



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

November 27, 2002

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in cursive script, appearing to read "J. A. Temby".

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at Van Hise Hall, 1220 Linden Dr., Madison, on December 5 and 6, 2002.

Thursday, December 5, 2002

11:00 a.m. –

- Excess Credits Policy
- Student Success: Retention, Graduation Rates, and Credits-to-Degree

1820 Van Hise Hall

All Regents Invited

11:45 a.m. – Lunch

12:00 a.m. –

- Update on Enrollment trends, Budget Cut Impacts, and Ways that Other Public Universities are Coping with State Budget Reductions
- UW-Madison Camp Randall Expansion and Renovation Construction Authority

1820 Van Hise Hall

All Regents Invited

1:30 p.m. – Joint Committee meeting:

Business and Finance Committee and
Physical Planning and Funding Committee
1920 Van Hise Hall

1:30 p.m. – Education Committee

1820 Van Hise Hall

1:45 p.m. or upon conclusion of Joint Meeting – Business and Finance Committee reconvene
1920 Van Hise Hall

1:45 p.m. or upon conclusion of Joint Meeting – Physical Planning and Funding Committee
reconvene

1511 Van Hise Hall

Friday, December 6, 2002

9:00 a.m. – Board of Regents

1820 Van Hise Hall

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

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BOARD OF REGENTS

Resolution

That, upon the recommendation of the President of the UW System, the Board of Regents instructs the President and the Chancellors to take the following actions:

1. Institutions will review the requirements for all programs that currently require more than 130 credits.
2. Each institution will develop a process to identify and counsel students who are accumulating credits in a manner that could result in their amassing more than 165 credits (or 30 credits more than required by their degree programs, whichever is greater) by the time they fulfill all of the degree requirements.
3. Starting in the fall of 2004, all resident undergraduate students who have accumulated 165 credits (or 30 credits more than required by their degree programs, whichever is greater) will be charged a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level.

EXCESS CREDITS POLICY

EXECUTIVE SUMMARY

BACKGROUND

Sections 93r, 93s, 9101 (8w) and 9256 (2x) of the 2001-03 Biennial Budget Repair Bill, as passed by the Legislature, required the University of Wisconsin Board of Regents to charge students the full cost of credits beyond 165 accumulated in coursework towards a first baccalaureate degree. The provision also reduced the system's general program operations appropriation by \$6,700,000 in fiscal year 2002-03 to reflect a reduction in GPR support for these credits and increases the student fees appropriation by \$6,700,000 PR in fiscal 2002-03 to reflect estimated increases in tuition revenues. Governor McCallum vetoed the provision requiring the Board of Regents to charge the full cost per credit for credits beyond 165, retained the \$6,700,000 GPR reduction, but removed the tuition offset. In his veto message, the Governor requested that the Board of Regents report to him by December 15, 2002, on alternatives to ensure that the credits-to-degree system is organized in a way that minimizes the cost to taxpayers without adversely affecting students' ability to complete degrees at resident tuition rates.

REQUESTED ACTION

Approval of Resolution I.

DISCUSSION

The Board of Regents has a long-standing commitment to establishing policies supporting System and campus efforts to increase institutional efficiency. In 1995, the Board committed UW System institutions to a goal of decreasing systemwide attempted credits-to-degree from an average of 145 to 140 by 2000-01. The objective of this policy was to increase access by freeing up classroom spaces and thereby allowing the UW System to accommodate additional students within its existing resource base. By 2000-01, UW institutions surpassed the Board's goal, as average credits-to-degree declined to 137. This decline has continued, with the average credits-to-degree for the 2001-02 graduates falling to 136. The approach of setting goals for the reduction of average credits recognizes the efficiencies that can be achieved when students take fewer credits as they complete their degrees. By focusing on the average credits, the Board provided the System and its institutions the option of using a variety of policy changes and intervention strategies in order to achieve the goal. The approaches used by the campuses were designed to change a variety of behaviors of a wide range of students. In sum, the various approaches used achieved the overall goal.

The Board's policy applied to all students and was not specifically directed at reducing the number of students accumulating more than 165 credits. Nevertheless, the size of that group also declined, from almost 3,300 in 1993-94 to approximately 1,900 in 2001-02, a decrease of more than forty percent. The broad-based approach the Board followed recognized that students attempting more than 165 credits are not a homogeneous group and that they accumulate large

numbers of credits for a variety of reasons. In some instances the reason that students accumulate more than 165 credits reflects appropriate behaviors that should be encouraged and in other situations the reasons for accumulating credits may be deemed less appropriate. Devising policies that specifically target the less appropriate behaviors, while not penalizing the desired behaviors presents a significant challenge.

A Provost's working group looked at a variety of targeted financial incentives, academic policies, and intervention strategies designed to decrease the number of students accumulating 165 credits or more. The consensus of the group was that policies to reduce excess credits should ensure equity for all students and should not impede students' progress toward graduation or create undue administrative costs. The following policy recommendation was the result of further discussions by the Provosts and the Chancellors:

1. Institutions will review the requirements for all programs that currently require more than 130 credits. The Board's commitment in 1995 to decrease attempted credits-to-degree led to a review and reduction of required credits for many UW programs. However, there are still a number of programs that require more than 130 credits. A mandatory institutional review of requirements in such programs should lead to further reductions in high credit majors, leading to a lower average attempted credits-to-degree, and fewer students exceeding 165 credits.
2. Each institution will develop a process to identify and counsel students who are accumulating credits in a manner that could result in their amassing more than 165 credits (or 30 credits more than required by their degree programs, whichever is greater) by the time they fulfill all of the degree requirements. Each campus will determine the type of intervention and the number of credits at which this intervention occurs. The objective of the intervention is to help students make appropriate choices about their course selection and thus decrease the number of students accumulating excess credits.
3. Starting in the fall of 2004, all resident undergraduate students who have accumulated 165 credits (or 30 credits more than required by their degree programs, whichever is greater) will be charged a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level. The objective of this policy is to change behavior and is, therefore, not expected to generate significant revenue. In order to accommodate students who accumulate excess credits for appropriate reasons, a working group of provosts, registrars, and others will establish administrative rules and an appeals process. These rules will address the needs of students returning to complete a degree and students with double degrees, double majors, multiple minors, etc., and determine appropriate ways of treating advanced placement, transfer students, and Minnesota reciprocity students.

These three initiatives, in combination, are designed to reduce the number of students accumulating 165 credits or more. The focus will be on helping students make decisions that reduce the number of credits that they accumulate, minimizing the number of students subject to the surcharge.

INSTITUTIONAL EFFORTS TOWARD ACHIEVING CREDITS-TO-DEGREE, AND RETENTION AND GRADUATION TARGETS

EXECUTIVE SUMMARY

BACKGROUND

In May 2002 the Board of Regents received a report on the relationship between credits-to-degree, time-to-degree and retention and graduation rates. During the discussion of that report, several regents expressed interest in learning more about institutional plans for increasing retention and graduation rates. At a follow-up discussion at the June 2002 Board of Regents meeting, the Board passed Resolution 8566 that stated:

That, upon the recommendation of the President of the UW System, the Board of Regents reaffirms its goal of increasing the Systemwide graduation rate approved in December 2000, with the understanding that the specific institutional targets will be refined. The Board instructs the President and the Chancellors to take the following actions: Chancellors will submit action plans for increasing their institutional graduation rate. The President will review these plans to ensure that the strategies chosen are consistent with decreasing credits-to-degree and time-to-degree and that the graduation rate targets established are appropriate. System Administration will provide the Board with a report on the institutional plans in December 2002, and each UW institution will report on progress toward achieving these plans in its annual accountability report.

The following discussion and attached summary of institutional plans and progress constitutes the report required by Resolution 8566.

REQUESTED ACTION

For discussion only, no action requested.

DISCUSSION

In 1995, the Board of Regents asked each of the UW four-year institutions to develop a plan for reducing average credits-to-degree and to establish a target average credits-to-degree for the 2000-01 graduating class. The approach used in establishing the targets was consistent with the continuous quality improvement (CQI) model in which each institution evaluated its own institutional practices and compared these practices to external benchmarks. In the aggregate, the Systemwide target for 2000-01 was 140 credits. Since the targets were set, Systemwide credits-to-degree have declined each year. Overall, the UW System achieved its 2000-01 target of 140 credits by 1998-99. Since then, credits-to-degree have continued to decline, falling to 139 in 1999-00, 137 in 2000-01 and 136 in 2001-02.

Table 1
Average Attempted Credits to Degree by Institution
For First Bachelor Degree Recipients Starting as New Freshmen
At Any UW Institution

| Institution | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | Goal |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|
| UW-Madison | 135 | 134 | 132 | 131 | 130 | 128 | 127 | 125 | 135 |
| UW-Milwaukee | 150 | 151 | 152 | 149 | 148 | 147 | 144 | 141 | 145 |
| UW-Eau Claire | 146 | 145 | 144 | 143 | 142 | 141 | 140 | 140 | 140 |
| UW-Green Bay | 141 | 138 | 140 | 138 | 138 | 134 | 135 | 135 | 138 |
| UW-La Crosse | 153 | 152 | 150 | 149 | 145 | 143 | 143 | 141 | 148 |
| UW-Oshkosh | 151 | 153 | 151 | 152 | 148 | 148 | 146 | 144 | 144 |
| UW-Parkside | 145 | 146 | 145 | 141 | 140 | 142 | 140 | 139 | 139 |
| UW-Platteville | 153 | 152 | 152 | 150 | 150 | 150 | 148 | 147 | 148 |
| UW-River Falls | 145 | 143 | 142 | 140 | 139 | 138 | 136 | 136 | 140 |
| UW-Stevens Pt. | 149 | 147 | 145 | 144 | 143 | 141 | 141 | 141 | 142 |
| UW-Stout | 152 | 149 | 149 | 148 | 146 | 144 | 144 | 142 | 145 |
| UW-Superior | 151 | 145 | 145 | 142 | 142 | 140 | 141 | 136 | 141 |
| UW-Whitewater | 142 | 142 | 140 | 141 | 141 | 139 | 140 | 140 | 135 |
| UW SYSTEM* | 145 | 144 | 143 | 142 | 140 | 139 | 137 | 136 | 140 |

* The UW System total is a weighted average of institutional credits.

By 2001-02, nine institutions (UW-Madison, UW-Milwaukee, UW-Green Bay, UW-La Crosse, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout and UW-Superior) had surpassed their targets, three institutions (UW-Eau Claire, UW-Oshkosh and UW-Parkside) met their target, and one institution (UW-Whitewater) had not yet achieved its target. Since the targeted decrease was based on each institution's own assessment of the potential for decreasing credits-to-degree, the target was not the same for each institution. Although UW-Whitewater has not achieved its target, only three other UW comprehensive institutions have lower average credits-to-degree.

In December 1999, UW four-year institutions set targets for second year retention (at the institution at which the student started) and six-year graduation rates (at any UW institution) for full-time new freshmen. Focusing exclusively on full-time new freshmen does not provide a comprehensive measure of an institution's success in retaining and graduating students, particularly for institutions like UW-Green Bay, UW-Milwaukee, UW-Parkside and UW-Superior, which serve a large number of part-time and transfer students. Nevertheless, focus on these measures, while not complete, does provide an indicator of how well an institution is retaining and graduating its students. This metric is the standard used in national comparisons. The targets were set using a CQI-based approach similar to the process used to set credits-to-degree targets.

Table 2

**University of Wisconsin System
Second Year Retention at the Institution Where the Student Started**

| Fall Cohort | Eau Claire | | Green Bay | | La Crosse | | Madison | | Milwaukee | | Oshkosh | | Parkside | |
|-------------|------------|--------|-----------|--------|-----------|--------|---------|--------|-----------|--------|---------|--------|----------|--------|
| | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target |
| 1994 | 76.2% | | 66.3% | | 75.6% | | 91.6% | | 67.4% | | 71.7% | | 63.0% | |
| 1995 | 77.1% | | 73.0% | | 79.0% | | 91.7% | | 70.7% | | 71.2% | | 64.3% | |
| 1996 | 76.0% | | 71.2% | | 79.6% | | 90.8% | | 70.9% | | 70.8% | | 60.3% | |
| 1997 | 76.6% | | 69.6% | | 81.8% | | 90.8% | | 72.2% | | 72.8% | | 65.2% | |
| 1998 | 79.2% | | 69.0% | | 81.7% | | 91.4% | | 69.9% | | 73.5% | | 61.3% | |
| 1999 | 79.7% | 79.7% | 73.2% | 70.0% | 82.4% | 82.0% | 91.6% | 92.0% | 71.4% | 69.3% | 70.8% | 71.0% | 62.3% | 62.0% |
| 2000 | 78.3% | 80.2% | 74.1% | 70.0% | 83.9% | 82.5% | 90.9% | 92.0% | 73.9% | 70.2% | 72.1% | 71.5% | 60.7% | 63.5% |
| 2001 | 80.2% | 80.7% | 74.3% | 73.5% | 85.0% | 83.0% | 91.9% | 92.0% | 72.3% | 71.2% | 72.1% | 72.5% | 63.3% | 65.0% |
| 2002 | | 81.0% | | 74.0% | | 83.8% | | 92.0% | | 72.1% | | 74.0% | | 67.5% |
| 2003 | | 82.0% | | 74.5% | | 84.5% | | 92.0% | | 73.1% | | 75.5% | | 70.0% |
| 2004 | | 83.0% | | 75.0% | | 85.5% | | 92.0% | | 74.0% | | 77.0% | | 70.0% |

| Fall Cohort | Platteville | | River Falls | | Stevens Point | | Stout | | Superior | | Whitewater | | System Total | |
|-------------|-------------|--------|-------------|--------|---------------|--------|--------|--------|----------|--------|------------|--------|--------------|--------|
| | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target |
| 1994 | 75.4% | | 68.1% | | 73.6% | | 70.0% | | 59.5% | | 73.9% | | 76.6% | |
| 1995 | 72.5% | | 66.4% | | 72.7% | | 69.4% | | 62.5% | | 75.9% | | 77.6% | |
| 1996 | 76.4% | | 72.7% | | 74.2% | | 73.7% | | 66.8% | | 79.1% | | 78.2% | |
| 1997 | 75.0% | | 75.6% | | 71.7% | | 74.0% | | 62.2% | | 76.0% | | 78.5% | |
| 1998 | 78.7% | | 77.1% | | 76.0% | | 73.5% | | 60.3% | | 75.6% | | 78.5% | |
| 1999 | 76.5% | 78.8% | 75.2% | 76.1% | 74.9% | 75.5% | 76.8% | 74.0% | 67.7% | 60.5% | 74.0% | 74.1% | 78.7% | 78.4% |
| 2000 | 74.9% | 78.9% | 73.0% | 77.5% | 76.2% | 75.7% | 74.9% | 75.0% | 64.5% | 63.0% | 74.2% | 74.8% | 78.8% | 78.9% |
| 2001 | 76.3% | 79.0% | 70.0% | 78.0% | 77.3% | 75.9% | 73.3% | 76.5% | 70.9% | 65.0% | 77.1% | 76.0% | 79.5% | 79.5% |
| 2002 | | 79.2% | | 79.0% | | 76.1% | | 78.0% | | 68.0% | | 78.0% | | 80.3% |
| 2003 | | 79.5% | | 79.5% | | 76.3% | | 80.0% | | 73.0% | | 79.0% | | 81.1% |
| 2004 | | 80.0% | | 80.0% | | 76.5% | | 80.0% | | 75.0% | | 80.0% | | 82.0% |

Setting retention and graduation targets are not simple matters. While second year retention is a relatively short-term goal, six-year graduation rates are not realized for an extended period of time. UW institutions set the targets contained in this document in the fall of 1999. At that time, they did not know the actual second year retention rate for the 1998 cohort, or the six-year graduation rate for the 1993 cohort. As a consequence, there were instances in which an institution set a target that was less than the actual rate for the previous year. Another complication that made some of the targets look incongruous was that the six-year graduation rates for the 1994 through 1998 cohorts were a function of the second year retention rates for

Table 3
University of Wisconsin System
Six-Year Graduation Rates Anywhere in the System

| Fall Cohort | Eau Claire | | Green Bay | | La Crosse | | Madison | | Milwaukee | | Oshkosh | | Parkside | |
|-------------|------------|--------|-----------|--------|-----------|--------|---------|--------|-----------|--------|---------|--------|----------|--------|
| | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target |
| 1989 | 64.9% | | 48.7% | | 56.1% | | 74.6% | | 46.2% | | 54.0% | | 41.8% | |
| 1990 | 63.0% | | 50.2% | | 59.0% | | 74.6% | | 39.3% | | 51.7% | | 37.4% | |
| 1991 | 62.2% | | 50.2% | | 55.1% | | 75.7% | | 38.5% | | 50.7% | | 31.5% | |
| 1992 | 61.4% | | 52.5% | | 61.1% | | 75.9% | | 37.1% | | 52.9% | | 30.9% | |
| 1993 | 61.2% | | 58.0% | | 58.9% | | 76.9% | | 38.2% | | 54.0% | | 37.4% | |
| 1994 | 60.2% | 61.6% | 55.3% | 58.0% | 60.3% | 58.6% | 77.9% | 78.0% | 41.6% | 38.5% | 53.1% | 54.2% | 34.1% | 38.0% |
| 1995 | 63.1% | 62.0% | 54.9% | 58.0% | 62.6% | 60.6% | 78.3% | 78.0% | 42.9% | 38.9% | 53.9% | 54.4% | 35.8% | 38.5% |
| 1996 | 62.8% | 62.4% | 54.2% | 53.0% | 66.9% | 60.8% | 78.2% | 78.0% | 44.0% | 39.2% | 52.0% | 54.7% | 34.5% | 39.0% |
| 1997 | | 62.8% | | 52.0% | | 61.3% | | 78.0% | | 39.6% | | 54.9% | | 39.5% |
| 1998 | | 63.2% | | 51.0% | | 61.2% | | 79.0% | | 39.9% | | 55.2% | | 40.0% |
| 1999 | | 63.6% | | 55.0% | | 61.5% | | 79.0% | | 40.3% | | 55.5% | | 40.5% |
| 2000 | | 64.3% | | 56.0% | | 62.0% | | 79.0% | | 40.6% | | 55.9% | | 41.0% |
| 2001 | | 65.0% | | 57.0% | | 62.5% | | 79.0% | | 41.0% | | 56.3% | | 41.5% |
| 2002 | | 65.7% | | 58.0% | | 63.2% | | 79.0% | | 41.3% | | 56.5% | | 42.0% |
| 2003 | | 66.4% | | 59.0% | | 63.9% | | 79.0% | | 41.6% | | 56.8% | | 42.5% |
| 2004 | | 67.0% | | 60.0% | | 64.0% | | 79.0% | | 42.0% | | 57.0% | | 43.0% |

| Fall Cohort | Platteville | | River Falls | | Stevens Point | | Stout | | Superior | | Whitewater | | System Total | |
|-------------|-------------|--------|-------------|--------|---------------|--------|--------|--------|----------|--------|------------|--------|--------------|--------|
| | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target |
| 1989 | 60.5% | | 44.9% | | 59.0% | | 55.9% | | 34.2% | | 62.0% | | 59.9% | |
| 1990 | 56.4% | | 47.4% | | 55.9% | | 52.3% | | 31.6% | | 58.6% | | 57.6% | |
| 1991 | 58.7% | | 46.4% | | 61.0% | | 47.3% | | 29.5% | | 56.3% | | 56.9% | |
| 1992 | 61.3% | | 50.9% | | 62.1% | | 50.2% | | 39.1% | | 55.2% | | 58.5% | |
| 1993 | 62.7% | | 51.9% | | 60.9% | | 54.8% | | 38.6% | | 54.7% | | 59.5% | |
| 1994 | 57.1% | 62.7% | 51.0% | 52.4% | 61.5% | 60.5% | 44.7% | 55.0% | 43.3% | 38.6% | 55.2% | 56.0% | 59.3% | 59.0% |
| 1995 | 56.3% | 62.7% | 51.8% | 52.9% | 62.6% | 60.5% | 44.5% | 55.5% | 37.5% | 39.0% | 58.2% | 58.0% | 60.5% | 60.4% |
| 1996 | 62.0% | 62.7% | 56.8% | 53.6% | 64.6% | 60.5% | 52.5% | 56.0% | 37.7% | 39.5% | 61.2% | 59.0% | 61.9% | 60.7% |
| 1997 | | 62.7% | | 54.3% | | 60.6% | | 56.5% | | 40.0% | | 59.0% | | 61.0% |
| 1998 | | 62.7% | | 55.0% | | 60.8% | | 57.0% | | 40.7% | | 59.0% | | 61.5% |
| 1999 | | 63.0% | | 55.7% | | 60.8% | | 57.5% | | 42.0% | | 60.0% | | 61.8% |
| 2000 | | 63.0% | | 56.4% | | 61.0% | | 58.0% | | 42.7% | | 61.0% | | 62.0% |
| 2001 | | 63.0% | | 57.1% | | 61.5% | | 58.5% | | 43.5% | | 62.0% | | 62.5% |
| 2002 | | 63.0% | | 57.8% | | 62.0% | | 59.0% | | 44.0% | | 63.0% | | 63.0% |
| 2003 | | 63.0% | | 58.5% | | 62.5% | | 59.5% | | 44.6% | | 63.0% | | 63.5% |
| 2004 | | 63.0% | | 59.0% | | 63.0% | | 60.0% | | 45.0% | | 63.0% | | 64.0% |

those cohorts. Consequently, some institutions set six-year graduation rate targets for these cohorts that reflected the historical retention rates, which in some instances anticipated a decline, reflecting a previous decline in second year retention. Furthermore, for some of the smaller institutions, the retention rates are volatile due to the small number of students in the cohort. For example, for UW-Superior a change in retention of only four students results in more than a one percentage point change in retention. In reviewing the targets, a decision was made not to change the targets based on updated information, except in the case of UW-Green Bay where the original targets were set with the expectation of funding for the Green Bay Idea. Instead, for institutions that have not attained their targets, the targets should be viewed as goals that the institutions will continue to work to achieve. For those institutions that have surpassed their targets, continued improvement is the objective.

Over the first three years, Systemwide retention rates are right on track. The Systemwide second year retention target for the 2001 cohort is 79.5 percent and the actual rate for that cohort is 79.5 percent. Over the same period, five UW institutions (UW-Green Bay, UW-La Crosse, UW-Milwaukee, UW-Stevens Point and UW-Superior) have exceeded their second year retention targets. Four UW institutions (UW-Eau Claire, UW-Madison, UW-Oshkosh and UW-Whitewater) are progressing toward their targets and four institutions (UW-Parkside, UW-Platteville, UW-River Falls and UW-Stout) are experiencing mixed progress in moving toward their targets.

Systemwide, the 1994 and 1995 cohorts' six-year graduation rates were at target and the 1996 cohort's six-year graduation rate was above target, reaching an all time high of 61.9 percent. Over the last two years, five UW institutions (UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-Stevens Point and UW-Whitewater) exceeded their targets. Three UW institutions (UW-Green Bay, UW-Madison and UW-Platteville) are progressing toward their targets and five institutions (UW-Oshkosh, UW-Parkside, UW-River Falls, UW-Stout and UW-Superior) are experiencing mixed results.

All UW institutions are working to increase their retention and graduation rates. The attached document provides detail on institutional progress and describes the institutional plans for achieving or exceeding their targets. UW institutions are using a variety of strategies to improve retention. Enhanced advising is central to these efforts. In many instances this entails combining or coordinating academic and career advising. Some of these efforts can be accomplished within the existing resource base, while others may require additional funding. For example, UW-Whitewater's advising center was funded by differential tuition. Some institutions are reaching out to students earlier in their academic careers by improving orientation and developing connections with students before they even start classes. Another area that is receiving substantial attention is the freshman year experience. Efforts in this area are directed at engaging students academically and socially and providing students with an introduction to college level expectations. A variety of intrusive interventions are also being used to reach students before they get off track. These and other strategies are described in the institutional reports accompanying this document. Taken together they represent a major effort on the part of the UW System to achieve its goal of providing 1,000 additional graduates from each entering class.

UW-Eau Claire

Time-to-Degree, Credits-to-Degree and Retention/Graduation Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 147 | | 1994 | 76.2 | | 1989 | 64.9 | | 1993-94 | 9.8 |
| 1994-95 | 146 | | 1995 | 77.1 | | 1990 | 63.0 | | 1994-95 | 9.9 |
| 1995-96 | 145 | | 1996 | 76.0 | | 1991 | 62.2 | | 1995-96 | 9.8 |
| 1996-97 | 144 | | 1997 | 76.7 | | 1992 | 61.4 | | 1996-97 | 9.9 |
| 1997-98 | 143 | | 1998 | 79.2 | | 1993 | 61.2 | | 1997-98 | 9.8 |
| 1998-99 | 142 | | 1999 | 79.7 | 79.7 | 1994 | 60.2 | 61.6 | 1998-99 | 9.7 |
| 1999-00 | 141 | | 2000 | 78.3 | 80.2 | 1995 | 63.1 | 62.0 | 1999-00 | 9.7 |
| 2000-01 | 140 | 140 | 2001 | 80.2 | 80.7 | 1996 | 62.8 | 62.4 | 2000-01 | 9.7 |
| 2001-02 | 140 | | 2002 | | 81.0 | 1997 | | 62.8 | 2001-02 | 9.6 |
| | | | 2003 | | 82.0 | 1998 | | 63.2 | | |
| | | | 2004 | | 83.0 | 1999 | | 63.6 | | |
| | | | | | | 2000 | | 64.3 | | |
| | | | | | | 2001 | | 65.0 | | |
| | | | | | | 2002 | | 65.7 | | |
| | | | | | | 2003 | | 66.4 | | |
| | | | | | | 2004 | | 67.0 | | |

*Retained at UW-Eau Claire

**Graduated anywhere in the UW System

Credits/Time to Degree

- Achieved planned reduction in credits-to-degree from 147 to 140 credits.
- Held constant the number of semesters-to-degree completion at 9.6 semesters. It takes slightly under five academic years of study for the average student to complete a degree.

Second-year Retention Target

- Planned to increase retention to the second year from 79.2 to 83.0 percent.
- Progressing toward target, second year retention currently 80.2 percent.

Six-year Graduation Target

- Planned to increase the proportion of students that graduate within six years from 61.2 to 67.0 percent.
- Exceeded targets for last two years; six-year graduation rate currently 62.8 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Developed and offered a course -- GEN 250: "Academic and Career Exploration" -- to help students choose majors in a timely fashion.
- Scheduled Career Services and Advising staff to speak to dozens of classes.
- Distributed Comprehensive Adviser Handbook to all advisers; Adviser Update sent out each semester.

- Began development of a web-based degree audit capability that, when fully implemented, will provide greater readability (using color for unmet requirements, for example) and links to “advising tips” and course information to increase the understanding of degree requirements and improve course selections.
- Worked on early intervention efforts for students who are not going to be accepted into their major of choice.
- Implemented a Majors Fair to provide students with “one stop shopping” for information about career options.
- Offered a series of “Making a Major Decision” sessions that focus on selected majors and the career opportunities related to those majors.
- Incorporated career planning into Phase 1 of new student orientation, which takes place during the summer prior to matriculation.
- Expanded Career Days to encourage attendance of students at the freshman and sophomore levels.
- Offered programs such as “Career Quest - A Career Exploration Workshop,” which is a workshop for students who are in the process of making a major or career decision to help them learn how to make a good decision and where to gather the information they need to make that decision.
- Established rotating partial appointments in the central advising office for faculty members to develop in-depth advising expertise in order to serve as advising mentors to faculty peers upon return to their academic departments.
- Appointed a professional advisor to advise first year elementary and secondary education majors.
- Established the “Excellence in Advising” award, through which students annually recognize an outstanding faculty advisor.

Early Contacts and Orientation

- Provided an Orientation program for new students to include small group meetings (8 students) with an Orientation Assistant and an academic adviser, as well as an individual appointment with an adviser.
- Initiated Phase II Orientation, which starts with a picnic and convocation on the Thursday evening before classes and continues on Friday, when students meet with their FYE classes and with representatives of their majors to give students a chance to ask questions and get connected before classes start.
- Sponsored CUBEfest (“Creating the Ultimate Blugold Experience”), which follows Phase II Orientation over the Labor Day weekend, to offer a variety of social and recreational activities to help students make connections with each other and feel comfortable in the campus environment.
- Scheduled meetings between transfer advisers and many transfer students prior to their arrival on campus to help them select their courses effectively and to answer procedural questions.
- Implemented student recruitment efforts that stress the importance of the high school preparation necessary for collegiate success.
- Offered a variety of pre-college programs to help prepare adolescents to meet the requirements for successful study at the college level.

Freshman Year Programs

- Offered expanded First Year Experience opportunities supported by differential tuition revenue, with special attention given to course array, course content, and section size.
- Offered First Year Experience courses to accommodate all students.

Intrusive Interventions

- Implemented a course designed specifically for students on academic warning or probation to help with study skills, time management, etc.
- Enhanced the advising and academic skills support available for students identified as “at risk” based on academic standing, test scores, or socio-economic background.
- Sent letters from Deans offices to all students in academic difficulty.
- Created a Web page to give students and faculty information about academic difficulty and the forms of assistance that are available.
- Provided targeted tutoring activities for multi-cultural students.
- Provided assistance for low income, first generation students and students with disabilities through regular meetings and special programming by the TRIO-grant funded Student Support Services office.
- Created a Web-based counseling site to assist students in dealing with difficulties of a personal or academic nature to improve their ability to achieve their educational objectives. This website was featured in a recent Chronicle of Higher Education article.

Other

- Surveyed students to identify institutional impediments to timely degree completion; followed up with actions to remove impediments and improve course availability

UW-Green Bay

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | | Six Year Graduation** | | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|---------|-----------------------|--------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Rev Tar | Cohort | Actual | Target | RevTar | Cohort | Actual |
| 1993-94 | 139 | | 1994 | 66.3 | | | 1989 | 48.7 | | | 1993-94 | 10.4 |
| 1994-95 | 141 | | 1995 | 73.0 | | | 1990 | 50.2 | | | 1994-95 | 10.5 |
| 1995-96 | 138 | | 1996 | 71.2 | | | 1991 | 50.2 | | | 1995-96 | 10.3 |
| 1996-97 | 140 | | 1997 | 69.6 | | | 1992 | 52.5 | | | 1996-97 | 10.5 |
| 1997-98 | 138 | | 1998 | 69.0 | | | 1993 | 58.0 | | | 1997-98 | 10.2 |
| 1998-99 | 138 | | 1999 | 73.2 | 70.0 | | 1994 | 55.3 | 58.0 | | 1998-99 | 10.5 |
| 1999-00 | 134 | | 2000 | 74.1 | 70.0 | | 1995 | 54.9 | 58.0 | | 1999-00 | 10.0 |
| 2000-01 | 135 | 138 | 2001 | 74.3 | 72.0 | 73.5 | 1996 | 54.2 | 60.0 | 53.0 | 2000-01 | 10.0 |
| 2001-02 | 135 | | 2002 | | 74.0 | 74.0 | 1997 | | 60.0 | 52.0 | 2001-02 | 9.9 |
| | | | 2003 | | 76.0 | 74.5 | 1998 | | 60.0 | 51.0 | | |
| | | | 2004 | | 80.0 | 75.0 | 1999 | | 60.0 | 55.0 | | |
| | | | | | | | 2000 | | 60.0 | 56.0 | | |
| | | | | | | | 2001 | | 62.0 | 57.0 | | |
| | | | | | | | 2002 | | 65.0 | 58.0 | | |
| | | | | | | | 2003 | | 70.0 | 59.0 | | |
| | | | | | | | 2004 | | 70.0 | 60.0 | | |

*Retained at UW-Green Bay

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded its planned reduction in credits to degree by three credits.
- Reduced the number of semesters-to-degree completion to 9.9 semesters. It takes five academic years of study for the average student to complete a degree (note: five years is the national average as well).

Second-year Retention Target

- Aggressive original plan, which was dependent on Green Bay Idea funding, was to increase retention to the second year from 69.0 percent for the 1998 cohort to 80.0 percent. UW-Green Bay's revised plan is to increase second year retention to 75.0 percent.
- Exceeded target for three years; second year retention currently 74.3 percent.

Six-year Graduation Target

- Aggressive original plan, which was dependent on Green Bay Idea funding, was to increase the proportion of students that graduate within six years from 58.0 percent for the 1993 cohort to 70.0 percent. UW-Green Bay's revised plan is to increase the six-year graduation rate to 60.0 percent.
- Progressing toward target; six-year graduation rate currently 54.2 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- An academic advising faculty coordinator has been identified in each department to oversee and coordinate undergraduate advising.
- An Academic Advising Task Force has been formed to improve academic advising; several members are getting professional development through attendance at the major national conference in this area, this year.
- We will develop advising web pages for each program in 2003.
- We will sponsor a “majors fair” to help undecided students select a major.
- We will cross train academic staff who work in academic advising and career planning so that each area can help the other in peak periods.

Early Contacts and Orientation

- We have formed a First Year Experience Task Force to integrate academic affairs and student affairs services for first-year students.
- We developed an Intro to College program, which brought first year students together with faculty and staff for several days before the beginning of fall semester 2002.
- We have assigned all new freshmen to faculty advisors and are giving the advisors in-service training in intrusive advising.

Freshman Year Programs

- The Faculty Senate is currently discussing proposals to revise the first-year component of the general education program. Freshman seminars are among the items being considered.

Intrusive Interventions

- The American Intercultural Center solicits faculty input about students’ performance during the semester and then intervenes with students at-risk to get them linked up with developmental services or support services as needed.
- A residential learning community is being piloted this year.
- Special programs are available to help students at risk through tutoring, writing instructions, and workshops.

Other

- Student Life sponsors a wide variety of on-campus activities to promote social responsibility, healthy choices, and good academic habits.

UW-La Crosse

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 154 | | 1994 | 75.6 | | 1989 | 56.1 | | 1993-94 | 10.2 |
| 1994-95 | 153 | | 1995 | 79.0 | | 1990 | 59.0 | | 1994-95 | 10.1 |
| 1995-96 | 152 | | 1996 | 79.6 | | 1991 | 55.1 | | 1995-96 | 10.1 |
| 1996-97 | 150 | | 1997 | 81.8 | | 1992 | 61.1 | | 1996-97 | 10.0 |
| 1997-98 | 149 | | 1998 | 81.7 | | 1993 | 58.9 | | 1997-98 | 9.9 |
| 1998-99 | 145 | | 1999 | 82.4 | 82.0 | 1994 | 60.3 | 58.6 | 1998-99 | 9.7 |
| 1999-00 | 143 | | 2000 | 83.9 | 82.5 | 1995 | 62.6 | 60.6 | 1999-00 | 9.6 |
| 2000-01 | 143 | 148 | 2001 | 85.0 | 83.0 | 1996 | 66.9 | 60.8 | 2000-01 | 9.4 |
| 2001-02 | 141 | | 2002 | | 83.8 | 1997 | | 61.3 | 2001-02 | 9.4 |
| | | | 2003 | | 84.5 | 1998 | | 61.2 | | |
| | | | 2004 | | 85.5 | 1999 | | 61.5 | | |
| | | | | | | 2000 | | 62.0 | | |
| | | | | | | 2001 | | 62.5 | | |
| | | | | | | 2002 | | 63.2 | | |
| | | | | | | 2003 | | 63.9 | | |
| | | | | | | 2004 | | 64.0 | | |

*Retained at UW-La Crosse

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded its planned six credit reduction in credits-to-degree by seven credits.
- Reduced the number of semesters-to-degree completion to 9.4 semesters. It takes less than five academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 81.7 to 85.5 percent.
- Exceeded targets for three years; second year retention currently 85.0 percent.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 58.9 to 64.0 percent.
- Exceeded targets for three years; six-year graduation rate currently 66.9 percent.

