



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

REVISED

April 2, 2003

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 April 10 and 11, 2003.

Thursday, April 10, 2003

10:30 a.m. –

- Governor's 2003-05 Budget and Update on Regent Listening Sessions
- Building Commission Actions in 2003-2005 Capital Budget
- The Impact of a UW Degree

1820 Van Hise Hall

All Regents Invited

12:00 – 12:30 p.m. – Box Lunch

12:30 p.m. –

- Influences on Student Persistence
- Five-year Plan for Blue Cross/Blue Shield Funds

1820 Van Hise Hall

All Regents Invited

1:30 p.m. – Education Committee

1820 Van Hise Hall

Business and Finance Committee

1920 Van Hise Hall

Physical Planning and Funding Committee

1511 Van Hise Hall

Friday, April 11, 2003

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.

EDUCATION AND BUSINESS AND FINANCE COMMITTEES

Resolution A:

That, upon the recommendation and approval of the Regent-appointed Oversight and Advisory Committee, and the recommendations of the UW-Madison Chancellor, the UW Medical School Dean and the UW System President, approval is given to the “Wisconsin Partnership Fund for a Healthy Future,” the UW Medical School and Oversight and Advisory Committee 2003-2008 Five Year Plan for funds from the conversion of Blue Cross and Blue Shield United of Wisconsin, with all references to use of the funds for development or construction of the Interdisciplinary Research Complex deleted.

Blue Cross Blue Shield Acceptance
of Funds Agreement
Modifications-Technical

EDUCATION AND BUSINESS AND FINANCE COMMITTEES

Resolution B:

That, upon the recommendation of the President of the University of Wisconsin System and the Chancellor of the UW-Madison, the Board of Regents:

Approves the “Agreement to Accept Gifts Between the Wisconsin United for Health Foundation, Inc., the University of Wisconsin Foundation and the University of Wisconsin System Board of Regents” with technical adjustments made from the last draft of the Agreement and to incorporate other minor wording changes at the request of Wisconsin United For Health Foundation, Inc., which do not change the meaning;

Authorizes Darrell Bazzell, Vice Chancellor for Administration, University of Wisconsin-Madison to sign the Agreement on behalf of the Board.

The Wisconsin Partnership Fund for a Healthy Future

University of Wisconsin Medical School and Oversight and Advisory Committee

2003-2008 Five-Year Plan

I. EXECUTIVE SUMMARY

This document presents the five-year plan of the UW Medical School and Oversight and Advisory Committee (OAC) for the Blue Cross & Blue Shield funds, referred to throughout the plan as the Wisconsin Partnership Fund. The UW Medical School and the OAC developed this document in accordance with the Insurance Commissioner's Order of March 28, 2000. The UW Medical School and the OAC agreed to use state's health plan, *Healthiest Wisconsin 2010*, as the basis for selecting the Wisconsin Partnership Fund initiatives.

The term "population health" is used throughout this document to embrace the definition of public health in the Insurance Commissioner's Order. The definition is as follows: "Public health means population health, rather than population medicine, focused on the broader determinants of health in communities, such as prevention efforts to promote healthy life styles for women, children and families; disease prevention and control; and control of social and physical environmental factors that negatively impact health."

The following diagram identifies the specific initiatives that will be funded by the Wisconsin Partnership Fund and describes the respective roles and responsibilities of the UW Medical School and the OAC. A detailed discussion of these initiatives appears in Section III, C.

The Wisconsin Partnership Fund for a Healthy Future

- Public Health Partnership Program
- Improving Health through Medical Education, Research and Discovery

Health Assessments

State Health Plan: Healthiest Wisconsin 2010
Advancing the Health of Wisconsin's Population

UW Medical School

Directs and approves

Oversight and Advisory
Committee (OAC)

Directs and approves

65% — Funding Initiatives for Medical Education and Research

Creation of Core Focus Areas of Excellence:

Innovations in Medical Education
WI Population Health Research Network
Emerging Opportunities
Disease Genomics & Regenerative
Medicine
Molecular Medicine & Bioinformatics

Collaboration on plan
development, uses of funds
and annual reports

Advise and comment

35% — Funding Initiatives for Population Health

Community-Academic Partnerships

Community Population Health Initiatives

1. Establishment of the Center for Urban Population Health
2. Native American Health Research

Community-Based Public Health Education and Training

1. Continuing education through regional/statewide conferences
2. Wisconsin Public Health Institute
3. Population Health Practice Fellowships

Request for proposals

Community Organizations

Research Priorities

Aging
Cancer
Neuroscience
Cardiovascular and Respiratory Diseases
Population and Community Health Sciences
Rural Health
Women's Health

II. INTRODUCTION AND OVERVIEW

A. History

On June 3, 1999, Blue Cross & Blue Shield United of Wisconsin announced its intention to convert to a for-profit corporation and to distribute the proceeds from the sale of its stock to the UW Medical School and the Medical College of Wisconsin (MCW) to advance the health of the state's residents.

Assessing State Health Needs

Following the Blue Cross & Blue Shield announcement, the UW Medical School and MCW organized a comprehensive assessment of the health status and needs of Wisconsin's diverse population. The assessment was designed to elicit comment from all segments of the population and to identify the public's perception of the state's most compelling health issues. The schools focused on three key techniques:

Listening sessions: public hearings were held at nine urban and rural sites throughout Wisconsin. More than 500 people attended these sessions, with approximately 200 offering testimony on health concerns and priorities. UW Medical School Dean Philip M. Farrell and President T. Michael Bolger of the Medical College of Wisconsin attended all the sessions to hear these "Wisconsin voices." More than 500 additional comments were received via e-mail, a toll-free phone line and US mail.

Statewide survey: the St. Norbert College Survey Center conducted a survey on public perceptions of the state's healthcare needs and priorities and gathered recommendations for use of the Blue Cross & Blue Shield funds. This random survey of 451 Wisconsin adults allowed the schools to solicit the opinions of a cross-section of state citizens who might otherwise not have commented.

Data Analysis: considerable federal, state and local healthcare data were gathered and reviewed. This information complemented the more subjective data gathered through the first two approaches and added regional perspective. The schools also reviewed the Department of Health and Family Service's *Turning Point* initiative. From this process of assessing state health needs, several clear priorities emerged:

- support for research to eradicate disease and to promote expanded community-based clinical research trials;
- help to meet recognized public health needs in communities related to health education, health promotion and prevention;
- desire to focus more resources on preventing and treating specific disease/population health needs;
- improved accessibility and availability to care for urban and rural uninsured and underserved citizens;
- expanded support for educating and training public health professionals;
- building collaborations between community health professionals and UW faculty and staff.

Following the public hearings and needs assessment, the Blue Cross & Blue Shield Board of Directors asked the medical schools to prepare proposals for using the Blue Cross & Blue Shield funds. The schools collaborated on developing a comprehensive document entitled, "*Advancing the Health of Wisconsin's Population*," emphasizing the health priorities each school was best able to address, with a particular focus on community outreach.

Blue Cross & Blue Shield submitted its application for conversion and the medical schools' plans to the Wisconsin Insurance Commissioner. The conversion application was approved, with modifications, by the Insurance Commissioner on March 28, 2000 with the issuance of Findings of Fact, Conclusions of

Law and Order (the Order). The modifications, which were meant to increase public participation in managing and accounting for the funds, included:

- establishing the Wisconsin United for Health Foundation, Inc. (WUHF), whose purpose is to sell the Blue Cross & Blue Shield stock (now known as Cobalt), transfer the proceeds from the sale to the two medical schools and approve the schools' revised five-year expenditure plans;
- designating 35% of the proceeds to be used to improve public health in Wisconsin, and the remaining 65% for medical education and research with the stipulation that funds cannot be used to supplant resources otherwise available;
- requiring a Public and Community Health Oversight and Advisory Committee (PCHOAC) to direct and approve the use of the public health funds, to comment on the medical education and research funds, and to vote on any proposed real estate expenditures.

Upon approval of the five-year expenditure plan by the UW Medical School and the Oversight and Advisory Committee (formerly the PCHOAC), the UW Board of Regents, and WUHF, the proceeds from stock sales will be received by the UW Foundation. The UW Foundation will manage and invest the funds in two separate accounts, one for public health and the other for medical education and research. Income from the funds will be available for distribution in accordance with the Insurance Commissioner's Order and the plan.

B. Oversight and Advisory Committee

Establishing the Committee Under the Order

On August 22, 2002, the UW Board of Regents implemented one of the Insurance Commissioner's primary requirements by appointing the Oversight and Advisory Committee (OAC). The OAC is charged with developing a five-year plan for overseeing and allocating the public health funds, and for reviewing and commenting on the uses of the funds for medical education and research. It consists of four public members, four university members and one member appointed by the Insurance Commissioner. Each of the four public members was appointed as an advocate for a specific healthcare area: urban and community health, minority health, rural health and statewide health.

The four public members were selected from nominees identified by non-profit organizations and governmental bodies from throughout the state. More than 200 community and governmental organizations were solicited. A committee comprised of UW Regent Patrick Boyle UW Medical School administrators, UW faculty, and the Wisconsin Division of Health administrator, screened the list of public member nominees. Of 36 nominees, 14 were interviewed and four were recommended to the Regents for selection and appointment. In addition, an *ad hoc* committee led by Regent Boyle screened the 19 UW Medical School nominees. Of those 19 nominees, eight were interviewed and four were recommended to the Regents for selection and appointment.

Oversight and Advisory Committee (OAC) Members

PUBLIC MEMBERS

Margaret MacLeod Brahm (Urban and Community Health Advocate)—is president and chief executive officer of the American Lung Association of Wisconsin, where she has overseen its expansion of services in significant respiratory health issues such as tobacco control, asthma and air quality. She has also focused on developing policies and priorities for regional expansion of the Association's work. Previously, she was executive director of Literacy Services of Wisconsin where she gained valuable insight into the challenges facing those most impacted by health disparities.

Nancy Miller-Korth (Minority Health Advocate)—serves as **vice chair** of the OAC. She has participated in tribal health programming for more than 20 years, assisting the 11 tribes in Wisconsin with program evaluation, public health needs assessment and planning. She has been the nursing consultant for the Great Lakes Inter-Tribal Council since 1994 and throughout her career has helped establish collaborative public health initiatives involving governmental, university and tribal groups. Miller-Korth also serves as a US Public Health Service officer.

Douglas N. Mormann (Statewide Health Advocate)—is **secretary** of the OAC. He has a strong background in state and rural health initiatives. Mormann has been the health officer of La Crosse County for the past 17 years, administering approximately 30 different public health programs, from public health nursing to communicable disease control. He chaired the first statewide public health planning group in 1989, helped develop the state's health plan for 2010, served on the boards of the Wisconsin Public Health Association and Wisconsin Health Officers Association and is active in addressing the health needs of Wisconsin citizens, from the youngest to the oldest.

Gregory Nycz (Rural Health Advocate)—has 30 years of experience in rural healthcare, covering research, education, service and advocacy through the Marshfield Clinic and the Family Health Center of Marshfield, Inc. Nycz has worked effectively with the Northern Wisconsin Area Health Education Center to build community/health profession school partnerships that address the shortage of health professionals and the quality of services available in Wisconsin's rural areas. His expertise includes evaluation and health policy development.

INSURANCE COMMISSIONER'S APPOINTEE

Mary Lauby—has served as the Executive Director of the Wisconsin Coalition Against Domestic Violence (WCADV) since 1994. Under her leadership, the WCADV has expanded significantly; it has increased staffing and added innovative services and programs to aid victims of abuse. Lauby is recognized as a strong advocate for women and their families and is experienced in addressing the needs of senior citizens. She has extensive expertise in grant writing and management.

UNIVERSITY OF WISCONSIN MEDICAL SCHOOL MEMBERS

Philip Farrell, MD, PhD—**chair** of the OAC. Farrell has served as UW Medical School dean since 1994, and UW-Madison vice chancellor for medical affairs since 2000. Chair of the Medical School's Department of Pediatrics from 1985-1994, he is a physician-scientist with a distinguished research career studying basic, clinical and epidemiologic aspects of pediatric respiratory disorders. He has also served as a US Public Health Service officer. Since the Blue Cross & Blue Shield conversion was announced in 1999, he has affected changes in the UW Medical School that enhance the school's public health education, research, and service initiatives.

Patricia Kokotailo, MD, MPH—is an associate professor in the Department of Pediatrics. She is the director of Adolescent Medicine and medical director of the UW Adolescent Alcohol and Drug Assessment and Intervention Program in the department. She has worked extensively in urban underserved populations in Baltimore and Chicago and with tribal populations in Wisconsin. A national leader in adolescent substance abuse and pediatric medical education, she works internationally in faculty development in these areas.

Patrick E. McBride, MD, MPH—is a professor in the Departments of Medicine and Family Medicine. He directs numerous grants, research projects, and educational programs in improving nutrition, public health, and clinical guidelines. As director of preventive cardiology at University of Wisconsin Hospital and Clinics, McBride develops teaching programs on screening and prevention of heart disease and improving preventive services in medical care. He has also contributed to numerous population health guidelines and programs.

Patrick L. Remington, MD, MPH—is an associate professor in the Department of Population Health Sciences, associate director for outreach and population studies at the UW Comprehensive Cancer Center, and the director of the Wisconsin Public Health and Health Policy Institute. Remington, who completed a preventive medicine residency at the Centers for Disease Control, served as the chief medical officer for chronic disease and injury prevention in the Wisconsin Division of Health. His research interests include methods to measure and monitor population health, cancer surveillance and public health approaches to tobacco and cancer control.

PROGRAM ADMINISTRATION

Eileen Smith—has been a healthcare administrator for more than 25 years. Before becoming director of the program, she was an associate administrator at UW Hospital and Clinics responsible for multiple operational areas. Her office will provide administrative services for the implementation and operations of the Wisconsin Partnership Fund.

Oversight and Advisory Committee Operating Procedures and Activities

The OAC began biweekly meetings in early October, 2002 with the nomination and election of officers who assumed responsibility for setting the agendas and reviewing meeting materials. The committee operates in accordance with the Wisconsin public meetings and public records laws. It also operates under standards of conduct in accordance with its bylaws and conflict of interest policy. (See the Appendices A and E for the bylaws and conflict of interest policy, respectively.) Regent Patrick Boyle, who acts as the Board of Regents' liaison to the OAC, has participated in the OAC meetings and provided guidance based on his outreach knowledge and experience as a former Chancellor of UW-Extension.

The committee's orientation included:

- an overview of committee responsibilities as defined in the Insurance Commissioner's Order and the Board of Regents-approved OAC bylaws;
- presentations by University of Wisconsin attorneys on the public records and open meetings laws, and conflict of interest policy;
- presentations by Medical School deans and faculty on medical research, education and population health initiatives;
- presentation on the state health plan, *Healthiest Wisconsin 2010*, by the former administrator of the Wisconsin Division of Health.

Following orientation, the committee developed its Statement of Purpose, embodying the mission, vision, guiding principles and assets of the program. Using the statement and the state health plan as guides, the OAC:

- reviewed the plan "*Advancing the Health of Wisconsin's Population*," developed in 1999;
- participated in drafting a table of contents for the plan;
- discussed and agreed on a proposal for funding priorities for population health;
- discussed and drafted sections of the plan related to the proposed population health funding priorities;
- discussed and offered advice on the medical education and research priorities presented by Medical School deans;
- encouraged aligning medical education and research priorities with the overall mission, vision, and guiding principles of the Wisconsin Partnership Fund program.

Plan Development

In developing the plan, the Oversight and Advisory Committee (OAC), as required by the Insurance Commissioner's Order, made the following determinations for the public health allocated percentage of the funds:

- the funds will be expended for public health;
- the allocation for public health community-based initiatives is appropriate; and
- the standards for access to the funds for public health community-based initiatives, including matching requirements, are reasonable.

The OAC, as required by the Insurance Commissioner's Order, also:

- participated in discussions of and commented on the medical education and research initiatives (65%);
- provided advice on aligning those initiatives with the mission, vision, and guiding principles of the plan, as well as with *Healthiest Wisconsin 2010*.

UW Medical School and Medical College of Wisconsin have worked closely together in establishing their respective programs, as well as coordinating their plan development.

Communications

The OAC is committed to building broad public awareness of its activities. A website was created to provide general program information, and to post meeting agendas, minutes and other relevant information. The website encourages visitors to sign up to automatically receive e-mail notification of future announcements. During the plan's development, committee members provided updates to the Wisconsin Public Health Association, Public Health Advisory Committee, the Great Lakes Inter-Tribal Council, and the Rural Wisconsin Health Cooperative. On March 12, 2003, a draft copy of the five-year plan was posted for public review and comment. Announcement of the posting was sent to more than 1,000 individuals and organizations in Wisconsin, including:

- rural, urban and tribal health professionals and organizations;
- UW School faculty and staff;
- non-profit and charitable organizations;
- public and community health professionals, organizations and associations;
- health advocacy organizations;
- friends and supporters of UW Medical School;
- state government officials; and
- state news media.

In addition, meetings were held with the Secretary of Health and Family Services and the Public Health Advisory Committee to discuss the plan and seek comments. Two faculty forums were held to solicit comments. Over 100 public comments were received and individually acknowledged with a note indicating all comments would be reviewed and discussed by the OAC. Each comment was sent to the OAC members as it was received and all the comments, including a letter from the Wisconsin Secretary of Health and Family Services, Helene Nelson, were carefully considered by the committee at its April 2, 2003 meeting. Consideration of these comments was the basis for further revisions to the final plan.

Accomplishments

The following table provides a list of current accomplishments of the UW Medical School and the OAC.

OAC members screened and interviewed	May – August, 2002
OAC members appointed by UW Board of Regents	August 22, 2002
Insurance Commissioner's appointee named	September, 2002
Orientation of OAC	October – November, 2002
Adopted bylaws	December 11, 2002
Adopted Statement of Purpose, Mission, Vision, Guiding Principles and Assets	January 13, 2003
Developed, discussed and reached consensus on proposals for population health initiatives	December, 2002 to February, 2003
Reviewed and commented on medical education and research initiatives	Dec. 11, 2002 – Feb. 27, 2003
Adopted conflict of interest policy	February 14, 2003
Reviewed communications plan	Ongoing
Reached agreement on posting draft plan for public comment	March 10, 2003
Draft plan available on the web for public comment	March 12-31, 2003
OAC approved the portion of the five-year plan that addresses Public Health Partnerships.	April 2, 2003
OAC reviewed the remaining portion of the five-year plan, including the portions that address medical education and research, and recommended presentation of the plan to the Board of Regents.	April 2, 2003
UW Board of Regents discusses and approves the plan	TBD
WUFH discusses and approves the plan	TBD

III. UW MEDICAL SCHOOL AND OVERSIGHT AND ADVISORY COMMITTEE PLAN

A. Introduction to the Statement of Purpose

Early in the orientation process, the Oversight and Advisory Committee (OAC) determined that it needed to develop and articulate mission and vision statements, along with a set of guiding principles. These statements and guiding principles, outlined below, provide an important framework for the OAC, the UW Medical School and community organizations to join together to make Wisconsin a healthier state. The committee also recognized the importance of the assets present in the faculty, staff, students and alumni of the University of Wisconsin and the potential for linking these assets with those of communities and state health organizations. In creating this framework, the OAC and the UW Medical School sought to build on Wisconsin's historic strengths and assets, including the state health plan, *Healthiest Wisconsin, 2010*, to bring about a greater emphasis on population health.

MISSION

Advance population health in Wisconsin by promoting community-academic partnerships and by supporting research and education, thereby influencing public policy.

VISION

Wisconsin will become the nation's healthiest state.

GOAL

The goal of the Oversight and Advisory Committee is to advance population health in Wisconsin by executing its stewardship responsibility in partnership with the UW Medical School, and in accordance with the five-year expenditure plan.

GUIDING PRINCIPLES

Prevention:	To promote health and to prevent disease, injury and disability.
Collaboration:	To seek out, encourage and support community-academic partnerships throughout the state.
Enhancement:	To provide a critical margin of excellence, advancing and replicating transformational population health programs and initiatives.
Responsiveness:	To accelerate existing efforts and stimulate new initiatives with the greatest potential to transform the health of the population.
Efficacy:	To support evidence-based efforts by establishing expectations and guidelines for accountability against which the success of programs can be measured and monitored.
Sustainability:	To invest in transformational population health programs and initiatives which have the potential to evolve and become self-sustaining.

