward higher education is demonstrated by White Female Students’ consideration of the ACT at an earlier point compared to other segments.

- ❖ The following table summarizes the graphs on the previous two pages. This table shows the year in school when students seriously began thinking about taking the ACT exam.

	Caucasian Students		Students of Color	
	Males	Females	Males	Females
Year in school students first seriously think about taking the ACT exam	%	%	%	%
Before freshmen year	2%	3%	2%	2%
During freshmen year	3%	6%	2%	4%
During sophomore year	27%	37%	22%	27%
First half junior year	37%	38%	30%	35%
Second half junior year	29%	15%	34%	25%
First half senior year	1%	0%	9%	6%
Second half senior year	0%	0%	1%	0%

- ❖ Respondents who feel there is a difference in the level of interest in the ACT exam among male and female students were given the opportunity to describe the differences in their own words (73 respondents completed this section).
- ❖ According to Guidance Counselors, the top two reasons for the differences in the interest of taking the ACT between male and female students are:
  1. **Female students plan ahead for the ACT and their educational future.** Twenty-eight respondents give this as a possible reason for the difference in the interest. Respondents explain that because females tend to be more organized and have a higher level of maturity, females begin planning for the ACT much earlier than male students. (This corresponds to the information on the previous 3 pages.)
  2. **Female students are more motivated about / interested in / place more importance on higher education.** Twenty-three guidance counselors cite this as a reason. Counselors suggest that male students are often apathetic or overconfident about their educational futures. In other words, they do not plan for the future in the same way that females do. The data on the previous page supports this. The data points to the fact that females tend to plan for the ACT much earlier in high school than males.

**Difference #1:** Females plan ahead for ACT and educational future.

❖ *This item generated 28 responses (38%).*

<u>Count</u>	<u>Explanations</u>
7	Females more organized / apt to plan
6	Maturity
4	Parental / Social / Cultural Influence
3	Males are working more and/or have different future plans other than 4-yr degree
2	Females get better grades
1	Males are apathetic or overconfident about educational future
5	Did not give an explanation (missing)
2	No specific answer

**Difference #2:** Females are more motivated about / interested in / place more importance on higher education.

❖ *This item generated 23 responses (31%).*

<u>Count</u>	<u>Explanations</u>
5	Males are apathetic or overconfident about educational future
4	Females get better grades
4	Maturity
3	Males are working more and/or have different future plans other than 4-yr degree
2	Females more organized / apt to plan
1	Parental / Social / Cultural Influence
3	Did not give an explanation (missing)
2	No specific answer

## Planning and Interest in the ACT Exam

### Reasons to Explain Varying Level of Interest in the ACT Exam (continued) Among Male & Female Students

**Difference #3:** Other miscellaneous differences between male and female potential ACT test takers.

❖ *This item generated 11 responses (14%).*

<u>Count</u>	<u>Explanations</u>
3	Parental / Social / Cultural Influence
2	Males care more about educational goals
2	Maturity
2	Did not give an explanation (missing)
1	Females get better grades
1	Males are apathetic or overconfident about educational future

**Difference #4:** Males and females take the test with differing frequencies (usually females take it more often).

❖ *This item generated 8 responses (11%).*

<u>Count</u>	<u>Explanations</u>
3	Maturity
2	Females get better grades
2	Males are working more and/or have different future plans other than 4-yr degree
2	Did not give an explanation (missing)

**Difference #5:** Females are socialized differently.

❖ *This item generated 5 responses (6%).*

<u>Count</u>	<u>Explanations</u>
2	Females get better grades
2	Parental / Social / Cultural Influence
1	Males are working more and/or have different future plans other than 4-yr degree

**Difference #6:** Males are not sure about educational future.

❖ *This item generated 2 responses (3%).*

<u>Count</u>	<u>Explanations</u>
2	Parental / Social / Cultural Influence

Note: In this portion of the analysis, multiple responses and explanations were allowed, so totals surpass the number of weighted respondents (73) for this section. Of the 73 respondents who qualified to answer this question, 2 persons did not answer the question.

## Planning and Interest in the ACT Exam

### Reasons to Explain Varying Level of Interest in the ACT Exam (continued) Comparing Caucasian Male Students and Students of Color

- ❖ Respondents who feel there is a difference in the level of interest in the ACT exam between Male Students of Color and Male Caucasian students were given the opportunity to describe the differences in their own words (79 respondents provided comments in this section).
- ❖ According to Guidance Counselors, the top two reasons for the differences in the interest of taking the ACT between the two groups of males students include:
  1. **Male Students of Color are less interested in the ACT and / or higher education.** Fifteen Counselors cited this as a reason. Their most frequent explanations for reasons were connected to a failure to prepare for higher education or parental /cultural influences.
  2. **Male Students of Color are less prepared or are scared about taking the ACT.** Fourteen respondents felt this was a reason for the differences. In attempting to explain why this was true, Counselors attributed parental or cultural influences and financial barriers.

**Difference #1:** Male Students of Color are less interested in ACT and / or higher education.

❖ *This item generated 15 responses (18%).*

<u>Count</u>	<u>Explanations</u>
5	Education is not a priority; students are under prepared and/or ACT is not necessary
4	Parental or cultural influences
2	Lack of role models
2	Students of Color are struggling with language barriers
2	Students are working too much now, or have jobs in mind for immediately after h.s.
3	Miscellaneous explanations
2	Did not give an explanation (missing)

**Difference #2:** Male Students of Color are less prepared or are scared about ACT.

❖ *This item generated 14 responses (18%).*

<u>Count</u>	<u>Explanations</u>
4	Parental or cultural influences
3	Financial barriers – cost of test and/or education is a problem
3	Students of Color are struggling with language barriers
3	Students are working too much now, or have jobs in mind for immediately after H.S.
2	Education is not a priority; students are under prepared and/or ACT not necessary
2	Lack of role models
2	Miscellaneous explanations

**Difference #3:** Caucasian students take test more or are better positioned/prepared.

❖ *This item generated 9 responses (11%).*

<u>Count</u>	<u>Explanations</u>
3	Education is not a priority; students are under prepared and/or ACT is not necessary
3	Parental or cultural influences
2	Financial barriers – cost of test and/or education are a problem
1	Lack of role models
2	Miscellaneous explanations



## Planning and Interest in the ACT Exam

### Reasons to Explain Varying Level of Interest in the ACT Exam (continued) Comparing Caucasian Male Students and Students of Color

**Difference #4:** Male Caucasians take the ACT earlier or Male Students of Color take ACT later.

❖ This item generated 6 responses (8%).

<u>Count</u>	<u>Explanations</u>
4	Parental or cultural influences
2	Education is not a priority; students are under prepared and/or ACT is not necessary
2	Financial barriers – cost of test and/or education are a problem.
1	Miscellaneous explanations

**Difference #5:** Students of Color have less support and/or optimism about educational success.

❖ This item generated 6 responses (8%).

<u>Count</u>	<u>Explanations</u>
2	Parental or cultural influences
1	Students of Color are struggling with language barriers
1	Students are working too much now, or have jobs in mind for immediately after h.s.
1	Financial barriers – cost of test and/or education is a problem.
2	Did not give an explanation (missing)

**Difference #6:** Students of Color are very dedicated / good students.

❖ This item generated 2 responses (3%).

<u>Count</u>	<u>Explanations</u>
2	Miscellaneous explanations

**Difference #7:** Respondents gave a variety of other single differences they noticed.

❖ This item generated 25 responses (32%).

<u>Count</u>	<u>Explanations</u>
9	Parental or cultural influences
6	Education is not a priority; students are under prepared and/or ACT not necessary
3	Financial barriers – cost of test and/or education are a problem
2	Students are working too much now, or have jobs in mind immediately after H.S.
1	Lack of role models
3	Miscellaneous explanations
8	Did not give an explanation (missing)

**Note:** In the analyses of these questions, only responses among guidance counselors who indicated they noticed a difference between, and actually counseled, both students of color and Caucasian students were used. In this portion of the analysis, multiple responses and explanations were allowed, so totals surpass the number of weighted respondents (79) for this section. Of the 79 (weighted) respondents who qualified to answer this question, 3 did not provide answers.