UW-La Crosse will continue to meet or exceed its retention and graduation targets. We have set a goal of a three-year average 86.0 percent rate for second year retention for the 2002, 2003, and 2004 cohorts. An average retention rate of 86.0 percent would be the fourth highest rate in the nation among public comprehensive institutions, based on current figures reported in US News and World Report. We have set a goal of a three-year average 65.0 percent rate for six-year graduation for the 1997, 1998 and 1999 cohorts.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- **Office of Career Services' Academic Discovery Lab:**
 - Assistance with exploration of career and major options based on students' talents, skills, and interests.
 - Advising assistance for students seeking a change of major.
- Outreach programs in departments and residence halls to examine the world of work and career options.
- Internship programs in almost every field to allow students to explore career options and gain related experience; required internship programs in many fields.
- Advising programs (study skills, SNAP reports, class registration, etc.) for new students in the residence halls.
- Assistants to the Deans (responsible for advising coordination and degree audit) assigned in every academic college.
- Special academic and financial advising for students in the Academic Success Institute.
- Current web pages with advisement information.
- E-mail updates sent to students regarding academic advisement in some colleges.
- Full-time international student adviser.

Early Contacts and Orientation

- Prior to Arrival on Campus:
 - **Freshman Registration and Family Orientation Program** of incoming students and parents; occurs in summer (fall entrants) and in December (spring entrants).
 - **Senior Send-offs.** Incoming freshmen and families are invited to a program that addresses concerns and needs of families and new students three to four weeks prior to classes beginning.
 - **Pre-college Tutoring Program.** Multicultural students tutor community youth to serve as role models and mentors to encourage middle school and high school students to consider higher education.
- After Arrival on Campus:
 - Week-long **"Welcome Back" program** prior to classes beginning in Fall semester, including a three-day orientation program (see below).
 - Three-day **Orientation Program** for new students, including special sessions for Returning Adult Students, International Students, Students of Color, Students with Disabilities and Commuter Students, and a full residence hall orientation program for students living on-campus. This is a partnership program to provide information concerning academic and personal and social needs. Adjustment and academic survival skills are highlighted. Students are exposed to a number of faculty and staff and made aware of the variety of resources available to them.
 - Special financial assistance to students of color in the Academic Success Institute.
 - Freshmen "socials" are conducted by some colleges and departments.
 - Congratulatory letters from the deans (upon admission) provide information on contacts within the colleges and departments.

Freshman Year Programs

- UWL 100, a first-year (elective) student seminar where faculty and staff address social and academic integration.
- Reuter Hall has been designated as a first-year student residence hall.
- Residence halls provide a holistic approach to programming, emphasizing both academic and "out-of-class" skills.
- See details on Tutoring, Academic and Procedural Assistance below.

Intrusive Interventions

- **Academic Success Institute.** Provides an opportunity for 15-20 students to take summer courses that will ease the transition from high school to college. For those students that enroll at UW-La Crosse, tutoring workshops and pre-advising meetings are held to assist in retention.
- **Early Intervention Program.** Follows the academic progress of incoming multicultural freshmen and probationary students. Contacts and interventions are made at mid-semester with students who have D's or F's.
- Academic, career and personal advising for 375 "high risk" students. This includes three required meetings each semester using the "Developmental Advising Method."
- Send letters to students who are not doing satisfactory work in general education courses; letters connect them with resources.
- Conduct exit interviews of students withdrawing where students are counseled and options are explored. If a student withdraws, there are discussions of what is needed to be done to return.
- Developmental disciplinary process.

Other

- Tutoring, Academic and Procedural Assistance
 - SNAP (degree audit) reports to aid in advising and help students keep track of requirements.
 - Academic Peer Tutoring Program. Free service to multicultural student and is designed to meet the individual needs of students.
 - Registration Assistance. Early registration to ESL and returning adult students with 30 credits or less.
 - Math Assistance. Individual and group tutoring to 050, 051 and all 100 and 200 level math courses. Offer a non-credit pre-statistics course.
 - Language Arts Assistance. Provide individual and group tutoring in English and study skills. Includes assistance with reading and speaking skills.
 - Reading Assistance. Teach 105, Developmental Reading. Designed to address difficulties in reading and academic survival skills.
 - Training of students with disabilities in the use of assistive technology.
 - Lists of tutors provided by academic departments who receive requests for such assistance.
 - Department-based advising sessions for majors.
 - **Student Support Services** for first generation, economically disadvantaged students that includes study skills, assistance with math and language arts, tutoring and advising.
- Financial Assistance
 - Full service Financial Aid Office.
 - Lawton Undergraduate Minority Retention Grant which financially helps over 150 students of color persist at UW-La Crosse.
 - Offer loan, debt, and credit management counseling to students, including entrance loan counseling and a brochure on saving money at UW-La Crosse.
 - Special financial assistance to participants in the Academic Success Institute.
- Counseling and Testing Services
 - Primary clinical assessment and referral for students.
 - Crisis management assistance for students with emergent needs.
 - Outreach programs that involve screening sessions, awareness days, etc., that focus on anger management, healthy relationships, eating disorders, and body image.
 - Site for national, regional, and campus testing.
 - Offer alcohol and drug programs that include Reach and Share presentations, social norms marketing, alternative activities (e.g. Project 21), and various lectures.
 - Psychological testing and interpretation.
 - Computer based testing program along with the Learning Plus instructional aid.

- Health Services
 - Provide health promotion materials, and advice to promote wellness.
 - Stay-well programs and clinics around the theme “Academic Success Depends on Good Health.”
 - Treatment of acute injuries and illnesses to prevent long term complications.
 - Preventative health care, which includes Influenza, Hepatitis B & A, Meningitis, MMR, Varicella, and Tetanus vaccines.
 - Pregnancy prevention
 - Continuing care for chronic conditions (asthma, depression, arthritics, etc.).
 - Physical therapy for post surgery, acute injuries, and chronic conditions.
- Recreational Programs
 - Full service Recreational Sports program that includes extensive programming, two strength/exercise centers and includes the Recreational Eagle Center (REC), which provides recreation opportunities for all UW-La Crosse students. Because the REC is not used for Athletics, all scheduling is for general student body use.
 - Facilities and programs for students to relieve stress, for socialization, and attend to wellness needs.
- Student Activities
 - Over 150 student organizations for students to become connected to campus, develop interests, and find social linkages.
 - A variety of educational and social programs that allow for involvement. Several of these programs are linked to what is happening in the classroom and further enhance the in-class experience.
 - Service learning and volunteer opportunities.
 - Diversity Resource Center, a safe environment for GLBT students and a source of materials on GLBT topics and issues.
 - Textbook Rental Service provides textbooks for most undergraduate classes; this helps keep the cost of education down.
 - “Lead-on” leadership development series.
- Dining Services
 - Dining services provides a number of options for food service for students to choose from each night of the week. Nutrition information is provided. Facilities design helps develop opportunities for student networking and a sense of community.
 - Attempt to foster connections between faculty, staff, and students with special programming in dining services.
- International Student Support
 - Full-service International Education office for enrolled international students and those exploring enrolling.
 - Focused orientation, advising, and social activities welcome for international students.
- College-based Programming
 - College of Business Administration provides four-year guarantee for business majors.
 - Student major clubs are designed to encourage student interaction.

UW-Madison

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 136 | | 1994 | 91.6 | | 1989 | 74.6 | | 1993-94 | 9.3 |
| 1994-95 | 135 | | 1995 | 91.7 | | 1990 | 74.6 | | 1994-95 | 9.3 |
| 1995-96 | 134 | | 1996 | 90.8 | | 1991 | 75.7 | | 1995-96 | 9.3 |
| 1996-97 | 132 | | 1997 | 90.8 | | 1992 | 75.9 | | 1996-97 | 9.2 |
| 1997-98 | 131 | | 1998 | 91.4 | | 1993 | 76.9 | | 1997-98 | 9.1 |
| 1998-99 | 130 | | 1999 | 91.6 | 92.0 | 1994 | 77.9 | 78.0 | 1998-99 | 9.0 |
| 1999-00 | 128 | | 2000 | 90.9 | 92.0 | 1995 | 78.3 | 78.0 | 1999-00 | 9.0 |
| 2000-01 | 127 | 135 | 2001 | 91.9 | 92.0 | 1996 | 78.2 | 78.0 | 2000-01 | 9.0 |
| 2001-02 | 125 | | 2002 | | 92.0 | 1997 | | 78.0 | 2001-02 | 8.9 |
| | | | 2003 | | 92.0 | 1998 | | 79.0 | | |
| | | | 2004 | | 92.0 | 1999 | | 79.0 | | |
| | | | | | | 2000 | | 79.0 | | |
| | | | | | | 2001 | | 79.0 | | |
| | | | | | | 2002 | | 79.0 | | |
| | | | | | | 2003 | | 79.0 | | |
| | | | | | | 2004 | | 79.0 | | |

*Retained at UW-Madison

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded its planned reduction in credits-to-degree by 10 credits.
- Reduced the number of semesters-to-degree completion to 8.9 semesters. It takes 4.5 academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 91.4 to 92.0 percent.
- Progressing toward target; second year retention currently 91.9 percent.

UW-Madison currently exceeds the average second year retention rate at the other public Big Ten universities by about 2.5 percentage points. The most highly selective public research universities (University of Virginia, University of Michigan, University of North Carolina, UC-Berkeley, UCLA, UC-San Diego, and Penn State University) report an average second year retention rate of 95.0 percent. We propose a goal of 93.0 percent.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 76.9 to 79 percent.
- Progressing toward target, six-year graduation rate currently at 78.2 percent.

UW-Madison currently exceeds the average six-year graduation rate at the other public Big Ten universities by about 7.6 percentage points. The most highly selective public research universities (University of Virginia, University of Michigan, University of North Carolina, UC-Berkeley, UCLA, UC-San Diego, and Penn State University) report an average six-year graduation rate of 82 percent. We propose a goal of 80 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- UW-Madison offers students numerous resources for academic and career advising including:
 - Academic Advising and Placement Services by School/College. <http://www.wisc.edu/wiscinfo/student/#2>
 - American Indian Student Academic Services. <http://www.lssaa.wisc.edu/aisas/>
 - Chicano Student Outreach and Retention Program. <http://polyglot.lss.wisc.edu/chicano/outreach.html>
 - Cross-College Advising Services. <http://www.wisc.edu/ccas/>
 - International Programs Advising.
 - International Student Services. <http://www.intstudents.wisc.edu/>
 - Pathways to Excellence Programs and Services. <http://www.lssaa.wisc.edu/peps/>
 - Southeast Asian American Student Academic Services. <http://www.lssaa.wisc.edu/seaasas/>
 - Undergraduate Advising Toolkit. <http://www.wisc.edu/advise/>
- Examples of campus tutoring services:
 - Biochemistry Tutoring Services. <http://www.biochem.wisc.edu/ubso/tutoring.html>
 - Business Learning Center. <http://www.bus.wisc.edu/blc/>
 - Chemistry Learning Center. <http://www.chem.wisc.edu/areas/CLC/default.htm>
 - Engineering Tutoring Services. <http://studentservices.engr.wisc.edu/classes/tutoring/>
 - Greater University Tutoring Service (GUTS). <http://guts.studentorg.wisc.edu/>
 - Math Tutorial Program. <http://www.math.wisc.edu/~tprogram/>
 - Physics Club Tutoring. <http://www.sit.wisc.edu/~ups/tutor.html>
 - Peer Mentor Tutoring Program. <http://www.chem.wisc.edu/areas/clc/pmt.htm>
 - The Writing Center. <http://www.wisc.edu/writing/>

Early Contacts and Orientation

- UW-Madison offers a variety of programs designed to help new students make the transition to campus. Major programs include:
 - International Students Bridge Program. <http://www.intstudents.wisc.edu/>
 - Multicultural Orientation Program.
 - Student Orientation Advising and Registration (SOAR) is an introduction to the campus for new freshman and transfer students. <http://www.wisc.edu/sop/>
 - Wisconsin Welcome activities for new students. Organized by multiple units on campus as well as by Students Orienting Students (SOS) guides. <http://www.wisc.edu/sop/>

Freshman Year Programs

- Examples of programs at UW-Madison designed to improve the freshman experience, achievement, and retention include:
 - First-Year Interest Groups (FIGs) consist of small groups of first-year students who live in the same residence hall or “residential neighborhood” and who enroll in a cluster of three classes that are developed around a central theme.
 - Summer Collegiate Experience (SEC) Student Leadership Development Program. <http://www.lssaa.wisc.edu/figs/>

- Bradley Learning Community. <http://www.housing.wisc.edu/bradley/index.htm>
- Chadbourne Learning Community.
- Multicultural Learning Community (Under development through University Housing).
- Women in Science & Engineering Residential Program.

Intrusive Interventions

- Focused retention efforts for students participating in our PEOPLE and Posse programs. <http://www.wisc.edu/studentaffairs/>
- The Chancellor's and Powers-Knapp Scholarship Programs. Merit programs assist and support academically outstanding students, including co-curricular activities to enhance their undergraduate educational experience.
- Summer Undergraduate Research. <http://info.gradsch.wisc.edu/mp/sumprog.html>
- The Ronald E. McNair Post-Baccalaureate Achievement Program. <http://www.wisc.edu/McNair/progdsc.html>
- The Academic Advancement Program (AAP). <http://www.lssaa.wisc.edu/aap/>
- Wisconsin Emerging Scholars (WES) provides gifted students an opportunity to study calculus intensively.
- TRIO-Student Support Services Program. <http://www.soemadison.wisc.edu/trio/>

Other

- The College of Engineering has developed a database and queries to track student retention.
- Campus Student Retention Dataviews are near completion.
- As part of the campus Plan 2008, exit interviews with students who have recently left the university will be initiated by faculty and academic staff.
- Data from the Undergraduate Student Survey will be used to enhance our understanding of factors contributing to lower retention.

UW-Milwaukee

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 148 | | 1994 | 67.4 | | 1989 | 46.2 | | 1993-94 | 11.3 |
| 1994-95 | 150 | | 1995 | 70.7 | | 1990 | 39.3 | | 1994-95 | 11.4 |
| 1995-96 | 151 | | 1996 | 70.9 | | 1991 | 38.5 | | 1995-96 | 11.6 |
| 1996-97 | 152 | | 1997 | 72.2 | | 1992 | 37.1 | | 1996-97 | 11.8 |
| 1997-98 | 149 | | 1998 | 69.9 | | 1993 | 38.2 | | 1997-98 | 11.5 |
| 1998-99 | 148 | | 1999 | 71.4 | 69.3 | 1994 | 41.6 | 38.5 | 1998-99 | 11.4 |
| 1999-00 | 147 | | 2000 | 73.9 | 70.2 | 1995 | 42.9 | 38.9 | 1999-00 | 11.1 |
| 2000-01 | 144 | 145 | 2001 | 72.3 | 71.2 | 1996 | 44.0 | 39.2 | 2000-01 | 10.7 |
| 2001-02 | 141 | | 2002 | | 72.1 | 1997 | | 39.6 | 2001-02 | 10.5 |
| | | | 2003 | | 73.1 | 1998 | | 39.9 | | |
| | | | 2004 | | 74.0 | 1999 | | 40.3 | | |
| | | | | | | 2000 | | 40.6 | | |
| | | | | | | 2001 | | 41.0 | | |
| | | | | | | 2002 | | 41.3 | | |
| | | | | | | 2003 | | 41.6 | | |
| | | | | | | 2004 | | 42.0 | | |

*Retained at UW-Milwaukee

**Graduated anywhere in the UW System

Credits/Time to Degree

- Exceeded its planned reduction in credits-to-degree by four credits.
- Reduced the number of semesters-to-degree completion to 10.5 semesters. It takes slightly over five academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 69.9 to 74.0 percent.
- Exceeded targets for the three years, second year retention currently 72.3 percent.
- While the targets will not be changed, the goal is to achieve 75.0 percent retention to the second year by 2005.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 38.2 to 42.0 percent.
- Exceeded targets for three years, six-year graduation rate currently 44.0 percent.
- While the targets will not be changed, the goal is to achieve a 50.0 percent graduation rate by 2005.

Activities Designed to Improve Retention and Graduation Rates

UW-Milwaukee's demonstrated improvements across all retention measures are attributed to implementation of strategies suggested by the 1994 Blue Ribbon Committee on the Undergraduate Experience and the UWM Investment Plan adopted in 2000. Continued improvements will result from implementation of strategies suggested by the UWM Black and Gold Commission in its May 2002, report to the campus.

Advising and Career Planning

- Strategies in place.
 - Increased advising, especially for freshmen.
 - Increased and coordinated career advising.
- Additional strategies from the Black and Gold Commission.
 - Student Success Center (virtual as well as physical).
 - Expanded peer mentoring.

Early Contacts and Orientation

- Strategies in place.
 - Precollege Programs.
 - Welcome Week with Convocation.
 - STAR – Student Advising and Registration
- Additional strategies from the Black and Gold Commission.
 - Enhanced precollege programming.
 - Enhanced family connections.

Freshman Year Programs

- Strategies in place.
 - Freshman Scholars Program.
 - Professional orientation courses.
 - Study Skills courses.
 - Increased residence hall capacity.
- Additional strategies from the Black and Gold Commission.
 - Enhanced first-year experience.
 - Attention to freshman and sophomore instruction.
 - Cohort learning.

Other

- Increased access and convenience for students.

From surveys of non-enrolled (but eligible to enroll) students, we know that the primary reason that students are not enrolled is that they have too much going on in their lives (work, family, health) at that particular time, but most plan to come back.

 - OARSS (Office of Adult and Returning Student Services).
 - Evening and weekend courses and programs.
 - On-line and other distance options that reduce students' need to travel to campus.
 - Enhanced transportation options.
- Program array.

Some non-enrolled students have transferred to other institutions that offer programs, courses, and access opportunities that UW-Milwaukee has not.

 - Enhanced degree options.
 - Updated courses.
- Student Services.
 - Updated registration system.
 - Prospective student systems.

UW-Oshkosh

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 152 | | 1994 | 71.7 | | 1989 | 54.0 | | 1993-94 | 10.5 |
| 1994-95 | 151 | | 1995 | 71.2 | | 1990 | 51.7 | | 1994-95 | 10.6 |
| 1995-96 | 153 | | 1996 | 70.8 | | 1991 | 50.7 | | 1995-96 | 10.7 |
| 1996-97 | 151 | | 1997 | 72.8 | | 1992 | 52.9 | | 1996-97 | 10.5 |
| 1997-98 | 152 | | 1998 | 73.5 | | 1993 | 54.0 | | 1997-98 | 10.5 |
| 1998-99 | 148 | | 1999 | 70.8 | 71.0 | 1994 | 53.1 | 54.2 | 1998-99 | 10.2 |
| 1999-00 | 148 | | 2000 | 72.1 | 71.5 | 1995 | 53.9 | 54.4 | 1999-00 | 10.2 |
| 2000-01 | 146 | 144 | 2001 | 72.1 | 72.5 | 1996 | 52.0 | 54.7 | 2000-01 | 10.1 |
| 2001-02 | 144 | | 2002 | | 74.0 | 1997 | | 54.9 | 2001-02 | 10.1 |
| | | | 2003 | | 75.5 | 1998 | | 55.2 | | |
| | | | 2004 | | 77.0 | 1999 | | 55.5 | | |
| | | | | | | 2000 | | 55.9 | | |
| | | | | | | 2001 | | 56.3 | | |
| | | | | | | 2002 | | 56.5 | | |
| | | | | | | 2003 | | 56.8 | | |
| | | | | | | 2004 | | 57.0 | | |

*Retained at UW-Oshkosh

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Achieved planned reduction in credits to degree from 152 to 144.
- Reduced the number of semesters-to-degree completion to 10.1 semesters. It takes five academic years of study for the average student to complete a degree.

Second-year Retention Target

- Planned to increase retention to the second year from 73.5 to 77.0 percent.
- Progressing toward target; second year retention currently 72.1 percent.

Six-year Graduation Target

- Planned to increase the proportion of students that graduate within six years from 54.0 to 57.0 percent.
- Mixed progress toward achieving target; currently six-year graduation is 52.0 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Career Exploration Course: increasing number of sections; providing funding for Counselor Education program to teach the course. Refining course focus to undecided students by adding Career Planning Course for those further along in the process and placing a 45-credit cap on students eligible to take the class. (Abhold)
- Career Planning Course: recently developed and approved by curriculum committee. Course focuses on students with 30 nursing takes place at this level. (Knox)

- Outreach to undeclared majors - two mailings per semester, one about exploration resources, one about registration. (Freeman)
- Email reminders about appointments. (Freeman)
- MajorFest. (Freeman)
- Or more credits, to assist them in choosing appropriate courses and experiences to enhance movement toward degree. (Abhold)
- University Counseling Center has maintained a .5 FTE career counseling specialist, despite budget cut of .5 FTE in this position. (Abhold)
- Three new FTE added to the Academic Advisement Office (Director, additional fulltime advisor, Program Assistant). The collective additional staffing substantially increases the professional advising resources available to students. (Berens)
- We have a half time student services coordinator in the College who assists students both pre-nursing and those in the major. She will help them find tutoring if needed and the College also pays to provide tutoring help for many of these students in need. (Knox)
- Once in, the clinical major students work very closely with their faculty members in small groups and one-on-one. Much discussion about careers in Workshops for undeclared in the residence halls. (Freeman)
- Collaboration with career services and counseling center. (Freeman)

Early Contacts and Orientation

- Odyssey continues to be improved as an intrusive and comprehensive orientation program at the beginning of the academic year. (Abhold / Zimmerman)
- Session for “undecided” students has been added to summer orientation/registration. (Abhold)
- A brief session for parents of “undecided” students has been added to summer orientation/registration. (Abhold)
- Students do not enter the College of Nursing until the second semester of the sophomore year – if they are on target with the required prerequisites. Some students choose to take the required science courses over a longer time period, which extends their programs, and students do not get into required science courses due to a lack of adequate classes being offered by that division – even though in the past we had a lot more pre-nursing students then we have today (in the 80’s). (Knox)
- We do have a required freshman seminar where we meet with the students, explain the program, and explain what is involved in a career in nursing (we have various agencies/practicing nurses come in to have discussions with the students about career options). (Knox)
- Our curriculum is 124 credits. I do not have retention rate data other than once students are admitted to the clinical major; almost all will complete the major. The majority of students in the major are full time (we discourage part-time enrollment because of difficulties with sequencing their courses). (Knox)
- Graduation rates:

| | <u>June 2001</u> | <u>January 2002</u> |
|-------------|------------------|---|
| ○ 4 years | 42% | 2% (this class will rarely have any 4 year grads) |
| ○ 4 ½ years | 21% | 52% |
| ○ 5 years | 35% | 5.75% |
| ○ 5 ½ years | 3.5% | 19% |
| ○ 6 years | 5 % | 0% |
| ○ 6 ½ years | 1.75 | 2% |
| ○ 7 ½ years | 1.75% | |

Second-degree students were not counted in the above (three in June, five in January). Most of the students who took five or more years were transfer students. There were some, as well, who took longer because of science course sequences and/or having to repeat a science course or changing majors. Only a couple of students had to repeat a nursing course that extended their time by a semester. (Knox)

- Nursing Orientation Program. (Freeman)
- COBA Advantage Orientation in sixth week of semester for freshmen and sophomores. (Freeman)

Freshman Year Programs

- Theme based inquiry. (Abhold)
- The common intellectual experience: play, book. (Abhold)
- Residence Hall Options: Renaissance Living Options. (Zimmerman)

Intrusive Interventions

- Mandatory advising for all students on probation in COLS. (Freeman)

Other

- Educating campus about issues related to undeclared and major changers. (Freeman)

UW-Parkside

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 146 | | 1994 | 63.0 | | 1989 | 41.8 | | 1993-94 | 11.2 |
| 1994-95 | 145 | | 1995 | 64.3 | | 1990 | 37.4 | | 1994-95 | 11.0 |
| 1995-96 | 146 | | 1996 | 60.3 | | 1991 | 31.5 | | 1995-96 | 11.3 |
| 1996-97 | 145 | | 1997 | 65.2 | | 1992 | 30.9 | | 1996-97 | 11.3 |
| 1997-98 | 141 | | 1998 | 61.3 | | 1993 | 37.4 | | 1997-98 | 10.7 |
| 1998-99 | 140 | | 1999 | 62.3 | 62.0 | 1994 | 34.1 | 38.0 | 1998-99 | 11.1 |
| 1999-00 | 142 | | 2000 | 60.7 | 63.5 | 1995 | 35.8 | 38.5 | 1999-00 | 10.9 |
| 2000-01 | 140 | 139 | 2001 | 63.3 | 65.0 | 1996 | 34.5 | 39.0 | 2000-01 | 10.5 |
| 2001-02 | 139 | | 2002 | | 67.5 | 1997 | | 39.5 | 2001-02 | 10.3 |
| | | | 2003 | | 70.0 | 1998 | | 40.0 | | |
| | | | 2004 | | 70.0 | 1999 | | 40.5 | | |
| | | | | | | 2000 | | 41.0 | | |
| | | | | | | 2001 | | 41.5 | | |
| | | | | | | 2002 | | 42.0 | | |
| | | | | | | 2003 | | 42.5 | | |
| | | | | | | 2004 | | 43.0 | | |

*Retained at UW-Parkside

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Achieved planned reduction in credits to degree from 146 to 139.
- Reduced the number of full-time semesters-to-degree completion to 10.3 semesters. It takes slightly more than five years of study for the average full-time student to complete a degree.

Second-year Retention

- As UW-Parkside is an entering campus of opportunity for many students, second-year retention anywhere in the UW System, which for UW-Parkside students is 67.9 percent, is also a central measure of success.
- Second-year retention of transfer students, an important proportion of the Parkside student body, is currently 66.0 percent.
- The average of second-year retention rates in a group of 10 peer institutions with similar characteristics (public comprehensive, diverse student bodies with significant percentages of part-time and commuting students) is 63.0 percent.
- Mixed progress toward achieving target; second year retention currently 63.3 percent.
- Planned to increase retention to the second year from 61.3 to 70.0 percent.

Six-year Graduation

- The six-year graduation rate of 34.5 percent, though currently below target, compares favorably to a group of 10 peer institutions with similar characteristics (public comprehensive, diverse student bodies with significant percentages of part-time and commuting students) where six year rates range from 18.8 percent to 38.4 percent, with a median of 28.1 percent.
- Planned to increase the proportion of students graduating within six years from 37.4 to 43.0 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Faculty/staff advising network.
- Academic April, a month of student-oriented activities devoted to academic and career planning.

Early Contacts and Orientation

- New student orientation throughout the spring and summer.
- UW-Parkside email accounts established for all new students, linking them to campus communications before the term begins.
- Early assignment of academic advisors for students without declared majors, with initial contact during first three weeks of school.
- Telephone follow-up by advising staff following orientation and during first semester for new undeclared admits.
- Improved information and program support, including website and orientation program for parents and how they can play an important role in their student's success, which is especially important given that over 65% of our students are first generation college.

Freshman Year Programs

- Two-credit course required for all first-year students (University Seminar).
- Contracts for students admitted on appeal outlining necessary steps during the first year, with regular follow-up by advisors.
- Introduction to career planning and volunteering.

Intrusive Interventions

- Midterm evaluations for all students in their first two semesters.
- Direct alert system from instructors to advisors for students in difficulty in key introductory courses.
- Regular telephone contact by advising staff for all late registering students.
- Routine follow-up with junior/senior status with no major.

Teaching and Learning

- Workshops for instructors in our beginning level mathematics courses to share strategies and techniques for improving student success in these critical gateway courses.
- Faculty and staff mini-conferences on first-year student success and alternative approaches to engaging young scholars and returning adult students in the learning process.

Peer institutions

- Cameron University.
- Coastal Carolina University.
- East Central University.
- Indiana University-Northwest.
- Louisiana State University-Shreveport.
- Missouri Southern State College.
- Purdue University-Calumet.
- SW Oklahoma State University.
- University of Michigan-Flint.
- University of Wisconsin-Parkside.

UW-Platteville

Time-to-degree, Credits-to-degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 153 | | 1994 | 75.4 | | 1989 | 60.5 | | 1993-94 | 10.1 |
| 1994-95 | 153 | | 1995 | 72.5 | | 1990 | 56.4 | | 1994-95 | 10.1 |
| 1995-96 | 152 | | 1996 | 76.4 | | 1991 | 58.7 | | 1995-96 | 10.1 |
| 1996-97 | 152 | | 1997 | 75.0 | | 1992 | 61.3 | | 1996-97 | 10.1 |
| 1997-98 | 150 | | 1998 | 78.7 | | 1993 | 62.7 | | 1997-98 | 10.0 |
| 1998-99 | 150 | | 1999 | 76.5 | 78.8 | 1994 | 57.1 | 62.7 | 1998-99 | 10.0 |
| 1999-00 | 150 | | 2000 | 74.9 | 78.9 | 1995 | 56.3 | 62.7 | 1999-00 | 10.0 |
| 2000-01 | 148 | 148 | 2001 | 76.3 | 79.0 | 1996 | 62.0 | 62.7 | 2000-01 | 9.9 |
| 2001-02 | 147 | | 2002 | | 79.2 | 1997 | | 62.7 | 2001-02 | 9.9 |
| | | | 2003 | | 79.5 | 1998 | | 62.7 | | |
| | | | 2004 | | 80.0 | 1999 | | 63.0 | | |
| | | | | | | 2000 | | 63.0 | | |
| | | | | | | 2001 | | 63.0 | | |
| | | | | | | 2002 | | 63.0 | | |
| | | | | | | 2003 | | 63.0 | | |
| | | | | | | 2004 | | 63.0 | | |

*Retained at UW-Platteville

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded planned five credit reduction in credits-to-degree by one credit.
- Reduced the numbers of enrolled semesters-to-degree from 10.1 to 9.9. Five academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 78.7 to 80.0 percent.
- Mixed progress toward achieving target; implemented several new retention activities across campus from ideas gathered at System retention conference; currently, second year retention is 76.3 percent.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 62.7 to 63.0 percent.
- Progressing toward target; six-year graduation rate currently 62.0 percent.

Activities Leading to Retention and Graduation

Advising and Career Planning

- Increased the number of days for New Student Registration in order to decrease the number of students at each registration day. As a result, faculty/student advising contact time was increased.
- Efforts include: sessions on advising for new faculty and staff; advising workshops; development of print materials for students and advisors, and annual advising awards to faculty and staff.

- Director of Engineering Advisor – works as part of the University advising team. Provides advising support for faculty, staff, and students in the College of Engineering, Math & Science.
- Advising Team – team consisting of faculty and staff advisors to coordinate academic advising efforts on campus. Efforts include advising workshops and annual advising awards to faculty and staff.
- Advising and Career Exploration Services (ACES) provides advising to undecided students and career information to all students. Materials are upgraded periodically to better serve this group.
- Members of the ACES staff visit residence halls to present information on advising and careers.

Early Contacts/Orientation

- New Student Orientation – reduced program one day while strengthening activities throughout Labor Day weekend and connections to the Platteville Community (which resulted in award for University and Community – Best Downtown Marketing Campaign Award given by the Wisconsin Downtown Action Council).
- Faculty involvement in freshman “move in day” to increase student/faculty interaction.
- “College dinners” - college sponsored dinners during the first weeks of fall semester at Glenview to increase student/faculty interaction. College deans sponsored the dinners.
- ACT computerized program - provide the names of students who indicated interest on the ACT to appropriate club/organization. The club/organization can contact the student with information and can invite the student to meetings. Promotes involvement in campus activities of high interest to the student.
- Student Organization Interest Survey - to promote immediate involvement in student clubs and organizations.
- Offered commuter students and older than average special programs for connecting to campus.

Freshman Year Programs

- Introduction to Engineering - a two credit course required for all freshmen engineering students. Includes student success skills with exploration of engineering disciplines and technical skills.
- Introduction to College Life - one credit course available for freshmen. Offered 5 sections.
- Pioneer Enrichment Program - a one credit course required for all freshmen student athletes.

Introduction to College Life and the Pioneer Enrichment Program acclimate freshmen, student-athletes, and at-risk students to the academic and social environments of college, so that academic performance will improve and the retention rate of these students will increase. Includes an emphasis in student success skills.

Intrusive Intervention

- Pilot Program - for selected students admitted under discretionary status who are required to meet with an advisor regularly, take Introduction to College Life, and meet other individualized requirements during their first semester.
- Students who are re-admitted after dismissal are assigned to a faculty member, considered their special advisor. Regular meetings are encouraged.

Other

- Established a Student Experience Committee consisting of faculty and staff to improve the student experience and retention.
- Monthly email newsletters sent to first year students and their parents to increase contact with students and address issues of first year students and their families. This also offered a direct communication link with parents and increased numbers at Family Weekend.

UW-River Falls

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 149 | | 1994 | 68.1 | | 1989 | 44.9 | | 1993-94 | 9.9 |
| 1994-95 | 145 | | 1995 | 66.4 | | 1990 | 47.4 | | 1994-95 | 9.7 |
| 1995-96 | 143 | | 1996 | 72.7 | | 1991 | 46.4 | | 1995-96 | 9.6 |
| 1996-97 | 142 | | 1997 | 75.6 | | 1992 | 50.9 | | 1996-97 | 9.7 |
| 1997-98 | 140 | | 1998 | 77.1 | | 1993 | 51.9 | | 1997-98 | 9.4 |
| 1998-99 | 139 | | 1999 | 75.2 | 76.1 | 1994 | 51.0 | 52.4 | 1998-99 | 9.3 |
| 1999-00 | 138 | | 2000 | 73.0 | 77.5 | 1995 | 51.8 | 52.9 | 1999-00 | 9.3 |
| 2000-01 | 136 | 140 | 2001 | 70.0 | 78.0 | 1996 | 56.8 | 53.6 | 2000-01 | 9.2 |
| 2001-02 | 136 | | 2002 | | 79.0 | 1997 | | 54.3 | 2001-02 | 9.1 |
| | | | 2003 | | 79.5 | 1998 | | 55.0 | | |
| | | | 2004 | | 80.0 | 1999 | | 55.7 | | |
| | | | | | | 2000 | | 56.4 | | |
| | | | | | | 2001 | | 57.1 | | |
| | | | | | | 2002 | | 57.8 | | |
| | | | | | | 2003 | | 58.5 | | |
| | | | | | | 2004 | | 59.0 | | |

*Retained at UW-River Falls

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded planned nine credit reduction in credits-to-degree by four credits.
- Reduced the number of enrolled semesters-to-degree completion to 9.1 semesters. It takes about 4.5 academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 77.1 to 80.0 percent.
- Limited progress toward achieving target; second year retention rate currently 70.0 percent.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 51.9 to 59.0 percent.
- Progressing toward target; six-year graduation rate currently, 56.8 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Academic Advising is available: 1) through individual colleges, 2) the Academic Success Center, and 3) Supplemental Advisors (1999-2000 budget extra funds \$81,825 for a total of 1.50 FTE) located in each of the four colleges and the Academic Success Center. Beginning January 2003, a plan to increase the number of academic advisors to the colleges, in the Academic Success Center, and appoint a coordinator for all advising activities through re-assignment of job responsibilities, will be implemented.