ASSETS

By building on Wisconsin's historic strengths and assets, the Oversight and Advisory Committee, in partnership with the UW Medical School, is uniquely positioned to bring about a greater emphasis on population health. Among these assets are:

Culture:	The people of Wisconsin embrace a strong work ethic and place a premium on education. These traditions promote healthy communities and the well-being of the citizens of the state.
Community:	Cities, villages, townships and tribal nations across the state are rich with talented people, institutions, organizations and agencies that offer opportunities for community-academic partnerships to enhance the health of our citizens.
Health Systems:	Wisconsin has a well-established healthcare framework throughout the state, including public and private systems, organizations and agencies.
The University of Wisconsin:	The University, an acknowledged leader in research and education, has a tradition of disseminating knowledge beyond its boundaries to the borders of the state. This tradition, known as the "Wisconsin Idea," is embraced by the faculty, staff, students and alumni, and epitomizes the goals of the Wisconsin Partnership Fund.
The State Health Plan:	Wisconsin has a vision and a plan for improving the health of the public: <i>Healthiest Wisconsin 2010</i> . This plan provides a pathway to eliminate health disparities, to protect and promote health for all, and to transform Wisconsin's public health system.
Funds:	The Blue Cross & Blue Shield funds provide an unprecedented opportunity for the UW Medical School and the Medical College of Wisconsin to partner with communities throughout Wisconsin in transforming the focus of the state's healthcare system toward population health. These funds will be leveraged with a wide range of internal and external partners to maximize their impact.

B. UW Medical School

Overview of UW Medical School

The UW Medical School is recognized as an international leader in educating physicians, investigating the causes of disease, finding innovative solutions to medical problems and translating research into compassionate patient care. With its mission to: “Meet the health needs of Wisconsin and beyond through excellence in education, research, patient care and service,” the school vividly demonstrates the “Wisconsin Idea,” that “the boundaries of the University are the boundaries of the state.”

Among the residents of every Wisconsin town are people whose lives have been touched by the Medical School and its graduates. The school trains about half the state’s physicians and directly impacts the care of thousands of people—from inner-city Milwaukee to rural areas statewide, by:

- educating a cross-section of students, most of whom are from Wisconsin—the future physicians, physician assistants, physical therapists, medical technologists, biotechnologists, PhD scientists, nurses and pharmacists who will dedicate their lives to caring for people;
- caring for hundreds of thousands of people through UW Hospital and Clinics, UW Children’s Hospital, clinics around the state, and unique resources such as the UW Comprehensive Cancer Center, the Wisconsin Alzheimer’s Institute and the Center for Tobacco Research and Intervention;
- providing ongoing education of Wisconsin physicians and other health professionals through continuing medical education and distance education;
- reaching out to communities with limited access to healthcare and by addressing critical social and health policy issues;
- pursuing research that leads to a deeper understanding of diseases, more powerful forms of healing, and better health.

The Medical School is recognized nationally and internationally as one of the world’s great centers of research, with:

- an outstanding faculty which has included two Nobel Prize winners, several National Medal of Science recipients and an extraordinary number of National Academy of Science honorees, including three population health scientists in the Institute of Medicine;
- the UW Comprehensive Cancer Center, a federally funded cancer center incorporating the McArdle Laboratory of Cancer Research, which reinforces the school as one of the world’s leading centers for cancer research, teaching and patient care;
- basic science and clinical neuroscience programs which have elucidated many critical aspects of nervous system function, uncovered unique insights, and created new therapies;
- cardiovascular research programs which blend basic science and clinical approaches to reveal a new understanding of the causes, treatments and prevention of diseases of the heart and blood vessels;
- respiratory disease research, supported by multiple large NIH grants, and which address the full spectrum of diseases such as asthma, cystic fibrosis and sleep apnea in children and adults;
- one of the world’s most successful organ transplant programs, attracting patients from around the globe for life-saving surgery to treat heart failure and life-threatening diseases of the liver, pancreas, kidneys and lungs.

Statewide Affiliations and Partnerships

The UW Medical School has a number of affiliations with other Wisconsin healthcare organizations, enhancing its four-fold mission statewide and reaffirming the “Wisconsin Idea,” of bringing University resources to the citizens of Wisconsin. They include:

- more than 1,800 community professionals throughout Wisconsin—physicians, nurses, social workers and others—serving as volunteer faculty of the Medical School;
- statewide education partnerships with more than 200 community physicians who act as preceptors to train medical school students;
- a nationally recognized family medicine residency program with training sites in Madison, Milwaukee, Appleton, Wausau and Eau Claire;
- the Milwaukee Clinical Campus with 50 full-time faculty, operated in partnership with Aurora HealthCare and associated with UW-Milwaukee;
- the Western Clinical Campus associated with the Gundersen-Lutheran organization and linked to 19 counties in southern and southwestern Wisconsin;
- an affiliation with Marshfield Clinic that enjoys a 50-year history of collaborative educational programs;
- a variety of other affiliations, such as those with Wausau Community Health Care, Inc., and the Howard Young Medical Center in Woodruff;
- a leadership role in the state’s Area Health Education Center (AHEC) system, bringing health-related resources to rural and urban underserved communities.

UW Medical School Population Health Initiatives

Much of the remarkable progress in the life expectancy of Americans has resulted from advances in public health and its core functions of assessment, policy development and assurance. Population health is challenged to continue these successes by addressing contemporary health problems such as tobacco use, poor diet, lack of physical activity, drug and alcohol abuse, violence, depression, and environmental contamination. To meet these challenges, an upcoming report by the Institute of Medicine, “The Future of the Public’s Health in the 21st century,” recommends adoption of a population health approach that considers the multiple determinants of public health, such as medical care, education and income. The UW Medical School is well positioned to embrace this broader view of population health in partnership with public and community health organizations through the following entities:

Department of Population Health Sciences

The Department of Population Health Sciences focuses on the health of populations. Its mission is to create, integrate, disseminate and apply knowledge to promote the most efficient and effective use of resources to improve the public’s health. The department engages in research in epidemiology, health services, public health and disease prevention, and health policy and management.

Over the last five years the department evolved from a traditional department of preventive medicine to one with an integrated academic focus, studying the broad determinants of population health and effective preventive and control strategies. The Medical School has established the first endowed chair of public health, recruited a new chair, committed additional space and added up to six new junior faculty positions. Since 1997, the department has offered an MS/PhD graduate program in Population Health Sciences and plans are underway to establish an MPH program, projected to start in the fall of 2004. These changes and expansion have created a virtual school of public health within the Medical School.

Office of Rural Health

The Wisconsin Office of Rural Health was established in 1975 to address shortages of health services in rural areas. In 2000, an associate dean for rural health was appointed to expand the school’s rural health activities. These activities include:

- **Communication**—providing a website featuring an electronic newsletter and information about physician placement, loan assistance, the critical access hospital program, and community development;

- **Technical Assistance**—helping local communities with practice management, needs assessment, and market analysis;
- **Coordination**—maintaining close ties with the state's primary care office and the primary care association, and other statewide health organizations;
- **Recruitment and Retention**—operating a non-profit physician placement and retention program, assisting communities and physicians with recruiting;
- **Leadership and Policy Impact**—helping coordinate activities with regional AHECs, and state health organizations.

Center for Urban Population Health

The Center for Urban Population Health on the Medical School's Milwaukee Clinical Campus is a joint effort of the UW Medical School, the UW-Milwaukee and Aurora HealthCare. The mission of the center is to improve the health of urban populations through community outreach and health promotion, evaluation, evidence-based health services research and public health professional training. Its emphasis is on achieving positive outcomes for Wisconsin's urban communities, in particular, the underserved population in the Milwaukee area, most of whom are minorities.

Wisconsin Public Health and Health Policy Institute

The institute fosters applied population research by bringing together faculty, staff and students interested in using their skills and experience to answer practical public health and health policy questions. An external advisory board, with members from diverse statewide and community organizations, guides the institute's core activities:

- conducting applied research on health problems of importance to government, business, providers and the public;
- collaborating with researchers and practitioners, and building bridges between the academic community and public and private policy makers;
- providing outreach continuing education to practitioners and opportunities for applied learning for graduate and medical students.

The institute works closely with its partners in the Wisconsin Department of Health and Family Services to improve methods of public health assessment, to conduct surveillance, identify health priorities and needs, analyze the causes of health problems in communities, monitor disease trends, and evaluate public health program outcomes. In addition, the institute provides support to public and private health policy makers throughout the state, through its Issue Briefs and critical assessments of methods to increase access to healthcare, reduce healthcare costs and improve quality.

Center for Tobacco Research and Intervention

Established in 1992, the University of Wisconsin's Center for Tobacco Research and Intervention (UW-CTRI) is a nationally recognized academic center dedicated to advancing the science of tobacco dependence and its treatment, providing effective intervention and outreach services for children and adults, and developing policy initiatives to reduce the prevalence of tobacco use and resulting health and economic burdens.

C. The Wisconsin Partnership Fund for a Healthy Future **(Five-year plan for Population Health and Medical Education and Research)**

Introduction and Plan Development

The plan contains two major components:

- Community-Academic Public Health Partnerships Program (35%)
- Improving Health through Medical Education, Research and Discovery (65%)

In accordance with the Insurance Commissioner's Order, 35% of the funds are allocated to public health and public health community-based initiatives, called "Public Health Partnerships" and 65% to medical education and research, called "Improving Health through Medical Education, Research and Discovery."

Plan Development

In developing the plan, the Oversight and Advisory Committee (OAC), as required by the Insurance Commissioner's Order, made the following determinations for the public health allocated percentage of the funds:

- the funds will be expended for public health;
- the allocation for public health community-based initiatives is appropriate; and
- the standards for access to the funds for public health community-based initiatives, including matching requirements, are reasonable.

The OAC, as required by the Insurance Commissioner's Order, also:

- participated in discussions of and commented on the medical education and research initiatives (65%);
- provided advice on aligning those initiatives with the mission, vision, and guiding principles of the plan, as well as with *Healthiest Wisconsin 2010*.

This plan is a flexible document within the requirements of the Insurance Commissioner's Order and the plan's broad funding priorities. It is designed to be responsive to community needs and interests, and to adapt to emerging priorities.

Community-Academic Public Health Partnerships Program (35%)

The UW Medical School's tradition of reaching out to Wisconsin's communities dates back to 1926 when it established community-based faculty and clinical training sites for students. This mutually beneficial collaboration continues in the "Public Health Partnership Program," comprising 35% of the funds. All of the funds in the Public Health Partnerships Program will be used in collaboration with community organizations to advance population health.

The importance of such partnerships is highlighted in the state's health plan, *Healthiest Wisconsin 2010*: "The public health system for Wisconsin requires sustained coordinated partnerships between government, the public, private, non-profit, and voluntary sectors that serve Wisconsin's communities—both locally and statewide." Community-academic partnerships make it possible to capitalize on the strengths of community-based organizations and of UW Medical School faculty and academic staff. Community leaders typically bring an in-depth understanding of the public health needs of their citizens, knowledge of the local culture, access to local resources, and commitment from dedicated staff and volunteers. The UW brings strong research expertise, and a commitment to translating science into practice, as well as disseminating new knowledge. These partnerships will improve "knowledge transfer" in both directions, from the university to communities, and from communities to the university.

The projects supported by the Public Health Partnership Program will target selected goals and objectives set forth in the state health plan, which outlines three broad goals for 2010, to:

- improve quality of life,
- reduce health disparities, and
- improve the public health infrastructure.

To accomplish these goals, the state's plan has outlined 11 health priorities and five health system priorities:

Health Priorities

Access to primary/preventive health services
Adequate and appropriate nutrition
Alcohol and other substance use and addiction
Environmental and occupational health hazards
Emerging communicable diseases
High-risk sexual behavior
Intentional and unintentional injuries and violence
Mental health and mental disorders
Overweight, obesity and lack of physical activity
Social and economic factors influencing health
Tobacco use and exposure

System (Infrastructure) Priorities

Integrated electronic data and information systems
Community health improvement processes/plans
Coordination of state/local public health partnerships
Sufficient, competent workforce
Equitable, adequate, and stable financing

The funds from the Public Health Partnership Program are not intended to replace, nor duplicate resources already dedicated to public health. In fact, the funds annually available from the endowment for these purposes are relatively modest compared to the funds used to direct many public health programs in the state. Rather, the unique value of the Public Health Partnership Program is in the transformation of the UW Medical School from its traditional focus on clinical medicine to one that is focused on population health improvement, in partnership with community organizations.

The Public Health Partnership Program will support this transformation in at least three ways:

- supporting community-based projects through direct contracts to communities. They will involve partnerships with UW Medical School faculty in collaboration with academic staff and other colleagues in the UW system;
- supporting ongoing and developing community-academic population health initiatives; and
- providing education and training to public health practitioners and establishing a public health practice fellowship.

Community-Academic Partnership Fund

The plan's foundation will be developing strong community-academic partnerships. To demonstrate its commitment to supporting these partnerships, the UW Medical School will establish the "Community-Academic Partnership Fund." The Oversight and Advisory Committee (OAC) determined that at least 51%, with a goal of 2/3, of the start-up funds and endowment income from the Public Health Partnerships Program will be available for these community-based initiatives. (See Community-Academic Partnerships resolution in the Appendix G.) These community projects will be developed in partnership with UW Medical School faculty in collaboration with academic staff and other UW colleagues and will be built on the following standards:

- Community organizations are defined broadly, e.g. public and private organizations, voluntary associations, healthcare organizations and providers, churches, schools and citizen groups throughout Wisconsin. The OAC and the Medical School will endeavor to develop a diverse portfolio of external and internal partners.
- Projects must address one of the 11 health or five health system priorities outlined in the state health plan, and support the mission, vision, and guiding principles of the plan.
- Each project must have an actively engaged UW Medical School faculty and/or academic staff partner. "Faculty" is defined to include faculty of the Medical School in all tracks, including

volunteer faculty. “Active engagement” may range from being an advisor or consultant to being the primary individual responsible for the project’s successful completion.

- Each proposal will clearly outline the goals and objectives, and roles and responsibilities of each partner, including well-defined, measurable outcomes, evaluation plans and mutual benefits.
- Projects should demonstrate best practices in public health, and methods to translate science into improved population health practice.
- Planning funds will be available to assist organizations in developing academic partnerships.
- Clinical services related to treatment or follow-up for specific health conditions will not be eligible for funding. However, this is not intended to exclude clinical services that involve screening and education, or mobilizing resources to promote healthcare access.
- Successful applications will be innovative, will present opportunities for community-wide involvement and will show potential for application in other communities.

The Community-Academic Partnership Fund will provide grants to community-based organizations through an annual Request for Proposal screening process directed by the OAC. The OAC may include outside experts in the review process. The OAC will establish remaining components of the application process, including specific funding criteria, comprehensive evaluation standards and assistance in identifying partners, following the approval of the plan. Additionally, a widely publicized training program on the application process will be developed by the UW Medical School and the OAC for all interested parties. Assistance and support will be provided by the program administrator’s office to organizations seeking funding.

Community-Population Health Initiatives

The UW Medical School has a national reputation for excellence in basic science and clinical research, education and patient care. However, as our understanding of the determinants of human health has expanded, the school has increasingly emphasized its commitment to population health. The current vision is to transform the school into a “School of Medicine and Public Health,” promoting research, teaching and service in population health. Funds from the Public Health Partnership Program will be used to support continuation of this transformation.

Proposals from Medical School faculty and academic staff to support population health initiatives will be reviewed and approved by the OAC. To be eligible for funding, all proposals must be developed with support of state or local public health partners and meet at least one of the following criteria:

- monitor trends in population health in the state, and report on the health of Wisconsin and on efforts to reduce health disparities in the state;
- provide technical expertise and assistance to *Turning Point* and the *Healthiest Wisconsin 2010* planning and evaluation activities, in partnership with the public health community, the Department of Health and Family Services and the Public Health Advisory Committee;
- support local efforts to use population health data to plan programs and monitor trends over time;
- support statewide policies and programs that promote health and reduce health disparities in Wisconsin; and
- provide technical assistance to community-based projects on appropriate program evaluations.

To target minority populations, the OAC has approved, for the first two years of the plan, the following proposals to strengthen population health efforts in urban areas of Wisconsin and to support research by Native Americans organizations in Wisconsin. At the end of the two year period the organizations will be expected to apply for additional funding through a competitive proposal process.

Center for Urban Population Health: Funds will be used to help support the Center for Urban Population Health during the first two years of the plan. The center will establish new and strengthen existing community health outreach partnerships through collaborative programs involving professionals at the UW Medical School and its Milwaukee Clinical Campus, the University of Wisconsin-Milwaukee

and Aurora HealthCare. The center will directly impact Wisconsin's most diverse population of residents representing five proximal counties, Milwaukee, Waukesha, Racine, Kenosha and Ozaukee, where fully 86% of the state's African Americans, 62% of Wisconsin's Latino population, 37% of the state's Asian population and 17% of Wisconsin's Native Americans reside.

The center will strive to:

- provide leadership in state urban population health issues through community-academic partnerships;
- become *the* destination for accessing and providing culturally-relevant, evidence-based health system data, health information technology, health program evaluation and health information dissemination;
- explore and monitor trends in health disparities between minority and non-minority populations and to narrow the gap in accessing health information and achieving healthy outcomes;
- guide health policy decisions with culturally-relevant, evidence-based health information promoting optimal health of Wisconsin's urban underserved populations;
- address urban population health issues with the largest potential for affecting broader health outcomes of underserved urban populations.

Native American Health Research: Public Health Partnership Program funds will be used to strengthen the UW Medical School's support for public health research efforts within Wisconsin tribal settings. During the listening sessions in 1999, it was clear that this statewide, largely rural population demonstrated significant health disparities as well as interest in and growing capacity to address these issues through community-based research done in partnership with academic institutions. Cooperative research efforts will be conducted through affiliations with the tribes and the Great Lakes Inter-Tribal Council. This will be done in coordination with the UW Native American Research Work Group through the Wisconsin Public Health and Health Policy Institute.

Community-Based Public Health Education and Training

The third major component of the Public Health Partnership Program will connect and build on the on-campus educational programs in population health with public health practitioners in the state. To be considered, educational initiatives must meet the following two criteria:

- provide public health education to practitioners in the state;
- be developed in collaboration with community partners.

The OAC will review and approve funding for the educational and training initiatives of the Public Health Partnership Program. The following describes four initial educational proposals approved by the OAC and which support the needs identified by the public health community.

Continuing education through regional/statewide conferences on public health topics: Through a competitive process, the OAC plans to fund contracts to organizations for support of continuing education efforts, organized as regional or statewide conferences. For many practitioners, these provide an important opportunity to learn more about the science and practice of public health. They also provide a way for promoting interchange between researchers and practitioners in the state.

Wisconsin Public Health Leadership Institute: The UW Medical School will establish a “Public Health Leadership Institute,” in collaboration with the Medical College of Wisconsin, the Wisconsin Division of Public Health, local public health leaders and other public health educators in the state. This year-long program, which is supported by the public health community, will be modeled after the national and regional public health leadership institutes. The mission of the Public Health Leadership Institute will be to strengthen the leadership competencies of public health officials and to build inter-organizational teams to improve community health status.

The Wisconsin Public Health Leadership Institute will help ensure Wisconsin’s public health and community leaders are properly equipped with specific skills to successfully meet future public health challenges, focusing on the 12 essential public health services outlined in Wisconsin’s state health plan. It will develop a cadre of public health and community leaders who are knowledgeable in using public health practices and competencies to strengthen public health in the future. There are three significant reasons for commitment to the Leadership Institute:

- changes in the leading public health problems ;
- need for leadership development in public health; and
- recognition that greater community partnership is required for public health success.

Community-Based Population Health Practice Fellowships: For over 50 years, the Centers for Disease Control (CDC) has supported an applied training program, called the Epidemic Intelligence Service, to increase the quality of the public health workforce. This program has trained many of the leaders in national, state and local public health agencies. More recently, the CDC has developed another training program, called the Public Health Prevention Service, to place highly qualified masters-trained professionals in state and local health agencies.