## Appendix

### Weighting: Post Hoc Sample Balancing

- ❖ A family of statistical techniques was used to correct for under-representation or compensate for over-representation of key segments in the Sampling Frame (i.e. gender). These techniques result in a Sample that better represents the Sampling Frame. Hence, generalizability of the findings is enhanced.
- ❖ The sample was adjusted to better represent the geographic distribution of guidance counselors in the sampling frame.
- ❖ The estimates that appear in this report (percents or arithmetic averages) are weighted estimates.
- ❖ All statistical tests are weighted

### Statistical Tests

- ❖ Stuart's Test of Marginal Homogeneity
  - This test was performed on survey questions that asked guidance counselors' judgments pertaining to when students first seriously thought of taking the ACT. Guidance counselors were asked to judge the timing of the decision to take the ACT for White Males, White Females, Male Students of Color, and Female Students of Color.
  - Since the same judge (a guidance counselor) rated each race by gender segment, statistical comparisons of race by gender segments are repeated measures; hence any tests of proportions must be tests of correlated proportions.
  - Stuart's Test of Marginal Homogeneity (See Marascuilo and Serlin, "Statistical Methods for the Social and Behavioral Sciences." W.H. Freeman and Company, 1988. P.392) is an appropriate test under these circumstances.
    - ✓ Missing observations were removed from this analysis.
    - ✓ Only those guidance counselors that counseled at least one Student of Color were included in this analysis.
- ❖ Planned Contrasts, Repeated Measures T-tests.
  - This test was performed on survey questions pertaining to the perceptions, beliefs, and actions of race and gender segments as judged by guidance counselors.

### Control of Type I Error

- ❖ A false positive finding is defined as the occurrence of declaring a finding statistically significant, when in fact it is not. When performing multiple statistical tests on the same set of data, the probability of false positive findings increases exponentially with the number of statistical tests.
- ❖ False Positive findings were controlled for throughout the analysis of this survey, with experiment-wise Type I Error Rate held to 5%.
- ❖ Error control was achieved through employment of various Multiple Comparison Techniques. This basically means that individual statistical tests were not tested at an error rate of 5%; instead error rate was spread over the entire set of tests in a particular analysis. This achieves a 5% error rate over the set of tests. An error rate of 5% is a standard in the social sciences.
- ❖ Hence, the analyses performed on this survey are conservative, in the sense that we declared significance only in cases where the statistical test had **a very low probability of occurring by chance alone.**

## Comparison of Male and Female Students

Descriptive Statements	Index Mean Scores	
	Male	Female
Have sufficient information about ACT/SAT exams	72	72
Prepared academically to attend a college or university	62	66
Have sufficient encouragement with regards to pursuing a college or university degree	62	64
Face peer pressure to spend time and effort on activities not related to school or learning	55	50
Likely to engage in recreational activities (exercising, watching TV, and playing video games) rather than studying	55	44
Have sufficient number of positive role models	55	58
Prepared psychologically to attend a college or university	49	55
Likely to engage in social and academic activities (volunteering, social clubs, and studying) which improve their ability as students	42	59
Believe it is possible to earn a reasonable standard of living without a college or university degree	41	35
Believe good jobs are available without a college or university degree	38	33
Have a fear of failing academically at the college or university level	38	41
Perceived short-term rewards of entering the job force outweigh the long-term benefits of earning a college or university degree	37	30
Believe that a degree/training from a Technical College is a better option than degree from a 4-year college or university	32	26
Not inclined to plan for their future after high school	29	24
Believe that their best chance of success is <i>not</i> through a degree from a college or university	25	21

## Comparison of Caucasian Male Students and Male Students of Color

Descriptive Statements	Index Mean Scores	
	Caucasian Male	Male SOC
Have sufficient information about ACT/SAT exams	69	66
Prepared academically to attend a college or university	60	48
Have sufficient encouragement with regards to pursuing a college or university degree	60	48
Have sufficient number of positive role models	55	41
Believe that a college or university education is an affordable option	53	45
Prepared psychologically to attend a college or university	51	40
Face peer pressure to spend time and effort on activities not related to school or learning	51	55
Have a fear of failing academically at the college or university level	40	45
Perceived short-term rewards of entering the job force outweigh the long-term benefits of earning a college or university degree	40	46
Believe good jobs are available without a college or university degree	40	43
Believe it is possible to earn a reasonable standard of living without a college or university degree	40	42
Not inclined to plan for their future after high school	33	39
Believe that a degree/training from a Technical College is a better option than degree from a 4-year college or university	31	30
Better success possible without 4yr degree	27	30

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### I. Items for consideration in Regent Committees

1. Education Committee - Thursday, May 10, 2001  
River Room  
University of Wisconsin-River Falls  
1:30 p.m.

1:30 p.m. All-Regent Session

- Access Follow-up.

2:00 p.m.

#### Administrative items:

- a. Approval of the minutes of the April 5, 2001 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
  - (1) UW-River Falls Presentation: Campus Articulation Agreements;
  - (2) PK-16 Educational Initiatives;
  - (3) Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music;
  - (4) Other.
- c. Authorizations to Recruit:

#### Policy discussion items:

- d. Academic Program Planning and Review
- e. AODA Discussion.  
[Resolution I.1.e.]
- f. New Program Authorizations:
  - (1) M.S., Mental Health Counseling, UW-Stout (initial review);
  - (2) MFA, Creative Writing, UW-Madison (initial review).

Additional items:

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

Closed session items:

- h. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda items: appointment of named professors, UW-Madison, UW-Stout and UW-Whitewater.]

## 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

No action is requested at this time.

#### 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.” The attached article by Darling-Hammond, *Educating America’s Teachers: The Academy’s Greatest Failure or its Most Important Future*, 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.

## **REGENT PK-16 PRINCIPLES**

The University of Wisconsin Board of Regents asserts its commitment to PK-16 partnerships through a commitment to a series of principles 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

The principles, with related action items, are described in the attached document. It is important that these principles endorse a systemwide strategy for a major PK-16 initiative. However, it is equally important that as individual institutions implement the action items, 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 some of the action called for is already occurring:

- 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 action items 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.

**QUESTIONS FOR DISCUSSION**

1. What specific outcomes should result from the principles and actions suggested?
2. How can the regents' PK-16 initiative enable institutional individuality and flexibility, while asserting a system-wide strategy?
3. How can the regents' initiative complement the work of the state PK-16 Leadership Council?

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 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.

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**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.

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**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.

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**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.


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**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. Plans, initiatives and achievements will be reported to the Board of Regents in one year.

## 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.

<b>A. COLLABORATION &amp; PARTNERSHIPS</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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>B. TEACHER QUALITY, SUPPLY &amp; DEMAND</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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>B. TEACHER QUALITY, SUPPLY &amp; DEMAND (<i>CONTINUED</i>)</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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>B. TEACHER QUALITY, SUPPLY &amp; DEMAND (<i>CONTINUED</i>)</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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>

<b>C. TECHNOLOGY IN TEACHER EDUCATION</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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>



<b>D. CURRICULUM ALIGNMENT &amp; ACCOUNTABILITY</b>	
<b>Issues</b>	<b>Strategy Alternatives</b>
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.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin, the Board of Regents replaces Regent Policy 85-2, *Use of Alcohol on System Campuses*, with the *Principles for Developing Alcohol Policies and Programs at UW System Institutions*. The Board further resolves that a uniform process of reporting be developed that will allow the UW System institutions to assess the impact of UW System AODA programs.

# **PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES AND PROGRAMS AT UW SYSTEM INSTITUTIONS**

## **EXECUTIVE SUMMARY**

### **BACKGROUND**

The Board of Regents approved Regent Policy 85-2, *Use of Alcohol on System Campuses*, on July 12, 1985. The use and abuse of alcohol continues to be a significant concern for the UW System and its institutions. In recognition of the importance of addressing these issues within the UW campus communities, the proposed new policy provides direction to the institutions for developing a comprehensive and collaborative campus-based plan to deal with issues associated with the alcohol use and abuse.