- The Career Services Office helps students learn about themselves, their options, and how to achieve their goals. This office provides free, comprehensive career development services to UW-River Falls students and alumni at all levels of study. Operating under the belief that early career preparation yields positive employment results, the Career Services staff work closely with faculty members and advisors to "curricularize" career development concepts by speaking to approximately 180-200 classes each year. In addition, over 100 career-related workshops and events are offered annually.

Early Contacts and Orientation:

- Summer Pre-registration 2002: Used Title III funds to expand the number of faculty academic advisors available to incoming students during the summer program
- New Student Transition Seminar (Title III funding): A pilot program for Multicultural Students. This population was selected because of the relative high attrition rate after the first year of college. 32 students arrived on campus three days before the beginning of New Student Orientation to participate in a program run by the Academic Success Center staff with faculty and academic staff volunteers. The objectives are to introduce students to the tools they need for academic success in college. The program stresses the importance of time management, goal setting, and good study habits.
- "Meet the Department" activities during orientation. A first attempt to get students introduced to the physical location of the academic department where their majors are housed and to meet faculty.
- Freshman Year Programs.
 - Two coordinated efforts as semester-long courses:
 - College of Agriculture, Food and Environmental Science -
AgEd140: Introduction to College (2 cr)
 - College of Business and Economics -
Mgmt 100: Orientation to the College of Business (2 cr)
- Cohort Registrations in College of Arts and Sciences:
 - English 111 - Biology 150
 - Psychology 101 (majors) - Psychology 110 (colloquium)
 - Psychology 101 (majors) - English 111
 - Psychology 201 (statistics) - encourage first-year students to register for this course
- College of Business and Economics:
 - Cohorts of 10 students are established for first semester, first-year students. Students are registered in cohorts for the following courses: English 111; Honors English; Mathematics 156, 146, 166; Economics 100; Speech 116; Psychology 101; CSIS 161.

Intrusive Interventions

- Fall 2002: Monitoring academic progress of all students enrolled in 100-level courses; reporting unsatisfactory progress to academic advisors for action.

Other

- Administrative Committee on Enrollment Management meet regularly to discuss and monitor student retention initiatives.

UW-Stevens Point

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 149 | | 1994 | 73.6 | | 1989 | 59.0 | | 1993-94 | 10.0 |
| 1994-95 | 149 | | 1995 | 72.7 | | 1990 | 55.9 | | 1994-95 | 10.1 |
| 1995-96 | 147 | | 1996 | 74.2 | | 1991 | 61.0 | | 1995-96 | 10.1 |
| 1996-97 | 145 | | 1997 | 71.7 | | 1992 | 62.1 | | 1996-97 | 10.1 |
| 1997-98 | 144 | | 1998 | 76.0 | | 1993 | 60.9 | | 1997-98 | 10.0 |
| 1998-99 | 143 | | 1999 | 74.9 | 75.5 | 1994 | 61.5 | 60.5 | 1998-99 | 9.8 |
| 1999-00 | 141 | | 2000 | 76.2 | 75.7 | 1995 | 62.6 | 60.5 | 1999-00 | 9.7 |
| 2000-01 | 141 | 142 | 2001 | 77.3 | 75.9 | 1996 | 64.6 | 60.5 | 2000-01 | 9.7 |
| 2001-02 | 141 | | 2002 | | 76.1 | 1997 | | 60.6 | 2001-02 | 9.7 |
| | | | 2003 | | 76.3 | 1998 | | 60.8 | | |
| | | | 2004 | | 76.5 | 1999 | | 60.8 | | |
| | | | | | | 2000 | | 61.0 | | |
| | | | | | | 2001 | | 61.5 | | |
| | | | | | | 2002 | | 62.0 | | |
| | | | | | | 2003 | | 62.5 | | |
| | | | | | | 2004 | | 63.0 | | |

*Retained at UW-Stevens Point

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded planned seven credit reduction in credits-to-degree by one credit.
- Reduced the number of semesters to degree completion to 9.7 semesters. It takes less than five academic years of study for the average student to complete a degree.

Second-year Retention Target

- Planned to increase retention to the second year from 76.0 to 76.5 percent.
- Exceeded targets for last two years; second year retention currently 77.3 percent.

Six-year Graduation Target

- Planned to increase the proportion of students that graduate within six years from 60.9 to 63.0 percent.
- Exceeded targets for three years; six-year graduation rate currently 64.6 percent.

UW-Stevens Point will make every effort to continue to achieve its strong retention/success rate through the measures described below, thereby meeting or exceeding the target for the six-year graduation rate. We have set a goal of a three-year average 77.0 percent rate for second-year retention for the 2002, 2003, and 2004 cohorts; we have set a goal of a three-year average 64.0 percent rate for six-year graduation for the 1997, 1998, and 1999 cohorts.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Actions taken through Student Affairs:
 - Residence Hall Academic Resource Coordinators' (ARC) option to assist with academic and career planning for new students.
 - Extensive employee/employer computer matching function exists through Career Services, which connects students to the world of work and career testing.
 - Multicultural Affairs and Career Services offer career service links with new diversity students. They pay for career and personality testing and present four-seven career programs per year that have been well attended.
 - Career Services has expanded its web presence to serve students searching for post-graduation employment.
 - Career Services has created a special email account for questions from both current students and alumni.
 - Sponsorship of job/career fairs (summer camp recruitment day, Central Wisconsin Collegiate Job Fair, Forestry Fair, Wisconsin Teacher Interview Day, and Wisconsin Educational Recruitment Day).
 - Career Services Office library holds employer literature, computers, full time employment, graduate/professional school, and internship resources.
 - Residence Hall programs are in place on how to study, take notes, and be academically successful at UWSP.
 - Faculty mentors come into the halls to present advising information.
- College (Professional Studies [CPS], Fine Arts & Communication [COFAC], Letters & Science [L&S], Natural Resources [CNR]) actions (beyond the standard, departmental faculty advising):
 - Fall 2002, new Student Success Center in CNR for advising, career information, scholarships; the Center houses peer advising office, and Advising/Recruitment Coordinator in Natural Resources.
 - Peer advising in CPS for freshmen and sophomores; student handbooks in nearly all majors in Professional Studies (CPS).
 - Many CPS programs have "introductory" courses providing information about career requirements and possibilities.
 - Clinical Lab Science (CPS) students are brought in for advising the fourth/fifth week of semester and again during the ninth week.
 - The Department of Music in COFAC provides a "Silent Advisor" handbook.
 - Advising Centers in L&S for two largest majors (Business & Biology) with professional and peer advising.
 - Several L&S departments provide student handbooks for majors.
- Equity & Affirmative Action initiative:
 - Initiation of faculty mentoring for diversity students.

Early Contacts and Orientation

- Actions taken through Student Affairs:
 - Twelve different new student or transfer student orientation sessions throughout the year where many of the service providers make a contribution and present material.

- We invite diversity students to one of the first four summer orientation sessions, ensuring them spots in the courses they need.
- Career Services offer interest/skill and personality assessments to student through extended orientation and classroom presentations.
- Student Involvement and Employment Office coordinates three large fairs near the beginning of the school year--the Employment Fair, the Volunteer-Service/Learning Fair, and the Involvement Fair, that are attended by thousands.
- Residence Hall and Campus Dining provide a first day New Student Picnic, as a special welcome.
- Residence Hall staff provides many “get acquainted” programs and facilitate community agreements to help new students get comfortable with democratic group living.
- Collaborative action between Academic Affairs and Student Affairs:
 - CNR and Recreational Services offer an optional five day Wilderness Experience before class begins in the fall.
- College actions (beyond standard work with Student Affairs in recruitment efforts):
 - CNR has non-credit orientation course for all new students.
 - COFAC hosts many special events (Horn Day, workshops) to recruit.

Freshman Year Programs

- Actions taken through Student Affairs:
 - First-Six-Weeks programs in the halls cover information such as values clarification, goal setting, personal wellness, alcohol, academic basics, nutrition, money management, credit card use, getting involved and engaged academically and with organizations, healthy relationships, boundaries, and respecting others.
 - Hall programs exist on test anxiety, time management, use of computer systems, etc., once students get through the first few weeks.
 - Residence Hall personnel provide tours of academic resource facilities, the library, health facilities, administrative offices, and the Stevens Point community.
 - Multicultural Affairs provides a peer-mentoring program for new diversity students, linking them to successful, more advanced diversity students.
 - New students are informed and encouraged to use the services of the Tutoring Learning Center which provides assistance with one-to-one reading and writing, a reading-adjunct program, an independent-writing program (for credit), and content-area tutoring to assist with academic success.
- Collaborative action between Academic Affairs and Student Affairs:
 - Five residence halls provide Freshmen Interest Group opportunities for up to 20 students who take courses together, coordinated by the hall director in the building and the Freshmen Interest Group/Academic Resource Coordinator.
 - Career Services participates in freshmen level seminars held in each of the four colleges (100-level classes).

Intrusive Interventions

- Actions taken through Student Affairs:
 - Residence Hall Programs offer a probationary intervention for all students in their buildings who have been placed on academic probation.
 - Student Rights and Responsibilities provides interventions for students violating university code and/or making poor lifestyle decisions.

- Multicultural Affairs contacts every diversity student at least four times the first year to set up meetings with Outreach Specialists and Peer Mentors. All new students also sign a “success contract,” giving staff the ability to contact faculty regarding student progress/well being. The office also sends out a request for mid-term grade reports to all of the faculty of at risk students and gets a good return.
- ACCESS Program (Academic and Career Counseling Enabling Student Success) is a collaboration of the Student Academic Advising and Career Services designed to target categories of students in transition and students at risk.
- Collaborative action between Academic Affairs and Student Affairs:
 - Academic departmental referrals for career, remedial, behavioral, physical, or mental health related issues.

Other

- Collaborative action between Academic Affairs and Student Affairs:
 - An *ad hoc* committee on student success/retention has been established.
- College actions:
 - CNR exploring offering of required courses through international programs (to advance study abroad without lengthening time to degree).
 - CNR exploring reduction of collateral courses.

UW-Stout

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 152 | | 1994 | 70.0 | | 1989 | 55.9 | | 1993-94 | 10.0 |
| 1994-95 | 152 | | 1995 | 69.4 | | 1990 | 52.3 | | 1994-95 | 10.0 |
| 1995-96 | 149 | | 1996 | 73.7 | | 1991 | 47.3 | | 1995-96 | 10.0 |
| 1996-97 | 149 | | 1997 | 74.0 | | 1992 | 50.2 | | 1996-97 | 10.1 |
| 1997-98 | 148 | | 1998 | 73.5 | | 1993 | 54.8 | | 1997-98 | 10.0 |
| 1998-99 | 146 | | 1999 | 76.8 | 74.0 | 1994 | 44.7 | 55.0 | 1998-99 | 9.8 |
| 1999-00 | 144 | | 2000 | 74.9 | 75.0 | 1995 | 44.5 | 55.5 | 1999-00 | 9.6 |
| 2000-01 | 144 | 145 | 2001 | 73.3 | 76.5 | 1996 | 52.5 | 56.0 | 2000-01 | 9.6 |
| 2001-02 | 142 | | 2002 | | 78.0 | 1997 | | 56.5 | 2001-02 | 9.6 |
| | | | 2003 | | 80.0 | 1998 | | 57.0 | | |
| | | | 2004 | | 80.0 | 1999 | | 57.5 | | |
| | | | | | | 2000 | | 58.0 | | |
| | | | | | | 2001 | | 58.5 | | |
| | | | | | | 2002 | | 59.0 | | |
| | | | | | | 2003 | | 59.5 | | |
| | | | | | | 2004 | | 60.0 | | |

*Retained at UW-Stout

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded planned seven credit reduction in credits-to-degree by three credits.
- Reduced the number of semesters-to-degree completion to 9.6 semesters. It takes less than five academic years of study for the average student to complete a degree.

Second-year Retention

- Planned to increase retention to the second year from 73.5 to 80.0 percent.
- Mixed progress toward achieving target; second year retention currently 73.3 percent.
- Trends in re-entry student enrollment show students often return after three or more semesters, so second year retention rates may not capture the true picture of student retention rates.
- The long-term influence of the September 11 event is still unknown and may have caused some freshmen to return to a school closer to home.
- The effect of our economy is also unknown.

Six-year Graduation

- Planned to increase the proportion of students graduating within six years from 54.8 to 60.0 percent.
- Little progress toward achieving target; six-year graduation rate currently 52.5 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- Seminar in Career Exploration: one credit/one quarter class that assists undecided students in choosing an academic program.
- Introductory courses: one – three credit classes that give an overview of academic program requirements, four-year plan and career opportunities.
- Individual career counseling: Free career testing and consultation to help students choose major and/or transfer to other school if major is not offered at UW-Stout.
- Advisement Day: Twice a year, a day is set aside for course selection and career development.

Early Contacts and Orientation

- Summer Registration/Orientation: A day-long opportunity for new students and parents to learn about the university and to register for fall classes.
- Convocation: Program held during first days on campus to welcome students to the university and to set expectations for their college career.
- Fall Orientation: Activities aimed at helping new students make the transition to college life.

Freshman Year Programs

- Fresh Success Residence Halls: Living-learning communities in two residence halls housing new 650 freshmen.
- Freshmen Programming Advisor: New position designed to work closely with Residence Life and to be contact person for all new and transfer freshmen.
- Strategies for Academic Success class: A two-credit class to help student to develop skills necessary for academic success. Example: study skills, time management, test and note-taking skills, critical thinking skills.
- Freshmen Follow-up Surveys: Yearly studies on why students come to and leave UW-Stout and where they go when they do not return.
- Student Academic Mentors: Six students hired by Residence Life to live in the Fresh Success halls to provide academic assistance to the residents. The SAMs are working closely with the Freshmen Programming Advisor from Student Services.
- Academic Classes in the Freshmen Halls: Speech and Strategies for Academic Success are being offered in the Fresh Success halls.

Intrusive Interventions

- Mid-term Grade Evaluations: Faculty complete evaluation of students' progress in classes. Evaluations report on attendance, quizzes, tests and class participation.
- Intervention Taskforce: A team from Registration and Records, Student Business, and Financial Aid offices identify students who may be at risk by having an unpaid balance, not being registered for following semester classes, and/or who have not completed their financial aid paperwork. Students are contacted and assisted when possible.
- Probation Intervention Website: This website is designed to assist students who are on academic probation and have a registration hold. Site contains information on university policies regarding academic progress, common causes for low grades, and assessment exercises that help students calculate their current GPA along with a semester grade predictor.
- Academic Monitoring: At-risk and probation students are monitored for their academic progress during the first semester.

Other

➤ Parent Connections

- Parents Web Page: Webpage designed to provide parents with information about on and off campus resources, upcoming events, university policies, and campus publications.
- Parent Cards: A plastic card that provides important university numbers on one side and their students' picture, a place to write their email address and phone number on the reverse side. Card has proved to be an important form of communication with parents.
- Parents' Newsletter: Quarterly newsletter sent to freshmen parents by Residence Life.

➤ Academic Assistance

- Tutoring: Free tutoring available to all students in selected classes.
- Supplemental Instruction: Student facilitated study sessions are provided in selected math and computer science courses.
- Syllabus Attachment: Each fall, a list of academic support services is attached to the syllabi of English 101 and Psychology classes.
- Writing Assistance: Writing assistance is available to students in several locations on campus.
- ASPIRE: Federal grant for assisting first generation and low income students in achieving academic success.
- Disability Services: Assistance for students with disabilities.

UW-Superior

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 153 | | 1994 | 59.5 | | 1989 | 34.2 | | 1993-94 | 10.4 |
| 1994-95 | 151 | | 1995 | 62.5 | | 1990 | 31.6 | | 1994-95 | 10.3 |
| 1995-96 | 145 | | 1996 | 66.8 | | 1991 | 29.5 | | 1995-96 | 10.1 |
| 1996-97 | 145 | | 1997 | 62.2 | | 1992 | 39.1 | | 1996-97 | 10.0 |
| 1997-98 | 142 | | 1998 | 60.3 | | 1993 | 38.6 | | 1997-98 | 9.9 |
| 1998-99 | 142 | | 1999 | 67.7 | 60.5 | 1994 | 43.3 | 38.6 | 1998-99 | 9.9 |
| 1999-00 | 142 | | 2000 | 64.5 | 63.0 | 1995 | 37.5 | 39.0 | 1999-00 | 9.6 |
| 2000-01 | 140 | 141 | 2001 | 70.9 | 65.0 | 1996 | 37.7 | 39.5 | 2000-01 | 9.9 |
| 2001-02 | 136 | | 2002 | | 68.0 | 1997 | | 40.0 | 2001-02 | 9.5 |
| | | | 2003 | | 73.0 | 1998 | | 40.7 | | |
| | | | 2004 | | 75.0 | 1999 | | 42.0 | | |
| | | | | | | 2000 | | 42.7 | | |
| | | | | | | 2001 | | 43.5 | | |
| | | | | | | 2002 | | 44.0 | | |
| | | | | | | 2003 | | 44.6 | | |
| | | | | | | 2004 | | 45.0 | | |

*Retained at UW-Superior

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Exceeded planned twelve credit reduction in credits to degree by five credits.
- Reduced the number of semesters to degree completion to 9.5 semesters. It takes less than five academic years of study for the average student to complete a degree.

Second-year Retention Target

- Planned to increase retention to the second year from 60.3 to 75.0 percent.
- Exceeded targets; second year retention currently 70.9 percent.

Six-year Graduation Target

- Planned to increase the proportion of students that graduate within six years from 38.6 to 45.0 percent.
- Mixed progress toward achieving target; six-year graduation rate currently 37.7 percent.

Additional Insights from UW-Superior staff:

- Additional examination is required to identify the incongruity of the increases in first-to-second year retention that were experienced from the 1994 to 1996 cohorts compared to the reduction in graduation rate of these same cohorts. It's obvious that these students left after their second year. We have begun to analyze this situation to get a better sense of what retention actions might be needed beyond those that target freshmen.
- Success with credits-to-degree appears to be the product of our efforts to manage the maximum number of credits required to earn an academic major.
- Student persistence at UW-Superior appears to be adversely affected by the large proportion of students who are economically disadvantaged and/or from first-generation college families. Most of our students are from northern Wisconsin and northeastern Minnesota, a region that has significant challenges with unemployment and economic vitality.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- In January 2002, the Academic Advising Office staffing was boosted, from 1.5 FTE (Classified & Unclassified) to 3.0 FTE.
- Also in January 2002, the Career Planning Office staffing was boosted from 1.5 FTE to 2.0 FTE.

Early Contacts and Orientation

- The levels of funding and programming for new student orientation have been increased within the past few years.

Freshman Year Programs

- In response to changes made in our Student Support Services area, we have seen increases in the utilization of our writing lab and mathematics lab services. We believe the increased levels of student success which result from this activity have a positive impact on second-year retention.

Intrusive Interventions

- In March 2002, we initiated an intentional campaign of contacts with current students who were eligible to return but had not pre-registered for classes for the fall semester. The quality and quantity of responses from those students exceeded our expectations. We know that some students who would have otherwise left the university were retained through this effort.

Other

- Increased admission standards may play a role in second-year retention. Higher standards have been phased-in during the past three years.
- We have improved our services to disabled students. We have a sense that students with learning-related disabilities are enjoying greater success.
- We will, by January, create an enrollment research function that will enable us to better understand the factors that relate to student success, retention, and graduation. This information will be used to make decisions that will have positive impact on these indicators of institutional success.

UW-Whitewater

Time-to-Degree, Credits-to-Degree and Retention/Graduation Rate Measures

| Credits to Degree | | | Second Year Retention* | | | Six Year Graduation** | | | Time to Degree | |
|-------------------|--------|--------|------------------------|--------|--------|-----------------------|--------|--------|----------------|--------|
| Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual | Target | Cohort | Actual |
| 1993-94 | 143 | | 1994 | 73.9 | | 1989 | 62.0 | | 1993-94 | 9.9 |
| 1994-95 | 142 | | 1995 | 75.9 | | 1990 | 58.6 | | 1994-95 | 10.0 |
| 1995-96 | 142 | | 1996 | 79.1 | | 1991 | 56.3 | | 1995-96 | 10.0 |
| 1996-97 | 140 | | 1997 | 76.0 | | 1992 | 55.2 | | 1996-97 | 9.9 |
| 1997-98 | 141 | | 1998 | 75.6 | | 1993 | 54.7 | | 1997-98 | 10.0 |
| 1998-99 | 141 | | 1999 | 74.0 | 74.1 | 1994 | 55.2 | 56.0 | 1998-99 | 9.8 |
| 1999-00 | 139 | | 2000 | 74.2 | 74.8 | 1995 | 58.2 | 58.0 | 1999-00 | 9.8 |
| 2000-01 | 140 | 135 | 2001 | 77.1 | 76.0 | 1996 | 61.2 | 59.0 | 2000-01 | 9.7 |
| 2001-02 | 140 | | 2002 | | 78.0 | 1997 | | 59.0 | 2001-02 | 9.8 |
| | | | 2003 | | 79.0 | 1998 | | 59.0 | | |
| | | | 2004 | | 80.0 | 1999 | | 60.0 | | |
| | | | | | | 2000 | | 61.0 | | |
| | | | | | | 2001 | | 62.0 | | |
| | | | | | | 2002 | | 63.0 | | |
| | | | | | | 2003 | | 63.0 | | |
| | | | | | | 2004 | | 63.0 | | |

*Retained at UW-Whitewater

**Graduated anywhere in the UW System

Credits/Time-to-Degree

- Fell short of planned reduction in credits-to-degree by five credits.
- Although UW-Whitewater had the second highest goal (eight) for reducing credits in the 1993-94 baseline year, there were only two institutions which had lower credits-to-degree.
- Over 82.0 percent of the undergraduate degree programs at UW-Whitewater can be completed in 120 credits.
- Reduced the number of semesters to degree completion to 9.8 semesters. It takes less than five academic years of study for the average student to complete a degree.

Second-year Retention Target

- Planned to increase retention to the second year from 75.6 to 80.0 percent.
- Progressing toward achieving target; second year retention currently 77.1 percent with a target of 76.0 percent.

Six-year Graduation Target

- Planned to increase the proportion of students that graduate within six years from 54.7 to 63.0 percent.
- Progress toward target is ahead of schedule; six-year graduation rate currently 61.2 percent with a target of 59.0 percent.

Activities Designed to Improve Retention and Graduation Rates

Advising and Career Planning

- We have established our Academic Advising and Exploration Center, staffed with 6 professional advisers. The Center will be operational beginning with the spring semester.
- We have added resources in Career Services to support additional student exploration of career options.
- We have set up academic major fairs to help undeclared students explore different academic and career options.

Early Contacts and Orientation

- The Academic Advising and Exploration Center will have individual meetings with freshmen during the first few weeks of the spring semester. In the fall, all incoming freshmen will be scheduled to meeting with advisers in the Academic Advising and Exploration Center during the first weeks of the semester
- We have established a University Master Adviser program where these faculty/staff members meet with students during the summer orientation period and then teach sections of the New Student Seminar course.

Freshman Year Programs

- Additional programming is provided early in the freshman year.
- We have expanded the number of New Student Seminar course sections that are available from about 10 to more than 40.

Intrusive Interventions

- Our Early Warning System was used for the first time during the fall semester. 86 students received advance notice that they were receiving Ds or Fs in freshman courses. These students were contacted by representatives of the Academic Advising and Exploration Center or the colleges who worked to help them address issues that impacted their course performance.

Other

- We will be selecting 100 students as peer mentors to work with incoming freshmen in the fall of 2003.

Approval of the Design Report and
Authority to Construct the Camp Randall
Stadium Renovation and Expansion
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the next phases of the Camp Randall Stadium Renovation and Expansion project, at an estimated cost of \$72,500,000 (\$63,775,000 Program Revenue Supported Borrowing, \$6,000,000 Gifts, and \$2,725,000 General Fund Supported Borrowing), for a current total project cost of \$83,700,000 (\$67,400,000 Program Revenue Supported Borrowing, \$6,000,000 Gift Funds, and \$10,300,000 General Fund Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin–Madison
2. Request: Requests approval of the Design Report and authority to construct the next phases of the Camp Randall Stadium Renovation and Expansion project, at an estimated cost of \$72,500,000 (\$63,775,000 Program Revenue Supported Borrowing, \$6,000,000 Gifts, and \$2,725,000 General Fund Supported Borrowing), for a current total project cost of \$83,700,000 (\$67,400,000 Program Revenue Supported Borrowing, \$6,000,000 Gift Funds, and \$10,300,000 General Fund Supported Borrowing).
3. Description and Scope of Project: This project will provide a comprehensive renovation to the nearly 85-year-old Camp Randall Stadium to upgrade basic infrastructure such as electrical, HVAC, and plumbing; increase accessibility by adding six elevators and seating for disabled patrons; improve and expand restroom capacity that will result in an overall increase of 333 restrooms for men (from 202 to 535) and 372 additional restrooms for women (from 124 to 496); develop additional suites, add premium club seating and increase club seating; expand concession services, concourses and entry ways; consolidate offices for coaches and staff; rebuild the south end zone seating; improve landscaping, fencing and lighting; remodel the press box; and provide a new video replay scoreboard, sound system, and field lighting.

All of the requested work is being designed upfront, but implementation will be staged to ensure completion of critical phases to accommodate the football seasons. The first portion will provide all the new construction on the east side, including third level concourse expansion and removal of offices on third and fourth floors; new fifth level concourse with handicapped seating and rest rooms; 72 suites, 616 club seats, and approximately 340 premium club seats on new levels six, seven and eight; an office complex in the southeast corner of the stadium with ticket office and plaza facing Monroe Street; and rebuild south end zone seating bowl with new concourse, restrooms, concession, and locker rooms. The estimated cost for this work is \$54,400,000 with work scheduled to begin March 2003 and completion tentatively scheduled for August 2004.

The second stage of work is estimated at \$18,100,000 and is targeted to begin in September 2004 with completion in August 2005. This portion includes expansion and renovation of the lower west concourse, including entry gates, restrooms and concessions; stadium seating bowl changes with cross aisles, four new access portals, and lower north end zone seating; a tunnel that extends from the field to the McClain Center basement; completion of new football offices; removal of the lower east tunnel area (first floor concourse, restrooms, concessions and meeting rooms); and installation of new video scoreboard, sound system, field lighting.

4. Justification of the Request: The Camp Randall Stadium was constructed in 1917, and is the fourth oldest college stadium in the country. While multiple expansions have been completed since 1917, the basic infrastructure of the stadium has never been upgraded. By the end of the 1990's, it was apparent that safety concerns, failing infrastructure, a need for improved capacity and customer service, and accessibility issues needed to be addressed. After completion of a Camp Randall Stadium Improvement/Renovation Feasibility Study in 2000, a Camp Randall Renovation project was enumerated at \$99,800,000, as part of the 2001-03 Capital Budget.

Since enumeration, an authorized \$11.2 million utility project was completed to provide for replacement and upgrading of the underground utilities circling the stadium to accommodate the construction and improvements required for this expansion and renovation project. These upgrades were completed in August 2002, and included steam, compressed air, chilled water, domestic water, storm and sanitary sewer, electrical and signal. The project also included construction of the foundations needed to support the requested grandstands, private suites and club seats. In addition, a single-story service building was constructed adjacent to the stadium's southwest corner; and a utility vault was installed in the southeast corner of the Stadium. Funding of this utility project included \$300,000 of state funding from the Randall Street Substation Upgrade project and \$7,275,000 of \$10,000,000 of state funding enumerated to fund infrastructure improvements for the overall Camp Randall Renovation project, leaving a balance of \$2,725,000. That balance will be used to fund a portion of this project related to electrical, HVAC, and plumbing upgrades in existing areas of the Camp Randall Stadium that will not be rebuilt under this project.

In February 2002, UW-Madison announced the delay of the project. The delay came after the utility infrastructure project was already under way. The decision to delay the project was made after carefully considering the impact of budget setbacks, including increased security costs since September 11, 2001, the elimination of all state operating funding for athletics, and a shortfall in fundraising efforts, which were adversely impacted by the economic downturn. In addition, costs associated with the delay drove the overall price tag on the original plan to \$103.9 million, including utility upgrades. The past eight months have been spent fine-tuning the original renovation plan, securing a lead gift, and reviewing the financial implications of the project.

With the announcement of a lead gift in October 2002, the University is ready to move forward with a revised project. The new plan will cost \$72.5 million and incorporate many of the same elements as the first plan. However, some adjustments have been made that will reduce costs and better meet consumer demand for luxury suites, club seats, and premium seats, which are essential revenue sources for the project.

The project will defer about \$20.2 million of work related to renovating the third level on the east side of the stadium, adding upper north end zone seating, and the two north end pedestrian ramps until additional funds are available. Should additional gift funds be

designated, those aspects of the project might be reconsidered for inclusion with this project or construction at a later date.

The University has confirmed that the Division of Intercollegiate Athletics has a commitment of \$6,000,000 of Gift Funds for this project, and a business plan in place to pay debt service on the \$67,400,000 of Program Revenue Supported Borrowing for the completed utility work and the proposed phases of the Camp Randall Renovation and Expansion project. If additional gift funds are secured, they will be used to reduce the amount of Program Revenue bonding. Using a conservative projected interest rate of five percent for a 20-year bond, the anticipated annual debt service payment would be approximately \$5.4 million. To help achieve that amount of revenue, the University offers the following update related to revenue generating opportunities:

- Reduced the number of suites by 21 (from 93 to 72) and obtained commitments for 44 suites at an annual cost of \$49,000 each.
- Substituted the 21 suites with approximately 340 premium club seats at an annual cost of \$5,000 each. This change offers additional customer seating options and will have a positive impact of about \$500,000 a year on the department's financial plan. The sales campaign for the premium club seats begins in December 2002.
- Maintained the number of club seats (616) and sold all of them at a cost of \$1,500 each, which does not include the price of a ticket to each game.
- Expanded concession and catering opportunities.

The University will make a presentation to provide more detail on the scope, timing, and financing of this project.

| 5. <u>Budget:</u> | Previously <u>Authorized</u> | This <u>Request</u> | <u>TOTAL</u> |
|------------------------------|---------------------------------|------------------------|--------------|
| Construction | \$ 9,174,000 | \$57,400,000 | \$66,574,000 |
| Contingency | 642,000 | 4,700,000 | 5,342,000 |
| Construction Management Fees | 0 | 1,150,000 | 1,150,000 |
| A/E Design Fees | 888,000 | 5,500,000 | 6,388,000 |
| DFD Management | 404,000 | 2,300,000 | 2,704,000 |
| Plan Review & Other Fees | 92,000 | 200,000 | 292,000 |
| Movable Equipment | 0 | 1,000,000 | 1,000,000 |
| Percent for Art | 0 | 250,000 | 250,000 |
| Estimated Total Project Cost | \$11,200,000 | \$72,500,000 | \$83,700,000 |

6. Previous Action:

| | |
|---------------|--|
| June 11, 1999 | Received a report that a study had been initiated by legislative activity related to the possibility of increasing the seating capacity and improvement of mechanical facilities, restrooms, and plumbing in UW-Madison's Camp Randall Stadium. The report noted that the State Building Commission released \$100,000 for the study that will include a market analysis as to the ability of any such renovations to be self-supported. |
|---------------|--|

- November 10, 2000
Resolution 8241
- Granted authority to seek enumeration for construction of a Camp Randall Stadium Renovation and Expansion Project, as part of the 2001-03 Capital Budget, at an estimated project cost of \$99,700,000 (\$72,700,000 Program Revenue Supported Borrowing, \$17,000,000 Gift Funds and \$10,000,000 General Fund Supported Borrowing – All Agency appropriations for Repair and Renovation). The project was subsequently enumerated at \$99,800,000 (\$72,800,000 Program Revenue Supported Borrowing, \$17,000,000 Gift Funds, and \$10,000,000 General Fund Supported Borrowing).
- November 2, 2002
Resolution 8242
- Clarification of the expectations of the Board of Regents regarding implementation of a major renovation project at UW-Madison Camp Randall Stadium proposed for enumeration as part of the 2001-03 Capital Budget, with additional approval from the Board of Regents, prior to construction, as follows:
- Summer/Fall 2001:** Following legislative approval of the 2001-03 Capital Budget, Regent approval will be requested for construction of the first stage of work, primarily focused on infrastructure and utility work estimated at approximately \$14.6 million.
- Winter/Spring 2002:** Regent approval will be requested for the balance of work, to include a financing plan with, at a minimum: a commitment of at least \$17 million in gift funding; and assurances that sufficient revenues are available from multi-year leases of suites and club seats, from the Badger Fund, and from other receipts to amortize the program revenue bonding and pay ongoing operating costs.
- September 7, 2001
Resolution 8426
- Approved the Design Report and authorized construction of the Utility Upgrade phase of the Camp Randall Stadium Expansion and Renovation project at an estimated total project cost of \$11,200,000 (\$7,275,000 General Fund Supported Borrowing, \$3,625,000 Program Revenue Supported Borrowing from the 2001-03 Major Project, and \$300,000 General Fund Supported Borrowing from the Randall Street Substation Upgrade project).

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, December 5, 2002
1820 Van Hise Hall
University of Wisconsin-Madison
11:00 a.m.

11:00 a.m. All Regents

- Excess Credits Policy.
[Resolution I]
- Student Success: Retention, Graduation Rates, and Credits-to-Degree.

11:45 p.m. Lunch

12:00 p.m. All Regents

- Update on Enrollment Trends, Budget Cut Impacts and Ways Other Public Universities are Coping with State Budget Reductions.
- UW-Madison Camp Randall Expansion and Renovation Construction Authority
[Resolution]

1:30 p.m. Education Committee

- a. Approval of the minutes of the November 7, 2002 meeting of the Education Committee.
- b. Discussion: All-Regent Sessions.
- c. Report of the Senior Vice President for Academic Affairs:
 - (1) Announcement of 2002-03 Sabbatical Awards;
 - (2) Annual Program Planning and Review Report.
- d. Program Authorizations- Second Reading:
 - (1) M.S. in Health Care Informatics, UW-Milwaukee.
[Resolution I.1.d.]
- e. Authorization to Reorganize a School of Education, UW-Stout.
[Resolution I.1.e.]

Additional items:

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

Closed session items:

- g. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda items: Extended Leave of Absence, UW-Madison.]