The UW Medical School will develop a two-year fellowship program modeled after these successful national programs. These “Population Health Fellows” will be recent graduates (MS or MPH), and will be placed for 24 months in community-based organizations. The program will provide a direct benefit to community organizations by adding highly skilled and motivated staff to their agencies. The program will benefit recent graduates by providing additional training in a real-world setting. A pilot program will be initiated in the second year of the Public Health Partnership Program for two fellowships, and if successful, expanded to support up to five graduates per year.

Improving Health Through Medical Education, Research and Discovery (65%)

Introduction

This section describes the components of the Medical Education and Research Fund (65%), which provides for the establishment of five core focus areas of excellence, or shared services. These focus areas of excellence were proposed by senior faculty and departmental chairs who identified them as the most effective way to more easily translate research discoveries into statewide population health improvements.

The University of Wisconsin-Madison, a renowned education and research institution, has a century-long tradition of scientific discoveries, ranging from the importance of vitamins to the promise of stem cells. The UW Medical School is central to the University's reputation, responsible for more than 30% of all external research support coming to UW Madison. The school's faculty and staff are at the forefront of discovery in basic, clinical and, most importantly, translational research in molecular and cellular biology, imaging science, cancer, organ transplantation, ophthalmology, cardiovascular biology, neuroscience and population health. Its teaching advances have generated national acclaim for their innovation.

The depth and breadth of the school's research and educational programs are central to its work in improving population health. Currently, Medical School research concentrates on more than half of the 54 priority health conditions listed in *Healthiest Wisconsin 2010*, and the objectives of the core focus areas address nearly all of the top 15 risk factors.

Medical practice has undergone extraordinary change in the last quarter century. Physicians increasingly study disease at the cellular level and amass and analyze millions of pieces of information in a search for prevention and cures. At the same time, it is clear that more than half of all preventable deaths in Wisconsin are related to three known risk factors—smoking, diet and physical inactivity. While new approaches in clinical medicine and population health offer great potential for improving the health of the public, they depend on research links never before imagined.

In developing the medical education and research plan, the Medical School will use the Wisconsin Partnership Fund to support programs which will vastly increase and advance the school's translational research efforts to benefit the health of the public.

Core Focus Areas of Excellence

The Wisconsin Partnership Fund provides an unprecedented opportunity for the school to build on its existing strengths by establishing five overarching focus areas of excellence. These areas, or shared services, will serve multiple medical education and research disciplines, bringing together and consolidating fundamental resources to support the evolving focus on population health. They will organize and lead research and educational initiatives related to key health areas: aging, cancer, cardiovascular and respiratory diseases, women's health, population and community health, rural health, and neuroscience.

Successful population health research critically depends on the availability of and access to these shared resources. They include, but are not limited to, access to representative population-based cohorts of Wisconsin residents, specialized database management and analysis, complex technologies, instrumentation facilities, and collection, storage and analysis of human tissue specimens. Unfortunately, these high-cost fundamental infrastructure needs can rarely be justified in National Institutes of Health (NIH) sponsored research grants; consequently, faculty are unable to advance crucial research projects.

A key goal of the plan is to provide access to populations, technologies, services and scientific consultation that facilitate interaction and enhance scientific productivity. The focus areas of excellence provide stability, reliability, cost-effectiveness and quality control that would be difficult to achieve otherwise. While Medical School investigators with peer-reviewed, funded projects will be the primary

beneficiaries of the shared services of the focus areas, many of the services will also be available to other researchers and collaborators outside of the Medical School.

The focus areas will provide the research direction and essential infrastructure required to optimize discovery, and to translate discoveries to patient care. They will enable the Medical School to work with statewide partners in creating sustained changes with benefits that will be realized for decades to come. Each area will embody the attributes of discovery and dissemination bringing a sharper focus to the power of research to improve population health.

These overarching focus areas of excellence are:

- Innovations in Medical Education—creating a mechanism for developing innovative educational programs and evaluation methods to address the full spectrum of the school’s educational mission, which includes medical student, allied health and graduate student education; encouraging the translation of research discovery into practice.
- Wisconsin Population Health Research Network—providing a research infrastructure for Medical School priorities, including cancer, cardiovascular and respiratory diseases, women’s health and neuroscience; using data gathered from across the state to help predict and treat health problems.
- Emerging Opportunities—quickly supporting emerging research initiatives and ideas that require rapid response and immediate resources.
- Disease Genomics and Regenerative Medicine—supporting scientists working to understand the underlying mechanisms of disease at the most basic levels and then applying the new knowledge to prevent or cure them.
- Molecular Medicine and Bioinformatics—providing a structure for biomedical researchers to collect, analyze and apply their information; acquiring a better understanding of how genetics affect an individual’s susceptibility to disease, the influence of environmental factors, and response to treatment.

The core focus areas will expand the Medical School’s preeminence in research and education, dramatically increasing the impact and accomplishments of researchers and educators and the effect of those accomplishments on population health. They will launch a completely new, innovative concept in health research and education by:

- allowing the school to achieve greater levels of excellence in a more rapid and facile manner;
- aligning research and program expenditures with the strategic goals of the school and the mission, vision and guiding principles of the Wisconsin Partnership Fund and of the state health plan;
- optimizing the impact of the Wisconsin Partnership Fund to ensure improvement in the health of the public;
- multiplying the impact of the Wisconsin Partnership Fund by attracting new and matching donors; and
- providing a framework for measuring accomplishments against expenditures.

Strategic Research Priorities

Strategic priorities underlie and drive the school’s focus areas of excellence:

Aging

Cancer

Cardiovascular and respiratory diseases

Neurosciences

Population and community health

Rural health

Women’s health

These priorities were selected to optimize and leverage the school's efforts in translating discoveries with a high potential to benefit population health. The focus areas will facilitate, implement, and guide this process. In short, the Wisconsin Partnership Fund will support faculty and academic staff as they transform the school into an engine of discovery, translation and application, dramatically advancing the health of our citizens.

Oversight Council

The primary decision making body for governing and establishing funding for the focus areas of excellence will be a governance council, chaired by the Vice Dean which will also serve as a standing subcommittee of the Academic Planning Council (APC). Members will include the leaders of the focus areas of excellence, senior Medical School deans, the chairs of two clinical and two basic science departments, two members of the APC and two appointed faculty with research expertise in population health. The Caucuses of the Basic and Clinical Chairs will appoint the chairs, and the faculty will be elected by the APC. For each group of chairs, one term will last two years and one term will last three years, thereby ensuring continuity and fresh representation. The APC appointees and population health faculty will serve for two years.

The governance council will review and approve the overall mission, vision and expenditure plan for each focus area. It will also provide guidance to faculty who are seeking research funding. The council will ensure that expenditures for infrastructure or programs are consistent with the Wisconsin Partnership Fund, emphasizing involvement of community partners. It will prepare, in collaboration with the focus areas, an annual report to be submitted to the Academic Planning Council.

An annual report will be provided to the OAC in accordance with the Insurance Commissioner's Order. This report will also be discussed with the Medical School Advisory Council, a public external group, comprised of distinguished individuals with long-standing interests in university-community relations, which advises the dean on a broad range of issues important to the school. One of the roles of the council is to monitor the progress of the Medical School toward an integrated School of Medicine and Public Health.

Following are descriptions of the purpose and objectives of each focus area of excellence, or shared service.

Core Focus Areas of Excellence

Innovations in Medical Education

The Opportunity: Transforming Medical Education in Wisconsin

As a new century begins, improving population health in Wisconsin will require healthcare providers with knowledge and skills not traditionally learned in medical schools. In addition to being expert in the art and science of medicine, today's healthcare professionals—physicians, nurses and allied providers—must be skilled in preventing as well as treating disease; be familiar with methods of risk recognition, including genetic screening; expert with all methods of communication; and must understand healthcare economics.

Health professionals must work as a team in a constantly changing field. They need to understand emerging technology, and know how to manage burgeoning information. Training in ethics, patient rights and privacy, research protocols and informed consent is now required of medical school graduates. Providers need a thorough understanding of women's health, culturally sensitive healthcare, geriatrics, mental health, and substance abuse and violence. Just as importantly, they must have easy access to ongoing education and consultation to stay current.

The Challenge: Redesigning the Educational Process

Medical science and population health sciences are changing at an unprecedented rate. And while all medical schools strive to give students the very best education, few have the opportunity or resources to respond to evolving educational demands. Many lack the modern facilities to support the necessary computer and research technology. Others lack the flexibility to embrace new curricula and teaching methods.

The Solution: Innovations in Medical Education

The UW Medical School will soon move into a modern education facility where students from medicine, nursing, pharmacy and allied health programs will learn together at one site. The Health Sciences Learning Center (HSLC) will also unite the Medical School and its continuing medical education program, and will combine the campus' three health sciences libraries. In addition, it will feature technology linking educational programs throughout the state, helping Wisconsin assure a diverse and competent workforce.

With the physical resources in place, the school is focusing on new ways to train Wisconsin's health providers. These initiatives will enhance health professions training and the health of Wisconsin's citizens by:

- creating new education programs, aligned with *Healthiest Wisconsin 2010*, to address population health needs;
- focusing on gaps in health education: problem solving, information management, chronic disease, women's health, cultural competence, ethics, oral health, pain management, and end of life care;
- providing life-long learning skills and ongoing continuing professional education;
- capitalizing on new opportunities for distance education for providers and citizens of Wisconsin;
- developing meaningful interdisciplinary education that emphasizes team care.

The Wisconsin Partnership Fund will help the school achieve these goals through the following four initiatives:

A New Curriculum for the New Wisconsin Physician

Healthcare practitioners in the 21st century will need to be prepared using new curricula that feature the synergistic combination of medicine and public health. This will mean extensively revising current courses and integrating more information on population health sciences such as epidemiology, health services research and health policy, problem solving skills, and evidence-based medicine. Adding state-of-the-art technology such as digital imaging, computational based demonstrations, and computer assisted exams, and incorporating information management skills will be critical.

Interdisciplinary education will be developed with nursing, pharmacy, physician assistant and social work programs to afford future providers the expertise to work as part of healthcare teams. Similarly, UW graduate students will be trained in areas such as ethics and research, and informed consent.

Clinical Skills Teaching and Assessment Center

Learning the science of medical care is only part of a physician's education. Medical students must also acquire basic interviewing, physical exam and clinical procedures skills. The new 24-room Teaching and Assessment Center will allow students to demonstrate their skills in examining and communicating with patients through the standardized patient assessment program. New resources will also help provide clinical skills testing on demand, increase the numbers of trained standardized patients, and support added initiatives, such as EMT training and continuing professional development.

Statewide Healthcare Distance Education

The Health Sciences Learning Center will position the Medical School as an education resource for students, residents and trainees, and providers across the campus and the state. These expanding communities of electronic learners will allow more students, community faculty, community providers, patients and citizens to participate in health education programs and will provide interdisciplinary education for nursing, pharmacy, physician assistant and medical students. Taking full advantage of the center's technological resources will require new support to design curriculum for local sites.

Innovations in Medical Education Grant Program

To remain a leader in teaching innovation, the Medical School will launch a new "Innovations in Medical Education" small grant program to support new curricula, assessment or evaluation methods, and new technology for existing courses. The program will allow faculty and staff to explore educational methods or techniques before heavily investing resources.

Wisconsin Population Health Research Network

The Opportunity: A Healthier Wisconsin

One of the nation's most revealing and influential medical investigations began in 1948, when more than 5,000 residents of Framingham, Massachusetts enrolled in a heart disease epidemiology study that became a model for population health research. By studying the health of a large, relatively homogenous group over a long period of time, researchers noticed patterns and relationships between habits and good health that have been invaluable in identifying the incidence and causes of cardiovascular disease. Similar research continues at the national level, with the National Health and Nutrition Examination Survey (NHANES).

Such population studies can make enormous contributions to the understanding of the determinants of both health and disease. They generate an extraordinary amount of information, rely on an extensive network of people and organizations, and require considerable oversight.

The Challenge: Understanding Determinants of Health and Disease Using Focused Resources

While Wisconsin is fortunate to have top quality healthcare and public health resources, it is often difficult to integrate the many efforts necessary to support population studies that adequately address the health problems of our diverse population and facilitate understanding the determinants of disease. These challenges are partly due to a lack of coordinated methods and dedicated resources needed to continuously gather and update population health information. To succeed, these studies need a broad range of expertise and resources to measure health status and what affects health—from large population studies to detailed genetic research. These studies must provide reliable methods to scientifically analyze genetic information and ways to improve how research results are translated into better public health and medical practice for Wisconsin residents.

The Solution: Creating The Wisconsin Population Health Research Network

The importance of data gleaned from longitudinal studies is growing, especially as life expectancies increase and growing numbers of Americans are facing long-term, chronic illness. The UW Medical School proposes a Wisconsin Population Health Research Network to concentrate coordinated attention on uncovering, preventing and controlling the causes of disease in the state. In the true spirit of the Wisconsin Idea, the network, through community-academic partnerships, will be a resource for health providers to link new knowledge with public health and clinical practice and will make it easier for residents and professionals to access healthcare and health information.

Its principal goal will be to establish a statewide research network to create an effective method of gathering and linking population, environmental and social data. The network will amass biological samples; assess population health and healthcare needs; improve disease prevention; enhance clinical trial programs; define health priorities; discover culturally relevant health information; and educate citizens and healthcare providers. It will be a resource for investigating state and Medical School health priorities such as heart and respiratory disease; cancer; aging; neurologic disease, including Alzheimer's and Parkinson's; women's health; and tobacco use. Finally, this dynamic laboratory will present an ideal opportunity for collaborative research among other UW-Madison schools, and other UW System campuses, and will serve as a tool to extend the existing clinical trials network to the boundaries of the state.

The network has three major purposes:

- to enroll a large group, or cohort, of residents in a long-term study to help identify disease risk factors of particular importance to the health of the citizens of Wisconsin;
- to enable Wisconsin citizens to participate in clinical trials of primary prevention and screening programs;
- to establish a population-based genetic information resource to determine relationships between genetics, environment and long-standing health.

These three elements will be integrated, relying on a central biomedical information source to support and integrate health and medical data, an activity commonly known as informatics.

FUNDAMENTAL COMPONENTS OF THE WISCONSIN HEALTH RESEARCH NETWORK

Dynamic Survey of Health of Wisconsin (dSHOW)

At the heart of the research network will be Wisconsin's own long-term study group, or cohort. Participants in this statewide cohort will provide information about determinants and distribution of health in the state's population. Their information will help medical and public health professionals and the public at large to further understand health problems, drive the research and set state health policy priorities, guide the design and interpretation of clinical trials, and help find effective ways to address the health needs of Wisconsin and the nation. Specifically, dSHOW will:

- provide an accurate epidemiologic, geographic and socio-demographic profile of the health of Wisconsin residents over time;
- generate new information about the environmental, behavioral, genetic, social, demographic and other factors affecting the health of Wisconsin citizens and explain health differences and variations among individual and population subgroups;
- monitor health trends and suggest the planning processes and resources needed to maintain and improve state health into the future, in support of the state's 2010 health plan;
- act as a unified nexus to leverage related future research studies of health in Wisconsin.

Clinical Trials Network

The other central component is the Wisconsin statewide Clinical Trials Network. The network will bring health information, education and medical research to citizens in communities throughout the state. The network will:

- allow researchers to conduct studies in medical facilities across the state by using the existing Medical School preceptor and clerkship sites, as well as affiliated clinics and private practices;
- coordinate access to healthcare information through local network sites and via the Clinical Trials Network web site;
- provide ongoing education to state health providers as well as Medical School students and residents at network facilities and via the internet, e-mail, teleconferencing and through on-site seminars and conferences;
- designate clinical research associates at regional clinical sites who will facilitate clinical trials;
- provide central support services such as research databases.

Genetic Database

The research network will support development of an extensive genetic database. This database will provide an opportunity to understand how genetic factors contribute to the disease burden of the population across the state, and become a fundamental resource in future biomedical research. The overall goal is to allow researchers to investigate fully the interaction of genetic factors, environmental exposure and lifestyles, (e.g.: diet, behavior, exercise.) This work will be coordinated with other researchers in the

state, such as the Marshfield Medical Research Foundation, establishing similar population health resources.

The Wisconsin Population Health Research Network will be designed and conducted by population health, survey and clinical trial specialists, guided by a steering committee, which will include representatives from the Medical School, Wisconsin Department of Health and Family Services, and community-based organizations. This steering committee will coordinate on-campus research interests, and assure that the data provide useful information to the state in its effort to monitor trends in health and the *Healthiest Wisconsin 2010* objectives.

Emerging Opportunities in Biomedicine and Population Health

The Opportunity: Encouraging Innovative Research

Advances in biomedical research in the last two decades have produced unprecedented opportunities and challenges in healthcare. While science focuses on defining and explaining observed phenomena, nature and the discovery process are unpredictable. Research in one area can lead to unexpected discoveries in completely unanticipated fields. For example, a seemingly unrelated breakthrough in physics in 1952 led to the modern MRI imaging tools physicians routinely use today. Similarly, stem cell research, an obscure field 10 years ago, now promises cures for debilitating conditions such as Parkinson's disease. Not only is scientific research difficult to predict, but world circumstances can also focus medical attention on unforeseen biological issues.

The Challenge: Limited Ability to Respond Quickly

Frequently, the most powerful tool for advancing medical research is created when scientists with diverse interests and intellectual perspectives combine their talents. This interdisciplinary cross-fertilization of ideas and skills can only occur when inquiring minds have the opportunity and resources to collaborate on solving a problem.

In contrast, conventional scientific and academic organizations tend to concentrate on very specialized projects and procedures within clearly defined internal structures, limiting interaction between individual researchers, departments or schools and restricting the ability to create novel approaches to newly emerging challenges.

The Solution: Creating The Emerging Opportunities in Biomedicine and Population Health Focus Area

To be poised to deal with promising areas of biomedical research, and to address new population health challenges, including healthcare delivery issues, the Medical School proposes a focus area of excellence for Emerging Opportunities in Biomedicine and Population Health.

Emerging areas could be Medical School research that lacks the critical mass of investigators and infrastructure to rapidly advance, especially where multidisciplinary expertise is essential. Emerging areas may also be high-risk, high-payback areas, or research so new that existing funding processes, which require extensive preliminary data, will not support it.

The focus area will identify and target rapidly evolving biomedical and population health research programs and develop a process to review and fund them. It will coordinate support for initiatives such as stem cell research, application of emerging technologies, or innovative healthcare policy and population health interventions and delivery systems to create opportunities to improve access. It will offer an agile, rapid-response process not typically found in academic medical centers, one capable of quickly bringing the latest healthcare advances to the people of Wisconsin.

The proposed focus area will:

- identify emerging areas in biomedicine and population health;
- quickly direct resources;
- foster interdisciplinary research;
- translate basic research to clinical practice.

It will also identify opportunities to interact with other areas of excellence, not only seeking input from Medical School faculty, but collaborating with public health practitioners and private sector biomedical scientists. The focus area will rapidly disseminate quickly evolving health information or diagnostic procedures.

Disease Genomics and Regenerative Medicine

The Opportunity: Potential for Success

The discovery in 1953 of the molecular structure of DNA—the blueprint of every living organism—ushered in a completely new era of medical inquiry and treatment. Scientists sought cures for diseases at the genetic level, looking at the smallest clues for ways to overcome the most debilitating disorders such as cancer, Parkinson's disease and atherosclerosis. As the role of genetics in disease became more clearly understood, so did the realization of its potential. Now, with the sequencing of the human genome and development of new technologies for identifying genes and gene products, researchers have extraordinary opportunities to make important advances in medical science.

The discipline of disease genomics uses the tools of molecular biology, genetics and biochemistry to identify the genes and clusters of genes that give rise to health, disease and the risk of disease, as well as provide new targets for therapeutic interventions. Regenerative medicine, a complementary emerging field, promises to deliver additional avenues for treating a wide array of diseases. This field is broadly based on the premise that many diseases are the result of cell death or loss in specific organ systems and that regeneration or replacement of cells and tissues may provide an effective treatment.