The attached revisions reflect issues raised by the Education Committee during an initial review of the proposed new policy at its April 2001 meeting.

### **REQUESTED ACTION**

Approval of resolution I.1.e., replacing Regent Policy 85-2, *Use of Alcohol on System Campuses*, with the *Principles for Developing Alcohol Policies and Programs at UW System Institutions* and directing UW system to develop a uniform process of reporting that will allow the UW System institutions to assess the impact of UW System AODA programs.

### **RELATED REGENT POLICIES**

Regent Policy 85-2, *Use of Alcohol on System Campuses*.

## **PRINCIPLES FOR DEVELOPING ALCOHOL POLICIES AND PROGRAMS AT UW SYSTEM INSTITUTIONS**

The use and abuse of alcohol has been an ongoing matter of significant concern for the people of the state of Wisconsin. The University of Wisconsin System recognizes the importance of addressing this issue on its campuses and in its communities because the abuse of alcohol interferes with the education and well-being of its students. The most effective ways to deal with issues of alcohol abuse in the university community are designed to effect attitudinal and behavioral change. Because of this concern, the Board of Regents endorses the principles listed below related to the use of alcohol at institutions of the UW System. The Board ~~urges~~ **directs** the chancellors at each institution to use these principles as a basis for developing institutional policies and programs, and to review them annually for the purpose of continual examination of alcohol use and abuse. (Institutions ~~may wish to~~ **shall** refer to the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues Model Campus Policy.) The Board also ~~urges~~ **directs** UW System Administration to help coordinate systemwide efforts that support and enhance institutional initiatives.

### **Policy and Program Development**

The development of campus alcohol policies and programs should be a collaborative effort involving students, faculty, staff, administration and other segments of the university community. The policies and programs should be educational and supportive in nature, comprehensive in scope and consistent with state and federal laws. Institutional policies should be enforceable and consistently enforced. Efforts should be aimed at fostering an environment that supports the responsible use of alcohol and should include alternative programming. Institutions should provide support systems both for those who are at risk and those who choose not to drink.

### **Research**

Faculty and staff should be encouraged to develop and conduct research studies that provide the basis for improving alcohol policies and programs at each institution.

### **Curricular Integration**

Efforts should be made to encourage faculty to develop ways to incorporate issues of alcohol education and prevention into the curriculum.

**Assessment**

Each institution ~~should~~ **shall** develop strategies to understand the nature and scope of alcohol usage on campus and assess the effectiveness of its alcohol policies and programs.

**Awareness and Promotion**

Each institution ~~should~~ **shall** use multiple methods and strategies to ensure that all members of the university community are sensitized to issues of alcohol abuse, aware of campus alcohol policies and programs, and encouraged to participate in efforts that lead to responsible drinking. Students should be involved in the development of strategies that will be effective with their peers.

**Collaboration**

Collaboration with other institutions of higher education, school districts, community agencies, businesses and other relevant partners should be established as part of a comprehensive effort to reduce the incidence of alcohol abuse.

**Alcohol Beverage Marketing**

Institutional policies should include guidelines related to alcohol beverage marketing modeled from those recommended by the Inter-Association Task Force on Campus Alcohol Issues. These guidelines appear in Appendix I.

**Appendix 1**  
**Inter-Association Task Force on Campus Alcohol Issues**  
**Guidelines for Alcohol and Beverage Marketing on College/University Campuses**

1. Alcohol beverage marketing programs specifically targeted for students and/or held on campus should conform to the code of student conduct of the institution and should avoid demeaning sexual or discriminatory portrayal of individuals.
2. Promotion of beverage alcohol should not encourage any form of alcohol abuse nor should it place emphasis on quantity and frequency of use.
3. Beverage alcohol (such as kegs or cases of beer) should not be provided as free awards to individual students or campus organizations.
4. No uncontrolled sampling as part of campus marketing programs should be permitted and no sampling, or other promotional activities, should include "drinking contests."
5. Where controlled sampling is allowed by law and institutional policy, it should be limited as to time and quantity. Principles of good hosting should be observed including availability of alternative beverages, food and planned programs, the consumption of beer, wine and distilled spirits should not be the sole purpose of any promotional activity.
6. Promotional activities should not be associated with otherwise existing campus events or programs without the prior knowledge and consent of appropriate institutional officials.
7. Display or availability of promotional materials should be determined in consultation with appropriate institutional officials.
8. Informational marketing programs should have educational value and subscribe to the philosophy of responsible and legal use of the products represented.
9. Beverage alcohol marketers should support campus alcohol awareness programs that encourage informed and responsible decisions about the use or non-use of beer, wine, and distilled spirits.
10. If permitted, beverage alcohol advertising on campus or in institutional media, including that which promotes events as well as product advertising, should not portray drinking as a solution to personal or academic problems of students or as necessary to social, sexual or academic success.
11. Advertising and other promotional campus activities should not associate beverage alcohol consumption with the performance of tasks that require skilled reactions such as the operation of motor vehicles or machinery.
12. Local off-campus promotional activities, primarily directed to students, should be developed with the previous knowledge of appropriate institutional officials.

**Regent Policy 85-2 is available on the Internet at:**

**<http://www.uwsa.edu/rpd/rpd85-2.htm>**

## **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 new program proposal for a Master's of Science in Mental Health Counseling (MHC) 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 October meeting for a second review, at which time UW System Administration will recommend that the Board of Regents take action authorizing the Chancellor to implement the program. If approved, the program will be subject to a regent mandated review to begin five years after its implementation. The institution and System Administration will conduct that review jointly, and the results will be reported to the board.

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**

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

#### **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.

<b>YEAR</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Five</b>
<b>New Students</b>	25	25	25	25	25
<b>Total Students</b>	25	50	55	55	55
<b>Graduates</b>	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.

<b>CURRENT COSTS</b>	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	
<b>ADDITIONAL COSTS</b>		
Personnel		
Nonpersonnel		
Other		
Subtotal		
<b>TOTAL COSTS</b>	<b>\$149,080</b>	
<b>RESOURCES</b>		
Reallocation		
Gifts and Grants		
Fees		
Other: Current level of support for existing concentration.	\$149,080	
<b>TOTAL RESOURCES</b>	<b>\$149,080</b>	

\*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.

## **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 FINE ARTS IN CREATIVE WRITING  
UW-MADISON  
(INITIAL REVIEW)**

**EXECUTIVE SUMMARY**

**BACKGROUND**

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

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**

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

## **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.

<b>CURRENT COSTS</b>	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>	
Personnel	Dollars	#FTE	Dollars	#FTE	Dollars	#FTE
Faculty/Academic Staff <sup>1</sup>	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 <sup>2</sup>	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	
<b>Subtotal</b>	<b>114,480</b>		<b>163,210</b>		<b>184,747</b>	
<b>ADDITIONAL COSTS</b>						
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 <sup>3</sup>	0		0		0	
Other	30,000		30,000		30,000	
<b>Subtotal</b>	<b>60,400</b>		<b>61,920</b>		<b>63,500</b>	
<b>TOTAL COSTS</b>	<b>174,880</b>		<b>225,130</b>		<b>248,247</b>	
<b>RESOURCES</b>						
Reallocation <sup>4</sup>	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	
<b>TOTAL RESOURCES</b>	<b>174,880</b>		<b>225,130</b>		<b>248,247</b>	

<sup>1</sup>Includes 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.

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

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

<sup>4</sup>Funds 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**

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).

I.2. Business and Finance Committee

May 10, 2001  
UW-River Falls  
Rodli Commons - River Room  
1:30 p.m.