**UW SYSTEM
FACULTY SABBATICAL RECIPIENTS
2003-2004**

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

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

REQUESTED ACTION

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

DISCUSSION

Following institutional selection procedures established in conformance with ACPS #3.3, The Faculty Sabbatical Program, 227 faculty members have been selected to receive sabbatical leaves during 2003-04, 122 of whom will be gone for one semester and the remaining 105 for the academic year. Of these totals, 31 percent are women and 14 percent are minorities.

RELATED REGENT POLICIES

ACPS #3.3, The Faculty Sabbatical Program.

2003-2004 SABBATICALS

| Name & Rank | School or Department | Term | Purpose |
|---|-------------------------|--------|--|
| University of Wisconsin-Eau Claire | | | |
| Ali R. Abootalebi Associate Professor | Political Science | SEM II | This book project will investigate Iran's experimentation with political Islam and democracy. The question is whether the establishment of political democracy within an Islamic context is possible. The main thesis of the study is that Political Islam must adopt democracy and democratic principles, albeit within an Islamic framework, as an instrument conducive to and even necessary for the preservation and even expansion of cultural Islam. The findings of this study have implications for Islam and Muslim countries and their struggle for governance and political democracy. |
| Eberth G. Alarcon II Associate Professor | Mathematics | 03-04 | The purpose of my sabbatical leave is to write a book on Convex Lattice Polygons at a level suitable for college students who are interested, or might become interested, in Mathematics. The book aims to present original material in a lively, accessible manner, emphasizing the processes of discovery and development of mathematical ideas. It would serve as an introduction not only to the specific subject matter, but also as an introductory window into Discrete Mathematics, which is a rapidly growing young field. |
| Debra Barker Associate Professor | English | 03-04 | I would like to use my sabbatical time to gather and then edit a collection of essays submitted by educators and scholars of American Indian Literatures who have discussed in their published articles or conference presentations nation (tribal)-specific and culturally responsive critical approaches to reading, writing, and teaching about Native literatures. No one such resource is available as yet; but the need for one is great. Therefore, I want to create that resource, offering therein an opportunity for Native educators and scholars whose voices are rarely heard in the larger public forums of mainstream, academic conferences and publications to express their views and critical practices. |

| Name & Rank | School or Department | Term | Purpose |
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| Edward Beach Associate Professor | Philosophy & Religious Studies | 03-04 | My project undertakes a critical examination of a central problem in Hegelian philosophy: viz., whether the final realization of “absolute knowledge” is logically consistent with significant epistemic progress in the system’s continuing development. In opposition to most traditional interpretations of Hegel, my thesis is that Hegel himself deliberately faced this problem, and that a true understanding of his proposed solution requires a radical dialectical revision of the concept of cognition as such. My ultimate purpose is to demonstrate that the conceptual revolution he inaugurated has profound implications not only for Hegel studies, but also for contemporary philosophy and religious studies. |
| Obika Gray Professor | Political Science | SEM II | Communist politics in Jamaica between 1974-1989 encountered significant challenges to its modernist values and sharp opposition to its moral culture from groups representing a rebellious, counter-society. That these social groups were also carriers of Jamaican popular culture and exponents of a moral economy rooted in racial and self-owning pride, presented the Workers Party of Jamaica with an acute dilemma: how to relate to this counter-society and its “national” values, yet retain the identity of communist party culture. This project focuses on cultural politics in this competitive relationship to learn about political change and the challenges facing modern left-wing politics and the counter-society often opposed to it. |
| Jason A. Halfen Associate Professor | Chemistry | 03-04 | This sabbatical leave will support an ongoing research program that seeks to delineate the active site chemistry of the non-heme iron enzyme superoxide reductase (SOR). The activities to be conducted during the leave will be (a) to prepare novel ligands and iron complexes that model the active site structure of SOR, (b) to establish a collaboration between myself and Prof. Thomas Brunold (UW-Madison), a recognized expert in the field on bioinorganic spectroscopy, and (c) to write and submit for publication manuscripts that describe our ongoing work in this field. The success of this leave will be readily assessed by consideration of the scholarly works submitted and/or published during this period of time. |

| Name & Rank | School or Department | Term | Purpose |
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| Karen Havholm Associate Professor | Geology | 03-04 | I will use a one-year sabbatical leave to publish results of two projects (Depositional Environment of the Hinckley Sandstone and Time to Learn: a Successful Model for Teacher Professional Development) and develop a proposal outline for extramural funding for the "Development of a Wisconsin Earth and Space Science Education Alliance." In addition I will review data and develop plans for moving forward on three projects (Humid Coastal Dune Development in VA and NC, Paleozoic Stratigraphy and Sedimentology in Western Wisconsin, and Sabkha Sediments on the J-2 Unconformity of UT and AZ), continue ongoing field work and analysis of Holocene landscape development of the Canadian plains, and conduct preliminary reconnaissance in new research areas. |
| Jin Huang Associate Professor | Physics and Astronomy | SEM I | The goal of this sabbatical is to carry out computational analyses and modeling of the experimental results obtained at Argonne National Laboratory utilizing laser and X-ray spectroscopic techniques. This is crucial to advancing my research collaboration with ANL's research program on heavy element photophysics and photochemistry. |
| Daniel Janik Associate Professor | Biology | 03-04 | The proposed sabbatical will allow me to engage in two activities that tie together a large body of research that I have conducted over the past four years in that area of circadian rhythms. First, it will allow me to write several manuscripts for publication based on data that I have brought to various stages of analysis. Second, it will allow me to conduct two large laboratory projects that look at brain structures involved in circadian clock resetting. |

| Name & Rank | School or Department | Term | Purpose |
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| David Lonzarich Associate Professor | Biology | 03-04 | Building on previous research on salmon and trout populations in the Lake Superior streams, the research goals for my sabbatical are threefold: 1) to clarify the impacts of exotic salmonids on native brook trout populations and 2) to further document life history patterns of coho salmon from Lake Superior streams and 3) explore the underlying basis for divergence in behavior and life history of salmon from this region. I would accomplish these goals by broadening the scope of an ongoing (and DNR funded) study of Lake Superior salmonids, and also by conducting field studies and laboratory experiments on coho salmon at the University of Washington field station, where I completed my PhD degree. This time away also will allow me to finish several research manuscripts, two of which will be coauthored with UWEC students. |
| Mona C. Majdalani Associate Professor | Curriculum and Instruction | 03-04 | Multimedia technology is constantly evolving and is influencing the way mathematics is taught and learned in elementary and middle school classrooms. Central to the effective use of technology is an understanding of the learning processes and the design of learning environments. A technology rich Mathematics Methods course for preservice teachers that models the use of handheld technologies in a Problem-Based Learning framework can help preservice teachers integrate the study of mathematics teaching/learning strategies with the study of active learning environments to assist in the development of more abstract concepts. |

| Name & Rank | School or Department | Term | Purpose |
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| Tess Onwueme Professor | English | SEM II | Following the second coming of democracy to Nigeria after fifteen years of military dictatorships, and the growing agitation by the minority groups in the oil-producing Niger Delta against the government and her multinational allies, I seek the Sabbatical Leave for the Spring Semester of 2004, to enable me continue my research and writing on the experiences and concerns of the rural women, which I began in the Spring of 2000, with a major grant from the Ford Foundation. My plan is to use the first half of the leave period to interview the Niger Delta rural women, and the elected national leaders, regarding their experiences, views/visions of democracy in these precarious stages of Nigeria's quest for stability and development. With the insights gained from the interviews/research and my physical experience of the country's socio-political transition during that period, I will develop and write a new drama that projects the experiences and concerns of these 'unheard' women on the international stage. |
| Donald L. Patterson Professor | Music and Theatre Arts | SEM II | During this sabbatical I would like to compile a bio-bibliographical research volume about American composers of piano teaching music and submit this for publication. Accomplished in four phases, the work will provide biographical reference information to professional piano teachers, university piano faculty, and piano students of all ages. The alphabetical encyclopedia-style entries will include composer's name, birth/death dates, a brief biography, and a list of compositions and publishers. |
| Karen Osborne Pope Assistant Professor | Library Services | SEM II | As an outgrowth of a writing collaboration begun in 2001 with Houa Vue Moua, I will use a semester sabbatical to order, edit, index, and otherwise finish and prepare a manuscript for publication. The eventual book will include attached journal entries, correspondence and photographs detailing Houa Moua's life since 1976 when she arrived as one of Eau Claire's first refugee families to resettle here as a result of the American pull-out from the Vietnam war. We hope the book will contribute to a deeper mutual understanding of shared values and explain successes and challenges in acclimating to American life. |

| Name & Rank | School or Department | Term | Purpose |
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| Walter M. Reid Associate Professor | Mathematics | SEM II | Incoming signals containing noise are sampled and then analyzed by various methods to remove the noise and recover the basic frequencies and their amplitudes in the originally continuous returning signal, a process useful in determining the location, speed, and type of moving objects, as in the cases of radar and sonar, or in diagnosing signal patterns of abnormalities in speech or heart activity. The sabbatical effort will compare Fourier methods which are based on approximation using the periodic trigonometric functions of sine and cosine with digital filter methods based on approximation by rational functions, that is ratios of polynomial functions, which are generated by a particular type of what are called continued fractions. The results may be applied to compare the goodness of approximation for a given rate of sampling for the two methods and/or their abilities to distinguish very close but different basic frequencies in the signal. |
| Nola A. Schmitt Associate Professor | Family Health Nursing | 03-04 | Through this sabbatical, the author will a) develop a conceptual model illustrating connections between family nursing and holistic health nursing and b) identify nursing assessments and interventions which combine what is known about family nursing and holistic health nursing. The sabbatical will provide the opportunity for extensive review of the related literature and collaboration with expert scholars and practitioners regarding bridges between the specialty areas. At least one article and one scholarly presentation will result. |
| Asha Sen Associate Professor | English | 03-04 | I am seeking sabbatical support to revise my dissertation (Purdue University, 1996) into a publishable book manuscript. My project will broaden the scope of postcolonial scholarship by studying recent representations of family and nation in a variety of literature and film from India and Pakistan. My manuscript's choice of subject matter and its analysis of significant contemporary issues will make a crucial contribution to global and feminist studies as well as to the teaching of South Asian and other postcolonial literatures. |

| Name & Rank | School or Department | Term | Purpose |
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| Sheila Smith Professor | Adult Health Nursing | SEM II | Community-based nursing and nurse managed centers are regarded nationally and internationally as vital links in the health care of underserved, severely ill, high-risk and socially vulnerable populations. This sabbatical will be used to further develop the scholarship of advanced practice, community-based nursing with socially vulnerable populations who rely on community-based nursing and nurse-managed centers as their primary source of health care. Advancements in faculty practice, research and knowledge development will be included. |
| Cheryl L. Starr Associate Professor | Music & Theatre Arts | SEM II | This sabbatical will provide the opportunity to study methods used by educators and artists to introduce Shakespeare at the elementary and middle school level. The sabbatical will include development of an annotated listing of materials about Shakespeare and his work that are targeted at young people and study and observation of two organizations that specialize in introducing young people to Shakespeare. Visits during the sabbatical include the Folger Shakespeare Library in Washington, D.C. to observe and work with their Education team; a visit to the British theatre company, Shakespeare 4 Kidz to observe their workshops and performances, as well as brief visits at the reconstructed Globe Theatre and Stratford upon Avon and the Royal Shakespeare Company. |

University of Wisconsin-Green Bay

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| Mark Everingham Associate Professor | Social Change & Development | 03-04 | The multiple purposes of Dr. Everingham's sabbatical are to improve his teaching effectiveness through participation in innovative, interdisciplinary academic programs in South Africa and Chile; to make contacts to enhance UW-Green Bay's study abroad program; to complete a comparative research project on property rights and land reform in South Africa and Central America; and to integrate results of research into a course offering on global studies. |
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| Name & Rank | School or Department | Term | Purpose |
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| Tian-you Hu Associate Professor | Natural & Applied Sciences | 03-04 | Professor Hu, while serving as a visiting professor at Cornell University and Education College of Guangdong Province(China), proposes to learn from these institutions how to design and develop undergraduate research projects that are appropriate for students in the sciences. In addition he also proposes to spend time learning about the latest approaches to teaching math to education students; developing topics for a new mathematics seminar; and developing ways to incorporate his research efforts into the math courses he teaches at UW-Green Bay. |
| Dennis Lorenz Associate Professor | Human Development | 03-04 | This sabbatical proposal involves three primary activities: (a) completing the scholarly research necessary to draft reports on three separate experiments that have already been completed; (b) writing a textbook on the topic of Developmental Psychobiology; and (c) exploring the possibility of external grants for research projects, especially in the area of gambling. |

University of Wisconsin-La Crosse

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| Donna Anderson Associate Professor | Economics | SEM II | Utilize national databases from the U.S. Department of Labor, Bureau of Labor Statistics, to examine issues facing working couples in their attempts to manage work and family/personal responsibilities. |
| Scott Cooper Associate Professor | Biology | SEM II | A project to examine genetic markers in populations of brown trout to see if interbreeding is occurring between hatchery stocked brown trout and "wild" trout. This genetic profiling will help fisheries personnel in their management of local populations of brown trout. |
| Mary V. Davidson Professor | English | 03-04 | "From the English Lakes to the Rocky Mountains: The Nineteenth Century British Explorers Dorothy Wordsworth, Jane Elizabeth Roscoe, Isabella Bird, and Dorothy Pilley." An examination of the lives and literary works of nineteenth and early twentieth century female adventurers. Each of these writers presents a unique perspective of her own innate connection to the natural world of mountain landscapes through the varied genres of poetry, personal narrative prose, and travel writing. |
| Delores Heiden Associate Professor | Educational Studies | SEM I | Preparation of a co-authored/co-edited textbook: "Three-Tiered Model of Early Intervention for Reading Educators." |

| Name & Rank | School or Department | Term | Purpose |
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| Carol Kirk Associate Professor | Educational Studies | SEM II | Preparation of a co-authored/co-edited textbook: "Three-Tiered Model of Early Intervention for Reading Educators." |
| Haixia Lan Associate Professor | English | SEM I | "A Rhetorical Introduction of Confucianism." To examine similarities and differences between classical Confucianism and Western rhetorical epistemology and how they both differ from the modernism that is still prevalent in the West. During this sabbatical primary focus will be on research on classical Confucianism. |
| Betsy L. Morgan Professor | Psychology | SEM I | "Writing a Topical Text for Use in Gender Psychology Courses." To write a text that examines gender differences that arise from biological predispositions, social expectations and psychological tendencies. Special attention will be paid to ethnic variation within the United States and cross-cultural variations internationally. |
| Dorothy Zeisler-Vralsted Professor | History | SEM I | "Environmental Studies at Dubna International University." A comparison study of the Volga and Mississippi Rivers as both serve as their country's major artery for transporting goods. In additions a comparison of the place both rivers occupy in their nation's culture will also be studied. |

University of Wisconsin-Madison

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| Timothy Allen Professor | Botany | 03-04 | Conduct research on melding natural and social science that will aid in modifying my courses as well as develop a new MS in Agro ecology. |
| Smir Assadi Professor | Mathematics | 03-04 | Conduct research in computational neuroscience and bioinformatics which will introduce me to new methods in the interface of neuroscience, molecular biology and scientific computation that will enhance a new textbook and syllabus for my courses. |
| Eric Bach Professor | Computer Sciences | SEM II | Expand knowledge of algorithmic number theory, cryptography, and quantum computer, which will aid in updating courses that I currently teach. |
| Lawrence Bank Professor | Civil & Environmental | 03-04 | Collaborate with colleagues at the Stanford University in the areas of fiber composites for construction and building systems and vulnerability studies to be incorporated in a new graduate course I am developing. |

| Name & Rank | School or Department | Term | Purpose |
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| Michael Barnett Professor | Political Science | 03-04 | Explore the theme of moral dilemmas of humanitarianism; write a series of articles and possibly a book that will enhance my teaching by revising current courses and developing a new course. |
| Richard Begam Associate Professor | English | SEM II | Conduct intensive reading of "Beckett's Philosophical Levity" that will strengthen my ability to teach existing courses and pay pedagogical dividends in the form of a new course on literature and philosophy. |
| William Bement Associate Professor | Zoology | 03-04 | Learn how to generate and test computer models of cellular processes that will be incorporated in my courses. |
| Todd Bender Professor | English | 03-04 | Complete a book, prepare a graduate seminar on "Alienation," and study how pedagogical and critical methods control alienated behavior in students and teachers. |
| Seth Blair Professor | Zoology | SEM I | Collaborate with colleagues in examining the regulation of cell-cell signaling in the fruit fly via the Wingless-Wnt pathway and examine the use of "Drosophila" to teach developmental genetics. |
| James Burt Professor | Geography | SEM II | Conduct research in climatology, quantitative methods and spatial analysis that will aid in updating an advance course as well as be beneficial in revising two textbooks. |
| Frederick Buttel Professor | Rural Sociology | SEM II | Complete book "Agriculture, Technology, and Society: Understanding Technoscience Controversies in a Era of Globalization and Molecular Biology" that will become the core text for Rural Soc 612. |
| Pascale Carayon Professor | Industrial Engineering | 03-04 | Expand and further develop research on human factors and quality of working life in the fields of Information Technology and healthcare that will help redesign my teaching portfolio and build upon research activities. |
| Mason Carpenter Associate Professor | Management & Human Resources | 03-04 | Develop a series of teaching cases, work on a textbook on global strategy, broaden knowledge of international business, and improve teaching skills in the area of experimental exercises. |
| Michael Chamberlain Associate Professor | History | SEM I | Reorganize the undergraduate curriculum in Middle Eastern history, and complete book on the biography of Ibn Taymiyya a 14 th century scholar, jurist, and leader of religio-political movements. |

| Name & Rank | School or Department | Term | Purpose |
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| Richard Chenoweth Professor | Urban & Regional Planning | SEM I | Conduct research, integrate that research into a textbook on environmental aesthetics and revise Environmental Aesthetics URPL 548. |
| Bruce Christensen Professor | Animal Health & Biomedical Sciences | 03-04 | Obtain a better competency in functional genomics that can be integrated into research on mosquito-borne diseases, training of graduate students and incorporated into Parasitology 350. |
| Edward Churchwell Professor | Astronomy | 03-04 | Concentrate research and manage the GLIMPSE program at NASA from which the data gained will benefit involvement of undergrads in a major research project, opportunities for Ph.D. thesis, and reinvigoration of my teaching. |
| Edwin Cortez Professor | School of Library & Information Studies | SEM II | Expand research resulting in the strengthening of the SLIS curriculum overall in the information technology and in the courses that I teach. |
| Donald Cox Professor | Physics | SEM I | Travel to Mexico City to continue research with my students, improve language skill, and spend time restructuring the lower level physics courses. |
| Thomas Cravens Professor | French & Italian | SEM II | Conduct research, collaborate with colleague, which will result in an up-to-date and linguistically sound description of the Italian language and the Italian linguistic situation that will be beneficial to students/teachers and others. |
| Robert Cutter Professor | East Asian Language & Literature | SEM I | Work on a book on the study of Cao Zhi's life and writings of Jian'an literature which will be incorporated into three classes: Undergraduate Survey of Chinese Literature, Literature in Translation 261, and East Asian 351; and a seminar on Early Medieval Chinese Literature. |
| Suzanne Desan Professor | History | 03-04 | Conduct research for a book on French society and state under Napoleon, with focus on the social and political history of the popular classes, which result in two new undergraduate seminars, and the restructuring of History 358. |
| Heather DuBrow Professor | English | 03-04 | Complete new book "The Challenges of Orpheus" that explores the interactions between generic potentialities and cultural practices, which it closely relates to the several courses that I teach. |

| Name & Rank | School or Department | Term | Purpose |
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| John Gallagher, III Professor | Astronomy | 03-04 | Build a scientific bridge between current research and those associated with the emerging field of particle astrophysics which will result in innovative education and outreach programs as well as student training opportunities. This work will enhance his astronomy courses including Stellar Structures 715, Cosmology 335, and Galaxies 330. |
| Dana Geary Professor | Geology & Geophysics | 03-04 | Investigate the effects of the climates of the Cretaceous Period, including greenhouse intervals, on marine molluscan diversity, which will provide examples for students to understand the relationship of the physical world to evolution and biodiversity. |
| Michelle Grabner Associate Professor | Art | SEM I | Conduct research into the nature of globalism in contemporary art, which will be incorporated into my course "Current Directions in Contemporary Art." |
| Judith Harackiewicz Professor | Psychology | 03-04 | Undertake extensive reading; analyze studies of intrinsic motivation, which will help me develop a new Psychology course on interest. |
| Eddie Harmon-Jones Associate Professor | Psychology | 03-04 | Acquire theoretical and measurement expertise on neural circuits involved in emotion and motivation that will benefit my teaching of courses on emotion, motivation and psychophysiology. |
| Dan Hausman Professor | Philosophy | 03-04 | Study the elusive concept of health, which will result in directly contributing to my teaching and to enriching upper level courses and graduate seminars in addition to developing possible courses in philosophy and medical ethics. |
| Sharon Hutchinson Professor | Anthropology | SEM I | Develop two new courses in Anthropology and African Studies and finish drafting a book manuscript on the global diaspora of civil war refugees from south Sudan during the 1990s. |
| Lea Jacobs Professor | Communication Arts | 03-04 | Write a monograph on the transformation of American film in the 1920s concerned with the erosion of the popular taste for sentimental or pathetics which will benefit my teaching in the areas of silent film history and film melodrama. |
| Jesse Kercheval Professor | English | SEM II | Complete a third poetry book "Cinema Muto" which will strengthen the UW's creative writing program including a new MFA program and undergraduate offerings. |

| Name & Rank | School or Department | Term | Purpose |
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| James Kitchell Professor | Zoology | 03-04 | Write a monograph that synthesizes the various versions of "Wisconsin model" for fish bioenergetics that will enhance the teaching of Ecology of Fishes courses (Zoology 510 & 511) and a series of graduate seminars. |
| Heinz Klug Associate Professor | Law | 03-04 | Work on book which addresses the effect of international protection of patent rights, and also conduct research in Europe and Africa on development and implementation of socio-economic rights which will enhance his course on constitutional law, particularly with respect to property rights, civil liberties and human rights. |
| Patricia Kokotailo Associate Professor | Pediatrics | 03-04 | Collaborate with medicine specialists/medical educators, which will enhance my courses on patient-provider communication, pediatric examination skills and evidence-based medicine. Also this work will produce a series of articles on teaching adolescent medicine. |
| Thomas Kurtz Professor | Mathematics & Statistics | 03-04 | Participate in the IMA program that will provide an excellent opportunity to contribute to the development of a central area of the mathematical sciences and application of probability that will be valuable to research and will enhance instructional programs, workshops and tutorials for graduate students and postdoctoral fellows. |
| Ella Mae Matsumura Associate Professor | Business | 03-04 | Conduct research that will enhance managerial accounting courses and also undertake study that will broaden my base for teaching and researching business performance issues, including those in auditing and strategic management. |
| Kenneth Mayer Professor | Political Science | SEM I | Complete a textbook on the constitutional and statutory foundations of presidential power, and restructure my syllabi which will improve the content of my upper division and graduate level courses on the presidency. |
| Leon McCaughan Professor | Electrical Engineering | SEM II | Collaborate with colleague to develop analytic and numerical formulations for nonlinear crystal structures and have release time to organize research for a course in nonlinear optic principles and devices. |
| Alfred McCoy Professor | History | SEM I | Review the literature on social movements, international covenants on illicit drugs, U.S. legislation and transnational organized crime that will enhance a new course and enhance two current courses. |

| Name & Rank | School or Department | Term | Purpose |
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| Ruben Medina Associate Professor | Spanish & Portuguese/ Chicano Studies | SEM I | Work on a book length study on the interconnection between Mexican immigrants, literary representation, and Chicana/o literature that will enhance the graduate and undergraduate classes that I teach including Spanish 365. |
| Antonio Mello Associate Professor | Finance | 03-04 | Conduct research and develop case studies in the area of Corporate Finance and in the area of Capital markets that will enhance teaching material for my courses. |
| Claudia Melrose Professor | Kinesiology | 03-04 | Conduct research in Ghana on West African traditional dances/rhythms that will enhance her African dance classes, but also modern dance techniques, improvisation and composition classes. |
| Grazia Menechella Assistant Professor | French & Italian | 03-04 | Conduct research on a book-length project on representations of illness in the fiction of contemporary Italian women writers that will be essential in the development of new courses, both at the undergraduate and graduate levels. |
| David Mickelson Professor | Geology & Geophysics | 03-04 | Begin research on book on the glacial deposits and landforms of Wisconsin, upgrade ability to use Geographic Information Systems, and learn techniques of thin section analysis of till and other deformed sediment which will enhance several intermediate and field-based courses. |
| Cynthia Miller Associate Professor | Hebrew & Semitic Studies | SEM II | Complete the writing of a book that describes the precise structural features of ellipsis, a prominent and significant stylistic feature of Hebrew poetry that will enhance both undergraduate courses and graduate seminars. |
| Anne Miner Professor | Management & Human Resources | 03-04 | Conduct research on improvisation and population level learning, develop and deliver a capstone course on the strategic management in the life sciences for the new masters program in the Life Sciences. |
| Aroor Moorthy Associate Professor | Medicine | 03-04 | Conduct research and teaching on early diagnosis of kidney disease, measures to prevent the disease, and dialysis and transplantation to develop courses and programs for health educators. |
| James Morris Professor | Business/OIM | SEM II | Study global supply chain network modeling, attend training sessions on the use of GSCM and incorporate this software into a course as a hands on tool and develop new teaching material for other courses. |

| Name & Rank | School or Department | Term | Purpose |
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| C. David Mortenson Professor | Communication Arts | 03-04 | Conduct a comparative study that will examine salient dialectical tensions and conflicting imperatives in 1600 verbal transcripts of miscommunication and problematic talk resulting in a book that will enhance several courses in communication arts. |
| J. J. Murphy Professor | Communication Arts | 03-04 | Research and begin work on a book that looks at the major institutions that have had the greatest impact on the production of independent film which will enhance CA 658: Screenwriting class, and develop a new course on American independent cinema. |
| R. D. Nair Professor | Business | 03-04 | Develop and update teaching materials for recent accounting, reporting, legal and regulatory developments in the U.S. and abroad. |
| Leslee Nelson Professor | Liberal Studies & the Arts/Art | SEM II | Create a credit and series of non-credit courses on the metaphor of the altar used by artists today. |
| Victoria Nourse Professor | Law | SEM II | Complete manuscript of book "Skinner's Trials" which will assist in the revisions of the content of her courses on constitutional law, as well as pave the way for a new seminar on historical origins of constitutional doctrines. |
| Lynn Nyhart Associate Professor | History of Science | 03-04 | Complete a book on the rise of a dynamic ecological perspective in German biology between 1848 and 1914 that will enhance my teaching at all levels: Rise of Modern Science survey, upper-level History of Biology and graduate seminars. |
| Michael Oliva Associate Professor | Civil & Environmental | SEM II | Work with precasting industry and university colleagues in Turkey on emerging problems and opportunities in the design and construction of precast concrete structures that will have a direct impact on classes and research at UW. |
| Michael Olneck Professor | Educational Policy & Studies | SEM II | Conduct research that will contribute to the development of course on sociological perspectives on education policy. |
| Susan Paddock Professor | Professional Development & Applied Studies | 03-04 | Visit various sites to gather information about effective management training in small communities and this information will be useful in courses for public manager programs and for students within my program whose agencies work in rural, remote or culturally-diverse communities. |
| Michael Plesha Professor | Engineering Physics | SEM I | Write new book on Engineering Mechanics-Statics and conduct research in the area of nanotechnology which will have impact on basic undergraduate/graduate education, and research. |

| Name & Rank | School or Department | Term | Purpose |
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| T. Douglas Price Professor | Anthropology | 03-04 | Visit archaeological sites in Europe, attend conference and collaborate with colleagues concerning the latest finds and developments in my field which will enable me to enhance my knowledge of European archaeology for my several courses. |
| Ronald Radano Professor | Music | SEM II | Explore the relationship between two contemporary forms of international popular music that will add a new knowledge base to various music courses while contributing to the launching of an interdisciplinary faculty/student study group. |
| Bin Ran Associate Professor | Civil & Environmental Engineering | 03-04 | Work on preparing a manuscript of a textbook on dynamic transportation network models, and build a sustainable ITS research program that will enhance intellectual transportation. |
| Nicholas Rand Professor | French & Italian | SEM I | Expand expertise to include the relationship between historical events and their fictionalized representation in French literature of the nineteenth century which will eventually result in senior undergraduate seminar and perhaps a 200 level survey course. |
| James Rawlings Professor | Chemical Engineering | 03-04 | Collaborate with colleague to finish graduate level textbook on model predictive control, which will be designed to serve as a stand-alone graduate textbook in a control and systems course in any of the major departments of engineering. |
| Ronald Reynolds Professor | Astronomy | 03-04 | Explore new developments in Wisconsin's SHS program for future astrophysics applications that will benefit both undergraduate and graduate students in astrophysics and optics technology. |
| Gerhard Richter Associate Professor | German | SEM II | Write a book that examines the relationship between aesthetics and politics specifically that addresses the genre of the thought-image in the literary writing and cultural theories of Germany's preeminent modern thinkers that will enhance two new courses. |
| Benjamin Rifkin Professor | Slavic Languages | SEM II | Develop a new service-learning course in Russian, and create a new textbook for reading Russian history for use in Slavic 275/276 and 321/322. |
| David Riley Professor | Human Development & Family Studies | 03-04 | Undertake major revision of an instructional newsletter and complete textbook that links the practice of early childhood education to recent advances in the science of child development. |

| Name & Rank | School or Department | Term | Purpose |
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| Gary Sandefur Professor | Sociology | 03-04 | Revise my courses on race and ethnicity in anticipation of using my new textbook. |
| Thomas Schaub Professor | English | SEM I | Develop a book on representing ethics in the literature and culture of the U.S. since World War II that will advance my research and will formulate and transform courses for both undergraduate and graduate students. |
| Yuri Shcheglov Professor | Slavic Languages | SEM I | Edit several of previously published articles and write essays based on talks and lectures that will result in a significant contribution both to Soviet studies and to my teaching of both undergraduate and graduate students. |
| Marc Silberman Professor | German | 03-04 | Investigate "popular" entertainment features produced in East Germany in the context in inter-German, cold-war competition that will enhance courses that I teach on twentieth-century German culture and German cinema. |
| Timothy Solien Associate Professor | Art | SEM II | Create a Special Topic: Studio/Seminar that would focus upon the inspirational source of selected world literature as well as a student/artist's ability to construct a visual and metaphoric response to the macro or micro narratives. |
| Jeffrey Stier Professor | Forest Ecology & Management | SEM II | Consult with policy scientists working in the natural resources field in order to develop a new course examining resource and environmental policies in the U.S. and Canada. |
| Kenneth Sytsma Professor | Botany | SEM I | Write a book on "Plant Geography" that will serve as a reference text on plant systematics, ecology, evolution, paleobotany, and phylogenetics that currently does not exist. In particular, the text will enhance several undergraduate and graduate courses including Botany 400. |
| Clifford Thurber Professor | Geology & Geophysics | 03-04 | Increase expertise in the area of geophysical inverse theory, revise sections of a textbook on inverse theory and add to the basic modules on geophysical inverse theory for two undergraduate courses. |
| Peter Timbie Professor | Physics | 03-04 | Prepare a research proposal to build a new telescope to study the relic radiation from the Big Bang which will attract students and researchers to our research program and the data will bring fresh ideas to the two courses that I teach. |

| Name & Rank | School or Department | Term | Purpose |
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| Timothy Tyson Associate Professor | Afro-American Studies | SEM I | Collect documents from the Wisconsin Historical Society--the richest African American freedom movement collection in the US that will form the basis for revision of four courses. |
| J. Randolph Valentine Associate Professor | Linguistics & American Indian Studies | 03-04 | Conduct research into the structure of Ojibwe language, which will aid in revising my course materials for my four-course sequence in Ojibwe taught in American Indian Studies. |
| Amy Wendt Professor | Electrical Engineering | 03-04 | Expand technical expertise by focusing on real-world concerns in the field of integrated circuit manufacturing through industry visits that will benefit my research and instructional efforts. |
| Robert Witt Associate Professor | Engineering Physics | 03-04 | Collaborate with staff at the Idaho National Engineering Laboratory on topics supporting the development of advanced nuclear power systems that has potential to lay the foundation for new research proposals and revision of several graduate courses. |
| Keith Yandell Professor | Philosophy | SEM II | Conduct research on the British Philosophy of the Modern period that will help refresh and refocus my courses in the History of Modern Philosophy. |
| Lydia Zepeda Professor | Consumer Sciences | 03-04 | Gather information locally and internationally on the demand of alternative (organic, local and ecolabel) foods that will enhance my course materials and research. |
| A-Xing Zhu Associate Professor | Geography | 03-04 | Conduct intensive research on the development of modern spatial information processing techniques and the application of these techniques in natural resource management and environmental modeling. This work will enhance existing course offerings, as well as provide the basis for developing a new course on environmental modeling. |