The Challenge: Assembling Resources and Expertise

Just as biomedical research has emphasized understanding disease at the molecular level, recent advances underscore how much remains unknown about basic cell function. While the preliminary results of the Human Genome Project offered an invaluable genetic map, many critical questions remain unanswered. Bridging these knowledge gaps is essential for ultimately understanding the basis for human disease. Despite the importance of genomics to the understanding of human health and disease, few institutions are engaged in this kind of investigation.

The Medical School is committed to developing disease genomics as a central focus of its research programs and is also fortunate to be home to some of the pioneering scientific discoveries that are ushering in the age of regenerative medicine. For example, in 1998 Dr. James Thomson and colleagues were the first to successfully isolate human embryonic stem cells. Because disease genomics and regenerative medicine cut across disciplines and diseases, these beginning efforts are not restricted to a single department. Therefore, much of the infrastructure typically required to support such research is not yet available at the Medical School. There are major conceptual and methodological hurdles to overcome before genetic cell-based therapies and regenerative medicine become a clinical reality for most diseases. Success in these areas will require focused, collaborative multidisciplinary efforts. Furthermore, with the dawning of the era of disease genomics and regenerative medicine, critical societal questions and ethical challenges will need to be directly and logically addressed.

The Solution: Creating The Disease Genomics and Regenerative Medicine Focus Area

The Medical School proposes an integrated focus area of excellence to exploit the powerful new tools of disease genomics, proteomics and regenerative medicine to identify the genes and proteins involved in illnesses as cancer, cardiovascular diseases, and neurodegenerative diseases and to develop treatments and cures for those conditions. This focus area will provide a platform for developing greater understanding of the factors that confer health and those that determine the risks for disease. It will foster interdisciplinary approaches to the study of disease and its prevention, and promote multi-investigator projects and centers of research excellence focused on specific aspects of health, disease and treatment of disease. Preventive and clinical research will translate basic research findings to medical practice.

The prospects for a successful program in disease genomics and regenerative medicine are truly outstanding, given the current research strengths and the commitment of the Medical School to further developing these areas as key strategic focuses of the school. The school already has exceptional programs in genetics, physiology and biochemistry, as well as interdisciplinary research programs in cancer, cardiovascular biology and neuroscience. The focus area will build on this existing expertise

while developing new capabilities in the rapidly emerging fields of disease genomics and regenerative medicine by:

- bringing together scientists trained in disease genomics, functional proteomics, and bioinformatics;
- greatly expanding its capabilities for development, study and analysis of animal models of human disease;
- marshaling the computational infrastructure necessary to facilitate research in disease genomics and regenerative medicine;
- coordinating activities with other focus areas of excellence, to develop, manage, and mine patient and other databases and disseminate results;
- influencing the direction of graduate education in the biological sciences by providing coursework and training for the next generation of researchers and physicians;
- promoting the application of the methods of disease genomics and regenerative medicine in the diagnosis, treatment and prevention of human disease;
- contributing to public policy through scholarly efforts to address and understand the new ethical, legal, and regulatory challenges associated with disease genomics and regenerative medicine.

The focus area for Disease Genomics and Regenerative Medicine holds tremendous promise for improving the health of the citizens of Wisconsin by focusing on the causes of disease, the genetic risks for disease, and new strategies for identifying, treating and preventing diseases prevalent in the state. It will also serve as a statewide focal point for emerging biotechnology.

Molecular Medicine and Bioinformatics

The Opportunity: Understanding the Genetic Basis of Disease

Sequencing the human genome and emerging advances in molecular biology have ushered in an exciting new era in biomedical research. Translating this explosion of scientific activity from the “bench to bedside” challenges biological and computational scientists. To be effective, they must manage an ever-widening range of research activities in multiple disciplines. Successfully applying modern molecular technology to human diseases requires a team of basic, clinical and computational scientists focused on investigations with the greatest potential for healthcare improvement.

The Challenge: Connecting Patient Care, Basic Science and Technology

In caring for patients, physicians recognize how advances at a cellular level can improve the way they treat human disease. However, they must rely on basic scientists, with unique skills and advanced training in molecular biology and computational methods, to move a research project from inspiration to implementation. Hence, physicians and scientists must work together to design essential research proposals, develop appropriate testing methods, manage test samples, store and analyze data, and then to interpret and share the research results which will provide the greatest opportunity for success.

The Solution: Creating The Molecular Medicine and Bioinformatics Focus Area

To take full advantage of new ways to study, diagnose and treat diseases at the molecular level, the Medical School proposes a Molecular Medicine and Bioinformatics focus area. It will bring together investigators with diverse expertise to address the complex problems arising in genomics studies, consolidating hardware, software and proficiency to maximize efficiency and minimize redundancy.

In addition, it will connect Medical School investigators with researchers at local, national and international biotech firms, and will encourage collaboration between investigators, other campus biotechnology centers, Medical School departments, Medical School and Graduate School administration, private industry, and other state medical and research facilities.

To realize this initiative, the focus area will provide shared biological and computational support through three shared resources:

Consultative Resource: Medical School research colleagues will work together to design effective, scientifically sound studies. This core group of consultants will help investigators determine the molecular diagnostic study to advance their research and will recommend the most effective method for generating and analyzing research data.

Assay Technology Resource: Specially trained staff will help investigators with sample isolation, quantification and storage; recommend the most appropriate assays; provide timely, high quality data; and distribute data to investigators. Staff with diverse backgrounds and expertise will participate in study design, quality assurance, and will serve as intermediaries in technology transfer.

Statistics and Informatics Shared Resource: Staff will develop, support, and coordinate access to genomics databases and software for basic and clinical scientists. They will extract necessary data for molecular diagnostics research studies and will use statistical and computational methods to conduct research on fundamental biomedical problems.

The Molecular Medicine and Bioinformatics focus area will be the administrative interface between physicians, basic researchers, and biotechnology companies, helping answer clinically-relevant questions and translating findings from the laboratory to the patient bedside. It will enhance and expedite application of research results to the residents of Wisconsin and beyond.

Fund Management

Investment and Distribution

To insure that the proceeds from the sale of Cobalt stock realize maximum potential earnings, and provide the widest possible benefit to Wisconsin's residents, the UW Foundation will receive, invest and account for all funds transferred from the Wisconsin United for Health, Inc. (WUHF). The Foundation will operate in accordance with its charter and bylaws as a Wisconsin charitable foundation and consistent with the terms of the Insurance Commissioner's Order. In addition, the Foundation and the UW Board of Regents will abide by the terms of the Agreement to Accept Gifts between WUHF, the UW Foundation, and the UW Board of Regents. (See the Appendix D for the agreement.)

The UW Foundation is an independent, non-profit, tax-exempt organization with an elected board of directors that oversees its assets and activities. Foundation staff, working with outside consultants and an internal investment committee, manage in excess of \$1 billion. As part of its investment philosophy, the Foundation, in consultation with the UW Medical School, will preserve capital funds for short-term uses while seeking long-term growth on funds that will generate endowment income. These dollars will attract new and matching donors to the Medical School. This ability to multiply the impact of the funds, or leveraging, substantially increases the potential of the endowment.

In overseeing the invested funds, UW Foundation will establish and administer two separate accounts on behalf of the Medical School. One will be designated for population health purposes and will be funded by 35% of the proceeds. A second account designated for medical education and research will be funded by 65% of the proceeds. Endowments will be established for each account to ensure that funding is available for future generations. The Foundation establishes policies on endowment distribution for all funds under its management.

The UW Foundation will disburse funds from the accounts at the request of the Medical School to support projects or proposals approved in accordance with the Insurance Commissioner's Order and the five-year plan. Decisions on distribution of the endowment income and the principal from the 35% and 65% endowments will be made by the OAC and the UW Medical School respectively, in accordance with the Order, the plan and the endowment policies of the UW Foundation.

Accountability

The UW Board of Regents will assure that UW-Madison and the Medical School expend and disburse the funds pursuant to the terms of the Insurance Commissioner's Order and the Agreement to Accept Gifts, including:

- obtaining program and financial audits;
- preparing separate financial accounting and financial reports of the funds; and
- requiring all funds be expended through, or in collaboration with, the Medical School.

Decisions to fund projects will be based on the processes described in the plan. Population health projects funded by 35% of the proceeds will be directed and approved by the OAC. Medical education and research projects funded by 65% of the proceeds will be directed and approved by the Medical School. To be eligible for funding, proposals must contain goals and objectives that reflect the mission, vision, and guiding principles of the Wisconsin Partnership Fund, and the funding priorities described in the five-year plan. Fund accounting will take place on a project-by-project basis and all fund expenditures will be subject to University of Wisconsin policies and procedures.

The UW Medical School and the OAC have agreed on an initial fund allocation for population health initiatives which includes the use of start-up funds as well as endowment income from the initial sale of stock in February, 2003. The OAC's decision is reflected in the motion on Community-Academic Partnerships found in Appendix G.

Budget Process

Consistent with the policies and procedures of the Board of Regents and the University of Wisconsin, budgets will be developed for the Population Health fund by the OAC and the Medical School and for the Medical Education and Research fund by the Medical School. Budgets will be allocated in accordance with the Insurance Commissioner's Order, the plan, and the policies and procedures of the University.

Stewardship and Reporting Requirements

Stewardship of these funds will be the responsibility of the Board of Directors of the UW Foundation, the Regents, the UW-Madison, the UW Medical School, and the OAC. The UW Foundation will provide an annual report on endowed funds which will include year-end balances, appreciation, and disbursements to the UW Medical School. The Medical School will also prepare annual reports for the OAC, the Regents, and WUHF (if still in existence) describing uses of the endowed funds. These reports will include:

- descriptions of projects funded and relative percentage for population health and medical education and research;
- evaluation of effectiveness of funded projects;
- assurance that funds were not used to supplant existing resources;
- extent of funding of community-based initiatives;
- financial status of the funds; and
- assurance that funds were expended in accordance with the five-year plan.

As part of the annual reporting process the OAC and the Medical School will review all the funding expenditures to determine if there should be a shift in initiatives to other areas that fall within the mission, vision and guiding principles of the plan. This will include an annual assessment of the 35%-65% distribution.

The OAC and the UW Medical School will collaborate on the annual reporting process to the Regents, and WUHF (if still in existence).

At the conclusion of each five-year plan, the UW Medical School and the OAC will collaborate with Medical College of Wisconsin and its Consortium on Public and Community Health to jointly develop a process to reassess the state's health status. The process will evaluate the outcomes of each school's plan to determine, as much as possible, its impact on the health of the public. In addition, the OAC, the Regents, and WUHF (if still in existence) will receive a program and financial audit, in accordance with the Insurance Commissioner's Order.

Program Administration

Staffing

Dean Philip Farrell established the administration of the program in the latter part of 2001 to begin preparing for implementation of the Insurance Commissioner's Order. The office currently consists of a director, reporting directly to the dean, whose responsibilities include planning, implementing, and managing the Wisconsin Partnership Fund in accordance with the Commissioner's Order, the plan, and the policies of the University. The director provides the primary staffing support for implementing the five-year plan and supports the Oversight and Advisory Committee in carrying out its responsibilities and activities. The OAC has also delegated to the director responsibility for management of its communications and publications. The director acts as the primary contact and support for organizations and individuals seeking funding and for developing and coordinating a training program for applicants.

As the program becomes fully operational, additional staff will be necessary to carry out the responsibilities of the Medical School and the OAC as defined in the Insurance Commissioner's Order. A program manager will be needed to support the community-academic partnership award process, training program for applicants, program evaluation, and annual reporting requirements. Eventually, a financial support specialist may be needed to manage and monitor the financial components of the program. Secretarial assistance will also be required to support the professional staff and to manage office policies and procedures, documents, record keeping and inquiries.

The dean's office provides in-kind support for the program administration. This includes computer and clerical support as well as the oversight provided by the dean and other administrative leaders.

Technical Assistance and Training

The Insurance Commissioner's Order requires the UW Medical School to establish and maintain a reasonably accessible and effective program to provide information and training on the proposal process for projects or programs submitted by community-based organizations. The director will develop and coordinate the training program in collaboration with the OAC.

Program Expenses

As permitted by the Insurance Commissioner's Order, the costs of program administration, including staffing, office and program expenses, will be charged to both the population health fund and the medical education and research fund. The allocation of expenses will be 35% and 65%, respectively. This allocation may change depending on the administrative efforts required after the plan is implemented. An annual budget will be provided to the OAC for approval of the amount charged to the population health fund.

Approvals

Oversight and Advisory Committee

By: _____
Title: _____
Date: _____

UW Board of Regents

By: _____
Title: _____
Date: _____

Wisconsin United for Health Foundation, Inc.

By: _____
Title: _____
Date: _____

The Appendices for **The Wisconsin Partnership Fund for a Healthy Future** may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

AGREEMENT TO ACCEPT GIFTS BETWEEN THE
WISCONSIN UNITED FOR HEALTH FOUNDATION, INC., THE UNIVERSITY OF
WISCONSIN FOUNDATION AND THE UNIVERSITY OF WISCONSIN SYSTEM BOARD
OF REGENTS

WHEREAS, Blue Cross and Blue Shield United of Wisconsin, in 2001 as a Wisconsin insurance corporation, received approval from the Commissioner of Insurance for the State of Wisconsin (Commissioner) by Order and Decision of March 28, 2000 to convert to a for-profit Wisconsin corporation (such Order and Decision being hereafter referred to as the "Order"), and by that decision Commissioner ordered Wisconsin United for Health Foundation, Inc. (~~WUHF~~WUHF) to distribute, ~~as sales are made; the net funds proceed available from~~ from ~~s-~~ of the sales of stock of Cobalt Corporation, (the new for-profit corporation formed by a merger of Blue Cross and United Wisconsin Services), one-half to the Medical College of Wisconsin and one-half to the University of Wisconsin Medical School;

WHEREAS, Commissioner has ruled that the two Wisconsin medical schools must each establish an oversight and advisory committee to advise the school's governing body and make decisions regarding the funds in certain situations;

WHEREAS, Commissioner made other rulings in the Order of March 28, 2000, concerning requirements and procedures for the planning, expenditure of the funds, reporting and auditing;

WHEREAS the University of Wisconsin Foundation (UWF) is a private nonprofit Wisconsin foundation organized and existing to raise, receive, hold and invest funds for the benefit of the University of Wisconsin-Madison and its units, including the University of Wisconsin Medical School (Medical School); and UWF will receive the funds from ~~WUHF~~WUHF and invest and account for the funds and disburse them to the Medical School upon Medical School's request consistent with the Order;

WHEREAS, the Board of Regents of the University of Wisconsin System (Regents) is an agency of the State of Wisconsin, has as one of its units, the University of Wisconsin-Madison and a subunit, the UW Medical School; and Regents are the governing body to appoint the oversight committee and perform other obligations under Commissioner's Order referred to above; and;

WHEREAS, Commissioner ruled in paragraph 2 of her Order of March 28, 2000 entitled "Accountability for Distribution of Funds" that governing instruments be prepared and executed to implement the accountability provisions of paragraph 2 of the Order; and

~~WHEREAS, the terms below have been agreed to by the President of UWF, the Chair of the Board of WUHF and by the Regents:~~

NOW THEREFORE, the parties agree as follows:

A. Obligations of ~~WUHF~~WUHF.

1. ~~WUHF~~WUHF will distribute net funds available from ~~provide the proceeds of~~ the sales of

stock to UWF in accordance with Commissioner's Order ~~and any subsequent rulings.~~

B. Obligations of UWF

1. UWF will receive, invest and account for all funds received from ~~WUHF~~ WUHF in accordance with its charter and bylaws as a Wisconsin charitable foundation and consistent with the terms of Commissioner's Order of March 28, 2000.
2. UWF will establish and administer two separate accounts. on behalf of the Medical School for the funds received - one called "Public Health Purposes" with thirty-five percent (35%) of the proceeds from ~~WUHF~~ WUHF, and a second called "Medical Education and Research" with sixty-five percent (65%) of the proceeds; and will implement changes in allocations, if any, between accounts provided they are requested by the Medical School and they comply with the Commissioner's Order of March 28, 2000.
3. UWF will disburse funds from either of the accounts mentioned above to the Medical School upon Medical School's representation that the funds will be expended by the Medical School in accordance with Commissioner's Order of March 28, 2000.
4. UWF will, in addition, implement paragraph 2.(7)(e), of Commissioner's Order of March 28, 2000 and do separate financial accounting for the funds under paragraph 2.(18) of that Order.

C. Obligations of the Regents.

1. The Regents will create, appoint, and charge the oversight and advisory committee ~~with~~ on the planning and use of the funds granted, according to the terms and conditions set forth in Commissioner's Order of March 28, 2000.
2. The Regents will request the depositing of funds from the ~~WUHF~~ WUHF to the UWF with thirty-five percent (35%) of the proceeds in one account at the UWF for public health purposes and sixty-five percent (65%) of the proceeds in a second account at the UWF for medical research and health provider education; should the allocation percentage between purposes change pursuant to processes set forth in the Order, the Regents will request UWF to make different allocations consistent with the Order.
3. The Regents will assure that UW-Madison and the Medical School expend and disburse the funds pursuant to the terms of Commissioner's Order of March 28, 2000; including the obtaining of program and financial audits under paragraph 2(15), separate financial accounting and financial reporting for the funds under paragraph 2(18), and the requirement that all funds, including the funds allocated for public health, be expended through, or in collaboration with, the Medical School, as provided by paragraph 7(f) of that Order. The Regents understand that paragraph 7(f) will require the Medical School and the oversight and advisory committee to agree on the expenditure of the funds for public health.

4. The Regents will approve bylaws for the oversight and advisory committee, which implement terms of Commissioner's Order of March 28, 2000 applicable to such oversight and advisory committee.
5. The Regents will approve an official name for the oversight and advisory committee.
6. The Regents will assure that the bylaws of the oversight and advisory committee are consistent with state and University rules, policies, and procedures.

D. Controlling Effect of the Order.

The parties to this Agreement specifically agree that each of their respective obligations as set forth in this Agreement shall be undertaken only in conformity with the Order of the Commissioner of Insurance for the State of Wisconsin dated March 28, 2000. To the extent that any provision of this Agreement may conflict or be inconsistent with any provision of the Order, the terms and conditions set forth in the Order shall control, and any conflicting or inconsistent provision contained herein shall be void.

This Agreement shall ~~be deemed~~ declared effective on the _____ day of _____, ~~2002~~2003.

WISCONSIN UNITED FOR HEALTH FOUNDATION, INC

By: _____
Ben Brancel, ~~Chair of the Board~~ President

Date: _____

UNIVERSITY OF WISCONSIN FOUNDATION

By: _____
Andrew A. Wilcox, President

Date: _____

BOARD OF REGENTS FOR UNIVERSITY OF WISCONSIN SYSTEM

By: _____
~~John Torphy,~~ _____, Vice Chancellor for Administration
University of Wisconsin - Madison

Date: _____

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, April 10, 2003
1820 Van Hise Hall

10:30 a.m. All Regents

- Governor's 2003-2005 Budget and Update on Regent Listening Sessions.
- Building Commission Actions in 2003-2005 Capital Budget.
- The Impact of a UW Degree.

12:00 Box Lunch

12:30 p.m. All Regents

- Influences on Student Persistence.
- The Five-Year Plan for the Blue Cross/Blue Shield Funds.

1:30 p.m. Education Committee

- a. Approval of the minutes of the March 6, 2003 meeting of the Education Committee.
- b. Discussion: All-Regent Sessions.
- c. Report of the Senior Vice President for Academic Affairs:
 - (1) National Poetry Month;
 - (2) Implementation of s.36.11(22)(b), Wis. Stats.: Report on orientation programs and information provided to students on sexual assault and sexual harassment;
[Resolution I.1.c.(2)]
 - (3) Implementation of s.36.25(14m)(c), Wis. Stats.: 2002 Minority and Disadvantaged Student Annual Report;
[Resolution I.1.c.(3)]
 - (4) Academic Program Consolidation Principles.