All Regents

- Access Follow-up

2:00 p.m. or upon conclusion of All Regent Session, Room 137 Rodli Commons

- a. Approval of minutes of the April 5, 2001 meeting of the Business and Finance Committee
- b. Presentation by UW-River Falls: Update on Service Based Pricing Masters in Management Program
- c. Draft Guidelines for private capital investing
- d. Report of Vice President
  - (1) Quarterly Gifts, Grants and Contracts
  - (2) Utility Projections for FY 2001
- e. Audit Subcommittee
- f. Closed Session to consider trust fund matters, as permitted by s.19.85(1)(e), *Wis. Stats.*

## UW SYSTEM TRUST FUNDS

### Analysis of private Capital

#### DISCUSSION

This analysis examined the legality and financial impact of adding private capital to the endowment portfolio. Private capital is part of the "alternative" asset class and includes venture capital investments (seed, start-up, early stage) and private equity investments (expansion, growth, later-stage).

#### LEGAL REVIEW

In order to determine the legality of adding private capital to the endowment fund, the General Counsel's office sought to define the investment standard to be used. A review by legal counsel noted that the standard of care for investment of endowment funds is defined in the Uniform Management of Institutional Funds Act (UMIFA) adopted by the state of Wisconsin in 1970. UMIFA specifically addresses investment management of institutional funds and provides guidance on the standard of care for governing boards:

In the administration of the powers to appropriate appreciation, to make and retain investments, and to delegate investment management of institutional funds, members of a governing board shall exercise ordinary business care and prudence under the facts and circumstances prevailing at the time of the action or decision. In so doing they shall consider long and short term needs of the institution in carrying out its educational, religious, charitable, or other eleemosynary purposes, its present and anticipated financial requirements, expected total return on investments, price level trends, and general economic conditions.

The UMIFA standard clearly allows for investments in alternative assets as long as it is prudent and in the best interest of the institution. Additionally, any investment program must consider the needs of the institution, expected return, inflation and economic trends. Based upon interpretation of the standard, economic development for the state of Wisconsin would not be an appropriate objective of this investment program. Therefore, enhancement of financial performance must be the sole objective of a private capital investment program.

#### BENEFITS

The primary advantage of private capital investing is its diversification power. Although an extremely risky stand-alone investment, the returns on venture capital and private equity have very little correlation to most other asset types and can actually reduce the overall risk of a portfolio. Also, the potential rewards are quite high and can improve the returns generated by an investment fund

## UW SYSTEM TRUST FUNDS

### Analysis of private Capital

#### RISKS

The disadvantages include:

- Increasing correlation to equity markets
- Market saturation
- High costs
- Risk of loss

As the private capital market has matured, the correlation between it and other equity asset classes has increased. The most notable increase has come in the correlation between private capital and small capitalization equities. This has been exacerbated in recent years due to reliance on the IPO market as an exit strategy. This is a troubling trend since the primary advantage to investing in private capital is the benefit of diversification

A common adage from private capital experts is that there are "too many dollars chasing too few good deals." Many feel the private capital asset class has become saturated, which has serious implications for any investor who is new to this arena. Access to the attractive deals is limited and can be difficult to achieve for a new participant. In addition, the likelihood of investing in unsuccessful ventures is increased.

The cost of investing in private capital can be tremendous. The most obvious cost, the management fees paid to the general partners is substantial. The average fee is 1.5% to 2% of market value with a carried interest fee of 20%.

Due to their nature, private capital investments are inherently more risky than most asset classes. The relative immaturity of the firm exposes the investor to unique risks and can result in substantial losses of principal. It is estimated that 17% of all venture capital deals result in total loss of investment.

#### STATISTICS

To determine the impact of adding private capital to the asset allocation of the UW Trust Funds, an analysis of the resulting portfolio return and risk statistics was completed. The current allocation results in an expected return of 9.7% and annualized standard deviation of 14.8%. In the second scenario, private capital is added while holding expected return constant. The result is lower levels of risk (annualized standard deviation of 13.5%) with the same level of expected return. In the final scenario, private capital is added while holding standard deviation constant. The result is greater expected returns of 10.2% with the same level of risk (annualized standard deviation of 14.8%). This analysis confirms that the addition of private capital can reduce the risk level or enhance the return of a well-diversified portfolio.

UW SYSTEM TRUST FUNDS  
Analysis of private Capital

Alternative	Expected Return	Risk (Std Dev)
Current Allocation	9.7%	14.8%
Option #1 – Private Capital 6%	9.7%	13.5%
Option #2 – Private Capital 10%	10.2%	14.8%

## RECOMMENDATION

Due to the considerable risks and the investment expertise that is needed to mitigate these risks, it is recommended that any allocation to private capital investments be made through a fund of funds arrangement. The direct costs paid for investment management would be slightly higher than if the investments were handled internally. However, the tremendous administrative costs would be eliminated.

In determining the appropriate allocation it is important to consider the cost of portfolio restructuring as well as the potential benefits. The following allocation should minimize portfolio disruption and provide enhanced return with little additional risk:

Asset Class	Current Allocation	Recommended Allocation
Large Capitalization Equity	40.0%	36.0%
Small Capitalization Equity	18.0%	18.0%
International Equity	12.0%	13.0%
Domestic Fixed Income	25.5%	20.0%
International Fixed Income	4.5%	3.0%
Private Capital	0%	10.0%
Expected Return	9.7%	10.2%
Risk (standard deviation)	14.8%	14.8%

It is recommended that 10% of the Long-Term Fund be dedicated to private capital. The 10% allocation should be diversified among private capital asset classes. A recommended allocation would be venture capital (5%), domestic private equity (3%) and international private equity (2%). The allocation would generate an additional .5% of return with no additional risk.



UW SYSTEM TRUST FUNDS  
Analysis of private Capital

To accommodate for the 10% allocation to private capital, reductions would be made in the Equity and Fixed Income classes. The Long-Term Portfolio would in effect be moving to 77% equity (including the 10 % allocation to private capital) and 23% Fixed Income. The following chart puts this allocation into perspective versus the NACUBO Endowment universe for comparable size endowment portfolios.

Asset Class	Recommended Allocation	NACUBO Average**	Peer University Average ***
U.S. Equity (total)	54.0%	49.8%	49.0%
International Equity	13.0%	13.3%	11.0%
Domestic Fixed Income	20.0%	17.0%	21.0%
International Fixed Income	3.0%	2.1%	1.0%
Private Capital	10.0%	4.3%	16.0%
Other Alternative Assets *	0%	7.3%	0%
Real Estate	0%	2.3%	0%
Cash	0%	3.8%	2.0%

\* Other Alternative Assets include Hedge Funds, High Yield Bonds, Oil & Gas Partnerships, Distressed Securities, Arbitrage

\*\* NACUBO Average if for Endowments of comparable size, \$300MM to \$1B

\*\*\* Penn State Survey for Asset Allocation: February 2001

The recommended allocation closely mirrors the NACUBO universe. The 10% allocation to private capital is comparable to the 11.6% NACUBO average for total alternative investments (private capital plus other alternative asset classes). A February 2001 survey conducted by Penn State University found (for 25 peer institutions) an average allocation to alternative asset classes of 16%.

Commitments to a private capital program are drawn out over time (normally a 4 to 6 year period). As a result, cash invested at any time is less than the original commitment. To achieve the target allocation of 10%, it is recommended that the Trust Funds commit 15% of the Long-Term Portfolio.

UW SYSTEM TRUST FUNDS  
Analysis of private Capital

GUIDELINE CHANGES

In order to accommodate the new asset class, some minor modifications to the Investment Objectives and Guidelines must be made.