University of Wisconsin-Milwaukee

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| Cheryl Ajiroutu Associate Professor | Anthropology | SEM II | Using anthropological methods for data collection and analysis, I will use this sabbatical to organize, plan and begin writing an anthology on oral histories and the scripting of a video documentary based on my research on the Walnut Way community project. Additionally, I will assess and plan the next course series for research in the Walnut Way community as part of the Culturals and Communities Program at UWM. |
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| Name & Rank | School or Department | Term | Purpose |
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| Martha Carlin Associate Professor | History | SEM I | I would devote this sabbatical to two projects, 1) completing a scholarly monograph on food and household work in medieval England, and editing a companion volume of source reading; 2) develop a new graduate course on History and the New Media in order to enhance the graduate course array. |
| Barbara Daley Associate Professor | Administrative Leadership | 03-04 | This proposal is to extend and enhance the focus of my teaching and research in two areas, the context of higher education and the corporate context; will co-author a book which is a culmination of numerous research projects into teaching and learning; and work with General Electric Medical Systems to expand my teaching and research skills in the corporate context. |
| Garry Davis Associate Professor | Foreign Languages & Linguistics | SEM II | During this sabbatical leave, I will carry out fieldwork and complete research on the German dialect of Wermelskirchen. This will include travel to Germany to gather data from native speakers of the dialect which may shed light on the causes of the High German consonant shift. The High German consonant shift is a major phonological change that occurred in the history of the German language between 500 and 700 A.D. |
| Anoop Dhingra Associate Professor | Mechanical Engineering | 03-04 | To pursue cooperative research with three automotive companies in the area of vehicle design and dynamics. A program will be initiated to integrate research in the graduate and undergraduate curricula at UWM. A new software tool will be developed for use in an undergraduate course. |
| Kathryn Dindia Professor | Communication | SEM II | The purpose of this sabbatical is to develop an online course titled "Interpersonal Communication and the Internet." This course would be taught for UWM College Connection. It would contribute to the online major in Organizational Administration, the online major in Communication, and the online minor in Communication. |
| Timothy Ehlinger Associate Professor | Biological Sciences | SEM II | The purpose of this sabbatical is to provide for opportunity to gather the skills necessary to develop methods to analyze the relationships between physical-chemical processes that operate on geographic scales. Part of the time will be used to attend courses taught by ESRI on ArcView and other geographic information systems software, in order to learn the most up-to-date techniques for the analysis of spatial data. This will allow for increased contributions in this new and rapidly developing area of research. |

| Name & Rank | School or Department | Term | Purpose |
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| Raymond Fleming Associate Professor | Psychology | SEM I | Two objectives for this sabbatical leave are to enhance my scholarly productivity and my undergraduate/graduate teaching by fully concentrating on my research program and write papers on stress and coping. I will also develop new class materials, lectures, and demonstrations for graduate level courses. |
| Steven Foster Professor | Visual Art | SEM I | Refocusing research efforts on the exploration of the miniature photographic image and the placement of these images into triadic sequences; and exploring photo digital imaging technologies in order to apply this technology to present and future course work. |
| Karen Gunderman Professor | Visual Art | 03-04 | To develop a new study abroad course in China; further explore research interests in studio work dealing with sources from 16th and 17th century botanical and medical materials; spend a month as an artist-in-residence at the Fundacio Josep Llorens Artigas in Gallifa, Catalonia, Spain. |
| John Lane Hall Associate Professor | Visual Art | 03-04 | Will pursue the creative research of "Sequence and Structure" which will have an impact on artistic development, exhibition opportunities and subsequent teaching. This leave will provide uninterrupted studio time to re-investigate primary research goals, which are the integration of traditional and new technologies in the service of artistic communication. |
| Thomas Holbrook Professor | Political Science | SEM I | The pupose of this sabbatical is to provide time to learn a new research methodology, advanced computer-assisted content analysis of media coverage of political events and processes. I will then apply this methodology to two on-going research projects 1) Economic News and Economic Voting; and 2) The Great National Civics Lesson. |
| Alan Horowitz Professor | Civil Engineering and Mechanics | SEM II | Continued research work in the areas of freight logistics and traffic management for urban transportation system design. Will increase knowledge of freight logistics, and topics related to freight network analysis, freight traffic performance and facility location. Will become familiar with freight and traffic management practices in countries outside the U.S. |

| Name & Rank | School or Department | Term | Purpose |
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| Shale Horowitz Assistant Professor | Political Science | SEM II | Focus on the study and teaching of ethnic conflict by developing insights into the strategy of ethnic conflict--the ways in which regimes, movements and their allies choose to fight ethnic conflicts. This research agenda has the potential to translate into a number of scholarly articles and a monograph. |
| Reinhold Hutz Professor | Biological Sciences | SEM II | The specific purpose of this sabbatical is to pursue new investigation requiring bench laboratory work in the area of localization of estrogen and dioxin receptors to monkey ovarian tissues. Data generated from this work will be presented as abstracts at the next two conferences of the International Primatological Society in Italy, 2004, and Kampala, Uganda, 2006. |
| Gregory Iverson Professor | Foreign Languages & Linguistics | 03-04 | The proposed sabbatical leave is to complete a number of scholarly projects now underway and to initiate others along the same line of inquiry, which is the analysis of the formal and substantive systems underlying speech sounds in human languages, a field in linguistics known as phonology. |
| Robert Jeske Associate Professor | Anthropology | 03-04 | This sabbatical leave will be use to carry out laboratory analyses and publication of materials from two archaeological sites in southern Wisconsin and northern Illinois. The project will entail a detailed comparison of the data recovered from a total of five years of excavations between the two sites. The analyses will allow me to put the sites into a broader historical and cultural perspective. |
| John Johnson Professor | Communication | SEM I | The purpose of this sabbatical is to develop a theoretical and applied knowledge of advanced technologies (types of auxiliary aids) designed to enhance the accessibility to online (e-learning) instruction by students who are blind/visually impaired, deaf/hard of hearing, and/or learning disabled. I will study the federal and state regulations governing the use of auxiliary aids as well as the theory and practice of how we can best use advanced technologies to ensure that our online courses comply with these regulations. |

| Name & Rank | School or Department | Term | Purpose |
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| Joan Jones Associate Professor | Social Welfare | SEM I | The purpose of this sabbatical is to expand the research began in a pilot study of Secondary Traumatic Stress (STS) in Wisconsin Child Protective Service (CPS) Workers and to utilize the findings in the development of a proactive model to prepare social work students and current Child Welfare practitioners to identify and to lessen the trauma of treating maltreated children. |
| Jonathan Kaul Professor | Mathematical Sciences | 03-04 | During this sabbatical leave, I will conduct a variety of activities designed to strengthen and broaden my research and teaching skills in Atmospheric Science, with special emphasis on Air Pollution Meteorology. In addition, I will further my pre-college science outreach efforts with the expansion and development of new and existing projects. |
| Gwynne Kennedy Associate Professor | English | 03-04 | Will conduct primary research for a book that will investigate depictions of women's revenge in early modern England (1500-1700). This will contribute to the research goals and graduate program through the anticipated publication of a scholarly book and through new course development. |
| Robert Kozub Associate Professor | Business Administration | SEM I | Double taxation versus pass-through taxation: an empirical analysis. This project will examine the value and optimal capital structure for firms that are subject to the double taxation of C corporations and those firms whose earning are subject to pass-through taxation. |
| Cheng-Ming Lee Professor | Mathematical Sciences | SEM II | The purpose of this sabbatical is to develop a new undergraduate technology-enhanced course on the Qualitative Theory of Differential Equations. |
| Mary McLean Professor | Exceptional Education | SEM I | Will collaborate on two research projects to develop innovative assessment strategies for young children with disabilities which will address current accountability mandates. |
| Kevin McLeod Associate Professor | Mathematical Sciences | 03-04 | Will continue work on several contracts: 1) Complete a graduate-level textbook in Functional Analysis and Quantum Mechanics; 2) Study the successes of the Auckland Mathematics Department in teaching with technology (especially Maple); and 3) Investigate the possibility of combining Java applets with the Maple worksheets I already use in my own teaching. |

| Name & Rank | School or Department | Term | Purpose |
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| Ethan Munson Associate Professor | Computer Science | 03-04 | Document Engineering research in France and Brazil. Serve as visiting scholar at INRIA Rhone-Alpes in Grenoble, France, to conduct research and help organize a conference. Serve as visiting scholar at the Sao Carlos campus of the University of Sao Paulo, Brazil, to conduct research and teach graduate courses. |
| John Norbury Professor | Physics | SEM II | Increase research activities by collaborating with NASA's Johnson Space Center and Langley Research Center scientists to contribute theoretical expertise to the development of radiation monitors on board the International Space Station and other interplanetary spacecraft. Will also continue development of an international student exchange program between UWM and LaTrobe University in Melbourne, Australia. |
| Zhong-Ren Peng Associate Professor | Urban Planning | SEM I | Research focus on the interoperability issues of Internet GIS, and Internet GIS applications in enriching the Urban Planning process and planning methods. Specific work will be to write a collaborative research grant application to get research funding from the Open GIS Consortium to work on geospatial data retrieval, processing and visual presentation on the Web, using the newly developed OGC standards Geography Markup Language (GML) and Web Feather Services (WFS). |
| James Peoples Professor | Economics | SEM I | My primary purpose for requesting a sabbatical leave is to investigate the influence of competition on employment and earnings. The research results will be presented in two co-edited books. Additionally, I will spend time preparing a grant proposal requesting funding to examine the effect of foreign direct investment (FDI) on workers' wages. |
| Shelia Roberts Professor | English | 03-04 | This sabbatical leave will allow for the completion of the first draft of a new novel entitled <i>Dutchie Klara</i> . This project will contribute to the Department's research goals and graduate program through the anticipated publication of a scholarly book. |
| Joseph Rodriguez Associate Professor | History | 03-04 | I will use this year long sabbatical to make extensive progress on a research project entitled "Learning to Forget: History and Milwaukee's Urban Redevelopment." This is a study of the city of Milwaukee's redevelopment during the 1970s to the present. The work from this research will be used to publish a book as well as an article. |

| Name & Rank | School or Department | Term | Purpose |
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| Florence Selder Professor | School of Nursing | 03-04 | Plan to study the cross-cultural application of Life Transition Theory with a client in South Korea. Concurrently will engage in the academic life of the Keimyung University School of Nursing at Daegu, Korea. Will also pursue self-improvement in evidence-based nursing practice along with conducting research with Life Transition Theory and its use with patients at a Veteran's Hospital. |
| Julius Sensat Professor | Philosophy | SEM I | The purpose of this sabbatical is to do research on the relation between the work of the contemporary American social and political philosopher John Rawls and the ideas of classical German philosophers including Immanuel Kant, George Wilhelm Friedrich Hegel, and Karl Marx. The research will make an important contribution to the field of moral and political philosophy, as well as enrich both the graduate and undergraduate curriculum. |
| Ann Snyder Professor | Human Movement Sciences | SEM II 02-03 & SEM II 03-04 | The purpose of the proposed leave is threefold: 1) to allow for time to continue research in the field of muscle oxygenation; 2) to continue research in the area of health and fitness; and 3) develop educational modules with the UWM Center for Science Education for grades K-12 in the exercise and training areas. |
| Ehsan Soofi Professor | Business Administration | SEM II | Continued work on four in-progress research projects: Bayesian Inference about Information; Information Theoretic Reliability Analysis; Measures of Relative Importance of Variables in Multivariable Models; and Information Theory and Stochastic Precedence Ordering. |
| John Surber Associate Professor | Educational Psychology | 03-04 | This proposal request is to pursue research and instructional development activities focusing on cognitive processes in reading comprehension which is essential for understanding and ultimately alleviating the reading problems that are prevalent among urban children living in poverty. |
| Hanh Trinh Associate Professor | Health Sciences | SEM II | The purpose of this sabbatical is to 1) study strategic alliances in the health care industry through literature review, 2) to conduct empirical research, and 3) to visit nationally recognized research centers. |

| Name & Rank | School or Department | Term | Purpose |
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| Ronald Weber Professor | Political Science | 03-04 | In this project, I will examine the relationships among race, ethnicity, and partisanship in U.S. state legislative districting in the U.S. in 2001-02. I will access the documentary evidence as well as conduct interviews to determine the role race, ethnicity, and partisanship played in the state legislative districting processes. I plan to write several articles and a possible monograph after collecting and analyzing these data. |
| Yehua Dennis Wei Associate Professor | Geography | SEM I | This proposal seeks to gain approval in order to finish my current NSF project and other related projects on China, and prepare a major grant proposal to be submitted to NSF for furthering the research project, as well as to Luce Foundation and National Geographic Society. I will also spend time revising current courses and propose a new course. |
| Judith Winn Associate Professor | Exceptional Education | SEM I | This project addresses the preparation of special education teachers to integrate explicit, systematic phonics instruction into balanced literacy instruction for students with disabilities. The outcomes are a guide to explicit, systematic phonics approaches; videotape of successful integration of approaches; refined components of special education teacher preparation program; and the development of an advanced course on teaching phonics to disabled students. |
| Lawrence Witzling Professor | Architecture | SEM II | Development of a lecture series that focuses on the issues of urban design and local practice. The sabbatical will provide the critical opportunity to expand this work and prepare new lectures that can be used for undergraduate and graduate education, as well as communication to a general public audience. |
| Masoud Yasai-Ardekani Professor | Business Administration | SEM I or II | The sabbatical will be to complete work on two projects on strategic decision-making in uncertain environments with plans to publish in premier management journals and incorporate the insights of this work in required MBA courses. |
| Robert Yeo Associate Professor | Film | SEM I | This sabbatical leave will be to devote full time to the post-production of a 16mm film, "Of A Feather." Work on this project began in the fall of 2001 and now is to the point where concentrated editing time is needed to finish the film and prepare it for distribution. |

| Name & Rank | School or Department | Term | Purpose |
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| Richard Zauft Professor | Visual Art | SEM I | Conduct research at the Hamilton Wood Type and Printing Museum in Two Rivers, Wisconsin. This research would allow the opportunity to develop lecture and exhibition venues, seek additional funding support for research, disseminate my research to other interested artists and scholars, incorporate the research into teaching graphic design and history courses, and prepare the research material for a book to be published through David Godine, Publishers, Boston, in 2004. |

University of Wisconsin-Oshkosh

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| Carl Ameringer Associate Professor | Political Science | SEM I | The purpose of this sabbatical is to complete research on a second book that will capture the ongoing debate over the application of antitrust principles to the medical profession. The tentative title for the book is <i>Clash of Values: The Profession of Medicine and Federal Antitrust Policy</i> . The book will examine court opinions, legislative initiatives, and administrative decisions with reference to the values and beliefs that underlie professionalism and capitalism. |
| Michael Briley Associate Professor | Physics/ Astronomy (Math/Science) | SEM I | The purpose of this sabbatical is to complete two research projects that will focus on improving our understanding of the compositions of stars in clusters, what they tell us about the history of our galaxy, and how evolved low-mass stars work. |
| Kim DeDee Associate Professor | COBA | SEM II | The purpose of this sabbatical is to extend a study of basic laws of importing and licensing into Poland to the study of legal and political complexities of pursuing strategic alliances/joint ventures and acquisitions/wholly owned subsidiaries in the evolving markets of Poland. |
| Donald Hones Associate Professor | COEHS | SEM I | The purpose of this sabbatical is to conduct research about bilingual and immigrant education policies and practices in Australia to compare and contrast with United States policies and practices. |
| Alfred Kisubi Professor | COEHS | SEM I | The purpose of this sabbatical is to "internationalize" teaching, and to do research in development policy, planning and management. The sabbatical also will serve UW-Oshkosh by establishing an international collaborative research and faculty/student exchange program with the University of Birmingham (U.K.). |

| Name & Rank | School or Department | Term | Purpose |
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| Alan Lareau Associate Professor | Foreign Languages and Literature (Humanities) | 03-04 | The purpose of this sabbatical is to conduct research and begin writing a book about the brilliant lyricist and tunesmith Friedrich Hollaender. Since Hollaender's works are not known to American readers, much of the volume will be devoted to introducing and exploring his songs, films and theater works. The book will be a cross between a biography and a monograph. |
| Kevin McDougal Associate Professor | Mathematics (Math/Science) | 03-04 | The purpose of this sabbatical is to write a freshman-level textbook about discrete mathematics. This text would be appropriate for use in the Mathematics Department course 67-122, "Mathematics for Computer Science," which the proposer teaches regularly. |
| Soo-Young Moon Associate Professor | COBA | 03-04 | The purpose of this sabbatical is to have an opportunity to review the major trends in marketing and its related areas, to identify new research agendas, and to find ways to apply the identified new trends to teaching. |
| Billie Jo Rylance Associate Professor | COEHS | 03-04 | The purpose of this sabbatical is to engage in an intensive comparative study between American and Eastern European special education. |
| Teri Shors Assistant Professor | Biology & Microbiology (Math/Science) | 03-04 | The purpose of the sabbatical is to describe the development of a textbook titled <i>Understanding Viruses</i> , which is aimed at undergraduate biology majors. The text will integrate previously disconnected concepts in the learning experience into a single resource. It will provide the student with the "big picture" for understanding viruses, hot-virus interactions, and molecular biology concepts. The text will be evaluated in UW-Oshkosh classrooms by the proposer and by colleagues who teach undergraduate virology at five other universities. |

University of Wisconsin-Parkside

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| Norman R. Cloutier Professor | Economics | SEM II | There are two primary objectives for this sabbatical leave. First, the PI will continue empirical research in the area of racial income distribution issues by analyzing data from the 2000 decennial census. Second, will hone technical skills in the area econometrics and statistical software by learning the statistical principles involved in the econometric analysis of pooled cross section/time series data and panel data; and by learning the PC version of SAS (Statistical Analysis System). |
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| Name & Rank | School or Department | Term | Purpose |
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| Herbert L. Colston Associate Professor | Psychology | 03-04 | When students are learning new material, they often do not have the schematic structures in place to enable adequate retention of this material. Once the schemas are developed, though, then retention can improve. So one major need for education is to find a means by which to overcome this initial lack of schematized knowledge in various abstract domains. The idea behind the proposed sabbatical research program is to test the viability of using conceptual metaphors as this bridge. |
| Michele V. Gee Associate Professor | Business | 03-04 | This sabbatical is requested in order to allow an entire year to develop educational materials concerning the multifaceted challenges and potential solutions to serious workplace skills shortages. Materials will be used in several courses regularly taught in the School of Business and Technology, and the interdisciplinary International Studies Program. Some materials will also be used in educational workshops designed to be part of the University's on-going community engagement efforts. This project will address grave economic development concerns including strategic mismatches in the supply and demand for talented workers occurring in the Kenosha/Racine area, the state of Wisconsin, the nation as a whole, and many countries around the world. |
| Donald Piele Professor | Mathematics | 03-04 | The purpose of this project is to provide programming activities and challenges for students who want to begin doing algorithmic computer programming in Junior and Senior High School. All the activities and challenges will be made available to students through the USA Computing Olympiad web site, where we already provide training materials and contests for experienced programmers. I will work in collaboration with Brian Dean, a graduate student at MIT, who has developed software that can facilitate the teaching of computer algorithms over the Internet. |

| Name & Rank | School or Department | Term | Purpose |
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| Evelyn Zepp Professor | Modern Languages | SEM II | The proposal seeks first to complete the revisions and French translations demanded by Peter Lang publishing, which accepted the book project. Secondly, it seeks to develop a series of analytic essays to support an annotated bibliography project already completed. It also seeks to develop and begin implementation (as a new book project) new directions in the study of the theorist Julia Kristeva begun by Prof. Zepp's previous book study and by the bibliographical project. Finally, the proposal seeks to develop Prof. Zepp's capacity to broaden current course offerings in French. |

University of Wisconsin-Platteville

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| Carol Lange Professor | School of Education | SEM II | Dr. Lange plans to investigate the need for and feasibility of expanding the services of the reading clinic. The thrust of the study will be to ascertain the incidence of reading difficulties among the school population in Southwest Wisconsin, determine the need for changes in the operation of the reading clinic, and examine potential models for delivery of remedial treatments. If it is determined that there is a need for changes in the operation of the clinic, a model will be selected, and Dr. Lange will begin to search for sources of funding for implementing it. |
| John Mirth Professor | Department of Mechanical & Industrial Engineering | SEM II | Dr. Mirth plans to put in place an infrastructure that can be used to undertake long distance, collaborative projects in mechanical engineering design. The infrastructure to be developed includes installation of necessary software, developing software-training guides suitable for student use, and testing the software. While this work could be used to increase in-house interaction between students at UWP, the true goal is to provide long-distance design experiences for students. |

| Name & Rank | School or Department | Term | Purpose |
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| John Nkemnji Professor | School of Education | SEM I | Professor Nkemnji will carry out research on <i>the Effects of Relevance and Organization of Course Content on Achievement in Cameroon Secondary Schools</i> as a follow-up to his dissertation completed in 1988 at the University of Texas-Austin. Dr. Nkemnji will also research the state of educational technology in the K-12 schools in Cameroon. While in Cameroon, he hopes to work with prominent scholars in the country and recruit students who may be interested in studying in the USA and in particular the University of Wisconsin-Platteville. A portion of this sabbatical would be used to attend a variety of conferences and seminars on educational technology. |

University of Wisconsin-River Falls

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| Jan Hillard Professor | Political Science | SEM II | This leave will support a plan for authoring a new workbook-based text and developing web-based fully-integrated supporting course materials for research methods and statistics courses in the social sciences. While available texts may include some components such as data analysis software and archives, case studies, readings and student exercises, few to date have set out to seamlessly connect and present these components in a manner that enhances student learning and ease of access. |
| Anthony Jilek Professor | Animal and Food Science | 03-04 | This leave will support work with faculty at two universities in Mexico, the University of Guadalajara and the Autonomous University of Guadalajara to assist in developing curricular reform in the animal science programs at these universities. Additional work with a rural development institute in the state of Jalisco (JADEFO) and the Cattlemen's Association will assist faculty and staff to work with producers for the genetic and environmental improvement of livestock. |

| Name & Rank | School or Department | Term | Purpose |
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| Mary Lundeborg Professor | Teacher Education | 03-04 | The project supported by this leave will culminate in the construction of a web site that will enable any instructor at any grade level to analyze student confidence on course exams with the goal of improving instruction and assessment of student learning. Making a confidence judgment relates to the concept of "metacognition", which involves thinking about and monitoring one's knowledge. If students do not feel confident in their understanding of a concept, they can devote more time to learning the concept; if they are confident in their knowledge, they can attend to more difficult concepts. |
| David Milne Associate Professor | Music | SEM II | This leave will support the composition of original jazz music and the production of a professional CD for these compositions. The compositions will combine the techniques of American jazz music, Western classical music and folk/ethnic music of cultures outside the United States. |
| Charles Rader Associate Professor | Geography and Mapping Sciences | SEM I | The project supported by this leave will refine groundwater vulnerability modeling with GIS using context-based modeling. Impacts that context-based factors have upon model performance will be investigated. User testing will assess model validity and effects on decision-making. |
| James Senft Professor | Mathematics | SEM I | This leave will support a scholarly monograph based on two decades of original research that will put forth a unified systematic mathematical treatment of mechanical efficiency which is applicable to heat engines, heat pumps, and related thermomechanical devices. This research will contribute to the development of efficient and environmentally favorable power sources. |

University of Wisconsin-Stevens Point

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| R. Anne Abbott Professor | Health Promotion & Human Development | SEM II | Information technologies have become major resources for successful teaching and learning in both higher education and health care. The overall goal of this sabbatical grant is to improve my class HP/W410, "Promoting and Marketing Wellness," so that it is a cutting edge health promotion and marketing class taught through distance education. |
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| Name & Rank | School or Department | Term | Purpose |
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| Bryant A. Browne Associate Professor | Water Resources | 03-04 | The goal during the sabbatical leave in 2003-2004 will be to increase momentum in research and writing, creating conditions for a more satisfactory teaching/research balance over the next five to seven years, and to identify new opportunities/directions for teaching and research. To this end, four elements have been incorporated into the sabbatical plan: 1) publication of an inventory of scientific data in peer reviewed literature (four manuscripts addressing landscape/water quality relationships); 2) development of collaborative research opportunities (global warming research with the U.S. Geological Survey); 3) enhancement of capabilities and infrastructure of the UWSP dissolved gas laboratory, a facility for the study of trace biogenic gases in surface water and ground water; and 4) professional development/training in new areas. The products of the research sabbatical will provide new undergraduate and graduate research and teaching opportunities in the Water Resources and Soil & Waste Resources disciplines. |
| Diane A. Caporale Associate Professor | Biology | 03-04 | Wisconsin residents exposed to deer ticks can potentially contract multiple diseases concurrently. During Dr. Caporale's one-year sabbatical leave, she plans to finish her five-year survey on the coinfection rates of three human pathogens carried by deer ticks from several areas in Wisconsin. By investigating the population structure of the disease-carrying deer ticks, she also plans to determine where the high-risk areas for contracting multiple diseases are in the state. Her final plan is to prepare two manuscripts that will be submitted to peer-reviewed journals. |
| Renee Craig-Odders Associate Professor | Foreign Languages | 03-04 | This application is for a one-year sabbatical leave to research and begin writing a publishable manuscript tentatively titled <i>New Directions in Spanish Crime Fiction</i> . The book will examine a second generation of crime writers that has emerged in the last five to seven years and, as such, will be a continuation of the author's previously published book <i>The Detective Novel in Post-Franco Spain: Democracy, Disillusionment and Beyond</i> which examines major developments in the genre from its emergence in Spain in the 1960's through the boom years of the 1980's to the current status of the genre in Spain as well as its comparatively rapid succession by other genres of crime fiction. |

| Name & Rank | School or Department | Term | Purpose |
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| Leslie Midkiff DeBauche Professor | Communication | 03-04 | <p>During the period of this sabbatical, Dr. Midkiff DeBauche will complete the first draft of her book-in-progress, "Fashioning the American Girl." <u>Gloria's Romance</u> (1916), a twenty-part film serial starring Billie Burke, provides the case study at the heart of this history. She will explain the relationship among haute couture, the stage, actresses, and the film industry, and she will study the reception both of the film and its fashions in selected small cities and towns in the United States. She will argue that fashion, costume design, and film narrative contributed to the creation of a character type known as the "American Girl." The "American Girl," teetering on the verge of marriage, manifested courage, independence, self-confidence, athleticism, and exuberance, dressed in and enabled by the latest fashion trend--sports clothes. Real American young women encountered the "American Girl" at the movies, in popular fiction, and through fashion advertisements in newspapers and magazines. As they bought or made their own outfits each season, they were adapting styles and an ideology popularized through the mass media.</p> |
| Christopher Hartleb Associate Professor | Biology | 03-04 | <p>The field of fisheries ecology has expanded in the last decade due to the overexploitation of fish resources, so the training and educating of fisheries professionals has become paramount. A new course in Fisheries Ecology (Spring 2002) was developed in the Department of Biology that includes lectures and laboratory exercises in theoretical and applied aspects of fisheries science. Since there are no published laboratory manuals in Fisheries Ecology, Dr. Hartleb proposes to develop 12 laboratory exercises that cover topics ranging from physiology, growth, and community ecology, to ecological computer simulations. These exercises will be compiled into an "in-house" laboratory manual that will be used to teach students in the Fisheries Ecology (Biology 375/575) course.</p> |

| Name & Rank | School or Department | Term | Purpose |
|--|-------------------------------------|--------|---|
| Alice Keefe Professor | Philosophy/ Religious Studies | SEM I | This anthology will highlight similarities and differences between systems of spiritual discipline and practice in several different religious traditions including but not limited to Buddhism, Christianity and Islam. Whereas existing treatments of comparative mysticism focus almost entirely upon "the peak experience" (such as the experience of union with god, enlightenment, <u>samadhi</u> , etc.), this anthology will focus on categories of comparison relating to processes and practices that lead towards such experiences (hence my title "Work on the Way"). Primary readings from a range of traditions will be selected, edited, and organized to facilitate comparative reflection on the demands, challenges, and perils of the spiritual journey in different religious traditions. |
| Michael P. Nelson Associate Professor | Philosophy | 03-04 | The project to be is the preparation of a book of essays by one of the foremost environmental thinkers of the past 100 years, Aldo Leopold. The book will be a collection of all of his essays and correspondence on wilderness as well as contemporary essays of commentary by contemporary environmental experts from a variety of disciplines who are familiar with Leopold and currently involved in research on this aspect of his work. The collections promise to be a timely contribution to both the growing interest in Leopold's work and to the on-going discussion and debate on the central concept of wilderness. |
| Thomas Rowe Professor | Psychology | SEM II | Federal drug laws, and the State laws that mirror them, have been developed on the basis of political agendas in the context of little real knowledge of the actual effects of the drugs involved. This proposed Sabbatical will be used to produce a document that examines the history of how those laws developed, the unanticipated negative consequences they produced, and alternatives now being proposed by several States. |

| Name & Rank | School or Department | Term | Purpose |
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| Hans Schabel Professor | Forestry | SEM I | Several years ago, the forestry faculty of UWSP implemented a curricular revision, including a new course, FOR 327, which is required of all forestry students and is a prerequisite for three advanced forestry classes required in different forestry emphases. The project proposed is to produce a manual for this course. The only textbook available for this subject area is only suitable for graduate students. Students have repeatedly expressed the need for an appropriate text. The manual will be based on a search of literature already collected through the years, and will be supplemented by library resources as needed. This project will primarily help 60-80 students annually gain more comprehensive and in-depth knowledge of the fairly complex subject matter pertaining to tree and forest pathologies. The first group of students to benefit from this manual, as well as two colleagues, will be requested to provide written evaluations. |
| Andrea Splittberger-Rosen Professor | Music | SEM II | This clarinetist will research early clarinet history and begin learning to play some antique clarinets, including some from her private collection. She will also focus on the other end of the musical spectrum, learning important new music compositions and enhancing her already-considerable skills in this area. This study will include lessons with "antique clarinet" performance practice and <i>avant-garde</i> composer/performer experts. Additionally, the researcher will determine if there are interrelated techniques of pedagogical significance which link the "antique" with the "modern." |
| Rory Suomi Professor | Health, Exercise Science & Athletics | 03-04 | The sabbatical applicant will pursue a 5-semester physical therapy assistant (PTA) certification program at Northeast Wisconsin Technical College. The first three semesters the applicant will be able to pursue coursework while maintaining a full-time teaching load. The last two semesters of the program requires full-time participation in the PTA program to perform clinical work at medical facilities. Upon completion of this coursework and certification as a PTA the applicant will be better prepared to teach human anatomy and kinesiology courses to physical education, athletic training and health promotion majors at UWSP. In addition, subsequent opportunities to expand upon the Special Needs Aquatic Program at UWSP and to conduct collaborative research in the area of rehabilitation and special populations are projected. |

| Name & Rank | School or Department | Term | Purpose |
|---|-----------------------------|-------------|---|
| University of Wisconsin-Stout | | | |
| Charles Bomar Associate Professor | Biology | 03-04 | Teach a graduate level course at the University of Jena (Germany) on the "Conservation of North American Grasslands" and complete a research project that compares the colonization of grassland grasshopper populations in western Wisconsin and eastern Germany. |
| Lynnette Brouwer Associate Professor | Hospitality & Tourism | SEM I | Teach leadership and service management at East-Siberian State University of Technology (ESSTU), which has similar program offerings to UW-Stout. |
| James Byrd Professor | Psychology | SEM I | Provide the opportunity to develop on-line or hybrid formats of three graduate psychology courses and three undergraduate psychology courses. Training will be accomplished by taking advantage of on-campus programs and other off-campus workshops, courses, and conferences. |
| Robert Davies Assistant Professor | Hospitality & Tourism | SEM II | Continue with the fourth phase of a research project that is currently underway to study the airline consumer in selected markets worldwide, as a result of the 9-11-01 effects on the airline industry. Applicant's role with the research project is to assume the coordinator and research team chair position, assisting an identified air carrier to evaluate and restructure a new approach to airline consumer research. |
| Thomas Lacksonen Associate Professor | Industrial Management | 03-04 | Teach undergraduate and graduate Industrial Engineering programs and advise student senior capstone project teams during 2003-04 in the Industrial Engineering Department at Middle East Technical University (METU) in Ankara, Turkey, a modern capital city of three million people. METU is the flagship state university in technical research. Continue research interest in global manufacturing facilities design. Also, METU will be revising their undergraduate Industrial Engineering program, and is interested in UW-Stout's Baldrige award-winning process for curriculum revision, for which personal experience used recently to update UW-Stout's Management Technology program will be applied. |

| Name & Rank | School or Department | Term | Purpose |
|-------------------------------|---|-------------|---|
| Michael Levy Professor | English & Philosophy | SEM I | Write a book on the portrayal of gender roles in young adult science fiction. Study a wide range of young adult science fiction novels using the work of Gayatri Spivak, Mary Pipher, and other literary and cultural critics as lens to see how the portrayal of gender has changed over the years. Experience of writing the book will enrich students' classroom experience with children and young adult literature. |
| Dennis Mikkelson Professor | Mathematics, Statistics & Computer Science | SEM II | Collaborate with colleagues at Argonne National Laboratory (ANL) and at UW-Stout to develop a comprehensive software system for time-of-flight neutron scattering data analysis and visualization. Work will be based on the Integrated Spectral Analysis Pulsed Neutron Source (IPNS) at ANL. Will work with a team of UW-Stout students, funded by an NSF grant, to extend the ISAW system to time-of-flight single crystal diffractometers. Also, work will be done with scientists designing the next generation of neutron scattering instruments for the new Spallation Neutron Source to extend ISAW to meet the needs of these new larger instruments. |
| Ruth Mikkelson Professor | Mathematics, Statistics & Computer Science | SEM I | Study neutron diffraction and develop software for neutron diffraction data analysis and visualization. This work will be done in collaboration with colleagues at the Intense Pulsed Neutron Source (IPNS) of Argonne National Laboratory. IPNS is developing a software package for data analysis and visualization of neutron scattering data called the Integrated Spectral Analysis Workbench (ISAW). Several UW-Stout students are working on the ISAW project supported by a NSF grant; thus, the sabbatical time will be used to improve the students' research experience, their contributions to ISAW, and their knowledge of neutron scattering. |
| Timothy Shiell Professor | English & Philosophy | SEM II | Study free speech as both a moral and legal ideal of American life, with an aim to find cases in which ideals of free speech play primarily a moral, rather than legal, role in public discussions and debates. Time will be spent to review scholarly theories and histories of free speech, as well as constitutional cases, to expand personal background; investigate real-life situations (cases), especially those in Wisconsin, in which ideals of free expression play an important role; and findings will be shared through presentations and publications in language that is plain and clear enough to attract a general audience but also argumentatively interesting to attract scholars. |

| Name & Rank | School or Department | Term | Purpose |
|-------------------------------------|--|-------------|---|
| Jill Stanton Assistant Professor | Education, School Counseling & School Psychology | SEM II | Work to re-introduce an international/global education summer experience for teaching professionals and/or pre-service teachers. Due to personal experience/knowledge of, and UW-Stout's association with, the Wisconsin in Scotland program, plan to develop a course where UW students could spend time with Scottish teachers in classrooms comparable to their own, with evening discussions relative to comparative/global education. Scotland has had global education as a part of their K-12 curriculum for over ten years and there is a teacher's college in Edinburgh. |

University of Wisconsin-Superior

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|-------------------------------|----------------------|--------|--|
| Elizabeth Blue Professor | Social Work | SEM II | The sabbatical is to be used by Ms. Blue to finish her Ph.D. dissertation. She has been working with a culturally specific agency in St. Paul, MN, for the past eight years, assisting them in developing the capacity to conduct appropriate, meaningful program evaluation. Her dissertation will be an inductive analysis of the data already gathered to discover what can be determined about the nature and impact of the culturally specific strategies the agency employs. |
| Khalil Dokhanchi Professor | Political Science | SEM I | The purpose of the sabbatical is to enable him to conduct research in the area of landmines and how they are dealt with by the government of the Islamic Republic of Iran. The landmine crisis is multifaceted and his research will examine the causes for the use of landmines, the location of landmines and who is affected by them, the government's position on the landmine issues and finally how to bring the government of the Islamic Republic of Iran to sign the Ban Mine Treaty. |

| Name & Rank | School or Department | Term | Purpose |
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| Raychel Reiff Professor | Language & Literature | SEM I | During the sabbatical, she wishes to engage in a study of the novels written by O. E. Rolvaag and write a critical book on his works. Rolvaag, a Norwegian-American novelist of the early twentieth century, deserves scholarly attention. Not only are his novels well written and interesting, but they also are relevant in our present American society, which advocates the study of multi-cultural topics. Specifically, I will read all of the English-translated novels of Rolvaag, research all works of criticism written in the last three decades on his writer and his works, write a series of critical essays analyzing his novels and ideas, and seek to publish the results of my work as a book. |
| Ralph Seelke Professor | Biology & Earth Sciences | SEM II | Dr. Seelke is using his sabbatical to pursue his research interests in experimental evolution. He will be working with Drs. Brendan Bohannon and Dimitri Petrov at Stanford University on research involving the evolutionary potential of specific genes in the bacterium <i>Escherichia coli</i> . As part of his research he will develop a set of mutations in one of the genes involved in tryptophan biosynthesis in <i>E. coli</i> . These mutant <i>E. coli</i> strains will then allow him to conduct long-term evolutionary studies at UW-Superior. |