- d. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.d.]
- e. Program Authorizations: Second Reading:
 - (1) B.S. or B.A. in Web and Digital Media Development,
UW-Stevens Point;
[Resolution I.1.e.(1)]
 - (2) Ph.D. in Health Sciences, UW-Milwaukee.
[Resolution I.1.e.(2)]
- f. Revised Mission Statement, UW Colleges: Initial Reading.

Additional items:

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

Closed session items:

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

Implementing s.36.11(22)(b), Wis. Stats., relating
to Sexual Assault and Sexual Harassment

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the President of the University of Wisconsin System and pursuant to 1989 Wisconsin Act 177, s.36.11(22)(b), Wis. Stats., the Board of Regents hereby accepts the report on implementation of the Act (the report on orientation programs and information provided to students on sexual assault and sexual harassment) and directs that the report be submitted to the Chief Clerk of each house of the Legislature for distribution to the appropriate standing committees under s.13.172(3).

2002 REPORT ON METHODS USED TO DISSEMINATE INFORMATION ON SEXUAL ASSAULT AND SEXUAL HARASSMENT TO STUDENTS AT UNIVERSITY OF WISCONSIN INSTITUTIONS

EXECUTIVE SUMMARY

BACKGROUND

Section 36.11(22)(b), Wisconsin Statutes, requires the Board of Regents to report annually to the Chief Clerk of each house of the Legislature on the methods each UW System institution uses to disseminate information to students on sexual assault and sexual harassment. The law requires UW System institutions to incorporate into their new student orientation programs oral and written information on sexual assault and sexual harassment, including information on:

- sexual assault by acquaintances of the victims;
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault;
- the rights of victims;
- protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment.

In addition, each institution must annually supply to all enrolled students printed material that includes information on all of the above topics.

This law was enacted in April 1990; this is the thirteenth report to be compiled for the Legislature since its enactment.

REQUESTED ACTION

Adoption of resolution I.1.c.(2), authorizing the report for the 2002 calendar year to be forwarded to the Legislature.

DISCUSSION

Each UW institution provided to the UW System Office of Academic and Student Services information on the methods used to disseminate information to students on sexual assault and sexual harassment. In addition, they submitted copies of the educational material disseminated to students. This report focuses on the primary means institutions have used for providing information about sexual assault and sexual harassment to new students during orientation and to continuing students during the year. The summaries provided do not include every event, program, or initiative related to sexual assault on the campus. Rather, they indicate the primary methods and the offices or departments most involved in providing training, information, or resources around the topics of sexual assault and harassment.

RELATED REGENT POLICIES

UW System Sexual Harassment Policy Statement and Implementation (Regent Policy 81-2).

2002 REPORT ON METHODS USED TO DISSEMINATE INFORMATION ON SEXUAL ASSAULT AND SEXUAL HARASSMENT TO STUDENTS AT UNIVERSITY OF WISCONSIN INSTITUTIONS

All UW System institutions provide students with oral and written information on sexual assault and sexual harassment during orientation programs and for continuing students through printed and electronic means.

Section 36.11(22)(b), Wisconsin Statutes, specifies that the materials provided includes the following information:

- sexual assault by acquaintances of the victims;
- the legal definitions and penalties for sexual assault, sexual exploitation by a therapist, and sexual harassment;
- generally available national, state, and campus statistics on sexual assault;
- the rights of victims;
- protective behaviors including methods of recognizing and avoiding sexual assault and sexual harassment.

The summaries in this report describe the primary methods used by each institution in their efforts to comply with s.36.11 (22)(b), Wisconsin Statutes. The summaries are not exhaustive, but they do indicate the major methods occurring at each institution to provide information about sexual assault and its prevention. Over the past years, UW institutions have (1) worked to continually update and improve the scope and quality of information provided to students; (2) integrated discussion of the issues into new student orientation; (3) provided educational and resource information on the web; and (4) developed many educational programs addressing the topic.

INSTITUTIONAL SUMMARIES

UW-Eau Claire

- All new and continuing students are provided with *Your Right to Know*, a publication containing required information on sexual assault and sexual harassment. This document is made available to each new student in the Summer Orientation program and to each student when they come to the University in the fall.
- The Summer Orientation program includes specific conversations by Orientation Assistants and staff with students about the issues of safety, sexual assault, and sexual harassment.
- The Student Service and Standards Handbook is distributed to all Faculty, Academic, and Classified Staff, Residence Hall Assistants, and departments on campus each fall.
- Brochures are distributed and programs are presented throughout the year by Residence Halls and the Division of Public Safety.

UW-Green Bay

- All students are provided the UW-Green Bay *Timetable* and all new students receive the *Student Resource Handbook*. Both publications contain required material on sexual assault and sexual harassment. Websites are listed for the annual security report, sexual assault and harassment information, and alcohol and other drug information. The *Timetable* provides a list of resources, student conduct information, and procedures for reporting student grievances and complaints. The *Timetable* is available through the Registrar's Office and through the University of Wisconsin-Green Bay website.
- The University of Wisconsin-Green Bay Annual Security Report and Policy Statement (2002) is distributed campus-wide via e-mail by the Office of Public Safety. This report is also available online and includes statistics, sexual assault preventive measures, information and reporting procedures, and a resource list.
- The Counseling and Health Center maintains the website home page for sexual assault. They also provide a *Virtual Pamphlet Rack* which is an online collection of pamphlets on a wide range of topics, including personal safety, reporting procedures for assaults, harassment, and complaints/grievances. In addition, they maintain a calendar of events and a resource list of materials available through their office.
- Students offer Peer Educator Programs regarding relationships issues and sexual assault. These programs and others programs on self-defense, safety and relationships are advertised through the campus and student weekly newsletter and through a monthly residence newsletter.

UW-La Crosse

- The sexual harassment/assault/AODA program is presented to new students during the June advanced registration days and a companion program is presented for parents and guardians.
- UW-La Crosse's student handbook, *Eagle Eye*, includes all required sexual assault and harassment information. It is available in an electronic format on the institution's homepage. All students are informed of the document's location and encouraged to view the document.
- At the beginning of the fall semester, all students receive a printed copy of UW-La Crosse's Annual Security Report and Policy Statement which includes campus crime statistics and statistics on sexual assaults.
- The *Eagle Eye* web page contains information about the connections between alcohol and sexual assault as well as information about risk factors that make college students more vulnerable to sexual assault.

UW-Madison

- At Student Orientation, Advising, and Registration (SOAR) students participate in facilitated small group discussions following the viewing of a skit on relationships, diversity, and alcohol issues.

- The Dean of Students Office publishes *Campus Safety*, which contains all the required information on sexual assault and harassment as well as information on university and community services and programs that work to curb and respond to sexual violence. Printed copies are available and all students receive an email notification which includes a description of the content of the report and a hot link to it. *Campus Safety* includes crime prevention tips, information on reducing the risk of sexual assault, sexual assault reporting options, information for victims, sexual assault statistics, and the Wisconsin state Statutes on Sexual Assault. In addition, it includes information on university and community services and programs that work to curb and respond to sexual violence and concrete crime prevention strategies for personal safety.
- Sexual assault prevention programming is sponsored throughout the year by the Dean of Students Office, the Student Organization Office, the Athletic Department, University Health Services, University Housing, UW Police, and community agencies including the Madison Police Department and the Rape Crisis Center. In addition there are ongoing student organization and peer-to-peer initiatives and programs.
- University Health Services has a full-time position dedicated exclusively to the prevention of sexual assault and dating/domestic violence. University Health Services also provides advisors for two student organizations devoted to promoting sexual health and sexual assault prevention.
- *Wisconsin Welcome* is a series of events designed to welcome students to campus in the fall. These events include social activities, open houses, receptions for various student groups, large-scale lectures, as well as workshops on relationships which address the issues of sexual assault and harassment. Brochures summarizing the events are distributed to every new student through the residence halls or through the mail.

UW-Milwaukee

- At new-student orientation sessions, students view a skit regarding sexual assault. Following the skit, students break into smaller groups with trained leaders who initiate a discussion about sexual assault and other issues addressed in the skit. Information on sexual assault is included in the orientation packet.
- Students are provided information regarding sexual assault and harassment definitions, policies, and processes in the UW-Milwaukee course guide that all students use to select classes.
- The Norris Health Center is the student health resource center on campus. As part of its responsibilities, the Norris Health Education Department provides education and prevention programming in the area of Sexual Assault. In addition, there are media materials available to students at the health center, as well as health center boards around campus. Sexual assault education and prevention are topics woven into presentations and programs throughout the year regarding alcohol and drug use, healthy relationships, and mental health.
- Every fall the UW-Milwaukee Women's Resource Center offers sexual assault/date rape awareness workshops in the residence halls and co-sponsors the Milwaukee *Take Back*

the Night program. This city-wide event includes a Sexual Assault Resource Fair, a Candlelight Vigil, a survivors' speakout, and a 1.5 mile march and rally.

- The UW-Milwaukee Police Department offers to students sexual assault prevention workshops on *Verbal Judo*, how words and tone of voice can help to control or get out of potentially dangerous situations, and *Introductory Self Defense for Women*.

UW-Oshkosh

- During the opening week of school, as part of the Odyssey 2002 program, students participate in small group discussions facilitated by leaders who receive training about sexual assault resources and referral.
- Copies of the Student Handbook are distributed to students through the residence halls, Reeve Memorial Union, Polk Memorial Library, and the offices of the Dean of Students and the Assistant Chancellor for Student Affairs. This publication contains a section "*Definitions, Prevention and Resource Information*" that contains information regarding sexual assault and sexual harassment.
- The Student Handbook information on sexual harassment, sexual assault, and campus safety is also available online. During the fall semester, a postcard is sent by mail to all students, faculty, and staff at the University alerting them to this website.
- UW-Oshkosh supports a campus-wide date rape prevention program called Campus for Acquaintance Rape Education (C.A.R.E.). One or two students direct the program and receive supervision and training from Counseling Center psychologists. Teams of volunteer students and the psychologists present programs in various settings on acquaintance rape and sexual assault issues in various settings including classes, residence halls, and student and community organizations.
- The Counseling Center provides educational and therapeutic services to students who experience sexual assault. The Center works collaboratively with the Student Health Center, Dean of Students Office, Residence Life staff, and the University Police to meet students' needs.

UW-Parkside

- Freshman/New Student Orientation: All students who go through orientation attend a session provided jointly by the University Police and Public Safety, and Student Health and Counseling Center that addresses the issues related to sexual assault. Students are given basic information on sexual assault and definitions of various degrees of assault in the State of Wisconsin and the applicable laws. In addition, information is provided on "date rape drugs" and how not to be a victim of them, alcohol/drug issues related to sexual assault, how to get assistance on campus and what resources are available. Each student leaves with a two-sided bookmark that includes information on the issue of sexual assault and suggestions for keeping safe.

- Every enrolled student receives a postcard by mail, directing them to a website that contains the University's Annual Security Report and information on sexual assault and sexual harassment.
- The issue of sexual assault is addressed specifically in University Seminar courses when requested by an instructor. The issue is also addressed in other lectures in the context of choices and consequences related to alcohol and other drug use/misuse, healthy relationships, and communication.
- Surviving Sexual Assault Advocacy Program: The University of Wisconsin-Parkside currently has 60+ students, staff, and faculty (of mixed gender, age, race, ethnicity, and sexual orientation) who have completed a minimum of seven hours of training on the issue of sexual assault and advocacy. Training covers a range of issues including: facts vs. myths; how to respond to a victim; communication and listening skills; special populations (males, GLBT victims, etc.), date rape drugs and precautionary behaviors; educational awareness issues; statistics; campus resources and medical assistance/resources. Advocates are trained to work with primary and secondary victims. In addition, they occasionally sponsor awareness activities on campus.
- Resident advisors and peer health educators, both groups of student leaders, are given information on sexual assault issues as part of their training. This includes information on how to assist primary and secondary victims of sexual assault or harassment.

UW-Platteville

- New students are introduced to sexual assault awareness information at each summer pre-registration session through a dramatic portrayal of student life focused on a sexual assault by a student acquaintance in a scenario involving alcohol.
- In the orientation period prior to the beginning of classes, new students attend a session titled *Respect: Risqué Business*, featuring a live theatrical performance addressing sexual assault, and hear speakers from the University Police department and the Student Health Services department focusing on sexual assault information and protective behaviors.
- Comprehensive written materials on sexual assault are included as a part of two publications. *The Student Planner 2002-2003* contains a seven page section detailing information on sexual assault and harassment. All students are provided the planner. *The Policies Governing Student Life at UW-Platteville* publication also includes this information. These same publications are available electronically on the campus website.
- All residential students attend a living group meeting facilitated by a peer educator from the department of student housing. This specific meeting focuses on sexual assault awareness, protective behaviors, the role of men in preventing sexual assaults, and information mandated in Wis. Stat. §36.11 (22).
- Student Health Services supervises Health Peer Educators who provide Sexual Assault Programs to campus organizations. These peer educators also present to classes and the resident halls, upon request, and serve as campus resources during orientation. Brochures specifically addressing sexual assault, date rape drugs, and alcohol misuse are

handed out with each program and are readily available to all students through the Student Health Services.

UW-River Falls

- During new student orientation, a nationally known speaker presented a two-hour program to all 1,100 freshman students on communication, sex, and dealing with sexual impropriety and sexual assault. This was followed by small discussion groups of new students with their Resident Assistants.
- At New Student Orientation, students are provided with a range of brochures and with a manual *Sexual Assault and Sexual Harassment: Definitions, Prevention, and Resource Information*. This manual is available on an ongoing basis at various locations around the campus. Students also receive a copy of policies via summer and fall mailings, and email communications.
- The 11 Hall Managers and 70 Resident Assistants in Residence Halls receive extensive training in the areas of sexuality and sexual assault. These staff members are familiarized with all campus and community resources helpful to victims of sexual assault. This training is co-facilitated by Residential Living and Health Services.
- During Campus Safety Week, a special program is offered to present information about domestic and sexual abuse, as well as information about referral resources for victims.
- Student Health Services maintains a section on its web page devoted to counseling and support resources for people who have experienced sexual trauma. In addition, Health Services delivers to the Student Center and the residence halls, various publications and other materials listing resources that can assist students in the event of sexual assault.

UW-Stevens Point

- The brochure, *Crossing the Line*, is distributed at every orientation program for new students and new transfer students. It provides information on sexual assault and sexual harassment. As part of the Orientation program, students also hear information regarding sexual assault statistics, the importance of clear communication, and the relationship between sexual assault and AODA issues.
- At orientation, all new students are directed to a website with all code and policy statements. All students receive a booklet entitled *Community Rights and Responsibilities* via the campus electronic network. It contains sexual assault definitions, national and state statistics, information on sexual assault prevention, victim's rights, and sexual harassment policy.
- At the beginning of each calendar year, an electronic letter is sent to all students that addresses a number of community issues and provides a hotlink to sexual assault information and the Campus Annual Security Report on the web.
- Numerous programs, brochures, and initiatives are provided to address sexual assault concerns. Among the departments contributing are: The Women's Resource Center,

Women's Studies, Student Government Association, Residential Living, Counseling Center, Student Health Promotion Office, Inter Greek Council, and Health Services.

UW-Stout

- New students receive oral presentations with written back-up during summer registration (role-playing and discussion with parents present), and again in fall orientation (RA presentations in the residence halls) in conjunction with alcohol and other drug abuse prevention programming. These programs include information on how and where to receive assistance following an assault, reporting, prevention, statistics, and details about a website where additional detailed information may be found.
- All students are provided a printed document *The Campus Climate* which discusses Sexual Harassment and Sexual Assault and gives resources and web addresses for statistics, resources, procedures, and laws.
- Copies of *The Campus Climate* are distributed through the residence halls to students on campus and through the U.S. Mail to students off-campus; it is also provided to faculty and staff to use in their work with students.
- Security and Police Services publishes and distributes to all new students at orientation, a brochure entitled *Sexual Assault: Reducing the Risk of Sexual Assault and Coping with an Attack*.
- During the year, approximately fifty presentations occur in the residence halls on sexual assault prevention and response. These programs are presented on men and women's floors, and focus on the importance of being clear with a partner that sexual activity is consensual.
- Public, campus-wide presentations are offered on a regular basis. Examples include: a nationally-recognized authority addressing students on the relationship between alcohol consumption and sexual assault; and, prior to spring break, University Police, Student Health Services, and the Counseling Center conducting a panel discussion on surviving spring break, focusing specifically on sexual assault and safe sex.

UW-Superior

- At New Student Orientation an acting troupe, *Sex Signals*, was hired to act out scenarios for first year students. These interactive skits give students the opportunity to talk about sexual assault, difficult dating situations, and date rape. Orientation Group Leaders talk to students in small groups and refer to the sexual assault information in the student handbook.
- All students in residence halls receive a copy of the student handbook in their rooms. All off-campus students attending orientation receive a copy of the student handbook at orientation. Student handbooks are available in the Student Center and are provided to all students who want a copy.

- Specialized programming weeks occur throughout the year. Campus Safety Week is held early in the fall, and Sexual Assault Awareness Week, sponsored by the Women's Resource Center and the Office of Student Development, is held during spring semester.
- Resident Assistants receive training regarding campus safety and how to respond appropriately to emergencies such as date rape and date rape drugs. Resident Assistants post sexual assault prevention and intervention information on floor bulletin boards.

UW-Whitewater

- During summer orientation sessions, new students are given a brochure listing services for victims, and parents of new students attend a presentation detailing such services.
- All new students living in the residence halls receive a brochure on protective behaviors with cards listing services for victims. Many new students participate in a sexual assault prevention program in their New Student Seminar classes. As part of the Welcome Week orientation, sexual assault information is presented at the Williams Center *Late Nighter* event.
- All enrolled students are sent an email containing a hotlink to a website which includes the following information: legal definitions of and penalties for sexual assault and sexual harassment, campus crime statistics, protective behaviors to reduce risk of assault, services available for victims, and information on how to schedule a sexual assault prevention program on campus.
- The Sexual Assault Response Team (SART) provides 24-hour crisis intervention, support, information, and assistance to University of Wisconsin-Whitewater students and employees who have been sexually assaulted. The SART website provides information on local resources, on how to assist someone who has been assaulted, and on what to do following an assault.
- Further information is available to all students through the Sexual Assault Response Team website, University Health and Counseling Services website, and brochures and posters displayed around campus and in programming throughout the year.

UW Colleges

- The University of Wisconsin Colleges uses a variety of methods to provide information about sexual assault to students at orientation. Many campuses use student services staff to discuss the issue of sexual assault, and the relevant material contained in our publication, *Student Rights and Regulations*, which is distributed at the same time. At one campus, speakers from relevant community agencies make presentations. At another campus, students attend a *Health and Wellness Workshop* which includes a discussion of sexual assault.
- Many campuses are choosing to address the issue of sexual assault at advising and registration sessions, in addition to orientation. In this way students are exposed to the information on at least two occasions.

- All new and continuing students receive the *Student Rights and Regulations* handbook, which contains the required information on sexual assault and sexual harassment. Each UW Colleges campus includes appropriate local information as an insert.

NOTE: UW-Extension is not included in the institutional summaries. Since it is not a campus, UW-Extension does not hold orientation sessions for extension program participants. UW-Extension “students” may participate in educational programs offered through county extension offices, continuing education and outreach departments across the UW campuses, or correspondence and Web-based courses offered through Outreach and E-Learning Extension. UW-Extension students do not typically attend a campus. Students who do take classes on a UW campus in partnership with UW-Extension receive sexual assault and harassment information through that campus.

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2002 Minority and Disadvantaged Student Annual Report for submission to the Governor and to the Chief Clerk of each house of the Legislature, pursuant to s.36.25 (14m) (c), Wisc. Stats., for distribution to the appropriate standing committee under s.13.172 (3) Wisc. Stats.

April 11, 2003

Agenda Item I.1.c.(3)

MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2002-2003 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its precollege, recruitment, and retention plan for multicultural and economically disadvantaged students. Targeted race/ethnic groups include African-Americans, American Indians, Hispanic/Latino Americans, and statutorily defined Southeast Asians.¹ The report also presents information on financial aid programs serving those students. This report includes the following information on the UW System:

- ❑ Precollege initiatives and activities;
- ❑ Enrollment of new undergraduate students of color;
- ❑ Retention rates and degrees conferred for targeted race/ethnic groups;
- ❑ Expenditures for student-of-color and disadvantaged-student programs; and
- ❑ Student financial assistance data.