1. *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. *Approved Asset Classes (Page 7)*
  - Private Capital (Equity)
3. *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  
GIFTS, GRANTS AND CONTRACTS AWARDED  
QUARTERLY REPORT & PRIOR-YEAR COMPARISON  
FISCAL YEAR 2000-2001 - Third Quarter**

<b>FISCAL YEAR 2000-2001</b>	<b>Extension</b>	<b>Instruction</b>	<b>Libraries</b>	<b>Misc</b>	<b>Phy Plt</b>	<b>Research</b>	<b>Student Aid</b>	<b>Total</b>
<b>Total</b>	<b>55,573,996</b>	<b>36,743,041</b>	<b>2,788,572</b>	<b>65,072,401</b>	<b>33,802,624</b>	<b>408,367,660</b>	<b>74,074,343</b>	<b>676,422,638</b>
<b>Federal</b>	<b>29,207,893</b>	<b>26,213,770</b>	<b>375,306</b>	<b>11,055,342</b>	<b>2,707,925</b>	<b>288,702,503</b>	<b>66,241,223</b>	<b>424,503,962</b>
<b>Nonfederal</b>	<b>26,366,103</b>	<b>10,529,271</b>	<b>2,413,266</b>	<b>54,017,060</b>	<b>31,094,699</b>	<b>119,665,156</b>	<b>7,833,120</b>	<b>251,918,676</b>
<b>FISCAL YEAR 1999-2000</b>								
<b>Total</b>	<b>46,285,961</b>	<b>38,156,306</b>	<b>1,798,097</b>	<b>66,309,949</b>	<b>4,828,876</b>	<b>356,440,452</b>	<b>72,729,853</b>	<b>586,549,494</b>
<b>Federal</b>	<b>22,517,373</b>	<b>26,119,941</b>	<b>272,508</b>	<b>10,755,275</b>	<b>0</b>	<b>242,259,974</b>	<b>63,523,340</b>	<b>365,448,412</b>
<b>Nonfederal</b>	<b>23,768,588</b>	<b>12,036,365</b>	<b>1,525,589</b>	<b>55,554,673</b>	<b>4,828,876</b>	<b>114,180,478</b>	<b>9,206,513</b>	<b>221,101,083</b>
<b>INCREASE(DECREASE)</b>								
<b>Total</b>	<b>9,288,035</b>	<b>(1,413,265)</b>	<b>990,475</b>	<b>(1,237,547)</b>	<b>28,973,748</b>	<b>51,927,208</b>	<b>1,344,490</b>	<b>89,873,144</b>
<b>Federal</b>	<b>6,690,520</b>	<b>93,829</b>	<b>102,798</b>	<b>300,066</b>	<b>2,707,925</b>	<b>46,442,529</b>	<b>2,717,883</b>	<b>59,055,551</b>
<b>Nonfederal</b>	<b>2,597,516</b>	<b>(1,507,094)</b>	<b>887,677</b>	<b>(1,537,614)</b>	<b>26,265,823</b>	<b>5,484,678</b>	<b>(1,373,393)</b>	<b>30,817,593</b>

UNIVERSITY OF WISCONSIN SYSTEM  
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QUARTERLY REPORT & PRIOR-YEAR COMPARISON  
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	Extension	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
<b>FISCAL YEAR 2000-2001</b>								
Madison	16,883,673	17,171,193	2,723,136	52,887,749	31,018,977	388,815,760	20,649,226	530,149,714
Milwaukee	278,400	9,194,608	11,608	3,508,513	0	11,551,456	10,739,421	35,284,006
Eau Claire	535,353	1,773,359	0	0	0	879,503	57,901	3,246,116
Green Bay	72,063	1,045,348	46,585	159,446	1,350,000	179,487	1,775,563	4,628,492
La Crosse	826,936	664,651	0	1,966,526	1,012,000	2,238,035	4,180,947	10,889,095
Oshkosh	3,599,908	3,163,570	0	0	0	891,269	4,361,534	12,016,281
Parkside	399,398	215,366	0	134,228	0	899,567	3,263,032	4,911,591
Platteville	180,103	158,273	0	282,371	1,007	0	3,242,096	3,863,850
River Falls	422,603	429,984	0	1,335,214	0	39,913	3,256,973	5,484,687
Stevens Point	2,535,715	492,841	0	231,515	0	1,241,086	5,547,389	10,048,546
Stout	1,969,967	157,705	0	1,049,502	10,640	853,504	4,929,473	8,970,790
Superior	0	702,428	0	0	0	545,709	2,799,000	4,047,137
Whitewater	0	99,508	0	2,476,678	410,000	210,756	4,874,504	8,071,446
Colleges	10,315	106,182	7,243	764,537	0	21,616	4,304,784	5,214,677
Extension	27,859,562	0	0	154,543	0	0	0	28,014,105
System-Wide	0	1,368,025	0	121,580	0	0	92,500	1,582,105
<b>Totals</b>	<b>55,573,996</b>	<b>36,743,041</b>	<b>2,788,572</b>	<b>65,072,401</b>	<b>33,802,624</b>	<b>408,367,660</b>	<b>74,074,343</b>	<b>676,422,638</b>
Madison	11,295,897	7,947,282	375,306	3,808,976	2,441,285	273,599,489	14,310,650	313,778,885
Milwaukee	0	8,148,939	0	1,167,215	0	8,603,580	10,501,366	28,421,101
Eau Claire	486,948	1,663,359	0	0	0	829,942	57,901	3,038,150
Green Bay	2,000	1,569,451	0	1,025	0	389,106	1,758,721	3,720,303
La Crosse	556,850	649,526	0	1,086,646	256,000	1,890,450	4,179,310	8,618,782
Oshkosh	2,726,262	3,214,244	0	0	0	675,885	4,361,534	10,977,925
Parkside	377,273	105,031	0	0	0	856,128	3,179,013	4,517,445
Platteville	21,245	0	0	6,284	0	0	3,242,096	3,269,625
River Falls	322,658	414,519	0	1,188,920	0	0	3,221,591	5,147,688
Stevens Point	1,762,047	260,647	0	231,515	0	345,504	5,547,389	8,147,102
Stout	1,784,347	86,258	0	964,542	10,640	830,798	4,815,215	8,491,800
Superior	0	695,028	0	0	0	471,909	2,799,000	3,965,937
Whitewater	0	78,750	0	2,038,800	0	209,712	4,419,519	6,746,781
Colleges	0	12,711	0	561,419	0	0	3,847,919	4,422,049
Extension	9,872,366	0	0	0	0	0	0	9,872,366
System-Wide	0	1,368,025	0	0	0	0	0	1,368,025
<b>Federal Totals</b>	<b>29,207,893</b>	<b>26,213,770</b>	<b>375,306</b>	<b>11,055,342</b>	<b>2,707,925</b>	<b>288,702,503</b>	<b>66,241,223</b>	<b>424,503,962</b>
Madison	5,587,776	9,223,911	2,347,830	49,078,773	28,577,692	115,216,271	6,338,576	216,370,829
Milwaukee	278,400	1,045,669	11,608	2,341,298	0	2,947,875	238,055	6,862,905
Eau Claire	48,405	110,000	0	0	0	49,561	0	207,966
Green Bay	70,063	(524,103)	46,585	158,421	1,350,000	(209,620)	16,842	908,189
La Crosse	270,086	15,125	0	879,880	756,000	347,585	1,637	2,270,313
Oshkosh	873,646	(50,674)	0	0	0	215,384	0	1,038,356
Parkside	22,125	110,335	0	134,228	0	43,439	84,019	394,146
Platteville	158,858	158,273	0	276,087	1,007	0	0	594,225
River Falls	99,945	15,465	0	146,294	0	39,913	35,382	337,000
Stevens Point	773,668	232,194	0	0	0	895,582	0	1,901,444
Stout	185,620	71,447	0	84,960	0	22,706	114,258	478,991
Superior	0	7,400	0	0	0	73,800	0	81,200
Whitewater	0	20,758	0	437,878	410,000	1,044	454,985	1,324,665
Colleges	10,315	93,471	7,243	203,118	0	21,616	456,865	792,628
Extension	17,987,196	0	0	154,543	0	0	0	18,141,739
System-Wide	0	0	0	121,580	0	0	92,500	214,080
<b>Nonfederal Totals</b>	<b>26,366,103</b>	<b>10,529,271</b>	<b>2,413,266</b>	<b>54,017,060</b>	<b>31,094,699</b>	<b>119,665,156</b>	<b>7,833,120</b>	<b>251,918,676</b>