University of Wisconsin-Whitewater

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| Marshall Anderson Associate Professor | Theatre/Dance | SEM II | The bulk of my sabbatical time would be spent as guest costume designer for area professional theatre companies. This would include all design work (including research), as well as shopping, cutting, and stitching for the productions. The remaining time would be spent in creating a new slide library for Costume History (Theatre 345/545), as well as a new course packet/study guide to aid in student note-taking. |
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| Name & Rank | School or Department | Term | Purpose |
|---------------------------------------|--------------------------------|-------------|---|
| Richard Brooks Associate Professor | Philosophy & Religious Studies | SEM II | My co-author, David K. Himrod, and I currently are working on the second volume of a book entitled <i>Science and Religion in the English-Speaking World, 1600-1727: A Bibliographic Guide to the Secondary Literature</i> . We presently have a list of about 1,400 books and articles, which we have not yet analyzed. We plan to look at these works plus other works as they are published. I plan to do bibliographic research, analyze books and articles, write annotations, and work the computer databases, which Dr. Himrod and I have developed for this ongoing project. |
| Dennis Dale Associate Professor | Art | SEM II | My objectives are concerned with concentrated travel, photographic exploration and production of Studio Fine Art works and other Multimedia Design research, activities, which are designed to expand my body of artistic works. My intent is to increase my potential for fine art exhibition, professional presentation opportunities while building new conceptual and technical skills, which can be returned to the classroom in the form of curriculum and program development. |
| Roxanne DePaul Professor | Communicative Disorders | SEM I | The proposed sabbatical consists of two components. First, the clinical research project Swallowing and Survival Outcomes in Amyotrophic Lateral Sclerosis (ALS) will be completed. Second, professional development in the area of applied technology will include participating in specific courses and workshops. Both objectives will culminate with specific outcomes --- a publication and a model for a computerized augmented course, respectively. |
| Frank Hanson Professor | Music | SEM II | This sabbatical will provide a semester-long period of dedicated time for concentrated advanced study, research and practice in areas directly related to my primary teaching and research specialties of applied trumpet and brass pedagogy and performance. I will learn and prepare new repertoire for both teaching and performance with an emphasis on the jazz idiom, pursue advanced study with nationally recognized trumpet artists and jazz pedagogues, and renew and develop performance skills in jazz styles and improvisation. These activities will result in presentation of performances incorporating new repertoire, the introduction of new teaching techniques and materials into my studio teaching activities, and the development of pedagogical and performance skills appropriate for the jazz idiom. |

| Name & Rank | School or Department | Term | Purpose |
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| Richard Lombard Professor | Special Education | SEM I | This sabbatical project will result in a published text on the topic of transition assessment. The applicant proposes to utilize the sabbatical to co-author the initial draft of the text. The post sabbatical period will result in the final draft with a publication date of 2005. |
| Nikki Mandell Associate Professor | History | 03-04 | This project will examine women's business activities during the critical years of economic expansion at the end of the 19 th and beginning of the 20 th centuries. It will focus on Chicago and Milwaukee as case studies to evaluate two contradictory interpretations current in the new scholarship on women's business history: did industrialization limit women's business activities? or did it create new opportunities and acceptance of women in business? The answers to this question will contribute substantially to a larger scholarship that is revising the traditional historical narrative. That narrative focused solely on the emergence and development of mass production center firms. This project will add to current scholarship that is uncovering the existence, and analyzing the place of other kinds of business enterprise in the era of mass production and mass consumption. |
| Jeffrey McKinnon Associate Professor | Biological Sciences | 03-04 | I propose to go on sabbatical leave for the 2003-04 academic year. I will be based in the laboratory of Mark Blows of the University of Queensland, Australia, making 1-2 visits to my research site, Lake Matano, Sulawesi (Indonesia). My time will be divided between writing papers from my recent NSF-funded research and conducting new work at Lake Matano. 2003/2004 is precisely the right time, personally and professionally, for my sabbatical. |
| Susan Messer Professor | Art | 03-04 | I am applying for a sabbatical to conduct intensive studio and academic research that explores the theme of mortality. This body of art work will be informed by both personal reflection and scholarly research into cross-cultural literary and oral narratives, traditions, rituals and imagery that attempt to describe and come to terms with the human life cycle and distinct passages of life. Within the academic research, I am interested in convergence and dissonance in the dominant eastern and western religious and secular philosophies, with an emphasis on the treatment of the body during the process of death and death rites. The studio work will focus on two formats: mixed media figurative drawings and handmade books. |

| Name & Rank | School or Department | Term | Purpose |
|--|-----------------------------|-------------|---|
| Lawrence Neuman Professor | Sociology | 03-04 | During the sabbatical year, I will pursue two projects concurrently. Project one is an exploration of the relationship between minority peoples and Japanese national identity. I will gather qualitative and quantitative data and apply/refine general theories of race-ethnicity and national identity with regard to contemporary Japanese society. Project two is an elaboration/extension of political sociological theory to explain how political forces interacted with social science 'knowledge regimes' to shape U.S. federal policy discourses. I will also apply the theory to several specific policy areas. |
| Thomas Schweigert Associate Professor | Economics | 03-04 | In Fall of 2003 I will attend classes in the Faculty of Economics at the University of Zagreb, narrow my research focus, and establish contacts for conducting research. In the Spring and Summer I will conduct research on transition economics in the Balkan context. During this entire time I will become proficient in the Serbo-Croatian language and knowledgeable about the history and culture of the region, as well about my more narrow specialization. This will enhance my teaching in the international field, allow me to conduct travel-study courses in the region, and lead to publishable research. |
| Wilfred Tremblay Associate Professor | Communication | SEM II | During the Spring 2004 semester I intend to visit Australia, New Zealand, Vietnam, Cambodia, Indonesia, Qatar, the United Arab Emirates and other countries in the East Asia/Oceanic and Middle-East regions to garner a stronger understanding of national and international mass communications systems. The knowledge gained from this travel and research will be used to develop an upper-level undergraduate/graduate course in International Mass Communication Systems for the Department of Communication, and to develop other related research agendas. |
| Steve Wiest Associate Professor | Music | SEM II | By analyzing musical scores from composers Thad Jones, Bob Brookmeyer, Duke Ellington, and Aaron Copland, I will compile certain orchestration and form preferences to then be used in my own compositions. Upon successful assimilation of these preferences, I will record the compositions and produce a professional compact disk consisting of eight new works for large jazz ensemble. |

| Name & Rank | School or Department | Term | Purpose |
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| University of Wisconsin Colleges | | | |
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| Marnie Dresser Associate Professor | English | 03-04 | During my sabbatical leave I will practice interdisciplinary exercises aimed at enhancing creativity and develop those exercises into a “portable” format, so they could be used in creative writing classes, other English classes, and classes in other disciplines. These same exercises would enhance my own creative writing, and I would use the biggest part of the sabbatical leave to focus on writing fiction and drama. |
| Tom Fleming Professor | Art | SEM I | The focus of my sabbatical request is to learn a robust 3D modeling software program and employ it in my teaching and professional work. Form*Z by Auto-des-sys is often used by computer savvy sculptors for creating digital maquettes or planning large-scale work and it enjoys extensive use in the architecture and 3D design fields. This is the program I intend to learn. At the end of the sabbatical, I anticipate being able to devise specific teaching modules for my 3D Design and Sculpture classes using Form*Z or enhance and enlarge upon particular assignments with examples created with Form*Z. |
| Phil Groth Professor | Sociology | 03-04 | By executing the proposed work, I would carry forward research I have already done concerning how the racial makeup of counties and municipalities in the south affects the prospects of election of minority officials. In previous work, covering the 1970s and 1980s, I have shown that the racial composition and also social class makeup of counties and municipalities strongly influence whether minorities are elected to office. |

| Name & Rank | School or Department | Term | Purpose |
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| Craig Hurst Associate Professor | Music | SEM I | My focus will be to continue research into music employed as an expression of protest within a context of social struggle among human beings who are, or perceive they are oppressed by a government or social structure under which they live, or other social groups or classes with which they coexist. Concomitant to this study is a systematic investigation of music employed in the expression of an ideology by a government, political party, candidate for a government or political office, or other political entity. In addition to these investigations, included is a study of music employed as propaganda as the main focus or adjunct to psychological warfare during time of international police conflicts or a state of war. |
| Catherine Leone Associate Professor | Anthropology & Sociology | 03-04 | The sabbatical project will be the foundation for a comprehensive research program concerning social, economic and demographic change in Italy, beginning with an extensive period of participant observation in Fano Adriano, a mountain village in the central region of Abruzzi. The goals for the sabbatical are to collect life history information from key informants, now in their 70s and 80s, whose adult lives correspond to the post-World War II period, and to collect the data necessary to write an ethno-historical account of the village, providing context for the life histories. The sabbatical is critical to my longer range goal of pursuing research about the changing structure of Italian families in the context of current demographic trends (low birth rate, declining marriage rates, increasing age at marriage, increasing divorce rates) and in the broader context of changing Italian society. Similar, but not identical, demographic trends in the United States, where family law and traditions are significantly different, make the American/Italian contrast an excellent vehicle for exploring the social forces that prompt change in marriage and family systems. |
| Hamid Milani Professor | Business & Economics | 03-04 | I propose to write a book-length manuscript on the Economic Development of the Middle East, which could be used in a wide variety of undergraduate courses. The hope is to eventually offer a course in collaboration with the history and political science departments as an interdisciplinary class. The result will be an original contribution to scholarship in economics, new resource materials for the development of students' critical thinking skills and the expansion of the investigator's knowledge of the discipline in which he teaches. |

| Name & Rank | School or Department | Term | Purpose |
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Sabbaticals By Semester And Academic Year, 2003-2004

| Institution | Semester I | Semester II | Academic Year |
|---------------|------------|-------------|---------------|
| Eau Claire | 1 | 8 | 10 |
| Green Bay | 0 | 0 | 3 |
| La Crosse | 4 | 3 | 1 |
| Madison | 16 | 20 | 48 |
| Milwaukee | 16 | 13 | 15 |
| Oshkosh | 4 | 1 | 5 |
| Parkside | 0 | 2 | 3 |
| Platteville | 1 | 2 | 0 |
| River Falls | 2 | 2 | 2 |
| Stevens Point | 2 | 3 | 7 |
| Stout | 4 | 4 | 2 |
| Superior | 2 | 2 | 0 |
| Whitewater | 2 | 6 | 5 |
| Colleges | 2 | 0 | 4 |
| Totals | 56 | 66 | 105 |

SABBATICALS BY GENDER AND RACE

| Institution | Males | Females | Minorities |
|-----------------|------------|------------|------------|
| Eau Claire | 10 | 9 | 7 |
| Green Bay | 3 | 0 | 1 |
| La Crosse | 1 | 7 | 1 |
| Madison | 63 | 21 | 9 |
| Milwaukee | 32 | 12 | 8 |
| Oshkosh | 8 | 2 | 2 |
| Parkside | 3 | 2 | 1 |
| Platteville | 2 | 1 | 1 |
| River Falls | 5 | 1 | 0 |
| Stevens Point | 6 | 6 | 0 |
| Stout | 7 | 3 | 0 |
| Superior | 2 | 2 | 0 |
| Whitewater | 10 | 3 | 0 |
| Colleges | 4 | 2 | 1 |
| Totals | 156 | 71 | 31 |
| Averages | 69% | 31% | 14% |

PROGRAM REVIEW AND PROGRAM PLANNING IN THE UNIVERSITY OF WISCONSIN SYSTEM

December 2002

I. Introduction

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

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

- New program planning and approval;
- Institutional reviews of on-going programs;
- Accreditation reviews in 2001-02;
- Continuous improvement.

II. New Program Planning and Approval Process

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

A. Entitlement to Plan

The first step in the new program planning process is for an institution to request an entitlement to plan a new academic program leading to a degree. The request contains a brief statement identifying the program and explaining how the program relates to planning issues, including:

- The need for the program;
- The relation to institutional mission;
- The projected source of resources; and
- The relation to other programs in the UW System and in the region.

ACSS reviews the proposal, and, if it appears to have merit, circulates the request to the institutional provosts for comment. These comments may lead to further consultation with the requesting institution and other institutions to explore how the program fits into the

systemwide program array and possible collaborative efforts. The request for entitlement to plan is then granted, deferred for further development, or denied.

Since July 1, 1998, we have responded to 83 requests for entitlements and have granted 59. Currently there are 11 entitlement requests pending, and 25 entitled and awaiting authorization.

B. Authorization to Implement

Once an institution has been granted an entitlement to plan, the next step is to develop a proposal for implementing the program. The request for authorization to implement must address the following:

- Context, including history of the program, relationship to existing programs, relationship to campus mission and strategic plan, and campus program array history;
- State, regional and national need, including comparable programs within and outside the state, student and market demand for graduates of the program, and possible collaboration or alternative program delivery possibilities;
- Program description and evaluation, including objectives, curriculum, relationship to other curricula, method of assessment, and use of information technology/distance education;
- Personnel;
- Academic support services including library, and advising;
- Facilities and equipment;
- Budget and finance.

The program proposal undergoes several levels of review, including review by external consultants; by appropriate governance bodies; and by a three-person Program Review Committee that consists of a representative of UW System Administration and two representatives of the institution. If the program proposal receives positive reviews from the governance groups and the Program Review Committee, the Committee recommends that the Provost of the institution seek authorization to implement the program. The Provost submits the authorization proposal and related materials to ACSS where a decision is made whether the program warrants submission to the Board of Regents. The program is presented to the Education Committee and the Board for approval. During the last five years, 56 programs were authorized by the Board for implementation. During the same time period, six programs that were entitled did not go forward for authorization to implement.

C. Implementation by the Institution

Once authorized to implement the program, the institution sets an implementation date. Campuses sometimes choose to delay implementation, and on occasion, a campus makes a decision not to go forward with an authorized program because of changed circumstances.

D. Joint Review

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

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

E. Summary

The following table shows summary data on the number of entitlements to plan granted by ACSS, authorizations to implement approved by the Board of Regents, the number of programs implemented, and the number of joint reviews completed for academic years 1998-99 through 2002-03. For purposes of this tally, the academic year begins on July 1, and ends on June 30.

| | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03* |
|-----------------|---------|-----------|---------|---------|----------|
| Entitlements | 20 | 16 | 10 | 5 | 8 |
| Authorizations | 10 | 28 | 4 | 7 | 7 |
| Implementations | 10 | 15 | 21 | 6 | 7 |
| Joint Reviews | 5 | 10 | 4 | 3 | 0 |

*through November 1, 2002

From July 1, 1998 to date, 59 programs received entitlement to plan, including 30 programs at the baccalaureate level, 23 at the master's level, and six at the doctoral level. The Board of Regents authorized 56 new programs for implementation during this five-year period, and the institutions implemented 59 new programs.

Since the Board of Regents mandated the joint review process in 1981, a total of 136 joint reviews have been completed. In a number of cases, changes and improvements recommended during the joint review process have been incorporated into the continuing programs. Academic programs may also be discontinued as a result of the five-year joint review. Since 1981, five programs have been discontinued as a result of this review. There are currently 56 new programs that are scheduled to initiate joint review over the next five years, and 15 joint reviews in progress.

III. Institutional Program Review

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

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

During 2001-02, 94 program reviews were completed, with one conditional continuation and four recommendations for discontinuation. Of the program reviews that began in or before 2002-03, 77 are currently in progress.

Substantive areas of focus identified by the campus program reviews include:

- Curriculum
 - Curriculum changes in response to previous review and changes in fields;
 - Internships;
 - Consideration for the value of diversity;
 - Attention to credits to degree;
 - Increased use of technology.
- Faculty
 - Concern about retirement of faculty;
 - Development of newly hired faculty;
 - Advising.
- Resources
 - Meeting increased demand with limited resources;
 - Strategies to expand program capacity;
 - Class size;
 - Merger of programs for better utilization of resources.
- Assessment
 - Relationship of program to institutional mission and priorities;
 - Identification of goals;
 - Student learning outcomes and their impact on the program;
 - Employer satisfaction;
 - Establishment of external advisory boards;
 - Performance on professional examinations.

IV. Program Accreditation

UW System institutions undergo both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas and focuses on the whole

institution as it defines itself. Specialized accreditation addresses a specific program or programs within an institution.

Accreditation activity at the UW institutions is consistent with national patterns. All UW institutions are accredited by the North Central Association.

Currently, about 234 UW System programs are eligible for accreditation by recognized, specialized accrediting organizations. Thirteen UW institutions hold specialized accreditations, ranging from two at UW-Parkside to 78 at UW-Madison.

UW institutions annually report accreditation activity to ACSS. In 2001-02, UW institutions reported the completion of 88 specialized accreditations. In the past three years, 101 accreditation reviews have been completed, including institutional accreditations. There are 45 accreditation reviews scheduled to begin in 2002-03.

V. Continuous Improvement

The process of program planning and review undergoes continuous improvement in response to new needs and experience. During the 2001-02 academic year, ACSS undertook a variety of initiatives to further improve the process.

- A. ACIS 1.0: Editorial revisions to ACIS 1.0, the Regent Policy on Academic Program Planning and Review were made. These changes do not alter the policy, but update titles of individuals and offices, correct inconsistencies, and remove outdated supplemental material.
- B. Revision of Academic Program Planning & Review Guidelines: A document providing guidelines for academic program planning and review was revised and updated to better assist campuses in addressing the criteria for program planning and review. The revisions made included:
 - Addition of a section to describe and highlight five key issues that the Education Committee requested be addressed in all program proposals including:
 - Relationship of the program to system and institutional mission;
 - Use of market research to demonstrate need and demand;
 - Opportunities for collaboration with other institutions for effective and efficient use of resources;
 - Use of technology and distance education;
 - Resource allocation and reallocation to support a new program.
 - Revision of the budget format to clearly differentiate current costs and resources from the additional costs and resources necessary to implement a new program.

- Revision of the format for the Executive Summary to ensure inclusion of the highlighted five key issues, specific enrollment projections, and more detailed budget information.
- C. Program Review Workshop: ACSS conducted a program planning and review workshop for Provosts and their staff that highlighted the following components of academic program planning:
- Integration of technology;
 - Working on collaborative degree programs;
 - Use of market research;
 - The role of outside reviewers;
 - Development of the budget;
 - Tuition/pricing issues and processes.
- D. Program Planning and Review Advisory Committee: Formed at the recommendation of the Education Committee, the advisory committee continues its work to address issues relating to:
- The approval process for distance education programs ;
 - Quality indicators for institutional program review;
 - Collaborative degree programs;
 - Integration of diversity and multiculturalism.
- E. Working Group on Collaborative Degree Programs: This fall the Board approved the implementation of a collaborative Master's of Social Work program offered jointly by UW-Green Bay and UW-Oshkosh. Planning is underway for a number of other degree programs offered collaboratively by two or more campuses. Offering such programs in a system that was designed for single-campus programs creates a number of administrative challenges. A working group has begun to identify those challenges, and to create models with which to address the challenges and facilitate the offering of collaborative programs.

VI Conclusion

The planning, approval, and review of academic programs is a process of constant change. This report is an effort to represent the dynamic character of program array in a way that demonstrates the many levels of program activity. The continual addition and deletion of academic programs, and the regular cycles of program review and modification are clear indications that the institutions of the UW System are aware of, and responding to, the need to maintain academic relevance and excellence in a continuously evolving world. In the current budget environment, campuses may be forced to cut back or eliminate programs to absorb budget cuts. Academic program planning and review is especially important in such an environment, as we seek to assure the continuation of a vibrant array of academic programs that meet the needs of the citizens and the state.

Program Authorization (Implementation)
M.S., Health Care Informatics
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Health Care Informatics.

**NEW PROGRAM AUTHORIZATION
M.S. Health Care Informatics
UW-Milwaukee
Implementation**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Master of Science in Health Care Informatics is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Milwaukee and UW System Administration will conduct that review jointly, and the results will be reported to the Board of Regents.

Over the last ten years, the health care industry has experienced tremendous growth and come to rely upon computerized information systems. These systems collect and maintain patient demographic and medical information, record test results, transmit physician orders, generate hospital bills, and produce administrative reports. The growth in the health care industry has created a demand for professionals with advanced training in health care delivery systems, systems analysis and design, computer networking, and health care computer system procurement and management. The proposed program is designed to meet this demand. It will draw on the experience and expertise of several UW-Milwaukee disciplines: Computer Science in the College of Engineering and Applied Science; Health Care Administration and Informatics (HCA&I) in the College of Health Sciences; Management Information Systems in the School of Business Administration; and the School of Information Studies.

REQUESTED ACTION

Approval of Resolution I.1.d., authorizing the implementation of the M.S. in Health Care Informatics, UW-Milwaukee.

DISCUSSION AND RECOMMENDATIONS

Program Description

The program will require a total of 35 credits. Full-time students will be able to complete the degree in two years; part-time students will be allowed five years for completion. Students will be expected to have a strong foundation in microcomputer skills, health care delivery systems, human pathophysiology of disease, and statistics. Those who do not have these skills upon entry will take up to 15 additional credits to provide this foundational knowledge. Students will be required to take at least one course in each of nine content areas including Systems Analysis and Design, Project Management, Network Design/Telecommunications, Health Care Applications, and Technology Procurement. Students will have a choice of whether to complete a project or a thesis. Fieldwork experiences will be available in health care organizations in Southeastern

Wisconsin, and across the state. These organizations will also be the sites for student projects and thesis opportunities.

Program Goals and Objectives

The primary academic objectives of the program are: To educate graduates who are knowledgeable and can apply their skills to planning, analyzing, implementing and maintaining information systems in a variety of health care organizations; to provide opportunities for students and faculty to engage in multidisciplinary research and the generation of new knowledge; to disseminate knowledge and provide service through the management, design, integration and evaluation of health information systems; to fulfill existing and anticipated workforce needs in the state and to secure extramural support through research and training funds.

Additional specific goals for this program include the following measurable outcomes: more than half of admitted students will have graduated within three years; ninety percent of student course evaluation scores will average four to five on a five-point scale; ninety percent of program graduates will be employed in jobs related to their degree within a year following graduation; after the first year, program enrollment will average 20 students; and the program will successfully complete the five year review by UW-Milwaukee's Graduate Faculty Council and the joint five year review by UW-Milwaukee in collaboration with UW System Administration.

Relation to Institutional Mission

The proposed program exemplifies UW-Milwaukee's mission as outlined in the *Core Mission of the Doctoral Cluster* and *Select Mission of the University of Wisconsin-Milwaukee*. Specifically, the program addresses the goals of offering professional graduate degrees appropriate for a major urban doctoral university, engaging in research that will enhance UW-Milwaukee's academic and professional excellence, and establishing productive relationships with public and private organizations that will promote the economic development of the state. The proposed program is also well aligned with the strategic goals identified in UW-Milwaukee's *Milwaukee Idea* and *Investing In UWM's Future*. Both documents call for the development of new graduate programs, the creation of interactive groups of scholars across disciplines, the concentration of faculty in select program initiatives, and the development of partnerships with local and state health care communities. Particular recruitment efforts will be directed to attract minority students, who are under-represented in the health care industry. In addition, this program fits exactly within the Chancellor's academic program priorities to emphasize and enhance the institutional focus on health, education, and technology.

Need

The growing sophistication and volume of information technology in all industries has led to a shortage of informatics professionals in health care. Federal Bureau of Labor statistics for 2000–2010 indicate that occupations in health care informatics are expected to grow significantly. Specifically, for computer and information systems managers, over 6,300 new positions, or an increase of 57.2 percent, are anticipated in the Health Services sector. During this same period almost 1,500 new positions, or an increase of 44.6 percent, are anticipated in the Health Insurance

sector. Significant growth of new positions in both sectors is forecast for computer system analysts (37.6 percent and 38.9 percent), database administrators (77.7 percent and 97.1 percent), network and computer systems administrators (68.4 percent and 56.3 percent), and network systems and data communications analysts (59.1 percent and 56.3 percent). Opportunities also will arise through turnover within existing positions.

Employment projections from Wisconsin are based upon the 1998-2008 period. The occupational category available was that of systems analyst. Consequently these projections would be a conservative estimate of overall demand. For the Wisconsin Health Services sector, almost 300 new positions, an increase of 75.9 percent, are projected during this period. In the Health Insurance sector, Wisconsin expects 100 new positions, an 81.3 percent increase. Employment projections for Minnesota and Iowa indicate comparable increases to those in Wisconsin.

Comparable Programs in Wisconsin and the Nation

Only one comparable program exists in Wisconsin. The Milwaukee School of Engineering (MSOE) and the Medical College of Wisconsin (MCOW) have instituted a joint Master of Science in Medical Informatics. The MSOE/MCOW program focuses on patient care systems. The proposed program will be broader, multidisciplinary, and comprehensive, stressing not only clinical but also administrative information systems. There are only six programs outside of Wisconsin that could be considered comparable in that they prepare students for roles in general acute care hospitals, clinics, and long-term care facilities. They are at the University of Alabama-Birmingham, University of Illinois-Chicago, University of Minnesota, University of Missouri-Columbia, University of Texas-Houston, and the University of Victoria.

Collaboration

The program is a collaborative effort between the College of Health Sciences, College of Engineering and Applied Sciences, School of Business and School of Information Sciences. Members of the Southeastern Wisconsin health care informatics community have indicated their willingness to support the educational experience with internships and project work. A community advisory committee of informatics professionals will assist the program.

Use of Technology/Distance Education

Technology is at the core of the program. Students will be immersed in technology and technology-related issues throughout the curriculum. Topics include computer programming and network design, management and procurement, and clinical and administrative health care applications. Each of the participating units supports these offerings with their own computer facilities.

Academic and Career Advising

Upon admission into the program, each student will be assigned a HCA&I graduate faculty advisor. The advisor will assist the student in planning his/her program of study, and in career selection. The program will solicit and maintain a job registry. Job opportunities will be distributed to students and alumni through email reflectors.

Projected Enrollment

The program will target health and medical personnel, and information systems professionals such as those with backgrounds in computer science, library and information science, and management information systems. A conservative enrollment estimate is approximately 20 students enrolled in the program at any one time. The expectation is that half of the students will be working and enrolled part-time.

| Year | 1st Year | 2nd Year | 3rd Year | 4th Year | 5th Year |
|-----------------------|----------|----------|----------|----------|----------|
| New Students Admitted | 10 | 10 | 10 | 10 | 10 |
| Continuing Students | | 8 | 12 | 12 | 10 |
| Total Enrollment | 10 | 18 | 22 | 22 | 20 |
| Graduating Students | 0 | 4 | 8 | 10 | 10 |

Assessment and Program Evaluation

The program evaluation process will review how well the program has met the specific outcomes listed under Program Goals and Objectives (p. 2). Additional methods used to assess and evaluate program success will include tracking student inquiries, admission and graduation rates; reviewing assessments from student course evaluations and feedback from student focus groups; conducting alumni follow-up surveys; and seeking program faculty and advisory committee input. The recruitment, admission, and graduation data will help profile student populations for marketing purposes. Data from course evaluations and focus groups will give timely feedback on curricular matters, program administration issues and any other concerns of enrolled students. Alumni, advisory committee and faculty reviews will help keep curricular content current.

Evaluation from External Consultants

Three national consultants provided positive evaluations. One stated, “Overall, the proposal is well conceived, comprehensive and convincing. The program described should assist the health care industry in addressing its serious shortage of well-trained and skilled health care information technology professionals... The program will serve the industry and students well.” Another states, “The program has been developed in response to recognized needs in the health care industry at both local (Wisconsin) and national levels. Further, the proposed program has been designed to take full advantage of the experience and expertise residing in several existing University of Wisconsin-Milwaukee departments.”

Resource Needs

The program is being supported through new GPR from the Milwaukee Idea Information Professions initiative and allocation of tuition resources using the standard UW-Milwaukee formula. These funds will be used to hire 2.5 new faculty for the program. The College of Health Sciences, the College of Engineering and Applied Sciences, the School of Business Administration, and the School of Information Studies are also providing resources for the program. Budget estimates are conservative and based on tuition resources that would accrue with the enrollment prediction of 20 students taking only 15 credits/year.

| | FIRST YEAR | | SECOND YEAR | | THIRD YEAR | |
|-----------------------------|------------|---|-------------|---|------------|---|
| CURRENT COSTS | #FTE | Dollars | #FTE | Dollars | #FTE | Dollars |
| Personnel | | | | | | |
| Fac/Acad Staff | 1.5 | \$97,000 | 1.5 | \$99,425 | 1.5 | \$101,910 |
| Classified Staff | .5 | \$13,000 | .5 | \$13,325 | .5 | \$13,658 |
| Non-personnel | | | | | | |
| S&E | | \$3,000 | | \$3,000 | | \$3,000 |
| Subtotal | | \$113,000 | | \$115,750 | | \$118,568 |
| ADDITIONAL COSTS) | | | | | | |
| Fac/Acad Staff | 1 | \$55,000 | 2 | \$110,000 | 2.5 | \$147,500 |
| Grad Assist/Fellows | | | | \$50,000 | 1 | \$50,000 |
| Classified Staff | | | .5 | \$13,000 | .5 | \$13,000 |
| Non-personnel | | | | | | |
| S&E | | \$6,500 | | \$10,000 | | \$10,000 |
| Library | | \$1,000 | | \$1,000 | | \$1,000 |
| Grad Fellowships | | \$25,000 | | \$25,000 | | \$25,000 |
| Software | | | | \$50,000 | | |
| Subtotal | | \$87,500 | | \$259,000 | | \$246,500 |
| TOTAL COSTS | | \$200,500 | | \$374,750 | | \$365,068 |
| | | | | | | |
| CURRENT RESOURCES | | | | | | |
| GPR | | \$113,000 | | \$115,750 | | \$118,568 |
| Subtotal | | \$113,000 | | \$115,750 | | \$118,568 |
| ADDITIONAL RESOURCES | | | | | | |
| New GPR | | \$45,350 | | \$114,700 | | \$152,200 |
| UWM Fellowship | | | | \$10,000 | | \$10,000 |
| Donated Software | | | | \$50,000 | | |
| Tuition Revenue | | \$42,150 (10 students x 15 credits x \$281) | | \$84,300 (20 students x 15 credits x \$281) | | \$84,300 (20 students x 15 credits x \$281) |
| Subtotal | | \$87,500 | | \$259,000 | | \$246,500 |
| TOTAL RESOURCES | | \$200,500 | | \$374,750 | | \$365,068 |

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d., authorizing the implementation of the M.S. in Health Care Informatics, UW-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised)

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to reorganize existing degree programs into a School of Education.

REORGANIZE A SCHOOL OF EDUCATION UNIVERSITY OF WISCONSIN-STOUT

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1 revised), the University of Wisconsin-Stout requests authorization to reorganize existing degree programs related to teacher preparation into a new School of Education. The faculty and administration within the departments and colleges, the Faculty Senate and Chancellor Charles W. Sorensen endorse this reorganization.

For the last year and a half, UW-Stout has engaged in a series of study groups, discussions and forums exploring options that will allow the institution to meet the new standards for teacher licensure. The goal is to develop a model teacher education program for UW-Stout.

UW-Stout prepares teachers and other PK-12 professionals in the following areas: Early Childhood, Special Education, Art Education, Family and Consumer Sciences Education, Technology Education, and Marketing Education. Graduate programs include School Psychology, Guidance and Counseling, and Vocational and Technical Education. Under the current structure, these teacher education programs at UW-Stout are located in three separate colleges and five departments. This organizational structure is not viable in the current climate of expectations and accountability. It is essential that UW-Stout have a unified administrative unit to coordinate all matters related to teacher education.

The current education programs are coordinated by a Professional Education Council. This group is made up of program directors, department chairs and administrative staff. The organization has responsibility, but decentralized authority, to achieve expected outcomes. This structure has been relatively effective in achieving curricular alignment. However, it lacks the authority to assure the "people" alignment necessary to ensure that the implementation of the curriculum is carried out in an effective manner.

Teacher preparation is an increasingly important priority for UW-Stout. There are over 1,600 students in teacher education and related programs (e.g., school psychology, K-12 counseling). The new teacher licensure regulations clearly establish the need for all faculty to share in the responsibility of preparing well-qualified PK-12 teachers. The reorganization will provide for stronger faculty input into the preparation of K-12 professionals, and will elevate the status of this discipline on the campus. It will allow UW-Stout faculty and staff to establish partnerships with school districts. It will also create a forum for teachers and professional educators to work together on professional issues.

A Dean of Education will oversee this unit and will be a member of the Provost's Council. Existing resources will support the newly organized School of Education. Administrative and support roles that were previously dispersed will now be consolidated in the new School. The recent retirement of the Director of the Office of Teacher Education allows for a redefinition of that role, and will provide the FTE for the new Dean position.

REQUESTED ACTION

Approval of Resolution I.1.e., authorizing the reorganization of a School of Education, UW-Stout.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e., authorizing the reorganization of existing teacher-preparation degree programs into a School of Education at the University of Wisconsin-Stout.

RELATED REGENT POLICIES

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

REVISED

I.2. Business and Finance Committee

December 5, 2002
1511 Van Hise Hall

11:00 a.m. All Regents

- Excess Credits Policy
[Resolution]
- Student Success: Retention, Graduation Rates, and Credits-to-Degree

11:45 a.m. Lunch

12:00 p.m. All Regents

- Update on Enrollment Trends, Budget Cut Impacts, and Ways that Other Public Universities are Coping with State Budget Reductions
- UW-Madison Camp Randall Expansion and Renovation Construction Authority
[Resolution]

Upon conclusion of All Regent session Joint with Physical Planning and Funding

- Auxiliary Operations
 - Facilities Management
 - Financial Management

Upon conclusion of joint session

- a. Approval of the minutes of the November 7, 2002 Meeting
- b. UW-Oshkosh Differential Tuition
[Resolution I.2.b.]
- c. 2003-05 General Compensation Distribution Plan and Guidelines
[Resolution I.2.c.]
- d. Trust Fund Issues
(1) Recommendations on Asset Allocation, Spending Plan, and
Investment Guidelines
[Resolution I.2.d.(1)]
- e. Committee Business
 - (1) Report on State Imposed Costs
[Resolution I.2.e.(1)]
 - (2) Report on Continuing Appropriations
[Resolution I.2.e.(2)]
 - (3) UW-Madison: LTE Conversion Pilot
[Resolution I.2.e.(3)]
 - (4) UW-River Falls Contract Extension with Chartwells
[Resolution I.2.e.(4)]

- f. Vice President's Report
 - (1) Impact of Nonresident Tuition Increase
- g. Additional items which may be presented to the Committee with its approval

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UW-Oshkosh
Undergraduate Differential Tuition

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the students and Chancellor of the University of Wisconsin-Oshkosh, the Board of Regents approves the differential tuition rates for undergraduate students at UW-Oshkosh beginning in the fall semester of 2003-04.

UNDERGRADUATE DIFFERENTIAL TUITION UW-Oshkosh

BACKGROUND

In its "Study of the UW System in the 21st Century," the Board of Regents approved flexibilities for tuition setting. UW-Oshkosh proposes establishing a special tuition for the Oshkosh Personal Development Compact.