This is the fourth minority and disadvantaged student annual report under the Board of Regents-approved *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. The information contained in this report responds to the statutory requirement described above, and reflects some, but not all of the initiatives and activities in Plan 2008. A more specific evaluation of Plan 2008 was presented in October 2001 as required by the Board of Regents. A five-year review of Plan 2008 Phase I (1999-2003) will be presented to the Board of Regents in October 2003. In December 2003, the Board of Regents will receive the next five-year plan, Phase II (2003-2008)

REQUESTED ACTION

Approval of resolution I.1.c.(3), accepting the 2002-2003 Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the Chief Clerk of each house of the Legislature for distribution to the appropriate standing committees under s.13.172(3).

¹ By statute, Southeast Asians are defined as persons who were admitted to the United States after December 31, 1975, and who either are former citizens of Laos, Vietnam, or Cambodia or whose ancestors were or are citizens of Laos, Vietnam, or Cambodia.

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities

UW institutions support a large and diverse array of precollege programs to enlarge the pool of multicultural and disadvantaged students and prepare them for college. Historically, approximately one-fourth of the UW System precollege programs have served race/ethnic groups and disadvantaged students. Through these precollege programs, UW institutions provide opportunities for academic skills enrichment, introduction to college life, and career exploration. Funding for targeted students to attend precollege programs is provided by a consortium of sources, including the UW System, federal TRIO programs, and the Department of Public Instruction's (DPI) Minority Precollege Scholarship Program. Highlights from 2001-02 data include the following:

- ❑ In 2001-02, 12,256 students participated in precollege programs in UW System institutions. The Multicultural Center for Educational Excellence (MCEE) served 3,438 students through programs and workshops that inform students and parents about precollege programs in the UW System;²
- ❑ 28 percent (3,452) of the total students of color participating in UW System Precollege Programs were served through DPI scholarships; and
- ❑ 82 percent (10,024) of total precollege students participating in M/D precollege programs were students of color.

Enrollment of New Undergraduate Students of Color

Targeted race/ethnic populations include African American, Hispanic/Latino Americans, American Indian, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate specials, or new undergraduate transfer students.³ Southeast Asian students were not specifically identified in UW System databases until fall 1990.

- ❑ In Fall 2002, 2,606 new targeted undergraduates of color enrolled in the UW System, a decrease of 1.5 percent from the previous fall;
- ❑ Overall, in Fall 2002, there were 11,671 undergraduate students of color in the UW System, representing 8.4 percent of the total undergraduate enrollment, a 0.2 percent increase over last fall.
- ❑ In Fall 2002, targeted new freshmen of color comprised 74.4 percent of targeted new undergraduates of color (1,939), 6.4 percent of new special students (168), and 19.1 percent of new transfers (499);
- ❑ In Fall 2002, the total number of targeted undergraduate students of color was 9,320, comprising 6.7 percent of the total undergraduate student population; and

² Students may participate in more than one program. Numbers are based on preliminary data. Final data will be available late spring, 2003.

³ New freshman are degree-seeking students entering for the first time; new specials are non-degree seeking students entering for the first time; and new transfers include transfers from outside the UW System. Intra-system transfers are excluded.

- ❑ Ten UW System institutions increased their new targeted undergraduate enrollment of students of color over Fall 2000. (These include: UW-Green Bay, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, UW-Whitewater).

Total Enrollment of Students of Color

- ❑ Total enrollment of students of color, including undergraduate, graduate, and advanced professional students increased 2.9 percent from 13,165 in Fall 2001, to 13,553 in Fall 2002.

Retention and Degrees of Undergraduates of Color

- ❑ During the 10-year period between Fall 1991 and Fall 2001, second-year retention rates increased for targeted Hispanics/Latinos, American Indians, decreased for Southeast Asians, and remained the same for African Americans.
- ❑ Second-year retention rates for Fall 2001 cohorts of African Americans and American Indians increased over the Fall 2000 cohort. Second-year retention rates for Hispanics/Latinos and Southeast Asians decreased. Second year retention rates for whites remained relatively flat.
- ❑ Third-year retention rates between Fall 1991 and Fall 2000 increased for African Americans, Hispanics/Latinos, American Indians, and whites, but decreased for Southeast Asians. Third year retention rates for all Asians remained flat.

Degrees Conferred

- ❑ During the 10-year period from 1991 to 2001, total degrees earned by students of color increased 61.4 percent from 1,188 in 1991, to 1,917 in 2001.
- ❑ Between 2000 and 2001:
 - Bachelor degrees earned by students of color decreased 6.1 percent from 1,374 to 1,290;
 - Master's degrees earned by students of color increased 13.3 percent from 369 to 418;
 - Doctoral degrees earned by students of color decreased 4.5 percent from 66 to 63; and
 - Advanced professional degrees earned by students of color decreased 12.5 percent from 112 to 98.⁴

Program Funding

⁴ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

The state and federal governments, through general program revenue, gifts and grants, provide program funding for students of color and disadvantaged students. The 1987-89 Wisconsin biennial budget act created an appropriation under Section 20.285 (4)(a) to provide funding for these programs (referred to as Fund 402). All UW institutions obtain extramural funding to supplement government funding for these programs:

- In 2001-02, UW System institutions expended approximately \$28 million from all funding sources for students of color and disadvantaged student programs. Approximately \$12.4 million of these funds were raised by the institutions from extramural and non-government sources; and
- During 2001-02, slightly over \$8 million was expended from Fund 402⁵. Based on institutional estimates, Fund 402 dollars were distributed toward retention activities (60.1 percent); precollege programs and activities (22.2 percent); and recruitment (17.7 percent).

Student Financial Aid

Financial assistance is fundamental to the recruitment, retention, and graduation of multicultural and disadvantaged students. In addition to the general financial aid programs offered to students, two other financial aid sources are available to students of color and economically disadvantaged students: the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students and the Advanced Opportunity Grant (AOP) for graduate students.

- In 2001-02, a total of 10,187 students of color in the UW System received financial assistance. Of these:
 - 2,066 students of color received LUMRG grants. The average LUMRG award was \$1,335; and
 - 497 students received AOP grants. The average AOP award was \$9,028. 429 of the AOP recipients were students of color.

⁵ Fund 402 is defined in the state statutes under s.20.285 which states that (a) The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system.



The University of Wisconsin System

**Minority and Disadvantaged
Student Annual Report**

April, 2003

(Presented pursuant to Section 36.25 (14m)(c) of the Wisconsin State Statutes)

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SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

UW System institutions provide various precollege, recruitment, and retention programs for students of color. Effective precollege programs expand the pool of high school graduates who apply to the UW System. Participation in precollege programs increases the probability of students of color graduating from high school.

Data from the 1998 Plan 2008 planning process stressed the importance of precollege activities for all targeted groups, African American, Hispanic/Latino, American Indian and Asian American, with an emphasis on Southeast Asian American. College remains a seemingly unattainable goal for many youth of color in Wisconsin and nationally. A lower high school completion rate, inadequate financial aid, and a lack of precollege opportunities contribute to low college enrollment and graduation rates for students of color. UW System institutions and the Multicultural Center for Educational Excellence (MCEE) have been working vigorously to provide youth of color with the necessary prerequisites, information, and academic skills for higher education through precollege programs.

Historically, approximately one-fourth of UW System precollege programs served students of color and economically disadvantaged students. In fiscal year 2001-02, the Department of Public Instruction (DPI) awarded a total of 4,221 scholarships to 3,452 students statewide.⁶ In 2001-02, UW System institutions expended slightly above \$8 million in state Fund 402 dollars (Table 8). Approximately 22 percent of these dollars were expended on precollege activities.

In 2001-02, UW institutions served 12,256 precollege students; of these, 82 percent were youth of color (Table 1). This was a significant increase over the 10,262 students served in 2000-2001.

Table 1
Number of UW System M/D Precollege Program Students
2001-2002

Total Wisconsin K-12 Student of Color (SOC) Population	166,537
Total M/D Precollege Students Served by UWS Precollege Programs	*12,256
Total Students of Color Served by MCEE Workshops	3,438
Total Students of Color grades 6-12 Enrolled in Public Schools	85,390
Total Precollege Students of Color Served by UWS Precollege Programs through DPI Scholarships	**3,452
Total UW System Precollege Students of Color	*10,024
Total Precollege Students of Color as a Percent of Total M/D Precollege Students	82%
Total UW System Precollege Students of Color as a percent of Students of Color enrolled in Public Schools grades 6-12	12%

*Does not include Multicultural Center for Educational Excellence workshops and students served by UW-Extension. The current method for reporting enrollments in pre-college programs is being refined to address an under reporting problem.

**Source: Department of Public Instruction

⁶ DPI funded precollege students may receive up to three scholarships per year.

Multicultural Center for Educational Excellence and the Institute on Race and Ethnicity

UW System has a long-standing history of cultivating the college enrollment pipeline. The MCEE serves as a precollege informational resource and referral center and works in collaboration with the UW System's 26 colleges and universities and the Department of Public Instruction. MCEE maintains a statewide database of precollege participants and hosts a cadre of 39 outreach consultants who conduct motivational and informational workshops and exhibitions for students, parents, and school personnel throughout the state. MCEE conducted 153 workshops and 13 exhibitions in 2001-2002, which served 3,438 participants.

SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW

UW System New Targeted Undergraduates of Color Enrollment

Targeted race/ethnic groups include U.S. citizen or permanent resident African Americans, Hispanics/Latinos, American Indians, and statutorily defined Southeast Asian Americans who enroll in the UW System as new freshmen, new specials, or new transfers. Intra-UW System transfers are excluded from enrollment figures because intra-system transfers are not new to UW System.

Over the ten-year period between 1992 and 2002, the number of targeted new undergraduates of color, including Southeast Asian Americans, increased 48.7 percent, from 1,752 to 2,606, Hispanics/Latinos increased 46.2 percent, from 526 to 769, African Americans increased 26.2 percent, from 805 to 1,016, and Southeast Asian Americans increased 166 percent from 219 to 582. The smallest changes occurred among American Indians, between 1992 and 2002: American Indians increased 18.3 percent, from 202 to 239 (Table 2).

Between Fall 2001 and Fall 2002, new targeted undergraduates of color decreased from 2,647 to 2,606 in the UW System, a 1.5 percent decrease over the previous fall (Table 2). Southeast Asian Americans increased 24.6 percent, from 467 to 582; Hispanics/Latinos decreased 8 percent, from 836 to 769; American Indians decreased 3.2 percent, from 247 to 239; and African Americans decreased 7.4 percent from 1,097 to 1,016.

Table 2
UW System New Targeted Undergraduates of Color Enrollment
Fall 1992 to Fall 2002

												% Change 01-02	% Change 92-02
	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002		
UWS Total	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458	2,647	2,606	-1.5%	48.7%
African American	805	872	823	872	855	983	1,017	1,015	1,004	1,097	1,016	-7.4%	26.2%
Latino/Hispanic American	526	544	588	585	551	666	701	761	758	836	769	-8.0%	46.2%
American Indian	202	214	229	226	241	233	241	247	255	247	239	-3.2%	18.3%
Southeast Asian	219	242	221	216	248	237	294	376	441	467	582	24.6%	165.8%

Source: UW System Office of Policy Analysis and Research

Table 3 shows the entry categories of Fall 2002 new targeted undergraduates of color. 74.1 percent entered the UW System as new freshmen; another 7.4 percent enrolled as new specials; and the remaining 18.4 percent were new transfers.⁷

Table 3
UW System New Undergraduate Enrollment
Targeted Racial/Ethnic Groups by Student Type
Fall 2002

	New Freshmen		New Special		New Transfers		Grand Total
	Number	% Total	Number	% Total	Number	% Total	Number
African American	735	72.3%	60	5.9%	221	21.8%	1,016
Latino/Hispanic American	550	71.5%	69	9.0%	150	19.5%	769
American Indian	151	63.2%	16	6.7%	72	30.1%	239
Subtotal	1,436	70.9%	145	7.2%	443	21.9%	2,024
Southeast Asian	503	86.4%	23	4.0%	56	9.6%	582
Subtotal	1,939	74.4%	168	6.4%	499	19.1%	2,606
Other Asian American	459	72.9%	73	11.6%	98	15.6%	630
Asian Subtotal	962	79.4%	96	7.9%	154	12.7%	1,212
Total	2,398	74.1%	241	7.4%	597	18.4%	3,236

Source: UW System Office of Policy Analysis and Research.

UW System New Targeted Freshmen and All Undergraduates of Color, 1992 to 2002

Table 4 provides a comparison of new targeted undergraduates of color (new freshmen, new specials, and new transfers) and all undergraduates of color during this ten-year period. New freshmen of color increased from 1,654 to 2,398 or from 7.3 percent to 8.7 percent of total new freshmen. Among new freshmen of color:

- African Americans increased from 566 to 735, or from 2.5 percent to 2.7 percent of total new freshmen;
- Hispanics/Latinos increased from 387 to 550, or from 1.7 percent to 2.0 percent of all total freshmen;
- American Indians increased from 144 to 151, but decreased from 0.6 percent to 0.5 percent of total new freshmen;
- Asian Americans increased from 557 to 962, or from 2.5 percent to 3.5 percent of total new freshmen.

⁷ New transfers exclude intra-system transfers.

During the ten-year period 1992 to 2002, all new undergraduates of color, including Asian Americans, increased from 2,274 to 3,236 or 7.5 percent to 8.9 percent of all new undergraduates. All undergraduates of color increased from 8,991 to 11,671 or 6.7 percent to 8.4 percent of all undergraduates (Table 4).

Table 4
UW System
Number and Proportion of New Targeted and All Undergraduates of Color
by Race/Ethnic Status,
Fall 1992 and Fall 2002

	Fall 1992	% Total	Fall 2002	% Total
New Freshmen				
African American	566	2.5%	735	2.7%
Latino/Hispanic American	387	1.7%	550	2.0%
American Indian	144	0.6%	151	0.5%
Subtotal	1,097	4.8%	1,436	5.2%
Southeast Asian	187	0.8%	503	1.8%
Other Asian American	370	1.6%	459	1.7%
Subtotal Asian	557	2.5%	962	3.5%
Multicultural Subtotal	1,654	7.3%	2,398	8.7%
White/Other	20,732	91.4%	24,791	90.3%
International	287	1.3%	272	1.0%
TOTAL NEW FRESHMEN	22,673	100.0%	27,461	100.0%
All New Undergraduates*				
African American	817	2.7%	1,016	2.8%
Latino/Hispanic American	529	1.7%	769	2.1%
American Indian	202	0.7%	239	0.7%
Subtotal	1,548	5.1%	2,024	5.5 %
Southeast Asian	219	0.7%	582	1.6%
Other Asian American	507	1.7%	630	1.7%
Subtotal Asian	726	2.4%	1,212	3.3%
Multicultural Subtotal	2,274	7.5%	3,236	8.9%
White/Other	27,123	89.7%	32,434	88.9%
International	837	2.8%	819	2.2%
TOTAL NEW UNDERGRADUATES	30,234	100.0%	36,489	100.0%
All Undergraduates				
African American	3,399	2.5%	3,774	2.7%
Latino/Hispanic American	1,998	1.5%	2,886	2.1%
American Indian	847	0.6%	891	0.6%
Subtotal	6,244	4.7%	7,551	5.4%
Southeast Asian	772	0.6%	1,769	1.3%
Other Asian American	1,975	1.5%	2,351	1.7%
Subtotal Asian	2,747	2.1%	4,120	3.0%
Multicultural Subtotal	8,991	6.7%	11,671	8.4%
White/Other	122,232	91.4%	125,035	89.9%
International	2,556	1.9%	2,417	1.7%
TOTAL ALL UNDERGRADUATES	133,779	100.0%	139,123	100.0%

* Includes new freshmen, new specials and new transfers to the UW System.

Source: UW System Office of Policy Analysis and Research.

In Fall 2002, ten UW System institutions increased their new targeted undergraduate enrollment of students of color (African American, Hispanic/Latino, American Indian and Southeast Asian), over Fall 2001. These included UW-Green Bay, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater (Table 5).

Table 5
UW System Targeted New Undergraduates of Color Enrollment by UW Institution,
Fall 1992 to Fall 2002

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
UW System Total	1,752	1,872	1,861	1,899	1,895	2,119	2,253	2,399	2,458	2,647	2,606
Eau Claire	55	81	93	89	75	114	97	108	73	112	74
Green Bay	56	54	68	50	63	51	77	71	65	65	69
La Crosse	86	81	74	66	64	63	77	91	95	76	77
Madison	285	326	314	346	368	390	443	456	452	496	531
Milwaukee	453	528	544	609	653	659	754	705	751	766	720
Oshkosh	96	87	63	61	77	82	76	79	73	96	99
Parkside	145	160	176	166	137	207	210	262	249	282	226
Platteville	33	42	41	39	26	37	45	34	29	38	46
River Falls	47	53	44	46	39	44	44	65	84	83	86
Stevens Point	81	62	56	72	59	53	44	57	61	63	82
Stout	71	70	64	54	44	54	43	56	62	51	77
Superior	20	14	20	22	33	35	14	30	18	29	40
Whitewater	160	147	156	138	116	148	146	222	202	171	176
Colleges	164	167	148	141	141	182	183	163	244	319	303

Source: UW System Office of Policy Analysis and Research.

UW System New Freshmen Retention Rates by Race/Ethnicity

Between fall 1991 and 2001, second-year retention rates decreased slightly for African Americans, increased for Hispanics/Latinos, American Indians, and Asian Americans (not including Southeast Asians), and decreased for Southeast Asians (Table 6). Fall 1991 to Fall 2001 cohorts, second-year retention rates for:

- African Americans remained flat at 67.5 percent;
- Hispanics/Latinos increased from 71.0 percent to 71.9 percent;
- American Indians increased from 53.9 percent to 68.0 percent;
- Southeast Asians decreased from 79.2 percent to 77.1 percent;
- Asian Americans increased from 79.7 percent to 81.2 percent.

The Fall 2001 cohort second-year retention rates for Latino/Hispanic American and Southeast Asians, over the Fall 2000 cohort decreased. Fall 2001 second-year retention rates for African Americans, American Indians, all Asians (not including Southeast Asians), and white students increased over the fall 2000 cohort.

Between Fall 2000 and Fall 2001 cohorts, second-year retention rates for:

- African Americans increased from 64.7 percent to 67.5 percent;
- Hispanics/Latinos decreased from 74.1 percent to 71.9 percent;
- American Indians increased from 62.5 percent to 68.0 percent;
- Southeast Asians decreased from 78.1 percent to 77.1 percent;

- Asian Americans remained relatively flat, from 81.1 percent to 81.2 percent.

Third-year retention rates from 1991 to 2000 increased for African Americans, Hispanics/Latinos, American Indians, and whites but decreased for Southeast Asians. Third year retention rates for all Asian Americans remained unchanged.