UNIVERSITY OF WISCONSIN SYSTEM  
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	Extension	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
<b>FISCAL YEAR 1999-2000</b>								
Madison	10,899,244	16,522,440	1,702,992	54,701,083	3,452,126	337,077,538	22,391,057	446,746,480
Milwaukee	1,022,762	9,180,307	0	2,635,851	0	13,714,658	7,019,063	33,572,641
Eau Claire	510,550	1,750,311	0	0	0	318,820	4,258,818	6,838,499
Green Bay	291,491	1,613,010	16,470	148,858	300,000	512,654	3,041,437	5,923,920
La Crosse	821,252	315,188	0	962,343	1,070,150	1,889,546	4,097,573	9,156,052
Oshkosh	4,542,493	3,315,113	0	0	0	160,036	4,572,647	12,590,289
Parkside	656,267	335,467	0	668,750	0	343,909	2,836,069	4,840,462
Platteville	200,472	19,387	0	1,307,711	6,600	0	2,428,813	3,962,983
River Falls	962,695	154,457	0	1,131,978	0	97,368	3,374,664	5,721,162
Stevens Point	1,055,443	2,478,726	0	217,172	0	902,356	5,211,197	9,864,894
Stout	1,942,805	262,977	78,635	1,134,911	0	1,044,167	3,343,642	7,807,137
Superior	65,772	1,048,782	0	0	0	214,035	1,104,884	2,433,473
Whitewater	0	98,563	0	1,673,250	0	123,910	4,646,276	6,541,999
Colleges	14,475	112,960	0	895,236	0	41,455	4,400,911	5,465,037
Extension	23,300,240	0	0	379,616	0	0	2,802	23,682,658
System-Wide	0	948,618	0	453,190	0	0	0	1,401,808
<b>Totals</b>	<b>46,285,961</b>	<b>38,156,306</b>	<b>1,798,097</b>	<b>66,309,949</b>	<b>4,828,876</b>	<b>356,440,452</b>	<b>72,729,853</b>	<b>586,549,494</b>
Madison	5,893,510	7,591,199	259,288	4,986,426	0	229,432,376	14,616,148	262,778,947
Milwaukee	811,401	8,071,312	0	466,365	0	9,245,132	6,749,848	25,344,058
Eau Claire	429,924	971,956	0	0	0	24,453	4,248,818	5,675,151
Green Bay	0	1,500,110	0	45,303	0	234,710	2,829,394	4,609,517
La Crosse	494,962	275,409	0	721,709	0	1,727,083	4,096,815	7,315,978
Oshkosh	4,361,395	2,920,303	0	0	0	46,341	4,572,647	11,900,686
Parkside	260,999	203,946	0	0	0	280,558	2,722,820	3,468,323
Platteville	53,329	0	0	872,564	0	0	2,428,813	3,354,706
River Falls	759,503	132,808	0	890,822	0	40,245	3,337,736	5,161,114
Stevens Point	196,053	2,255,766	0	217,172	0	119,515	5,211,197	7,999,703
Stout	1,831,680	81,942	13,220	562,453	0	963,412	3,276,812	6,729,519
Superior	27,464	992,282	0	0	0	30,426	1,104,884	2,155,056
Whitewater	0	89,810	0	1,297,690	0	115,723	4,355,489	5,858,712
Colleges	8,296	84,480	0	694,771	0	0	3,971,919	4,759,466
Extension	7,388,857	0	0	0	0	0	0	7,388,857
System-Wide	0	948,618	0	0	0	0	0	948,618
<b>Federal Totals</b>	<b>22,517,373</b>	<b>26,119,941</b>	<b>272,508</b>	<b>10,755,275</b>	<b>0</b>	<b>242,259,974</b>	<b>63,523,340</b>	<b>365,448,412</b>
Madison	5,005,734	8,931,241	1,443,704	49,714,657	3,452,126	107,645,162	7,774,909	183,967,533
Milwaukee	211,361	1,108,995	0	2,169,486	0	4,469,526	269,215	8,228,583
Eau Claire	80,626	778,355	0	0	0	294,367	10,000	1,163,348
Green Bay	291,491	112,900	16,470	103,555	300,000	277,944	212,043	1,314,403
La Crosse	326,290	39,779	0	240,634	1,070,150	162,463	758	1,840,074
Oshkosh	181,098	394,810	0	0	0	113,695	0	689,603
Parkside	395,268	131,521	0	668,750	0	63,351	113,249	1,372,139
Platteville	147,143	19,387	0	435,147	6,600	0	0	608,277
River Falls	203,192	21,649	0	241,156	0	57,123	36,928	560,048
Stevens Point	859,390	222,960	0	0	0	782,841	0	1,865,191
Stout	111,125	181,035	65,415	572,458	0	80,755	66,830	1,077,618
Superior	38,308	56,500	0	0	0	183,609	0	278,417
Whitewater	0	8,753	0	375,560	0	8,187	290,787	683,287
Colleges	6,179	28,480	0	200,465	0	41,455	428,992	705,571
Extension	15,911,383	0	0	379,616	0	0	2,802	16,293,801
System-Wide	0	0	0	453,190	0	0	0	453,190
<b>Nonfederal Totals</b>	<b>23,768,588</b>	<b>12,036,365</b>	<b>1,525,589</b>	<b>55,554,673</b>	<b>4,828,876</b>	<b>114,180,478</b>	<b>9,206,513</b>	<b>221,101,083</b>

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

	Extension	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
<b>INCREASE (DECREASE)</b>								
Madison	5,984,429	648,753	1,020,144	(1,813,334)	27,566,851	51,738,222	(1,741,831)	83,403,234
Milwaukee	(744,362)	14,301	11,608	872,662	0	(2,163,203)	3,720,358	1,711,365
Eau Claire	24,803	23,048	0	0	0	560,683	(4,200,917)	(3,592,383)
Green Bay	(219,428)	(567,662)	30,115	10,588	1,050,000	(333,168)	(1,265,874)	(1,295,428)
La Crosse	5,684	349,463	0	1,004,183	(58,150)	348,489	83,374	1,733,043
Oshkosh	(942,585)	(151,543)	0	0	0	731,233	(211,113)	(574,008)
Parkside	(256,869)	(120,101)	0	(534,522)	0	555,658	426,963	71,129
Platteville	(20,369)	138,885	0	(1,025,340)	(5,593)	0	813,283	(99,134)
River Falls	(540,092)	275,527	0	203,236	0	(57,455)	(117,691)	(236,475)
Stevens Point	1,480,272	(1,985,885)	0	14,343	0	338,730	336,192	183,652
Stout	27,162	(105,272)	(78,635)	(85,410)	10,640	(190,663)	1,585,831	1,163,653
Superior	(65,772)	(346,354)	0	0	0	331,674	1,694,116	1,613,664
Whitewater	0	945	0	803,428	410,000	86,846	228,228	1,529,447
Colleges	(4,160)	(6,778)	7,243	(130,699)	0	(19,839)	(96,127)	(250,360)
Extension	4,559,322	0	0	(225,073)	0	0	(2,802)	4,331,447
System-Wide	0	419,407	0	(331,610)	0	0	92,500	180,297
<b>Totals</b>	<b>9,288,035</b>	<b>(1,413,265)</b>	<b>990,475</b>	<b>(1,237,547)</b>	<b>28,973,748</b>	<b>51,927,208</b>	<b>1,344,490</b>	<b>89,873,144</b>
Madison	5,402,387	356,083	116,018	(1,177,450)	2,441,285	44,167,113	(305,498)	50,999,938
Milwaukee	(811,401)	77,627	0	700,850	0	(641,552)	3,751,518	3,077,043
Eau Claire	57,024	691,403	0	0	0	805,489	(4,190,917)	(2,637,001)
Green Bay	2,000	69,341	0	(44,278)	0	154,396	(1,070,673)	(889,214)
La Crosse	61,888	374,117	0	364,937	256,000	163,367	82,495	1,302,804
Oshkosh	(1,635,133)	293,941	0	0	0	629,544	(211,113)	(922,761)
Parkside	116,274	(98,915)	0	0	0	575,570	456,193	1,049,122
Platteville	(32,084)	0	0	(866,280)	0	0	813,283	(85,082)
River Falls	(436,845)	281,711	0	298,098	0	(40,245)	(116,145)	(13,426)
Stevens Point	1,565,994	(1,995,119)	0	14,343	0	225,989	336,192	147,399
Stout	(47,333)	4,316	(13,220)	402,089	10,640	(132,614)	1,538,403	1,762,280
Superior	(27,464)	(297,254)	0	0	0	441,483	1,694,116	1,810,881
Whitewater	0	(11,060)	0	741,110	0	93,989	64,030	888,069
Colleges	(8,296)	(71,769)	0	(133,352)	0	0	(124,000)	(337,417)
Extension	2,483,509	0	0	0	0	0	0	2,483,509
System-Wide	0	419,407	0	0	0	0	0	419,407
<b>Federal Totals</b>	<b>6,690,520</b>	<b>93,829</b>	<b>102,798</b>	<b>300,066</b>	<b>2,707,925</b>	<b>46,442,529</b>	<b>2,717,883</b>	<b>59,055,551</b>
Madison	582,042	292,670	904,126	(635,884)	25,125,566	7,571,109	(1,436,333)	32,403,296
Milwaukee	67,039	(63,326)	11,608	171,812	0	(1,521,651)	(31,160)	(1,365,678)
Eau Claire	(32,221)	(668,355)	0	0	0	(244,806)	(10,000)	(955,382)
Green Bay	(221,428)	(637,003)	30,115	54,866	1,050,000	(487,564)	(195,201)	(406,214)
La Crosse	(56,204)	(24,654)	0	639,246	(314,150)	185,122	879	430,239
Oshkosh	692,548	(445,484)	0	0	0	101,689	0	348,753
Parkside	(373,143)	(21,186)	0	(534,522)	0	(19,912)	(29,230)	(977,993)
Platteville	11,716	138,885	0	(159,060)	(5,593)	0	0	(14,052)
River Falls	(103,247)	(6,184)	0	(94,862)	0	(17,210)	(1,546)	(223,048)
Stevens Point	(85,722)	9,234	0	0	0	112,741	0	36,253
Stout	74,495	(109,588)	(65,415)	(487,498)	0	(58,049)	47,428	(598,627)
Superior	(38,308)	(49,100)	0	0	0	(109,809)	0	(197,217)
Whitewater	0	12,005	0	62,318	410,000	(7,143)	164,198	641,379
Colleges	4,136	64,991	7,243	2,653	0	(19,839)	27,873	87,057
Extension	2,075,813	0	0	(225,073)	0	0	(2,802)	1,847,938
System-Wide	0	0	0	(331,610)	0	0	92,500	(239,110)
<b>Nonfederal Totals</b>	<b>2,597,516</b>	<b>(1,507,094)</b>	<b>887,677</b>	<b>(1,537,614)</b>	<b>26,265,823</b>	<b>5,484,678</b>	<b>(1,373,393)</b>	<b>30,817,593</b>