REQUESTED ACTION

The Board is asked to approve a differential tuition for undergraduate students at UW-Oshkosh beginning in the 2003-04 academic year. Undergraduate tuition will increase \$25 per semester (\$50 per year) the first year, 2003-04, and another \$30 per semester (\$60 per year) in 2004-05. The differential rate will remain at \$55 per semester (\$110 per year) for each subsequent year through the 2006-07 academic year.

DISCUSSION AND RECOMMENDATIONS

UW-Oshkosh proposes to raise all undergraduate tuition rates \$50 more than the 2002-03 full-time resident rate in the next academic year (2003-04) and \$110 for each subsequent year through 2006-07. The differential will be prorated for part-time students. In March of 2007, the program will come up for review and reauthorization. UW-Oshkosh will not use the differential tuition as a means of addressing potential budget reductions. The estimated income in the first fiscal year (2003-04) is \$450,000. In the second and subsequent years, the estimated income from the proposal is \$990,000.

UW-Oshkosh has gone through an extensive strategic and operational planning process. One outcome of that process is the recognition of the need to significantly enhance the personal support network for each student. UW-Oshkosh will address this need in the form of a personal development compact with each student. The UW-Oshkosh Personal Development Compact is a personalized student development program. At its center is an agreement between each student and the university to expand every student's intellectual, civic, ethical, and personal development goals through careful mentoring and extended guidance. The UW-Oshkosh Personal Compact will feature an individually tailored plan for each student that will be flexible enough to respond to each student's changing needs.

The major components of the compact are assessment, advising, co-curricular involvement, and emotional adjustment and wellness. Heavy emphasis will be placed on student retention, reduced time to graduation, and increased graduation rates. This will be

accomplished with increased developmental advising, counseling, career development support, and personal financial planning.

UW-Oshkosh anticipates funding the Personal Development Compact from a multitude of sources including internal reallocations, federal funds, state resources, alumni contributions, and the proceeds from this proposed differential tuition. This past fall, implementation of the Compact took an important step forward when UW-Oshkosh reallocated existing resources to fund two additional advisors.

The Oshkosh Student Association approved resolutions in support of this differential tuition proposal and students will comprise a majority of members of an oversight committee that will establish priorities and the allocation of funds to those priorities. Each year there will be a progress report for the university on the previous year's activities.

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

RELATED REGENT POLICIES

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

2003-05 General Compensation
Distribution Plan and
Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the 2003-05 General Compensation Distribution Plan and Guidelines (Exhibit A) be approved. If changes are required as a result of actions by either the Joint Committee on Employment Relations or legislation, the Executive Committee, in consultation with the System President is authorized to act on these changes.

2003-05 GENERAL COMPENSATION DISTRIBUTION PLAN AND GUIDELINES

EXECUTIVE SUMMARY

BACKGROUND

Pursuant to s. 36.09 (1)(j), Wis. Stats., the Board of Regents establishes salaries for faculty, academic staff, and university senior executives prior to July 1 of each year for the next fiscal year. As the first year of the biennium approaches, because of the legislative timetable the Board is generally without a pay plan and budget at the time it needs to make decisions concerning compensation for the coming year. The authorization to proceed with planning for 2003-05 salary adjustments under general guidelines will permit completing required merit evaluations prior to July 1 in a manner that permits conversion of the evaluation results to compensation adjustments. This allows salary obligations to be honored effective July 1, 2003 even if the budget bill is not enacted until after that date. These guidelines are intended for use in both years of the 2003-05 biennium.

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

REQUESTED ACTION

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

The resolution establishes 2003-05 Unclassified Pay Plan Distribution Guidelines, authorizes the institutions to proceed with planning for 2003-04 salary adjustments using a suitable evaluation system that permits conversion of the evaluation results to compensation adjustments prior to July 1, 2003 and allows the Executive Committee, in consultation with the System President, to act on necessary changes in the event these guidelines are not consistent with actions by the Joint Committee on Employment Relations or newly approved legislation.

DISCUSSION AND RECOMMENDATIONS

Each institution needs to conduct its unclassified personnel and salary evaluations, using a suitable evaluation system. Judgments based on the system should be recorded before July 1, 2003 so that the provisions of s. 36.09 (1)(j), Wis. Stats. are met. Passage of this resolution will enable the faculty, academic staff, and university senior executives to receive the full amount of 2003-04 compensation adjustments irrespective of any delay in the enactment of a 2003-05 compensation plan and/or biennial budget.

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

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

The President is authorized each year to increase the systemwide faculty salary minima for each rank by up to the full amount of the pay plan. With respect to Category B academic staff, consistent with the gender and race equity proposals adopted by the Board in November 1994, the increase in salary minima will continue to be linked to the adjusted faculty salary minima. As required under current law, following Regent approval of the 2003-05 pay plan proposal, the Secretary of the Department of Employment Relations (DER) will be asked to recommend to the Joint Committee on Employment Relations (JCOER) that academic staff Category A salary ranges be increased by up to the full amount of the pay plan. The resolution specifies unless otherwise provided by law, the President can adjust the ranges for Category A by up to the full amount of the pay plan.

Under current law, the DER Secretary is also required to propose university senior executive salary range recommendations for non-doctoral institution Provosts/Vice Chancellors and for System Vice Presidents to JCOER for approval. The UW System President will forward, following the Board's approval, the request that the ranges be adjusted to reflect the Board of Regent's executive salary structure which establishes a midpoint of the salary range at 95% of the peer median and sets the salary range at 90 percent and 110 percent of the midpoint. DER will be provided the latest peer information when it is available in the spring. The Board sets the salary ranges for other senior executives

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

Each institution will be required to submit its plan for distributing compensation adjustments to System Administration for approval before implementation. The Board establishes the criteria for distribution of pay plan increases under its power to fix the salaries of unclassified staff. The faculty has primary responsibility for developing faculty merit pay distribution plans for the institution. The academic staff has primary responsibility for the formulation and review of academic staff merit pay distribution plans for the institution. System Administration, on behalf of the Board of Regents, will withhold approval of any institution plan for distribution of pay plan adjustments not in compliance with Board guidelines. Any institution distribution plan not in compliance with those guidelines would be returned to the involved chancellor for corrective action by the appropriate governance body. Implementation of pay adjustments at any such institution would be deferred until a distribution plan meeting the Board's guidelines is resubmitted by the institution and approved by System Administration in accordance with criteria set by the Board.

RELATED REGENT POLICIES

Regent Policy Document 74-13, October 4, 1974
Regent Policy Document 92-6, September 11, 1992
Regent Policy Document 94-4, May 6, 1994
Regent Policy Document 87-15, as revised June 6, 2000

2003-05 General Compensation
Distribution Plan and
Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon the recommendation of the President of the University of Wisconsin System, the 2003-05 General Distribution Plan Guidelines for unclassified staff be approved as follows:

- (1) Each chancellor is directed to proceed with faculty and academic staff salary evaluation using a suitable evaluation system, the results of which can be converted to a salary, once the pay plan is known. The salary review should be conducted in accordance with the performance standards outlined in Recommendation #9 of the 1992 Report of the Governor's Commission on University of Wisconsin Compensation. A record of the evaluation judgments shall be made before July 1, as provided in s. 36.09 (1)(j), Wis. Stats.
- (2) The 2003-05 compensation adjustments for faculty, academic staff, and university senior executives shall be provided such that not less than one-third of total compensation shall be distributed on the basis of merit/market and not less than one-third of the total compensation plan shall be distributed on the basis of solid performance. The remaining one-third pay plan allocation may be used to address these and other compensation needs with appropriate attention to pay compression. The President, following consultation with the chancellors, is authorized to earmark up to 10 percent of the total pay plan each year for the chancellors' discretionary use to meet special compensation needs such as: specific market shortfalls by faculty rank; and/or academic staff internal/external pay problems, or to reward faculty and academic staff innovative, and/or collaborative program delivery, and/or exceptional performance in support of institution goals; and/or to correct gender pay inequities in the faculty and academic staff, etc.

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

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

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

- (3) Any and all compensation adjustments must be based on performance; across-the-board compensation adjustments not based on merit are prohibited. At a minimum, continuing staff who have performed at a satisfactory level shall be entitled to a compensation adjustment from funds set aside to recognize solid performance, except when an employment contract or administrative practice holds to the contrary.
- (4) Each institution will be required to submit its plans for distribution of the compensation adjustments to System Administration for approval before implementation can be accomplished. System Administration is directed to return any institution's distribution plan not in compliance with the Board guidelines to the involved chancellor for corrective action by the appropriate governance body. Implementation of pay plan adjustments shall be deferred until a distribution plan meets the Board's guidelines.
- (5) Unless otherwise specified by executive/legislative action, the effective dates for the payment of the 2003-05 pay plan rates will be July 1 each year for annual basis employees, the start of the academic year for those on academic year appointments, and other dates as set by the chancellors for persons with appointment periods commencing at times other than July 1 and the beginning of the academic year.
- (6) The President is authorized each year to increase the systemwide faculty salary minima by up to the full amount of the pay plan and rounded to the nearest hundred dollars. For Category B research and instructional academic staff, the Board authorizes the continuation of the current policy linking titles to the faculty salary minima based on percentage relationships approved in the 1994 Gender and Race Equity Study. Salary ranges for Category A academic staff and university senior executives will be established in accordance with the pay plan approved by the Joint Committee on Employment Relations. Unless otherwise provided by law, the Board authorizes the President to adjust the Category A salary ranges by up to the full amount of the pay plan.
- (7) Base salaries shall not be less than the salary minima or pay range minimum. The salary increase shall not move the base salary above the academic staff salary range maximum. Unclassified staff who are currently paid above the maximum shall be eligible for a salary increase of up to half of the amount by which the salary ranges have been adjusted.
- (8) Salary adjustments for promotion in faculty rank shall, on an academic year basis be no less than \$1,000 for promotion to assistant professor, \$1,250 for promotion to associate professor, and \$1,500 for promotion to professor. Institutions may set policies on adjustments for promotions on an annual basis appointment, consistent with these minima.

- (9) The pay plan funding allocation shall be distributed as soon as possible after final approval of the pay plan by executive/legislative action and after the distribution plan is approved by System Administration as being in compliance with these guidelines.
- (10) Each institution shall complete its actions on stipend schedules for non-represented graduate assistants prior to July 1 and shall establish a factor for adjustments, which can be applied expeditiously to determine stipend increases. Stipend schedules for each graduate assistant category shall be separately established.
- (11) The Board affirms the delegated authority of the President of the System to establish individual salaries at or below 75 percent of the salary of the UW System President within state policy and the funds appropriated for that year. Appropriate annual budget documentation will be reported to the Regents for information.
- (12) If the Regent's meeting schedule does not afford an opportunity for timely action by the full Board on salary adjustments, the Board authorizes the Executive Committee of the Board, in consultation with the System President, to approve any discretionary salary adjustments effective for 2003-04. Appropriate information shall be provided to all members of the Board.
- (13) Compensation actions related to the unclassified pay plan and delegated to the chancellors shall be completed in accordance with statutory requirements, legislative intent, Regent's policy, and shall be reported to System Administration to make possible the preparation of payrolls and reporting to the Board of Regents.

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

UNIVERSITY OF WISCONSIN SYSTEM
TRUST FUNDS PRINCIPAL LONG-TERM FUND:
RECOMMENDATIONS ON ASSET ALLOCATION, SPENDING PLAN
AND INVESTMENT GUIDELINES

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the Regent Business and Finance Committee, the Board of Regents adopts the following:

- 1) U.S. High Yield, Emerging Market Equities, and Hedge/Absolute Return Funds as approved asset classes;
- 2) Revision of the Statement of Investment Objectives and Guidelines to accommodate the addition of these approved asset classes as follows:

Under the section "Investment Guidelines & Restrictions" and "Approved Asset Classes," add:

- ◆ *U.S. High Yield* (under "Fixed Income-Oriented Vehicles"),
 - ◆ *Emerging Market Equities* (under "Equity-Oriented Vehicles"),
 - ◆ *Hedge/Absolute Return Funds* (under new "*Alternatives*" category); and
- 3) Reduction of the small fraction spending plan rate from 5.0 percent to 4.5 percent.

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

PRINCIPAL LONG-TERM FUND: RECOMMENDATIONS ON ASSET ALLOCATION, SPENDING PLAN AND INVESTMENT GUIDELINES

EXECUTIVE SUMMARY

BACKGROUND

A preliminary asset allocation and spending plan review was presented at the September 2002 Committee meeting, as part of its regular annual review of these items. Revised capital market assumptions and asset allocation analyses indicated that the Fund's expected return would likely not support a five percent spending rate. Alternative portfolios including new asset classes were analyzed and indicated that Fund risk/return could be improved, but likely not enough to comfortably support current spending. A final decision on possible changes to the spending rate was deferred until the December meeting, at which time Trust Funds staff would make final asset allocation recommendations.

REQUESTED ACTION

Adoption of Resolution I.2.d.(1), which approves U.S. High Yield, Emerging Market Equities, and Hedge/Absolute Return Funds as approved asset classes; revises the Statement of Investment Objectives and Guidelines to accommodate the addition of these approved asset classes; and reduces the small fraction spending plan rate from 5.0 percent to 4.5 percent.

DISCUSSION

The reports and presentations on new asset classes given to the Committee since the September meeting and the asset allocation analyses conducted, indicate that the inclusion of high yield (five percent), emerging market equities (10 percent), and hedge/absolute return funds (10 percent) will meaningfully improve the risk/return profile of the Long-Term Fund. Although worthwhile improvement should result, expected returns would still not comfortably provide for a five percent spending rate, some residual endowment growth and/or cushion, and cover inflation and expenses. Therefore, it is recommended that by June 30, 2003, the spending rate be reduced to 4.5 percent.

RELATED REGENT POLICIES

Regent Resolution 8376 - University of Wisconsin System Trust Funds Revision of Investment Objectives and Guidelines
Regent Policy Document 90-4, July 13, 1990

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

PRINCIPAL LONG-TERM FUND RECOMMENDATIONS ON ASSET ALLOCATION, SPENDING PLAN, AND INVESTMENT GUIDELINES

BACKGROUND

A preliminary asset allocation and spending plan review was presented to the Committee at the September 2002 meeting, as part of its regularly scheduled annual review of these drivers of investment returns, expenditures and residual endowment growth. This review concluded that given significantly revised but reasonable, long-term equilibrium capital market assumptions, the Long-Term Fund's expected return, after inflation and expenses, would not comfortably support the current five percent spending rate.

The September review further suggested that without significantly increasing the risk of the Fund by increasing its allocation to higher risk/return asset classes already being used (for example, increasing the allocation to equities and/or private equity), the only alternative would be to seek out other asset classes not currently employed. Generation of expected risk and returns for various portfolios indicated that meaningful improvements to the Fund's risk/return profile could be achieved by including various new asset classes. In particular, high yield fixed income, emerging market equities and hedge funds (or "absolute return" funds) were pointed to as compelling diversifiers and potential return enhancers.

Unfortunately, even after including some of these asset classes at reasonable levels, expected portfolio return would likely still not support a five percent spending rate, given inflation, expenses and a real endowment growth target of one percent. (Achieving some incremental return over and above spending, inflation and expenses provides for some expansion of real financial support, growing the real endowment base, and/or some cushion against worse-than-assumed experiences.)

The September review concluded by recommending no immediate change to asset allocation but suggesting that various new asset classes be further studied and discussed with the Committee, so as to provide for a more-informed final asset allocation decision at the December meeting. And although the report also recommended an immediate reduction in the spending rate to 4.75 percent, the Committee determined that it would be more appropriate to defer any decision on the rate until a final asset allocation was agreed upon.

ASSET ALLOCATION

Trust Funds staff is recommending that the following new asset classes be approved for inclusion in the Long Term Fund: U.S. High Yield Fixed Income, Emerging Market Equities, and Hedge Funds (or "Absolute Return Funds"). The reports and presentations on these asset classes previously provided to the Committee pointed to the following key justifications:

- ◆ U.S. High Yield: The unique hybrid bond/equity like features of these investments, the uniqueness of the market in which they trade, and the superior risk-adjusted returns they have generated indicate that high yield should be considered a distinct asset class. The inefficiency of this market, the inability of our investment grade bond managers to invest here, the evidence that specialized active management can add value, and the low correlations of high yield to both equity and fixed income markets, further the argument for a dedicated allocation.
- ◆ Emerging Market Equities: The very unique risk characteristics of emerging market equities, the inherent higher growth potential of the underlying economies, and the relatively low correlation to developed markets suggest strongly that emerging market equities also be considered a distinct asset class. The huge inefficiencies in these markets and the opportunity for superior active management to add significant value, and the overall risk/return enhancing prospects for this asset class, also suggests a dedicated allocation and a specialized manager.
- ◆ Hedge/Absolute Return Funds: Although these funds are in some ways not a distinct asset class in the traditional sense (in that they are made up of the marketable securities of other traditional asset classes), their unique sources of return and the uniquely low correlations of their returns to those of other asset classes, suggest that they be treated just as distinctively. The predominant source of returns derives much more from pure manager skill (or lack thereof) rather than market exposure. Typically, regardless of the strategy employed (with the exception of pure distressed securities or short selling funds), hedging of some market exposures is undertaken, allowing value added from manager skill to dominate. Hedge fund strategies also differ significantly from traditional strategies in their ability to use leverage (to amplify results) and sell short. The opportunity to realize very respectable returns with little or no correlation to the broad markets and very low overall volatility, make a well-diversified, carefully managed hedge fund program attractive. As done with private equity, we anticipate that a fund-of-funds manager would be hired to run our hedge fund allocation so as to provide desired diversification and the expertise/resources to select, monitor and report on these funds. (As reported to the Committee in November, the UW Foundation has had very positive results from their hedge fund program since its inception in June 2001, and they are increasing their target allocation from 10 to 20 percent.)

Finally, although not specifically discussed in the September or subsequent reports, it is also recommended that the Long-Term Fund's dedicated allocation to international bonds be eliminated. The current allocation is roughly 4.5 percent of the Fund, but the revised target allocation, once private equity is ramped up to 10 percent, is only 3 percent. Trust Funds staff has researched the case for foreign, developed market fixed income and find it distinctly non-compelling for the following reasons: (1) local currency return and volatility assumptions for foreign bonds are equivalent to those for domestic bonds; (2) volatility in U.S. dollar terms is higher due to currency fluctuations; (3) diversification stems almost entirely from currency exposure; (4) portfolio optimization excludes this asset class; (5) an allocation of three to five percent to any asset class, even if compelling, will not meaningfully impact portfolio returns and; (6) management fees are high.

The recommended new target asset allocation is given below and is compared to the current target allocation.

| | <u>Current Target</u> | <u>New Target</u> |
|---|------------------------------|--------------------------|
| <u>Traditional Asset Classes</u> | | |
| U.S. Large Cap Equities | 36.0% | 25.0% |
| U.S. Small Cap Equities | 18.0% | 20.0% |
| International Equities | 13.0% | 10.0% |
| U.S. Aggregate Bonds | 20.0% | 10.0% |
| International Bonds | 3.0% | 0.0% |
| U.S. High Yield | 0.0% | 5.0% |
| Emerging Market Equities | 0.0% | 10.0% |
| Emerging Market Debt | 0.0% | 0.0% |
| <u>Alternative Asset Classes</u> | | |
| Private Equity | 10.0% | 10.0% |
| Hedge Funds | 0.0% | 10.0% |
| Real Estate | 0.0% | 0.0% |
| <u>Broad Asset Classes</u> | | |
| Equities | 67.0% | 65.0% |
| Fixed Income | 23.0% | 15.0% |
| Alternatives | 10.0% | 20.0% |
| Equities incl. Private Equity | 77.0% | 75.0% |
| Risk (annual std. deviation) | 11.1% | 10.9% |
| Expected Return | <u>9.1%</u> | <u>9.5%</u> |

The recommended new target allocation should meaningfully raise expected returns and even slightly lower expected risk, and the resulting portfolio appears prudent and reasonable from a fiduciary perspective.

SPENDING PLAN

The recommended new asset allocation indicates that a reasonable expected rate of return for the Fund, while actually reducing expected risk, is approximately 9.5 percent. Assuming a continued goal of achieving returns sufficient to cover inflation and expenses and provide net real growth in the endowment base of one percent per year, the following maximum spending rate is implied:

| | |
|--------------------------------------|------------------------------|
| ACHIEVABLE RETURN | 9.50 percent |
| Expected Inflation – HEPI | (3.25) percent |
| Investment & Administrative Expenses | (0.65) percent |
| Implied Spending Rate | <u>(4.60) percent</u> |
| NET RESIDUAL REAL GROWTH | <u>1.00 percent</u> |

Trust Funds staff recommends that by June 30, 2003, the spending rate be reduced from the current five percent to 4.5 percent. (The spending rate policy, or the "Small Fraction Spending Plan," was first adopted in 1990 and calls for an annual review. The rate has been at five percent since October 1995.)

Interestingly, a reduction in the five percent spending rate is strongly supported by the findings of a three-year old study conducted by Goldman Sachs (Stanley Kogelman, Ph.D., Thomas Dobler, Ph.D., "Sustainable Spending Policies for Endowments and Foundations," Goldman Sachs Investment Management Research, November 1999). Using capital market assumptions for traditional asset classes remarkably close to those used in our recent asset allocation analyses, simulation modeling indicated amazingly high probabilities of endowment corpus erosion (irrespective of new gifts) for spending rates of four percent and above over various timeframes. For example, a portfolio of 70 percent equities/30 percent bonds and a five percent payout, indicated the probability of corpus erosion over five, ten and 20-year timeframes to be 46, 45, and 43 percent, respectively. The probability of a decline of 10 percent or more over these timeframes was in the range of 30 to 36 percent. Spending rates of three to four percent reduced these probabilities to the 14 to 25 percent range. (Each simulation involved 5,000 iterations, so the research was quite robust.)

INVESTMENT GUIDELINES

Currently, the Trust Funds' Statement of Investment Objectives and Guidelines, as adopted and amended from time to time by Regent resolution, does not include a specific target asset allocation. Rather, it includes simply a listing of currently approved asset classes (along with performance expectations and specific fund and manager portfolio restrictions). As was done for the addition of private equity in June 2001, the only guideline revisions being requested at this time are the inclusion of U.S. high yield, emerging market equities, and hedge/absolute return funds as approved asset classes. (International fixed income is not listed as an approved asset class now, so no guideline changes are required for eliminating this allocation.) The investment manager searches to be conducted in 2003 will then include searches to fill these new mandates. As the UW System performs these searches and becomes more familiar with appropriate performance expectations, benchmarks (for instance, there is no passive index for hedge fund comparison), and specific portfolio restrictions for these asset types, along with any further revisions to the Objectives and Guidelines will be recommended.

Finally, Trust Funds staff will work toward creating a separate Investment Policy document, as is typically done by institutional investors, which will set out the broad investment objectives and philosophy which should drive broad decisions such as asset allocation, manager selection and structuring, active versus passive investing, etc. This document should then explicitly contain the current asset allocation target. Detailed, specific investment performance expectations and guidelines will then be contained within a separate document or done on a by-manager or by-asset class basis.

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

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

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

UNIVERSITY OF WISCONSIN SYSTEM
2001-02 REPORT ON STATE IMPOSED COSTS ADDED
TO RESIDENT UNDERGRADUATE TUITION

BACKGROUND

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

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

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

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

REQUESTED ACTION

Approval of the following resolution:

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

DISCUSSION

The UW System increased tuition by \$3,169,774 to fund the fee share of a GPR utilities increase provided in the 2001-03 biennial budget. Utilities are funded 76 percent by GPR and 24 percent by fees. At the time tuition was set for the university, the state budget included \$9,498,000 in increased GPR for utilities. Assuming that the \$9.5 million represented 76 percent of the total funding needed, the fee share was \$3,169,774, providing a total GPR/Fee increase of \$12,667,774.

2001-02 UW SYSTEM
REPORT ON CONTINUING APPROPRIATION
AUTHORITY

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2001-02 Continuing Appropriation Report for submission to the Legislature.

December 6, 2002

Agenda Item 1.2.e.(2)

UNIVERSITY OF WISCONSIN SYSTEM
2001-02 CONTINUING APPROPRIATION REPORT

BACKGROUND

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

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 2001-02, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose.

REQUESTED ACTION

Approval of the following resolution:

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

UNIVERSITY OF WISCONSIN SYSTEM
2001-02 CONTINUING APPROPRIATION REPORT

The 1999-2001 State of Wisconsin Biennial Budget, 1999 Wisconsin Act 9, included a provision to change the appropriation for tuition and fee revenues (Academic Student Fees, Fund 131) from an annual, sum certain to a continuing appropriation, which would allow the UW System to expend tuition revenues as received. Because the UW System had increased enrollment in Fall 2001 over Fall 2000 by 2,315, this authority permitted the institutions to provide the number of sections needed to accommodate enrollment growth in a timely fashion.

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 2001-02, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose. This is the third such report. The first report was provided to the Board of Regents on December 7, 2000.

2001-02 expenditures in the Academic Student Fee appropriation for the University of Wisconsin System were \$576,786,714. The amount printed in the schedule, 2001 Wisconsin Act 16, s. 20.285 (1)(im) for 2001-02 for Academic Student Fees, was \$511,373,600. The difference was \$65,413,114, which consists of expenditures in the following four major categories:

| | |
|--|--------------|
| 2000-01 Encumbrances & Carryover | \$10,839,777 |
| 2001-02 Compensation Related | \$41,154,411 |
| Enrollment Related Funding | \$10,249,152 |
| Fee Share of Utilities | \$3,169,774 |
| | |
| Total Expenditures Above Statutory Authority | \$65,413,114 |

2000-01 Encumbrances and Carryover

The University of Wisconsin System expended \$10,839,777 more than was generated in revenue in Academic Fees in 2001-02. Encumbrances allow institutions to set aside funding for specific purposes. Generally, encumbrances are carried forward because the services or goods for which they are established have not yet been provided or billed. The funding to accommodate those expenditures was carried over as encumbrances in 2000-01 and as a reduction in the carryover balances from 2000-01. The breakdown by category is shown below:

| | |
|--|--------------|
| 2000-01 Encumbrances | \$8,633,516 |
| 2000-01 Carryover | 2,206,261 |
| | |
| Total Expenditures Above Statutory Authority | \$10,839,777 |

Compensation Related Items:

The University of Wisconsin expended \$41 million above the amount in Act 16 for compensation related items that were not included in the tuition appropriation's budget. The amount of fee income for compensation related items was primarily due to the state approved 3.2 percent faculty and academic staff pay plan which was entirely fee funded. This was an explicit action undertaken by the Legislature as part of the 2001-2003 biennial budget compensation process. These items were not budgeted into the UW System's appropriation authority; therefore, the state expected the continuing appropriation for tuition to pick up its share of these costs along with the fee share of approved non-represented classified pay plan increases. Represented classified pay plan has not yet been approved. The breakdown of compensation related items is as follows:

| | |
|---|--------------|
| Faculty and Staff Increases | \$25,020,869 |
| Health Insurance/Fringe Benefit Increases | \$15,373,101 |
| Non-represented Classified Increases | \$760,441 |
| | |
| Total Compensation Related | \$41,154,411 |

Enrollment Related Funding:

Beyond the \$41 million related to state authorized compensation increases, institutions generated more than \$10 million of revenue above their revenue targets for increased enrollment. This additional fee income was used to support programs serving nearly 2,315 more FTE students than in the prior year. In addition, some institutions have differential tuition programs (priced differently than the standard undergraduate/graduate schedule because of the cost of operating the program or to provide additional revenue to a needed resource area). Fee income for differentially priced programs is passed on to the institution.

A major reason for requesting the continuing appropriation authority was to be able to expand enrollments to meet state access needs and create new programs to serve adult and non-traditional students. In 2001-02, the continuing appropriation authority allowed the UW System to expand access through the UW-Whitewater On-line Business Masters program, through UW-Stout's Customized Instruction Programs, and continue access to the UW-Milwaukee MBA program. Note: Fee income for the UW-Milwaukee MBA program is

not shown below because the income of \$1.2 million is built into the University's statutory levels. The additional income from Summer Session, Intersession and Winterim allows students to move more quickly through the system.

In addition, \$888,832 in other Fee Revenues was generated, primarily through an increased number of application fees. The revenue from application fees is used to support the Help Office and provide funding for the publication *Introduction to the UW System*.

Expenditures for Enrollment Related Funding include the following:

| | |
|--|--------------|
| Additional Enrollments and Increases in Differential Tuition Revenue | \$4,369,664 |
| Summer Session | \$2,446,368 |
| Intersession/Winterim | \$744,806 |
| UW-Whitewater On-Line Business Masters | \$803,703 |
| UW-Stout Access to Learning and Customized Instruction | \$995,779 |
| Other Fee Revenue | \$888,832 |
| | |
| Total Enrollment Related | \$10,249,152 |

RECOMMENDATION

Approve this report for forwarding to the Legislature.

UW-MADISON
LTE CONVERSION PILOT

BOARD OF REGENTS

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the final quarterly report on the UW-Madison LTE Conversion Pilot.

UW-MADISON LTE CONVERSION PILOT

EXECUTIVE SUMMARY

BACKGROUND

2001 Wisconsin Act 16 (the Biennial Budget Bill) created a two-year pilot program at UW-Madison ending July 1, 2003, during which time the Board of Regents may convert up to 50 long-term LTE positions to permanent classified GPR, Segregated Fee, or Program Revenue positions. The Act permits the Board of Regents to appoint LTEs who have held appointments at UW-Madison for at least one year and exempt appointees from competitive examination requirements. The Act requires the Board of Regents to submit a quarterly report during the 2001-03 biennium to the Department of Administration and the Joint Committee on Finance on the number of LTEs appointed to classified service positions under this provision. In addition, the Act requires the Board of Regents to submit a report by September 1, 2003 to the Governor, Department of Employment Relations, and the Legislature on the number of positions created, the reduction in the number of LTE appointments at UW-Madison and service-related information on appointees.

In May 2002, the Board of Regents approved the conversion of 27.77 UW-Madison long-term LTE positions to permanent classified positions.

This is the second report to the Board of Regents under this provision.

REQUESTED ACTION

Approval of the following resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the final quarterly report on the UW-Madison LTE Conversion Pilot.

DISCUSSION AND RECOMMENDATIONS

During the period April 1, 2002 to December 1, 2002, UW-Madison identified an additional 22.73 FTE long-term LTE positions that qualify for conversion to permanent classified status under this provision. This action brings total conversion under the program to 50.50 FTE. While this exceeds the total number of 50 FTE by 0.5 FTE, one of the positions is on Fund 133, and thus the extra 0.5 FTE is created pursuant to our authority to create positions on that fund source.

The individuals and positions are shown on the attached table. In total, 59 individuals benefited from this initiative.

The quarterly report on LTE conversions will be filed in conjunction with the quarterly position control report for the UW System, subject to the Board's approval. By submission of this report, the Board of Regents requests the approval of the conversion of an additional 22.73 UW-Madison long-term LTE positions to permanent classified positions, as of December 1, 2002, and increase the UW System's authorized position level by that number.