Table 6
UW System New Freshmen Retention Rates by Race/Ethnicity
Fall 1991 to Fall 2001

Entering Fall Cohort	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
African American	526	566	603	498	548	536	683	701	701	716	763
to 2nd Year	67.6%	64.6%	61.0%	56.2%	67.8%	67.1%	68.9%	63.1%	64.7%	64.7%	67.5%
to 3rd Year	47.5%	48.4%	46.1%	45.3%	47.6%	48.8%	54.9%	49.0%	52.2%	52.4%	
to 4th Year	40.8%	41.8%	38.3%	38.9%	43.4%	43.0%	49.7%	45.5%	45.5%		
Latino/Hispanic American	342	387	400	401	389	371	468	492	525	532	598
to 2nd Year	71.0%	67.7%	70.5%	66.8%	76.6%	73.3%	74.1%	75.2%	70.2%	74.1%	71.9%
to 3rd Year	56.1%	54.0%	57.2%	53.8%	59.1%	57.4%	62.3%	60.5%	58.3%	62.6%	
to 4th Year	50.0%	51.1%	51.0%	53.1%	53.9%	54.7%	52.9%	56.1%	52.8%		
American Indian	165	144	164	159	158	158	161	160	174	176	153
to 2nd Year	53.9%	61.8%	68.2%	58.4%	60.7%	61.3%	64.5%	61.8%	69.5%	62.5%	68.0%
to 3rd Year	37.5%	49.3%	53.0%	42.7%	50.6%	50.6%	50.3%	47.5%	52.9%	47.2%	
to 4th Year	33.9%	43.0%	45.7%	40.8%	43.6%	44.9%	43.4%	43.1%	51.1%		
Southeast Asian	154	187	206	175	166	186	187	247	304	375	397
to 2nd Year	79.2%	79.6%	79.1%	76.5%	73.4%	77.4%	75.9%	78.1%	75.3%	78.1%	77.1%
to 3rd Year	68.1%	62.5%	70.8%	63.4%	53.6%	64.5%	66.8%	65.9%	64.5%	64.0%	
to 4th Year	65.5%	51.8%	61.6%	53.7%	47.5%	58.6%	57.7%	55.1%	59.5%		
All Asian Americans	534	557	563	547	564	596	608	700	721	789	893
to 2nd Year	79.7%	81.1%	79.9%	80.2%	78.9%	83.8%	79.7%	81.5%	80.6%	81.1%	81.2%
to 3rd Year	68.9%	69.8%	69.9%	71.1%	66.3%	70.3%	71.7%	69.1%	72.0%	68.9%	
to 4th Year	63.2%	64.8%	64.4%	63.2%	59.0%	66.7%	64.0%	63.0%	66.3%		
White/Other	21,906	20,732	21,236	20,788	21,843	22,831	23,672	24,706	24,702	24,809	25,206
to 2nd Year	78.7%	79.2%	78.4%	78.1%	79.8%	80.8%	81.6%	81.5%	81.2%	81.6%	81.7%
to 3rd Year	67.8%	68.4%	68.0%	67.9%	69.8%	71.1%	71.6%	71.5%	71.5%	72.0%	
to 4th Year	63.1%	64.2%	64.0%	63.9%	66.0%	67.2%	67.8%	67.7%	67.5%		
Total (incl. International)	23,722	22,673	23,207	22,650	23,776	24,767	25,901	27,057	27,122	27,337	27,993
to 2nd Year	78.2%	78.6%	77.7%	77.2%	79.2%	80.3%	80.7%	80.6%	80.4%	80.7%	80.9%
to 3rd Year	67.0%	67.3%	67.2%	67.0%	68.9%	69.9%	70.4%	70.2%	70.5%	70.8%	
to 4th Year	62.1%	62.9%	62.9%	62.8%	64.6%	65.9%	66.4%	66.1%	66.3%		

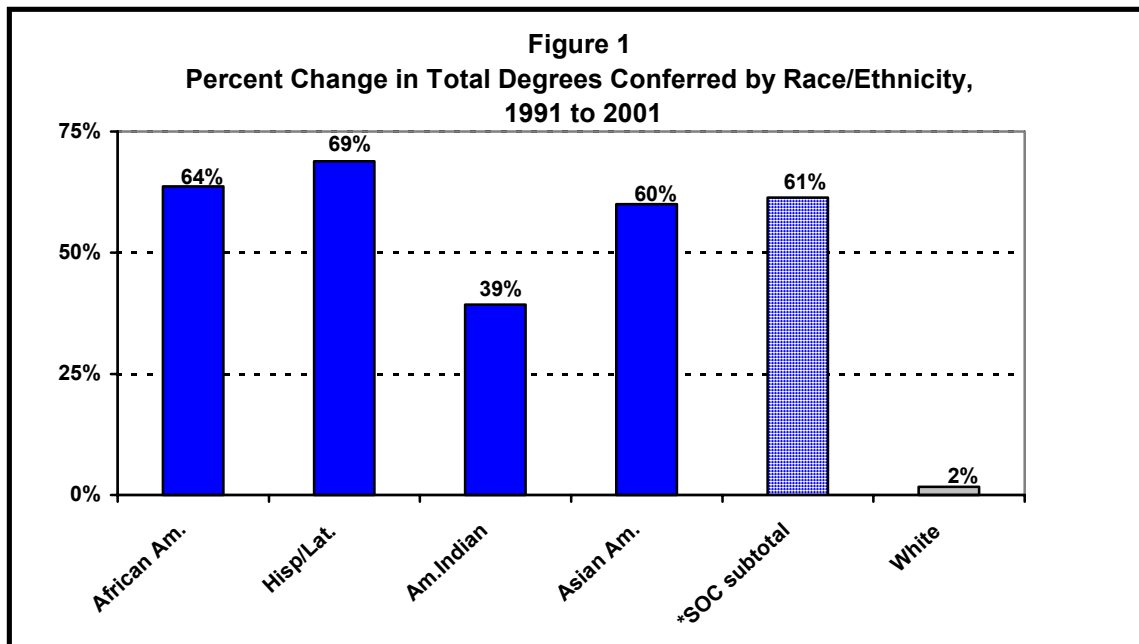
Source: UW System Office of Policy Analysis and Research.

UW System Degrees Conferred by Race/Ethnicity

Total Degrees 1991-2001

The total number of degrees conferred to students of color over the ten-year period from 1991-92 to 2001-02, increased 61 percent, from 1,188 to 1,917. Total degrees earned by white students increased 2 percent, from 25,278 to 28,894 (Figure 1 and Table 7). Between 1991 and 2001, total degrees conferred to:

- African Americans increased 63.7 percent, from 369 to 604;
- Hispanics/Latinos increased 68.9 percent, from 289 to 488;
- American Indians increased 39.3 percent, from 112 to 156;
- Asian Americans (including Southeast Asian Americans) increased 60 percent from 418 to 669.



*SOC: Student of Color

Source: Office of Policy Analysis and Research

Table 7
Degrees Conferred
by Race/Ethnicity and Degree Level 1991-92, 2000-01, 2001-02

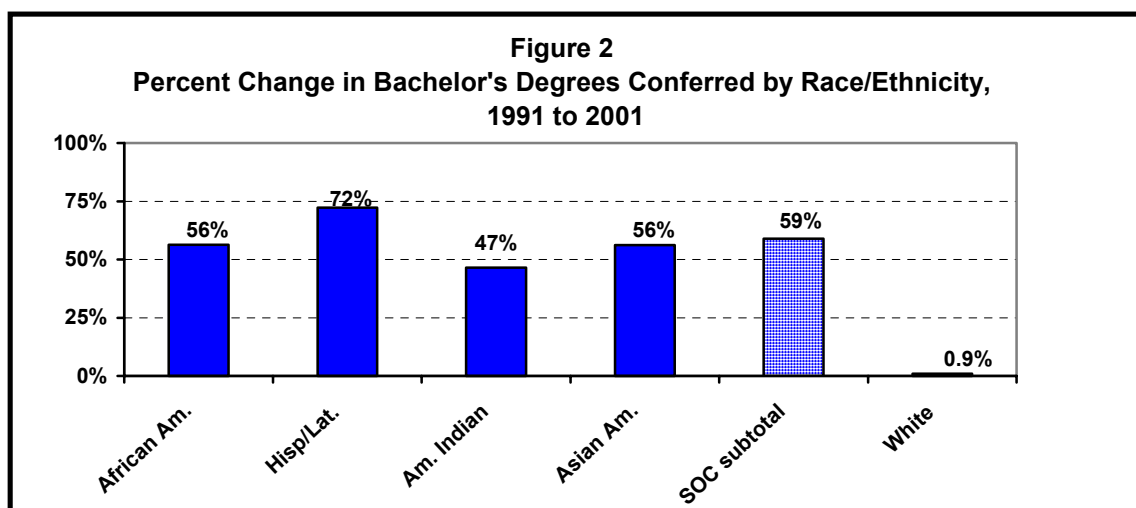
		1991-92		2000-01		2001-02		Percent Change	
		Number	Percent	Number	Percent	Number	Percent	1991-92/ 2001-02	2000-01/ 2001-02
Associate	African American	11	1.2%	13	1.1%	15	1.3%	36.4%	15.4%
	Latino/Hispanic American	5	0.5%	9	0.8%	17	1.5%	240.0%	88.9%
	American Indian	12	1.3%	15	1.3%	3	0.3%	-75.0%	-80.0%
	Asian American	6	0.6%	9	0.8%	13	1.1%	116.7%	44.4%
	Subtotal	34	3.7%	46	4.0%	48	4.1%	41.2%	4.3%
	International	37	4.0%	9	0.8%	8	0.7%	-78.4%	-11.1%
	White/Other	860	92.4%	914	78.5%	1,108	95.2%	28.8%	21.2%
	Total	931	100.0%	969	100.0%	1,164	100.0%	25.0%	20.1%
Bachelor's	African American	247	1.2%	382	1.8%	386	1.8%	56.3%	1.0%
	Latino/Hispanic American	180	0.9%	349	1.6%	310	1.5%	72.2%	-11.2%
	American Indian	71	0.3%	108	0.5%	104	0.5%	46.5%	-3.7%
	Asian American	314	1.5%	535	2.5%	490	2.3%	56.1%	-8.4%
	Subtotal	812	3.9%	1,374	6.4%	1,290	6.1%	58.9%	-6.1%
	International	400	1.9%	519	2.4%	474	2.2%	18.5%	-8.7%
	White/Other	19,371	94.1%	19,034	89.3%	19,540	91.7%	0.9%	2.7%
	Total	20,583	100.0%	20,927	100.0%	21,304	100.0%	3.5%	1.8%
Master's	African American	87	1.7%	124	2.4%	159	3.1%	82.8%	28.2%
	Latino/Hispanic American	72	1.4%	99	1.9%	109	2.1%	51.4%	10.1%
	American Indian	20	0.4%	25	0.5%	38	0.7%	90.0%	52.0%
	Asian American	69	1.4%	121	2.4%	112	2.2%	62.3%	-7.4%
	Subtotal	248	4.9%	369	7.3%	418	8.2%	68.5%	13.3%
	International	684	13.5%	693	13.6%	539	10.6%	-21.2%	-22.2%
	White/Other	4,134	81.6%	3,890	76.5%	4,126	81.2%	-0.2%	6.1%
	Total	5,066	100.0%	4,952	100.0%	5,083	100.0%	0.3%	2.6%
Doctoral	African American	8	1.1%	14	1.9%	16	2.2%	100.0%	14.3%
	Latino/Hispanic American	15	2.0%	22	3.0%	25	3.4%	66.7%	13.6%
	American Indian	3	0.4%	2	0.3%	1	0.1%	-66.7%	-50.0%
	Asian American	15	2.0%	28	3.8%	21	2.9%	40.0%	-25.0%
	Subtotal	41	5.4%	66	9.0%	63	8.6%	53.7%	-4.5%
	International	224	29.4%	213	28.9%	237	32.2%	5.8%	11.3%
	White/Other	496	65.2%	480	65.2%	436	59.2%	-12.1%	-9.2%
	Total	761	100.0%	759	100.0%	736	100.0%	-3.3%	-3.0%
Adv. Professional	African American	16	3.4%	30	4.9%	28	4.6%	75.0%	-6.7%
	Latino/Hispanic American	17	3.6%	27	4.4%	27	4.4%	58.8%	0.0%
	American Indian	6	1.3%	12	2.0%	10	1.6%	66.7%	-16.7%
	Asian American	14	2.9%	43	7.1%	33	5.4%	135.7%	-23.3%
	Subtotal	53	11.1%	112	18.5%	98	16.1%	84.9%	-12.5%
	International	7	1.5%	14	2.3%	14	2.3%	100.0%	0.0%
	White/Other	417	87.4%	484	79.7%	495	81.5%	18.7%	2.3%
	Total	477	100.0%	610	100.0%	607	100.0%	27.3%	-0.5%
Grand Total	African American	369	1.3%	563	1.9%	604	2.1%	63.7%	7.3%
	Latino/Hispanic American	289	1.0%	506	1.8%	488	1.7%	68.9%	-3.6%
	American Indian	112	0.4%	162	0.6%	156	0.5%	39.3%	-3.7%
	Asian American	418	1.5%	736	2.5%	669	2.3%	60.0%	-9.1%
	Subtotal	1,188	4.3%	1,967	6.8%	1,917	6.6%	61.4%	-2.5%
	International	1,352	4.9%	1,448	5.0%	1,272	4.4%	-5.9%	-12.2%
	White/Other	25,278	90.9%	24,802	85.8%	25,705	89.0%	1.7%	3.6%
	Total	27,818	100.0%	28,217	100.0%	28,894	100.0%	3.9%	2.4%

Source: UW System Office of Policy Analysis and Research

Bachelor's Degrees, 1991-2001

Bachelor's degrees conferred to students of color increased 59 percent over the ten-year period, 1991-2001, from 812 to 1,290. Bachelor's degrees earned by white recipients increased 0.9 percent from 19,371 to 19,540 (Figure 2 and Table 7). Between 1991 and 2001, Bachelor's degrees conferred to:

- African Americans increased 56 percent, from 247 to 386;
- Hispanics/Latinos increased 72 percent, from 180 to 310;
- American Indians increased 46 percent, from 71 to 104;
- Asian Americans (including Southeast Asian Americans) increased 56 percent, from 314 to 490.



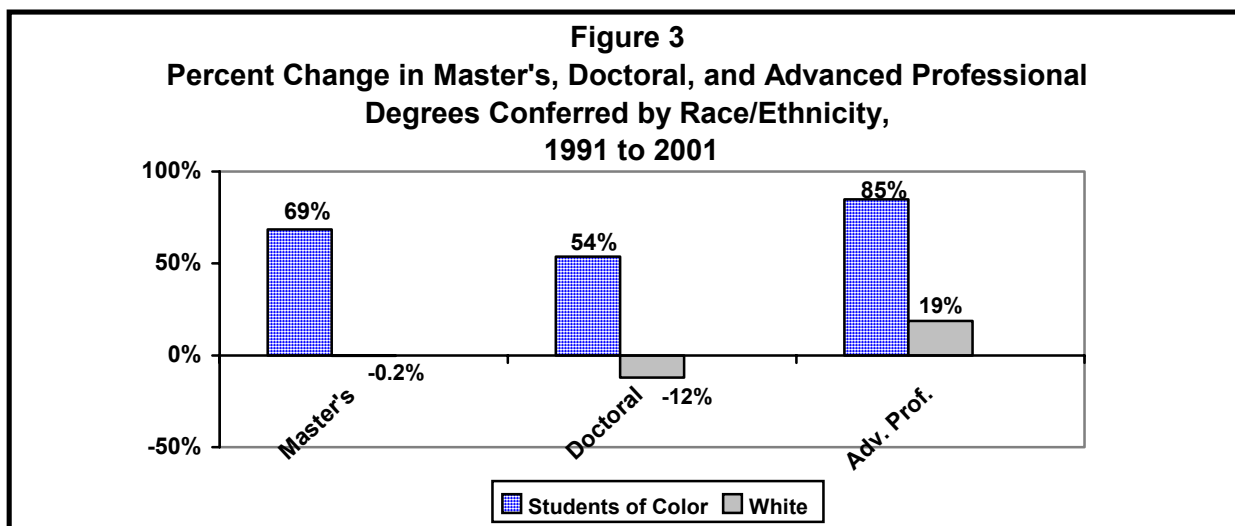
Source: UW System Office of Policy Analysis and Research.

Masters, Doctoral, and Advanced Professional Degrees, 1991-2001

The number of Master's, Doctoral, and Advanced Professional degrees earned by students of color increased between 1991 and 2001. Master's degrees earned by students of color increased 69 percent, from 248 to 418. Doctoral degrees increased 54 percent, from 41 to 63. Advanced professional degrees increased 84.9 percent, from 53 to 98⁸ (Figure 3 and Table 7).

During this period, Master's and Professional degrees conferred increased for all targeted groups. Doctoral degrees conferred increased for African Americans, Hispanics/Latinos, and Asian Americans but decreased for American Indians.

⁸ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.



Source: UW System Office of Policy Analysis and Research.

Total Degrees Conferred, 2000-01 to 2001-02

Between 2000-01 and 2001-02, the total number of degrees granted to students of color decreased 2.5 percent, from 1,967 to 1,917. Degrees conferred to white students increased 3.6 percent, from 24,802 to 25,705 (Table 7). Degrees conferred to students of color increased at the master's level by 13.3 percent but decreased at the bachelor's, doctoral, and advanced professional levels, with decreases of 6.1 percent, 4.5 percent, and 12.5 percent, respectively.

Total degrees conferred, 2000-01 to 2001-02 to:

- African Americans increased 7.3 percent from 563 to 604;
- Hispanics/Latinos decreased 3.6 percent, from 506 to 488;
- American Indians decreased 3.7 percent, 162 to 156;
- Asian Americans decreased 9.1 percent, from 736 to 669.

Bachelor's Degrees Conferred, 2000-01 to 2001-02

Bachelor's degrees conferred between 2000-01 and 2001-02 to students of color decreased 6.1 percent from 1,374 to 1,290:

- African Americans increased 1.0 percent, from 382 to 386;
- Hispanics/Latinos decreased 11.2 percent, from 349 to 310;
- American Indians decreased 3.7 percent, from 108 to 104;
- Asian Americans, including Southeast Asian Americans, decreased 8.4 percent, from 535 to 490.

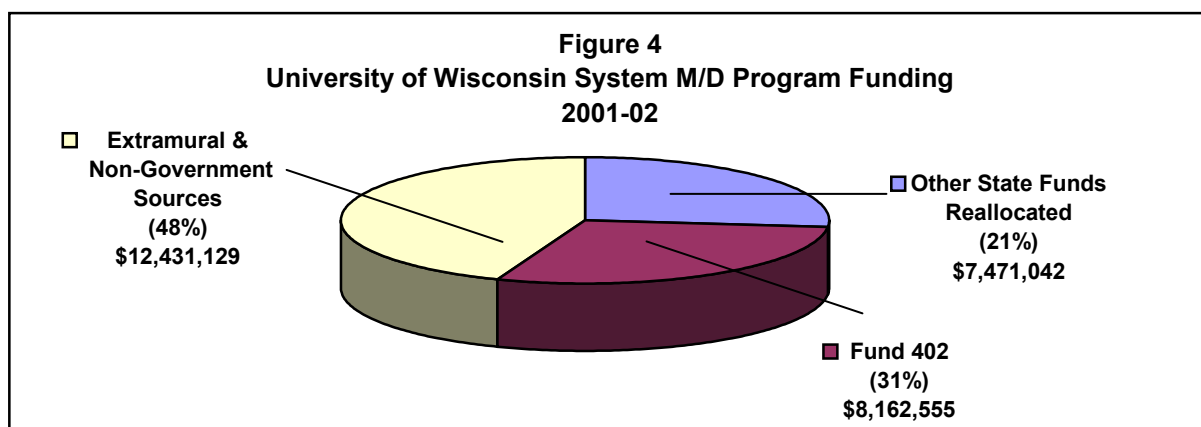
Between 2000-01 and 2001-02:

- Master's degrees earned by students of color increased 13.3 percent, from 369 to 418.
- Doctoral degrees earned by students of color decreased 4.5 percent, from 66 to 63.
- Advanced professional degrees earned by students of color decreased 12.5 percent, from 112 to 98.⁹

⁹ Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

UW System Program Funding

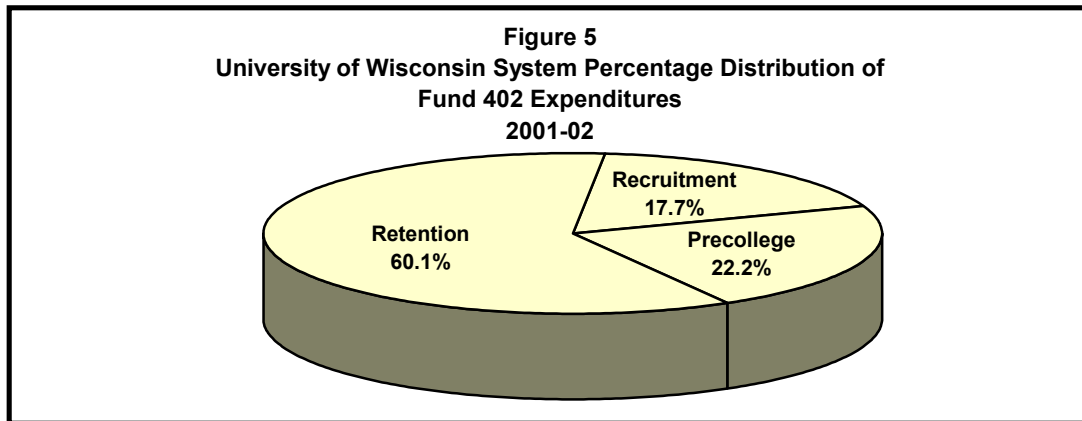
The state and federal governments, through General Program Revenue (GPR) and grants, provide program funding for students of color and disadvantaged students. The institutions also raise extramural funds (Table 8). In 2001-02, the state budget allocation designated specifically for minority/disadvantaged programs (Fund 402) was slightly above \$8 million. Table 8 lists all 2001-02 GPR and non-GPR funds expended for student of color and disadvantaged student programs, including institutional expenditures from the appropriation under section 20.285 (4)(a) of the Wisconsin State Statutes. The 1987-88 biennial budget act created this appropriation designated as Fund 402, specifically for students of color and disadvantaged student program funding. Fund 402 includes only GPR funds. Of all UW System minority/disadvantaged funding, \$12.4 million was raised by UW System institutions from extramural and non-government sources. Thirty one percent of Multicultural and Disadvantaged program dollars are Fund 402 dollars and are dedicated to diversity activities; the remaining 21 percent are state funds reallocated from existing base budgets (Figure 4).