## **INTERNAL AUDIT PROJECT STATUS REPORT**

### **BACKGROUND**

This report is presented to the Board of Regents Audit Subcommittee to provide: 1) a status report on the major projects the UW System Administration Office of Internal Audit is conducting; 2) an overview of other activities of the Office of Internal Audit; and 3) an update on Legislative Audit Bureau projects in the UW System.

### **REQUESTED ACTION**

For information only.

### **MAJOR OFFICE OF INTERNAL AUDIT PROJECTS**

- 1) High School Programs review work is nearing completion. The review report will examine opportunities for high school students to earn credits in the UW System, as well as the implementation of related UW System policies.
- 2) Remedial Education review activities are designed to assess UW System institutions' compliance with and implementation of RPD 88-16, "Remedial Education Policy." Included are a review of UW institutions' procedures related to placement tests, test fees, and remedial courses.
- 3) Risk Management review work is examining the risk management function at both the UW System Administration and UW System institution level, as well as focusing on the management of selected high-risk areas, such as student organizations and contracting practices.
- 4) Student Health Services review work is addressing the implementation of RPD 78-9, related to health center services, as well as operational issues and cost-efficient practices at student health centers.
- 5) Protection of Digital Copyrighted Material review work is beginning. The review is focusing on the mechanisms in place at UW System institutions to address potential copyright infringement by campus computer users.
- 6) Protection of Valuable UW Collections review work is beginning. The review will examine policies and procedures for managing and protecting the artwork, rare-book, antique and natural-history collections that UW institutions own, borrow or loan.

- 7) Outsourcing review work is being planned. This review will identify outsourcing efforts at the UW System institutions, examine policies for contracting for services, and examine the extent to which other institutions have contracted for services.

## **OTHER PROJECTS**

The Office has also continued its involvement in a number of other, smaller projects. Recent examples include: coordinating informational meetings among the UW institutional auditors; credit cards for tuition payment review, reviewing NCAA audits for UW-Green Bay and UW-Milwaukee; reviewing selected management issues, upon the request of UW System institutions; and conducting a preliminary review of requirements and practices related to teaching phonics in schools of education at UW System institutions.

## **OUTSIDE AUDITS**

The Legislative Audit Bureau (LAB) has been conducting several UW System-related projects. The annual, federally mandated A-133 financial compliance audit for FY 2000 has been completed, and work for FY 2001 began in March. LAB anticipates releasing its statutorily-required management review of the lease and affiliation agreements between the Board of Regents and University of Wisconsin Hospitals and Clinics in early summer 2001.



I.3. Physical Planning and Funding Committee

Thursday, May 10, 2001  
Room 138 Rodli Commons  
UW-River Falls  
1:30 p.m.

All Regents

- Access Follow-up

2:00 p.m. or upon conclusion of All Regent Session, Room 137

- a. Approval of minutes of the April 5, 2001 meeting of the Physical Planning and Funding Committee
- b. Report of the Assistant Vice President
  - Building Commission Report
  - Other
- c. UW-Madison: Waisman Center Addition and Remodeling Project Budget Increase \$350,000 Gift Funds  
[Resolution I.3.c.]
- d. UW Colleges: UW-Barron County - Release of Leased Property Rights  
[Resolution I.3.d.]
- e. UW-River Falls Student Presentation: Benefits of Sustainable Design
- f. UW-River Falls Presentation: Campus Physical Development Plan Update AND TOUR
- x. Additional items which may be presented to the Committee with its approval

Authority to Increase the Budget of the  
Waisman Center Addition and Remodeling  
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget of the Waisman Center Addition and Remodeling project by \$350,000 of Gift Funds, for a total revised project cost of \$24,888,800 (\$24,739,800 Gift and Grant Funds, \$33,000 Institutional Funds, \$66,000 Program Revenue Funds, and \$50,000 General Fund Supported Borrowing).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action May 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to increase the budget of the Waisman Center Addition and Remodeling project by \$350,000 of Gift Funds, for a total revised project cost of \$24,888,800 (\$24,739,800 Gift and Grant Funds, \$33,000 Institutional Funds, \$66,000 Program Revenue Funds, and \$50,000 General Fund Supported Borrowing).
3. Description and Scope of the Project: The Waisman Center Addition and Remodeling project will provide a seven-story, 40,700 ASF/75,800 GSF addition to the northeast of the existing tower, and will remodel approximately 14,975 ASF/19,032 GSF of space in the annex building to the west of the existing tower.

The new seven-story tower addition will connect to the existing building on all levels and will accommodate the Human Gene Therapy Research Program; the W.M. Keck Laboratory for Brain Imaging and Behavior; an Early Intervention Program; reception/lobby space; administrative offices and a conference facility with breakout space. The tower will also house the Waisman Clinical Biomanufacturing Facility (WCBF) (formerly called Waisman Translational Research Facility), a component of the Human Gene Therapy Research Program, which will hasten the translation of laboratory research findings to meaningful clinical applications. The remodeled space in the annex will provide additional space for the Early Childhood Program and interdisciplinary early childhood research and training activities.

The majority of the requested increase is needed to fund project scope changes associated with revisions to the WCBF and an adjacent Process Development Laboratory. Some of the additional funding will be used for the purchase of new code compliant playground equipment. A small amount of funding is also needed to supplement the project construction contingency in order to fund change orders for miscellaneous work on the rest of the project associated with minor “value added” scope changes and changes resulting from resolution of construction conflicts.