Final: 11/18/02

UW-MADISON
LTE Conversion Pilot Positions

| Name | Position | Department | Fund Source | FTE | LTE Begin Date | Permanent Begin Date | Division Total |
|--------------------|--------------------------------|-------------------------|-------------|------|----------------|----------------------|----------------|
| Tanya Ebert | Experimental Farm Laborer | CALS--ARS--Hancock | 101 | 0.50 | 4/15/99 | 3/11/02 | 4.10 |
| Florence Johnson | Research Gardener | CALS--ARS--Hancock | 101 | 0.50 | 4/21/97 | 3/10/02 | |
| John Long | Experimental Farm Laborer | CALS--ARS--Lancaster | 101 | 0.50 | 5/24/92 | 4/1/02 | |
| George Nooyen | Research Gardener | CALS--ARS--Peninsular | 101 | 0.67 | 5/1/00 | 3/10/02 | |
| Laura Breckenridge | Experimental Farm Laborer | CALS--ARS--Spooner | 101 | 0.50 | 3/1/97 | 2/24/02 | |
| Glenn Marsh | Lab Animal Technician 2 | CALS--Biochemistry | 128 | 0.60 | 2/10/98 | 2/11/02 | |
| Steven Cloyd | Program Assistant 2 | CALS--Plant Pathology | 101 | 0.50 | 4/17/00 | 3/10/02 | |
| Lynn Boersma | Program Assistant 1 | CALS--ARS--Rhineland | 101 | 0.33 | 2/28/00 | 5/6/02 | |
| Shirley Holt | Clerical Assistant 2 | Letters and Science | 101 | 1.00 | 1/1/90 | 1/7/02 | 1.50 |
| John Mulvihill | Histology Technician | Letters and Science | 144 | 0.50 | 2/2/88 | 1/7/02 | |
| Autumn Rinden | Program Assistant 2 | School of Vet. Medicine | 128 | 1.00 | 9/7/99 | 1/13/02 | 2.00 |
| Maureen Pruess | Program Assistant 2 | School of Vet. Medicine | 128 | 1.00 | 3/26/00 | 3/24/02 | |
| Johnnie Carter | Custodian 2 | Wisconsin Union | 128 | 1.00 | 7/15/98 | 3/10/02 | 5.60 |
| Suzi Irwin | Financial Specialist | Wisconsin Union | 128 | 1.00 | 3/7/97 | 3/24/02 | |
| Carol S. Barr | Graphic Designer | Wisconsin Union | 128 | 0.50 | 8/2/00 | 4/7/02 | |
| Elena Villa | Food Services Assistant 2 | Wisconsin Union | 128 | 1.00 | 5/3/01 | 6/17/02 | |
| Adaauto Araujo | Audiovisual Services Asst. | Wisconsin Union | 128 | 0.50 | 9/22/95 | 7/8/02 | |
| Ted Harks | University Business Specialist | Wisconsin Union | 128 | 1.00 | 6/2/96 | 4/8/02 | |
| Michu Barroso | Facilities Repair Worker | Wisconsin Union | 128 | 0.60 | 5/10/98 | 12/1/02 | |
| Joy Bally | Food Service Assistant 2 | University Housing | 128 | 1.00 | 9/26/00 | 3/21/02 | 11.00 |
| Eugene Nichols | Food Service Assistant 2 | University Housing | 128 | 1.00 | 3/15/99 | 3/21/02 | |
| Griselda Ramirez | Food Service Assistant 2 | University Housing | 128 | 1.00 | 11/15/99 | 3/21/02 | |
| Lutfije Heta | Food Service Assistant 2 | University Housing | 128 | 1.00 | 10/4/99 | 3/21/02 | |
| Cynthia Jones | Food Service Assistant 2 | University Housing | 128 | 1.00 | 11/19/00 | 3/21/02 | |
| Desiree Trinker | Custodian 2 | University Housing | 128 | 1.00 | 10/8/99 | 4/11/02 | |
| Mario Victor | Custodian 2 | University Housing | 128 | 1.00 | 2/28/00 | 4/12/02 | |
| Maria Arenas | Custodian 2 | University Housing | 128 | 1.00 | 1/31/00 | 4/12/02 | |
| Ricardo Victor | Custodian 2 | University Housing | 128 | 1.00 | 9/18/00 | 4/11/02 | |
| Karen Smith | Food Service Assistant 2 | University Housing | 128 | 1.00 | 8/13/01 | 9/24/02 | |
| Jesus Hernandez | Custodian 2 | University Housing | 128 | 1.00 | 8/30/00 | 9/24/02 | |

| Name | Position | Department | Fund Source | FTE | LTE Begin Date | Permanent Begin Date | Division Total |
|---------------------|-------------------------------|---------------------------|-------------|-------|----------------|----------------------|----------------|
| Sandra Berndt | Program Assistant 2 | Athletics | 528 | 1.00 | 9/13/98 | 3/11/02 | 16.00 |
| Julie Dobie | Program Assistant 2 | Athletics | 528 | 1.00 | 6/1/98 | 3/11/02 | |
| Sharon Eley | Program Assistant 2 | Athletics | 528 | 1.00 | 12/9/97 | 3/11/02 | |
| Julie Disch | Program Assistant 3 | Athletics | 528 | 1.00 | 7/8/96 | 3/11/02 | |
| John Finkler | Program & Planning Analyst 2 | Athletics | 528 | 1.00 | 11/3/97 | 3/11/02 | |
| Gary Poels | Purchasing Agent | Athletics | 528 | 1.00 | 12/1/96 | 3/11/02 | |
| Charles Calloway II | Purchasing Agent | Athletics | 528 | 1.00 | 6/27/97 | 3/11/02 | |
| James Wilkerson | Laborer | Athletics | 528 | 1.00 | 8/26/96 | 3/11/02 | |
| Alice Brandenburg | Program Assistant 1 | Athletics | 528 | 1.00 | 5/16/94 | 3/11/02 | |
| Donald Harrington | Facilities Repair Worker | Athletics | 528 | 1.00 | 2/13/95 | 3/11/02 | |
| Timothy Schneeberg | Facilities Repair Worker | Athletics | 528 | 1.00 | 3/20/94 | 3/11/02 | |
| Jesse Lyons | Info. Sys. Net. Serv. Prof. | Athletics | 528 | 1.00 | 11/27/00 | 3/11/02 | |
| James Eisenmann | Info. Sys. Tech. Serv. Prof. | Athletics | 528 | 1.00 | 11/14/99 | 3/11/02 | |
| Joseph Alfano | Info. Sys. Comp. Services Sr. | Athletics | 528 | 1.00 | 11/27/00 | 3/11/02 | |
| Sharon Betlach | Program Assistant 3 | Athletics | 528 | 1.00 | 4/5/99 | 3/18/02 | |
| Michell Ackeret | Program Assistant 2 | Athletics | 528 | 1.00 | 9/18/97 | 4/8/02 | |
| John Berezin | Library Services Asst. Senior | General Library | 101 | 0.50 | 6/12/94 | 4/1/02 | 1.50 |
| Marta Gomez | Library Services Asst. Adv. | General Library | 101 | 1.00 | 10/20/97 | 3/25/02 | |
| Georgene Stratman | Clerical Assistant 2 | Information Technology | 128 | 0.80 | 6/8/90 | 5/20/02 | 3.10 |
| T. Difiore-Woodring | Printing Technician 2 | Information Technology | 128 | 0.60 | 6/28/99 | 3/11/02 | |
| Linda Lockwood | Financial Specialist 2 | Information Technology | 128 | 0.70 | 1/18/00 | 6/3/02 | |
| Eric Jensema | Network Technician 1 | Information Technology | 128 | 1.00 | 8/17/00 | 6/3/02 | |
| Craig Chamberlin | Library Services Asst. Adv. | Medical School | 101 | 0.50 | 4/30/00 | 6/3/02 | 2.00 |
| Anna Smith | Library Services Asst. Adv. | Medical School | 101 | 1.00 | 7/19/00 | 6/3/02 | |
| Mary Fritz | Library Services Asst. Senior | Medical School | 101 | 0.50 | 4/4/01 | 6/3/02 | |
| Randi Huntsman | Info Sys. Dev. Services Prof. | School of Business | 104 | 0.70 | 1/1/92 | 5/13/02 | 1.70 |
| William Patterson | Info Sys. Comp. Services Sr. | School of Business | 133 | 1.00 | 2/9/93 | 11/4/02 | |
| Gwen Thompson | Program Assistant 2 | University Health Service | 128 | 1.00 | 12/12/00 | 4/21/02 | 2.00 |
| Kelly Douglas | Program Assistant 2 | University Health Service | 128 | 1.00 | 8/20/01 | 8/20/02 | |
| Total | | | | 50.50 | | | 50.50 |

Summary:

Reported May: 27.77

Reported December: 22.73

Total: 50.50

UW-River Falls
Contract Extension with
Chartwells

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-River Falls, the Board of Regents approves an extension of the contract with Chartwells to provide dining Services at the University of Wisconsin-River Falls.

CONTRACTUAL AGREEMENT WITH CHARTWELLS

BACKGROUND

The University of Wisconsin–River Falls is interested in extending three years from its natural expiration date (May 31, 2003) the current contract for the operation of Dining Services. The UW-River Falls' Dining Services program provides a student board program as well as retail, summer camps, and conference and catering programs. Dining Service facilities are located in two buildings, the University Union building on campus and a Board dining facility in the residence hall area of the campus. The approximate total revenue generated for the contractor each year is \$3,395,000.

During the 2003-04 year, UW-River Falls is preparing to start construction on a new University Union, which will have a significant effect on Dining Services. To prepare for this new construction, the University completed an examination of Dining Service operations. This process has resulted in the development of a Strategic Master Plan for Campus Dining Services. One of the primary goals of this plan is to concentrate all dining service operations in the new University Union building on campus. This will require many changes in the programmatic, operational, and financial aspects of the food program. The new facility is scheduled for opening in the summer of 2006.

REQUESTED ACTION

That, upon recommendation of the President of the University of Wisconsin System, and the Chancellor of the University of Wisconsin-River Falls, the Board of Regents approves a three year contract extension with Chartwells to continue to provide Dining Services to the University according to existing contract provisions.

DISCUSSION

UW-River Falls will have three full years until the existing Student Union and Rodli Commons (student board dining facility) go off-line and the new Student Union/dining facility opens. A three year contract is not desirable to the University. Costs to change providers are not easily recaptured in a three year operating period. Thus it is very likely costs to the University and students would rise and the program would not be enhanced. Chartwells, the current vendor, is willing to honor the current pricing structure and all other contract provisions. Customer satisfaction is high in all aspects of the program. The University is not interested in changing or enhancing any features, programs, or facilities associated with the current contract. Also, by extending the current contract, sufficient financial operating margins can be maintained to contribute up to \$500,000 per year toward the new building project.

Upon completion of the new union building, a request for proposal process will be used to choose a vendor that best meets the needs of the campus. The University and the contractor will continue to work cooperatively to complement the mission of the campus and enhance campus life until a new vendor is chosen through the normal procurement process.

RELATED REGENT POLICIES

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

I.3. Physical Planning and Funding Committee

Thursday, December 5, 2002
1920 Van Hise Hall

11:00 a.m. All Regents

- Excess Credits Policy
[Resolution]
- Student Success: Retention, Graduation Rates, and Credits-to-Degree

11:45 p.m. Lunch

12:00 p.m. All Regents

- Update on Enrollment Trends, Budget Cut Impacts, and Ways that Other Public Universities are Coping with State Budget Reductions
- UW-Madison Camp Randall Expansion and Renovation Construction Authority
[Resolution IV]

Upon conclusion of All Regents Session - Joint Session with Business and Finance Committee – Room 1920

- b. Auxiliary Operations
 - Facilities Management
 - Financial Management

Upon conclusion of joint session

- c. Approval of minutes of the November 7, 2002 meeting
- d. Report of the Assistant Vice President
 - Building Commission Actions
 - Other
- e. UW-Oshkosh: Campus Development Plan Update
- f. UW Colleges: UW-Fox Valley -Temporary Construction Easement
[Resolution I.3.f.]
- g. UW-Madison: Authority to Name a Portion of Camp Randall Stadium “Kellner Hall”
[Resolution I.3.g.]

- h. UW-Madison: Memorial Union Lakefront Cafeteria Renovation (Design Report)
\$2,497,400 Program Revenue-Cash
[Resolution I.3.h.]
- i. UW-Madison: Medical Science Center Fourth Floor Generic Research Lab Renovation
\$380,000 Gift Funds (Medical School)
[Resolution I.3.i.]
- j. UW-Madison: Biotron Building Second Floor Renovation
\$646,800 Institutional Funds.
[Resolution I.3.j.]
- k. UW-Oshkosh: Acceptance of a Gift of Land
[Resolution I.3.k.]
- l. UW-Oshkosh: Easement for a Driveway
[Resolution I.3.l.]
- m. UW-Stevens Point: Allen Center Remodeling
\$554,700 (\$529,200 Program Revenue Supported Borrowing and \$25,500 Program
Revenue–Cash)
[Resolution I.3.m.]
- x. Additional items which may be presented to the Committee with its approval

December 6, 2002

Agenda Item I.3.b.

FINANCIAL MANAGEMENT OF AUXILIARY OPERATIONS

link to:

Financial and Administrative Policy 43

Financial Management of Auxiliary Operations Policy

<http://www.uwsa.edu/fadmin/index3.htm>

Authority to Grant a Temporary
Construction Easement at UW-Fox Valley,
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, the officers of the Board of Regents be authorized to permit Winnebago County to grant a temporary construction easement on the site of UW-Fox Valley to allow for construction of space by UW-Fox Valley Foundation Inc. for the UW-Platteville collaborative engineering program.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December, 2002

1. Institution: The University of Wisconsin Colleges, UW-Fox Valley
2. Request: Requests authority for the officers of the Board of Regents to permit Winnebago County to grant a temporary construction easement on property leased from Winnebago County for the site of UW-Fox Valley. The construction easement will allow the UW-Fox Valley Foundation, Inc., to build an engineering laboratory that will serve students enrolled in the collaborative engineering program with UW-Platteville.
3. Description and Scope of the Project: This project provides laboratory and support space for the collaborative Bachelors of Science in Mechanical Engineering degree being offered by UW-Platteville at UW-Fox Valley. New construction will provide 1,630 ASF for laboratories, 650 ASF for storage, and 590 ASF for offices. The laboratory space will be equipped with lab benches, test and measurement equipment, and necessary utilities such as single and three-phase electricity, water and drains, compressed air, and data connections. UW-Platteville will provide all movable equipment through existing resources and Economic Stimulus Package 1 (ESP1) funding it received for this program.
4. Justification of the Request: UW-Fox Valley and UW-Platteville have long had a matriculation agreement to share course content at the first and second year level in order to ease engineering student transfers to UW-Platteville after two years at UW-Fox Valley. The new collaborative program allows students to remain in the Fox Valley to complete their BS degree. As part of the effort to bring this engineering program to the Fox Valley, the local business community, led by the Fox Cities Chamber of Commerce and Industry, pledged to provide \$500,000 to build a facility. Funding and gifts-in-kind have been secured, with the Fox Cities Chamber of Commerce and Industry serving as the custodian. The Fox Cities Chamber of Commerce and Industry is developing an agreement with the UW-Fox Valley Foundation, Inc., for the Foundation to construct the facility.

UW-Platteville has hired a full time program director and placed faculty on the Fox Valley campus with the start of the fall 2002 semester. The courses currently offered are not especially laboratory intensive, and inasmuch as students will proceed through the program in cohort fashion, the need for special laboratory space is not yet acute. Faculty and staff presently are sharing an open space in a makeshift office area shared with four other faculty. The new laboratory will provide space for students to conduct experiments associated with undergraduate mechanical engineering education, including materials testing, automatic controls, thermo systems, and machine design. The engineering laboratory space will be required for fall, 2003.

5. Budget: This project is being entirely funded by the Fox Valley business community so there is no capital cost to the university or state budget for construction. The completed facilities will be owned by Winnebago and Outagamie Counties as are the existing UW-Fox Valley facilities.

The increase in space will require an increase of .25 FTE in custodial staff. The additional square footage added to the campus will increase utility/energy requirements approximately 1.6 per cent. Maintenance costs will increase slightly for items such as floor wax, lighting tubes, and waste container liners. UW-Fox Valley will fund maintenance support through S&E reallocation, and will provide custodial service with existing staff until additional staffing is obtained through the institutional staffing process.

UW-Platteville will fund instructional costs of the facility from the \$230,000 GPR funding it received in the 2001-03 biennium to support the UW-Fox Valley collaborative program.

6. Previous Action: None.

Authority to Name a Portion of Camp
Randall Stadium “Kellner Hall”,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to name the future Administrative Office Complex at the Camp Randall Stadium “Kellner Hall.”

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to name the future Administrative Office Complex at the Camp Randall Stadium “Kellner Hall.”
3. Summary and Background: This request is in accordance with University of Wisconsin Board of Regents Policy, Resolution #7166 dated March 8, 1996, which requires that every request to name or dedicate facilities after a person be brought to the Physical Planning and Funding Committee for discussion in closed session at least one month prior to requesting formal Regents action. Further, the policy states that if the request involves a living individual who has been formally associated with the University of Wisconsin System, or has held a paid public office, a five-year waiting period is normally required unless a situation is presented where a gift stipulates the naming. This proposal involves naming the future Camp Randall Stadium Administrative Office Complex after the Kellner Family, honoring both deceased and living individuals. A proposal to name some portion of the Stadium complex after the Kellner Family was discussed in closed session by the Board of Regents in November 2002.

On October 15, 2002, brothers Ted D. Kellner and Jack W. Kellner and their families presented a \$10 million gift to the University through the UW Foundation. Approximately \$6 million of the gift will be used toward funding of the Camp Randall Stadium Expansion and Renovation project. The remaining \$4 million will be directed to yet-to-be-determined academic programming.

Design Report approval and construction authority for implementation of the Camp Randall Renovation and Expansion project is also being sought this month from the Board of Regents and the State Building Commission. Authorization will enable project implementation to occur in the spring of 2003.

Generations of the Kellner Family have been loyal and generous supporters of UW-Madison. They believe that “to those whom much has been given, much is expected.” The family has provided several generous gifts, including funding for the Kohl Center and the Kellner Family Terrace at the Below Alumni Center. As chair of the Alumni House Expansion Committee, Ted Kellner was instrumental in developing the Alumni Center. Other gifts from the Kellner Family have provided major support for the Fluno Center, Grainger Hall and School of Business programs, the SHAPE (Students Helping Achievement in Public Education) Tutoring Program in the School of Education, the band endowment, and a variety of other University endeavors.

In recognition of the Kellner Family's continuing benevolence, approval is being sought to name the Administrative Office Complex at the Camp Randall Stadium "Kellner Hall."

4. Previous Action:

| | |
|------------------|---|
| November 8, 2002 | In closed session, discussed the proposal to name a portion of the Camp Randall Stadium complex after the Kellner Family. |
|------------------|---|

Approval of the Design Report and
Authority to Construct a Memorial Union
Lakefront Cafeteria Renovation Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct a Memorial Union Lakefront Cafeteria Renovation project, at an estimated total project cost of \$2,497,400, using Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Madison
2. Request: Requests approval of the Design Report and authority to construct a Memorial Union Lakefront Cafeteria Renovation project, at an estimated total project cost of \$2,497,400, using Program Revenue-Cash.
3. Description and Project Scope: This project will provide for complete renovation of 11,600 GSF, involving the existing cafeteria, dining room and adjacent areas in the Memorial Union, to provide an upscale ambience and development of a prominent eating establishment on campus. This area will be designed to accommodate conferences and receptions for up to 400 attendees. It will take full advantage of the views to the Lakefront and the future Murray Mall and provide access from the Terrace to late night food options when seasonally appropriate. A key aspect of the renovation will be the replacement of the original serving line style of operation with a market-style environment that will offer a number of menu options, such as a high-quality soup and salad bar, stir-fry and pasta stations, gourmet pizza, baked sandwiches, grill specialties, a dessert bar, gourmet coffees, and bottled beverages.

The scope of work for this project includes complete remodeling of the obsolete 2,900 GSF serving area; new floor, wall and ceiling finishes in the 6,700 GSF dining room; and reconfiguration of 2,000 GSF of storage, corridor, and restroom space. Other design features of the project include: developing an enhanced pedestrian route adjacent to the servery that will connect the main lobby to the Terrace; constructing a new public restroom for men adjacent to the existing women's restroom; coordinating the location of a future service elevator that will serve all floors of the building; removing an internal stair; resolving basement egress requirements; upgrading the electrical and mechanical systems for the renovated space, including air conditioning; and providing a fully accessible environment.

4. Project Justification: The UW-Madison's Memorial Union has always been a popular meeting place for students, faculty, staff and visitors to the campus. Traffic exceeds 15,000 persons per day, more than 3,000 programs and activities are scheduled in the Memorial Union each month.

The Lakefront Café has been in continuous service since the Memorial Union was constructed in 1928. It is located on the northeast corner of the Memorial Union, on the first floor overlooking Lake Mendota. The last major renovation of the service line was in 1956. The present service area is a long, narrow space containing two service lines

with hot and cold food service capability. The unit was closed on December 15, 2000, due to the Kitchen Renovation project located in the basement beneath the cafeteria. It has remained closed with the dining area currently functioning as a lounge/study area.

In February 2001, a study for renovation of the cafeteria space was commissioned, and was initially limited to the service and support areas of the cafeteria. The scope was later increased to include the associated dining areas, storage, corridor and restroom space.

The primary goal of the Wisconsin Union is to restore the Lakefront's operations to profitability. Outdated service capabilities, poor visibility of and access to the serving area entrance, elimination of a pre-paid meal plan option and an overall rundown and outdated appearance were significant contributors to the severe decline in business activity over the last ten years. Another goal is to create a remodeled "Lakefront Room" as an essential part of a strategy to meet the campus mandate to provide late-night services for students as a healthy alternative.

The Memorial Union will be occupied throughout the renovation, and work must be coordinated accordingly. The design of this project is also being coordinated with the Facilities Master Plan (DFD Project No. 02E2P), which is underway.

The University has confirmed that the Wisconsin Union Directorate has \$2,497,400 of Program Revenue-Cash in hand to fund this project. In 2003, the Memorial Union will celebrate its 75th year of service to the University of Wisconsin-Madison. One of the goals is to have the Lakefront dining room refurbished and back in service by fall 2003 to inaugurate the anniversary year.

5. Budget:

| | |
|------------------------------|--------------|
| Construction | \$1,975,400 |
| A/E Fees | 250,000 |
| DFD Management | 86,200 |
| Contingency | 79,600 |
| Movable Equipment | 100,000 |
| Percent for Art | <u>6,200</u> |
| Estimated Total Project Cost | \$2,497,400 |

6. Previous Action: None.

Authority to Construct a Medical Science
Center Generic Research Lab Renovation
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Medical Science Center Generic Research Lab Renovation project, at an estimated total project cost of \$380,000, using Gift Funds (Medical School).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Medical Science Center Generic Research Lab Renovation project, at an estimated total project cost of \$380,000, using Gift Funds (Medical School).
3. Description and Scope of the Project: This project will remodel approximately 3,600 GSF of former student lab space on the fourth floor of the Medical Science Center (MSC) into an open, generic wet laboratory. Support spaces will also be developed in this area to provide offices for two Principal Investigators and three small, enclosed rooms for aquarium and microscope setups.

Existing lab casework and sinks will be demolished, but perimeter walls and windows will remain. HVAC ductwork, piping, and diffusers will be reused if possible. Lighting will be relocated as needed. New sink locations will take advantage of existing plumbing services if possible. Fire alarm and teledata systems will be reused and supplemented as necessary.

New work will consist of installing high lab benches, two fume hoods, sinks, low bench/desk areas for student workers, partitions around offices and support rooms, and suspended ceilings in the offices and support rooms. The remodeled areas will be painted, and new vinyl tile floor and base will be installed.

4. Justification of the Request: This remodeling project will provide additional modern generic wet lab space that can be used to support the research efforts of at least two additional UW faculty members. The Medical School has a critical need for flexible wet lab space that can be used by faculty for basic molecular biology research. These labs will be used to support outside funded research initiatives that will help strengthen current areas of excellence within the Medical School and will allow for incremental growth of the School's research activities that occur as a result of new discoveries and the associated opportunities. A good example of this would be the recent discoveries in the area of stem cell research.

These renovated labs will initially be made available to the campuswide "cluster hiring" program in which outside researchers are sought because of how their research activity can be combined in a strategic way with the current research being done in a number of departments.

The Department of Medical Microbiology has identified two potential researchers whose current research and national standing in their field of expertise represents a very strong opportunity to improve and strengthen a fundamental area of research that will help the Department maintain and increase its very strong standing in the nation. The long-range plan for this department is to move to new space now being planned as part of the Microbial Sciences Building, which is anticipated for construction during 2003-05. However, as part of the process of strengthening core research opportunities within this Department, three to four new positions are being recruited, creating the need for additional generic research space. The long-term use of this generic lab will continue to support outside funded research that will benefit the Medical School and other collaborative research at UW-Madison.

The space to be remodeled is adjacent to the Department's primary location on the 4th floor of MSC. Approximately 20 years ago, this space was renovated for use as a student lab and was used in this manner for approximately 15 years. Most recently, the student lab space has been used as short-term study space for first- and second-year medical students, who will be relocated to upgraded replacement space in the MSC. The Department also has centralized lab support facilities, which are shared by the faculty and private investigators on this floor level.

The University has confirmed the availability of \$380,000 in Gift Funds to pay for this project. It is anticipated that construction will begin in summer 2003 with completion in October 2003.

5. Project Budget:

| | |
|------------------------------|--------------|
| Construction | \$270,000 |
| Telecommunications Equipment | 7,500 |
| Special Equipment | 7,500 |
| A/E Fees | 34,000 |
| DFD Management | 12,400 |
| Contingency | 23,600 |
| Movable Equipment | 24,000 |
| Percent for Art | <u>1,000</u> |
| Estimated Total Project Cost | \$380,000 |

6. Previous Action: None.

Authority to Construct a Biotron Building
Second Floor Renovation Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Biotron Building Second Floor Renovation project at an estimated total project cost of \$646,800 Institutional Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to construct a Biotron Building Second Floor Renovation project at an estimated total cost of \$646,800 Institutional Funds.
3. Description and Scope of the Project: This project will renovate approximately 900 ASF of space in Rooms 241 and 243A to provide a small animal cage wash room with the mandatory separation of clean and dirty cages and equipment, and 1,000 ASF of space in the existing large animal cage wash area located in Rooms 213 and 216 to house a new rack washer. Work will install a seamless epoxy floor finish and a lay-in washable ceiling system. The project will upgrade the existing HVAC systems, upgrade the electrical systems for the new equipment, and make necessary connections to the campus chilled water infrastructure. Renovation of these two areas to accommodate the new cage and rack washing equipment will create code-complying spaces to meet Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) accreditation standards.
4. Justification of the Request: The Biotron's cage washing facilities are outdated, inadequate and have not been modified since the construction of the building in 1966. The current facilities are not code compliant and may not pass the 2003 AAALAC accreditation inspection without renovation. The goal of the project will be to separate and replace both the large and the small animal cage washing facilities to ensure code compliance. Work will be staged to enable Biotron personnel to continue washing animal cages during the renovation.

The new cage washing equipment will require upgrades to the HVAC and electrical systems that service this area of the building. AAALAC standards also require seamless epoxy floors to minimize mold and bacteria growth and a ceiling system that can be easily cleaned. In addition, in order to provide sufficient chilled water capacity for the project, a connection to campus chilled water will be made.

Non-GPR Institutional funds will be used for this project. It is anticipated that construction will be started in the summer 2003 and be completed in February 2004.

5. Project Budget:

| | |
|------------------------------|----------------|
| Construction | \$304,000 |
| Contingency | 20,000 |
| A/E Fees | 54,000 |
| DFD Management Fees | 22,800 |
| Cage Wash Equipment | <u>246,000</u> |
| Estimated Total Project Cost | \$646,800 |

6. Previous Action: None.

Authority to Accept a Gift of Land,
UW-Oshkosh

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, authority be granted to accept a gift of two parcels of land totaling 12.3 acres located at Sunset Point on the north shore of Lake Buttes des Morts, City of Oshkosh, Winnebago County from the University of Wisconsin Oshkosh Foundation.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests acceptance of a gift of two parcels of land totaling 12.3 acres located at Sunset Point on the north shore of Lake Buttes des Morts, City of Oshkosh, Winnebago County from the University of Wisconsin Oshkosh Foundation.
3. Project Description and Scope: Approval of this request will transfer title of two marshland parcels from the University of Wisconsin Oshkosh Foundation to the Board of Regents. One parcel contains 3.58 acres, the second 8.72 acres. Both parcels are located on the north shore of Lake Buttes des Morts in Oshkosh, Winnebago County and collectively are known as the Allen Marshland Preserve. The land consists mostly of marsh lowlands with some elevated land along the road frontage and has a considerable amount of lake frontage. In 1989, the property was appraised at \$16,500. Environmental assessments for both parcels indicate no hazardous materials.

The UW-Oshkosh Foundation received the land in 1968 as a donation from Marjorie and Elizabeth Allen with the intent the property be used to enhance the study and understanding of natural ecology and field biology at the University of Wisconsin-Oshkosh.

4. Justification: The Allen Marshland Preserve lies a short distance downriver from the University of Wisconsin Oshkosh and continues to provide outstanding opportunities for student learning and hands-on research. The Allen Marshland Preserve is pristine, undeveloped and used by students as they learn about the many plants and eco-systems in the area. Transferring this property to the university is consistent with the intent of the original donors.
5. Budget: None.
6. Previous Action: None.

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Authority to Execute an Easement,
UW-Oshkosh

REVISED

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, authority be granted for the officers of the Board of Regents to execute a 2-1/2 by 107-foot easement for purposes of a driveway for property at 819 John Street, City of Oshkosh, Winnebago County, Wisconsin.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests authorization for the officers of the Board of Regents to execute a 2-1/2 by 107-foot easement for purposes of a driveway for his property at 819 John Street, City of Oshkosh, Winnebago County, Wisconsin.
3. Project Description and Scope: Approval of this request will provide a driveway extension easement of approximately 2-1/2 feet to Jeff Wicinsky along the west side of his property at 819 John Street, City of Oshkosh. The easement will permit Mr. Wicinsky to continue using a strip of Regent-owned land as part of the driveway for his property. The easement will be structured to enable the Regents to terminate the agreement at anytime to permit University use of the property.
4. Justification: Late last year Mr. Wicinsky paved the gravel driveway of his rental property at 819 John Street. The University suspected the asphalt driveway extended onto University property, and a survey verified there was an encroachment of 2.3 feet. Following the paving of the driveway, it became apparent that tenant vehicles entering and leaving his property had been driving partly on University property. Removal of the encroachment would result in a driveway too narrow to be usable for Mr. Wicinsky's tenants. In the interest of being a good neighbor, the University has decided the best solution is to grant Mr. Wicinsky an easement that will protect the University's property rights and allow Mr. Wicinsky's tenants continued access to his property.
5. Budget: None. Mr. Wicinsky will pay all costs and fees associated with granting and recording the easement.
6. Previous Action: None.

Authority to Construct an Allen Center
Renovation/Remodeling Project,
UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to construct an Allen Center Renovation/Remodeling project at an estimated total cost of \$543,200 (\$517,700 Program Revenue Supported Borrowing and \$25,500 Program Revenue - Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2002

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Requests authority to construct an Allen Center Renovation/Remodeling project at an estimated total cost of \$543,200 (\$517,700 Program Revenue Supported Borrowing and \$25,500 Program Revenue-Cash).
3. Project Description and Scope: This project will remodel/renovate approximately 4,340 GSF in the Allen Residential Center (26,995 GSF). Remodeling will convert an abandoned cafeteria kitchen into a large exercise room, small servery, and laundry room. A corridor wall will also be moved to add about 600 ASF to the Cardio Center. An underutilized coatroom will be re-configured into office space. Storage space will be provided for custodial and program needs.

Renovation work will replace walls, acoustical tile ceilings, wood, vinyl, and carpeted flooring. Electrical and lighting systems will also be upgraded and three 38-year-old air handlers that are difficult to access will be replaced with one new air handler in a more accessible location. An exterior balcony will be flashed to eliminate leakage and deterioration problems and curtain wall windows adjoining the balcony will be replaced.

4. Justification: The Allen Dining Center was constructed in 1964, and was used as a residential dining facility until 1992, when resident hall dining was relocated to another facility. In 1996, significant reconfiguration and remodeling occurred in most of the Allen Center to create an aerobic fitness center and provide ADA compliant accessibility. The large kitchen area was not included in that project because of continued summer program usage. This usage has now been relocated and the space is available to address other functions.

Since 1996, the Allen Aerobics-Cardio Center has grown in student popularity. Group Fitness programs are now filled to capacity in the current studio and are unable to meet the demand for additional classes. For several fitness classes, the existing studio (1,665 ASF) is too small and class sizes are restricted. A second studio in the former kitchen area will provide space for additional fitness classes, as well as meeting and practice space for martial arts groups, pilates, and relaxation/yoga courses. Renovation of this 1,840 ASF former kitchen will also allow scheduling of slightly larger class sizes. A small food prep area off this space will provide space for health food demonstrations as well as occasional catered gatherings. A portion of a large second floor corridor/waiting area (20 feet wide) is currently used for some exercise equipment and storage. Narrowing the corridor will bring this equipment into the Cardio Center for better security and use.

Increased staff assigned to Allen from other Center facilities and new Cardio Center programs will require two office spaces to be developed from an underutilized coatroom. The present laundry is located inconveniently off the facilities service delivery entrance and lacks sufficient ventilation.

The mechanical systems for the upper part of Allen Center were examined and identified for replacement. This includes two packaged air handlers serving the existing Cardio Center and one unit from the old kitchen area, all from the original 1964 construction. These units are located in a very cramped mechanical area that can be accessed only by a ladder making it nearly impossible to replace any of these units or perform a major repair. A single, new air handler installed in an easily accessible location will offer increased energy efficiency, reliability, and improved maintenance.

A cantilevered six-foot balcony extends beyond the second floor glass curtain wall. Snow and ice build up on the balcony area and water has backed up through the curtain wall and an access door. Since the balcony is not used, access to it will be removed, the curtain wall replaced, and flashing installed to eliminate water leakage.

5. Project Budget:

| | |
|---------------------------------|--------------|
| Construction | \$424,000 |
| Hazardous Material Abatement | \$15,000 |
| Testing and Balancing | \$3,000 |
| Contingency | 29,700 |
| A/E Design Fee | 50,000 |
| DFD Management | 18,900 |
| Plan review/Testing/printing | 1,200 |
| Percent for Arts | <u>1,400</u> |
| Estimated total project budget: | \$543,200 |

Costs for this project were previously budgeted as part of board fees; therefore, this project will have no additional impact on fees.

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN

Friday, December 6, 2002
1860 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin
9:00 a.m.

II

1. Calling of the roll
2. Approval of the minutes of the November 7th and November 8th meetings
3. Report of the President of the Board
 - a. Report on the November 20th meeting of the Wisconsin Technical College System Board
 - b. Report on the December 4th meeting of the Hospital Authority Board
 - c. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
 - a. Cancellation of meetings scheduled for January 9th and 10th
[Resolution II.8.a.]
9. Communications, petitions, memorials
10. Additional or unfinished business
11. Recess into closed session to consider an honorary degree nomination at UW-Stout, as permitted by s.19.85(1)(f), *Wis. Stats.*, to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider a leave of absence at UW-Madison, and to consider Personnel Matters as permitted by s.19.85(1)(c), *Wis. Stats.*

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

Cancellation of
January 2003 meetings

BOARD OF REGENTS

Resolution:

That the Board of Regents meetings scheduled for January 9 and 10, 2003 be
cancelled

12/06/02

II.8.a.

cncljanmtgsres

November 27, 2002

To: The Board of Regents

From: Judith Temby

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

The Board of Regents meeting schedule shows that the January 9 and 10, 2003 meetings may be cancelled, circumstances permitting.

Resolution II. 8.a. provides for cancellation of those meetings.

12/06/02

II.8.a.

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

Meeting Schedule 2002-03

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

2003

January 9 and 10
(Cancelled, circumstances permitting)

February 6 and 7

March 6 and 7

April 10 and 11

May 8 and 9 (UW-Stevens Point)

June 5 and 6 (UW-Milwaukee)
(Annual meeting)

July 10 and 11

August 21 and 22
(Cancelled, circumstances permitting)

September 4 and 5

October 9 and 10 (UW-Oshkosh)

November 6 and 7

December 4 and 5

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Guy A. Gottschalk
Vice President - Toby E. Marcovich

STANDING COMMITTEES

Executive Committee

Guy A. Gottschalk (Chair)
Toby E. Marcovich (Vice Chair)
Patrick G. Boyle
Gregory L. Gracz
James R. Klauser
Frederic E. Mohs
Jay L. Smith

Business and Finance Committee

James R. Klauser (Chair)
Jose A. Olivieri (Vice Chair)
Tommie L. Jones, Jr.
Phyllis M. Krutsch

Education Committee

Patrick G. Boyle (Chair)
Frederic E. Mohs (Vice Chair)
Roger E. Axtell
Jonathan B. Barry
JoAnne Brandes
Elizabeth Burmaster
Tommie L. Jones, Jr.

Physical Planning and Funding Committee

Gregory L. Gracz (Chair)
Lolita Schneiders (Vice Chair)
Alfred S. DeSimone
Gerard A. Randall, Jr.

Personnel Matters Review Committee

Gerard A. Randall, Jr. (Chair)
Roger E. Axtell
James R. Klauser
Jose A. Olivieri

Committee on Student Discipline and

Other Student Appeals

Frederic E. Mohs (Chair)
Jonathan B. Barry
Elizabeth Burmaster
Tommie L. Jones, Jr.

OTHER COMMITTEES

Liaison to Association of Governing Boards

Phyllis M. Krutsch

Hospital Authority Board - Regent Members

Roger E. Axtell
Patrick G. Boyle
Frederic E. Mohs

Wisconsin Technical College System Board

Lolita Schneiders, Regent Member

Wisconsin Educational Communications Board

Patrick G. Boyle, Regent Member

Higher Educational Aids Board

Gregory L. Gracz, Regent Member

Research Park Board

Frederic E. Mohs, Regent Member

Technology for Educational Achievement in Wisconsin Board (TEACH)

Roger E. Axtell, Regent Member

Committee on Board Effectiveness

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

Academic Staff Awards Committee

Lolita Schneiders (Chair)
JoAnne Brandes
Phyllis M. Krutsch
Toby E. Marcovich

Teaching Excellence Awards Committee

Roger E. Axtell (Chair)
Elizabeth Burmaster
James R. Klauser
Jose A. Olivieri

Public and Community Health Oversight and Advisory Committee

Patrick G. Boyle, Regent Liaison

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

The President Emeritus serves as a voting member of the Business and Finance Committee, Education Committee, Physical Planning and Funding Committee, and Executive Committee.