4. Justification of the Request: The 96,808 ASF/166,194 GSF Waisman Center was constructed in 1972 as one of fourteen national centers dedicated to the advancement of knowledge about human development and developmental disabilities through research and practice. The Waisman Center Annex, a one-story adjacent and connected facility, houses the Waisman Early Childhood Program, family research programs, and interdisciplinary early childhood research and training activities. Program expansions, research development, increases in staffing and the need to consolidate programs led to this addition and remodeling project.

The fourth floor of the new addition will house the WCBF, which is a 6,000 square foot facility designed for the manufacturing of gene and cell based therapeutics for use in human clinical trials initiated by campus researchers. The facility is a cleanroom that must comply with the US Food and Drug Administration's most current Good Manufacturing Practices outlined in the Code of Federal Regulations. Since April of 2000, there have been scope changes related to further refinements in the functioning of the facility. In addition, primary systems such as purified water, specialty gases, and HVAC monitoring have been enhanced to simplify the validation process in order to assure compliance with FDA regulations.

The renovation of the playground for the Waisman Early Childhood Program was authorized in April 2000. That scope included completion of the grading, landscaping, and development of a very limited number of activity areas and built play structures. The requested funding increase will provide additional accommodations for children with special needs who represent approximately 30% of the total enrollment. Design changes were incorporated to ensure play areas are accessible, suitable and safe for children with special needs including wider, more accessible sidewalks that run throughout the playground and substantial fall zones around play equipment. Additionally, appropriate footings and foundations will be installed for other play equipment and equipment storage sheds that will be acquired, if possible, within the requested authorized funding level, or as a separate future project.

The University has confirmed that \$350,000 of Gift Funds are available to cover the increased costs of this project. The requested increase will provide the final funding requirements and enable completion of this project by the targeted date of June 2001.

5. Budget:

	<u>Previously Authorized</u>	<u>Revised Per This Request</u>
Construction:	\$20,042,000	\$20,933,200
A/E Fees	2,030,000	2,042,100
DFD Fees	833,000	846,400
Other	158,000	158,000
Contingency:	737,100	26,000
Movable Equipment:	689,600	834,000
Percent for Art:	49,100	49,100
Total Budget	\$24,538,800	\$24,888,800

6. Previous Action:

April 2000 Resolution #8119	Granted authority to: (1) increase the project budget by \$928,800 (\$829,800 Gift and Grant funds, \$66,000 Program Revenue - Parking Utility funds, and \$33,000 non-GPR Institutional Funds); and (2) transfer \$50,000 General Fund Supported Borrowing from the UW-Madison Utility System Improvements Project (DFD #96276) to the Waisman Center Addition and Remodeling project, for a total revised project cost of \$24,538,800 (\$24,389,800 Gift and Grant Funds, \$33,000 Institutional Funds, \$66,000 Program Revenue Funds, and \$50,000 General Fund Supported Borrowing).
September 1998 Resolution #7764	Granted authority to increase the project budget by \$3,002,000 Gift and Grant funds, for the Waisman Center Addition and Remodeling project, for a revised total project cost of \$23,560,000, Gift and Grant Funds.
June 1997 Resolution #7476	Granted authority to expand the scope and increase the budget by \$2,658,000 for a revised total of \$20,558,000 Gift and Grant funds.
February 1997 Resolution #7376	Granted (a) approval of the Design Report; (b) a budget increase of \$400,000; and (c) authority to construct the Waisman Center Addition and Remodeling project, at a revised estimated total project cost of \$17,900,000, Gift and Grant Funds.
December 9, 1994 Resolution #6836	Granted authority to amend UW System's 1995-97 Capital Budget to include a Waisman Center Addition and Remodeling project, estimated at a total cost of \$17.5 million Gifts and Grants.

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 for the officers of the Board of Regents to release leased property rights for 2.45 acres of the approximately 130 acres of land leased from Barron County for the site of the UW-Barron County.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action

May 2001

1. Institution: The University of Wisconsin-Barron County
2. Request: Requests authority for the officers of the Board of Regents to release leased property rights for 2.45 acres of the approximately 130 acres of land leased from Barron County for the site of the UW-Barron County.
3. Description and Scope of Project: This requested action will enable Barron County to transfer land to the city of Rice Lake for the construction of a Rice Lake Community Recreation Center, including a wellness/fitness center for the college. The parcel is adjacent to the college's physical education building permitting the new center to be connected to the college's building. The city will construct and furnish the 21,569 square foot facility in 2004 at a cost of \$2.5 million. The county will pay for construction of a wellness/fitness center for the college in the new building and partial remodeling of the existing building. The city will own the new facility and pay operating costs except those for utilities. UW Colleges will pay for utilities through the college's physical plant infrastructure.

A shared use agreement to be completed prior to construction will permit the college to use the new center for instruction and recreation during normal daytime hours with community use on evenings and weekends.
4. Justification for the Request: This project will continue the long history of collaboration between the college, city and county in providing recreational facilities and opportunities to the Rice Lake community. Barron County has already agreed to release the property to the city for constructing the recreation center. The cooperative agreement will provide special recreational opportunities to area residents, especially youth and senior citizens. In addition to gaining access to new facilities for its programs, the college will benefit by the increased profile the recreational center will give the campus.
5. Budget: The estimated total project cost is \$2,500,000 that will be in the city of Rice Lake's budget for 2004. There is no anticipated construction cost to the State for the recreation center. The annual utility costs to be paid by the University are estimated to be \$17,600.
6. Previous Action: None.

# BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, May 11, 2001

9:00 a.m.

River Room, Rodli Commons  
University of Wisconsin-River Falls

1. Calling of the roll
2. Approval of the minutes of the April 5<sup>th</sup> and 6<sup>th</sup> meetings
3. Report of the President of the Board
  - a. Resolution of Commendation: Regent Joseph Alexander
  - b. Report on Association of Governing Boards Conference
  - c. Report on March 30<sup>th</sup> meeting of the Educational Communications Board
  - d. Report on the April 20<sup>th</sup> meeting of the Higher Educational Aids Board
  - e. Report on the May 9<sup>th</sup> meeting of the Hospital Authority Board
  - f. Report on legislative matters
  - g. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
  - a. UW-River Falls Presentation: The Engaged Student
  - b. Additional items that the President of the System may report or present to the Board.
5. Report of the Business and Finance Committee
6. Report of the Education Committee
7. Report of the Physical Planning and Funding Committee
8. Additional Resolutions
  - a. Resolution of Appreciation to UW-River Falls
9. Communications, petitions or memorials
10. Unfinished or additional business
11. Recess into executive session to consider an appointment to the UW-Stevens Point Board of Visitors as permitted by s.19.85 (1)(f), *Wis. Stats.*, to consider salary for Provost/Vice Chancellor, UW-Oshkosh and UW-River Falls, and salary for Interim Director of Learning Innovations, as permitted by s.19.85(1)(c), *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.*, and to consider annual evaluations, as permitted by s.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*.\*



12. The Board may reconvene in open session pursuant to s.19.85(1)(b), *Wis. Stats.*, for final action on possible dismissal of a public employee.

13. 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 11.

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

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**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  
R. Marcene James  
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. Olivier  
Roger E. Axtell  
Frederic E. Mohs

#### 21<sup>st</sup> Century Subcommittee

JoAnne Brandes (Chair)  
Patrick G. Boyle  
Gerard A. Randall, Jr.

#### Physical Planning and Funding Committee

R. Marcene James (Chair)  
Gregory L. Gracz (Vice Chair)  
Joseph M. Alexander  
Lolita Schneiders

#### Personnel Matters Review Committee

Jonathan B. Barry (Chair)  
JoAnne Brandes  
Patrick G. Boyle  
Ruth M. James

#### 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. Olivier

#### Committee for Academic Staff Excellence Awards

Gerard A. Randall, Jr. (Chair)  
Gregory L. Gracz  
Phyllis M. Krutsch  
Lolita Schneiders

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