Source: UW System Office of Budget and Planning.

Fund 402 includes funding for precollege, recruitment and retention activities, and related administrative expenses. Precollege activities encourage K-12 students to prepare for and pursue post-secondary education. Recruitment activities increase new UW System student applications and, ultimately, enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees. At UW institutions, Multicultural/Disadvantaged (M/D) offices provide a wide variety of academic, co-curricular, precollege, recruitment, retention, orientation, academic counseling, referral, tutorial services, and socio-cultural activities. M/D offices often serve as resource centers for students of color and disadvantaged students, as well as the larger campus community.

In 2001-02, 60.1 percent of Fund 402 dollars were expended on retention; 17.7 percent on recruitment, and 22.2 percent on precollege activities (Figure 5).



Source: UW System Office of Budget and Planning.

Table 8
Minority and Disadvantaged Program Funding (a)
2001-02 All Fund Expenditures

	2000-01		2001-02				
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	FUND 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c)
Madison	\$7,411,621	\$8,793,611	\$1,778,064	\$3,554,579	\$461,054	\$5,793,697	\$2,999,914
Milwaukee	\$7,566,328	\$8,136,589	\$2,145,824	\$1,573,352	\$2,810,536	\$6,529,712	\$1,606,877
Eau Claire	\$2,205,771	\$2,201,753	\$242,656	\$354,719	\$1,445,723	\$2,043,098	\$158,655
Green Bay	\$1,123,822	\$1,153,204	\$154,811	\$97,953	\$767,720	\$1,020,484	\$132,720
La Crosse	\$1,953,507	\$2,427,415	\$214,821	\$621,083	\$1,591,511	\$2,427,415	\$0
Oshkosh	\$849,270	\$953,315	\$500,734	\$21,900	\$380,522	\$903,156	\$50,159
Parkside	\$744,685	\$844,950	\$341,352	\$149,221	\$320,652	\$811,225	\$33,725
Platteville	\$483,744	\$493,624	\$162,667	\$83,558	\$247,399	\$493,624	\$0
River Falls	\$795,980	\$818,725	\$168,205	\$40,760	\$609,760	\$818,725	\$0
Stevens Point	\$1,098,992	\$1,081,682	\$283,336	\$174,094	\$623,267	\$1,080,697	\$985
Stout	\$916,348	\$1,088,052	\$314,763	\$99,285	\$666,504	\$1,080,552	\$7,500
Superior	\$945,694	\$981,122	\$152,864	\$199,653	\$611,973	\$964,490	\$16,632
Whitewater	\$2,135,741	\$1,767,873	\$826,655	\$46,733	\$894,485	\$1,767,873	\$0
Colleges	\$1,017,457	\$1,158,412	\$275,958	\$71,345	\$771,675	\$1,118,978	\$39,434
Extension	\$130,243	\$129,723	\$98,776	\$30,947	\$0	\$129,723	\$0
Systemwide	\$889,127	\$1,081,277	\$501,069	\$351,860	\$228,348	\$1,081,277	\$0
Total	\$30,268,330	\$33,111,327	\$8,162,555	\$7,471,042	\$12,431,129	\$28,064,726	\$5,046,601

Source: UW System Office of Budget and Planning

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions. Includes precollege and institutional scholarships.

(b) Includes program revenue funds from auxiliaries and special courses.

(c) Reflects institution-awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

SECTION III: STUDENT FINANCIAL ASSISTANCE

Financial assistance remains a key element in the college success of students of color. Financial aid was one of the three highest priorities cited by UW System faculty, staff, students of color, and communities of color during the development of Plan 2008. It is crucial to the successful recruitment, retention, and graduation of students of color and economically disadvantaged students.

In 2001-02, 88,594 UW System students received average aid of \$6,110 (Table 9). In the UW System, 10,187 students of color received financial aid. The average aid provided for students of color was higher at \$8,060; higher financial need among students of color results in higher aid awarded. Of the aid awarded to students of color, 48 percent is in the form of loans and 50 percent is in the form of grants. In contrast, 71 percent of aid is in the form of loans and 27 percent in the form of grants for white students.

Table 9
UW System Financial Aid Recipients' Need Profile by Race/Ethnicity
2001-02

	Number of Recipients	**Average Financial Aid Need	Average Financial Aid Received	* Percent of Aid in Grants	*Percent of Aid in Loans
Asian	3,102	\$10,574	\$7,697	53%	45%
African American	3,886	\$10,908	\$8,687	48%	50%
American Indian	872	\$9,870	\$8,150	61%	38%
Latino/Hispanic American	2,327	\$10,689	\$7,463	45%	54%
Subtotal	10,187	\$10,674	\$8,060	50%	48%
Unknown	1,614	\$9,398	\$5,388	37%	61%
White	76,793	\$7,766	\$5,980	27%	71%
Total	88,594	\$8,183	\$6,110	30%	68%

*Work aid comprised the remaining percentage of financial aid.

**Average financial need is based on students with need (defined by federal methodology).

Minority/Disadvantaged Financial Aid Programs

UW System administers two financial aid programs that target students of color and economically disadvantaged students. The Lawton Undergraduate Minority Retention Grant (LUMRG) Program provides assistance to degree-seeking undergraduates, and the Advanced Opportunity Program (AOP) awards are for students seeking advanced degrees.

In 2001-02, the LUMRG program provided assistance to 2,066 undergraduates, with an average award of \$1,335. The AOP program provided assistance to 497 graduate students seeking advanced degrees, with an average award of \$9,028 (Table 10).

Table 10
UW System Students of Color and Disadvantaged Student Financial Aid
Programs
2001-02

	Lawton Undergraduate Minority Retention Grant (LUMRG)		Advanced Opportunity Program (AOP)	
	# Recipients	Average \$	# Recipients	Average \$
African American	812	\$1,408	200	\$9,625
Latino/Hispanic				
American	471	\$1,363	119	\$9,387
American Indian	182	\$1,232	48	\$9,196
Asian American	596	\$1,243	62	\$9,012
White	5	\$1,332	68	\$6,051
Total	2,066	\$1,335	497	\$9,028

Source: UW System Office of Policy Analysis and Research.

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program

The LUMRG Program began in 1986-87, and provides need-based assistance to African American, Hispanic/Latino, American Indian, and statutorily defined Southeast Asian American students. Eligible students may be sophomores, juniors, or seniors who are Wisconsin residents or Minnesota Compact students. Students must be enrolled in six or more credits. The LUMRG program replaces loan aid with grant aid when possible. For additional information on undergraduate financial aid, see Appendix A.

In 2001-02, students could receive LUMRG grants up to a maximum of \$2,500 per year, and are eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a “last dollar” basis; all other grants or fellowships are awarded first. The total fund amount in 2001-02 was \$2,756,700.¹⁰

The Advanced Opportunity Program (AOP)

The AOP Program began in 1973-74 to promote the recruitment and retention of students of color and disadvantaged students seeking degrees at the graduate and advanced professional levels. Eligible students must be U.S. citizens or permanent residents and preference is given to Wisconsin residents. The total fund amount in 2001-02 was \$4,503,300.¹¹

For additional information on graduate level financial aid, see Appendix B.

¹⁰ Source: The UW System Office of Budget and Planning. There was no change in the allocation between 1999-00 and 2001-02.

¹¹ Source: The UW System Office of Budget and Planning. There was no change in the allocation between 1999-00 and 2001-02.

APPENDICES

Appendix A
Financial Aid Recipients' Unmet Need Profile by Race/Ethnicity and Dependency Status
Undergraduate Students
2001-02

		Financial Need		Total Aid		Unmet Need		Grants		Loans	
Undergraduate											
Asian American	Dependent	1,654	\$15,420,181	1,905	\$13,511,942	1,251	\$3,747,761	1,475	\$7,905,391	1,229	\$5,139,819
	Independent	625	\$6,272,627	643	\$5,058,033	454	\$1,580,300	565	\$2,874,790	420	\$2,094,672
	Unknown	7	\$42,081	223	\$947,377	6	\$32,096	207	\$838,441	38	\$88,871
	Total	2,286	\$21,734,889	2,771	\$19,517,352	1,711	\$5,360,157	2,247	\$11,618,622	1,687	\$7,323,362
African American	Dependent	1,689	\$16,375,926	1,942	\$14,511,655	1,202	\$4,156,503	1,516	\$7,746,617	1,581	\$6,365,540
	Independent	1,287	\$13,815,748	1,320	\$11,891,390	845	\$2,926,186	1,159	\$5,398,855	1,129	\$6,381,273
	Unknown	2	\$10,047	127	\$950,096	2	\$6,319	109	\$827,241	25	\$122,855
	Total	2,978	\$30,201,721	3,389	\$27,353,141	2,049	\$7,089,008	2,784	\$13,972,713	2,735	\$12,869,668
American Indian	Dependent	314	\$2,244,647	419	\$2,708,291	172	\$412,173	331	\$1,672,329	262	\$1,003,295
	Independent	289	\$2,765,242	312	\$2,646,643	181	\$485,000	290	\$1,690,762	194	\$930,592
	Unknown	1	\$6,936	27	\$177,536	1	\$5,936	25	\$149,861	3	\$27,675
	Total	604	\$5,016,825	758	\$5,532,470	354	\$903,109	646	\$3,512,952	459	\$1,961,562
Latin Hispanic American	Dependent	1,055	\$9,323,640	1,336	\$8,633,395	711	\$2,802,471	909	\$3,743,757	1,079	\$4,639,887
	Independent	520	\$5,243,185	552	\$4,442,544	343	\$1,216,257	480	\$2,154,139	430	\$2,238,221
	Unknown	20	\$159,390	151	\$581,714	19	\$119,737	143	\$524,623	17	\$57,091
	Total	1,595	\$14,726,215	2,039	\$13,657,653	1,073	\$4,138,465	1,532	\$6,422,519	1,526	\$6,935,199
Unknown	Dependent	289	\$2,122,828	417	\$2,166,098	205	\$714,887	209	\$727,357	303	\$1,345,902
	Independent	357	\$2,187,517	429	\$2,103,168	176	\$640,853	215	\$596,414	346	\$1,490,887
	Unknown	4	\$23,408	309	\$1,462,068	3	\$18,234	283	\$233,374	41	\$187,062
	Total	650	\$4,333,753	1,155	\$5,731,334	384	\$1,373,974	707	\$1,557,145	690	\$3,023,851
White	Dependent	34,269	\$208,126,901	51,911	\$267,770,832	21,036	\$46,776,885	22,862	\$66,605,655	44,785	\$193,117,331
	Independent	12,332	\$110,770,805	13,115	\$99,467,887	7,732	\$24,501,613	9,618	\$36,379,408	11,166	\$61,573,106
	Unknown	408	\$2,659,148	5,293	\$16,081,635	362	\$1,997,960	5,049	\$14,038,845	251	\$1,865,596
	Total	47,009	\$321,556,854	70,319	\$383,320,354	29,130	\$73,276,458	37,529	\$117,023,908	56,202	\$256,556,033

Source: Office of Policy Analysis and Research

Appendix B
Financial Aid Recipients' Unmet Need Profile by Race/Ethnicity and Dependency Status
Graduate Students
2001-02

		Financial Need		Total Aid		Unmet Need		Grants		Loans	
Graduate											
Asian	Dependent	0	\$0	5	\$8,410	0	\$0	5	\$8,410	0	\$0
	Independent	236	\$4,933,033	246	\$3,890,356	188	\$1,404,236	89	\$508,690	220	\$3,368,134
	Unknown	0	\$0	80	\$460,342	0	\$0	78	\$433,960	2	\$26,382
	Total	236	\$4,933,033	331	\$4,359,108	188	\$1,404,236	172	\$951,060	222	\$3,394,516
African American	Dependent	1	\$6,259	2	\$6,000	1	\$759	1	\$500	1	\$5,500
	Independent	396	\$6,618,621	414	\$5,590,836	236	\$1,949,503	201	\$1,471,054	377	\$4,105,040
	Unknown	2	\$10,120	81	\$806,287	1	\$5,344	81	\$806,287	0	\$0
	Total	399	\$6,635,000	497	\$6,403,123	238	\$1,955,606	283	\$2,277,841	378	\$4,110,540
American Indian	Dependent	0	\$0	3	\$5,262	0	\$0	3	\$5,262	0	\$0
	Independent	96	\$1,892,041	102	\$1,457,445	56	\$602,809	80	\$695,014	67	\$754,439
	Unknown	0	\$0	9	\$112,009	0	\$0	9	\$112,009	0	\$0
	Total	96	\$1,892,041	114	\$1,574,716	56	\$602,809	92	\$812,285	67	\$754,439
Latin Hispanic American	Dependent	1	\$2,884	3	\$7,685	0	\$0	2	\$4,337	1	\$3,348
	Independent	213	\$4,606,808	223	\$3,189,431	166	\$1,749,500	117	\$820,827	195	\$2,361,141
	Unknown	0	\$0	62	\$512,697	0	\$0	61	\$510,197	1	\$2,500
	Total	214	\$4,609,692	288	\$3,709,813	166	\$1,749,500	180	\$1,335,361	197	\$2,366,989
Unknown	Dependent	1	\$9,504	1	\$7,390	1	\$2,114	0	\$0	1	\$7,390
	Independent	165	\$3,325,121	177	\$2,370,569	133	\$1,160,215	38	\$154,387	167	\$2,189,038
	Unknown	0	\$0	281	\$586,823	0	\$0	277	\$536,486	4	\$50,337
	Total	166	\$3,334,625	459	\$2,964,782	134	\$1,162,329	315	\$690,873	172	\$2,246,765
White	Dependent	19	\$156,205	109	\$253,630	7	\$38,097	95	\$112,300	20	\$138,459
	Independent	5,464	\$85,916,709	5,842	\$74,427,489	3,565	\$22,177,521	1,366	\$4,318,499	5,664	\$69,388,507
	Unknown	0	\$0	523	\$1,193,926	0	\$0	510	\$1,049,357	16	\$144,569
	Total	5,483	\$86,072,914	6,474	\$75,875,045	3,572	\$22,215,618	1,971	\$5,480,156	5,700	\$69,671,535

Source: Office of Policy Analysis and Research

PRINCIPLES FOR ACADEMIC PROGRAM CONSOLIDATION AND ELIMINATION

EXECUTIVE SUMMARY

BACKGROUND

Each December, the institutional academic program review process is described and reviewed for the Board of Regents Education Committee in the Report on Academic Program Planning and Review. The report summarizes the results of institutional program review processes, as well as academic program planning activities. These activities include the consolidation and the elimination of programs, and all UW System institutions follow explicit guidelines for reviewing individual programs as well as their institutional program array. As the report indicates, the overall System program array has declined over the past 10 years. That is not surprising since program elimination and consolidation are a necessary part of program planning and development given that no new funding is available for new academic programs. As a result, any new program must be supported by a reallocation of funds from existing programs.

The current budget situation necessitates increased scrutiny of existing program array and greater attention to reducing the number of academic programs offered systemwide. At the February, 2003, Board of Regents meeting, President Lyall outlined a set of principles for managing UW-System budget reductions. After a commitment to look first at administrative expenses, she indicated that the UW System must next “look to eliminate or merge academic programs and majors that have small enrollments or similar programs elsewhere.” The current fiscal environment creates greater urgency for processes and principles that are a part of a continuous assessment of program array. At the March, 2003, meeting of the Education Committee, the Provosts from UW-Madison and UW-Parkside described the principles and processes used by their institutions for evaluating academic programs. That discussion made clear that the principles and processes for evaluating academic programs for consolidation and elimination must be considered in the broader context of ongoing campus academic program review. In consultation with the institutions of the UW System, the Office of Academic and Student Services developed the following set of principles for academic program consolidation and elimination for presentation to the Board of Regents.

REQUESTED ACTION

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

DISCUSSION

Description of Principles for Program Consolidation/Elimination

During this time of significant budget reductions in which UW System institutions carefully scrutinize their academic program array, the following set of principles guides the institutional process of academic program review, consolidation, and elimination.

In evaluating programs for possible elimination or consolidation, consideration is given to the following:

1. The quality of the program in the areas of teaching and learning, and contributions of its faculty in research and creative activity, and service.
2. The contribution of the program to the mission and strategic plan of the institution, and the needs of the state.
3. Student demand for the program as measured by enrollment, retention and graduation of students.
4. Resource implications of eliminating/consolidating the program, i.e., will it save money, result in the loss of resources from external sources, etc.
5. Uniqueness/redundancy of the program within the institution and across the system.
6. Opportunities for collaboration with other programs within the institution, or at other institutions.
7. The long term effect of elimination/consolidation on quality, mission, strategic directions, other programs of the institution and system.
8. The impact of program elimination/consolidation on system program array, and student access to programs.

The goal as individual institutions and as a system is to preserve and strengthen, to the extent possible within the current budget reality, a program array that is accessible to Wisconsin residents, meets their needs and the needs of the state, while maintaining and continuing to improve quality.

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$5,311,158 for fiscal year July 1, 2003 to June 30, 2004, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

**APPROVAL OF REQUESTS TO
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS,
PROFESSORSHIPS, AND SPECIAL PROGRAMS IN ARTS AND
HUMANITIES, SOCIAL SCIENCES AND MUSIC, AND
A SPECIAL CONSTRUCTION FUND FOR THE PROPOSED
ENGINEERING CENTER**

EXECUTIVE SUMMARY

BACKGROUND

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an act of the legislature of Wisconsin, provides in part that the trustees of the estate may proffer in writing to the regents funds for the maintenance of scholarships, fellowships, professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

At the beginning of each calendar year, the trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year, and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

The proffer is made following receipt, by the trustees, of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.d. constitute that warrant.

Following approval of this resolution, President Lyall will send a formal request to the trustees, who will determine the amount of income that will be available for the various awards (particularly for music, which varies with the value of the trust) and respond with a proffer of funds. The value of the proffer will be reported to the board at its meeting in May.

REQUESTED ACTION

Approval of resolution I.1.d., a request to the trustees of the William F. Vilas Trust Estate for \$5,311,158 for fiscal year 2003-2004 for the support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.

DISCUSSION

The attached document contains the responses to the trustees' request and details how the proposed funds will be expended. It has six components: (a) continuation of Trustee-approved programs, UW-Madison (\$4,728,158); (b) expansion of Trustee-approved programs,

UW-Madison (\$160,000); (c) one-time-only program allocations (reinstatements), UW-Madison (\$402,000); (d) a request from UW-Madison that, pursuant to Article 5 of the Deed of Gift and conveyance, one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program, identified as the Microbial Sciences Building (estimated cost, \$100 million); (e) support for the "Celebrating the Creation and Performance of Contemporary Music" program, UW-Milwaukee (\$18,500); and (f) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan (\$2,500).

A search is currently underway for the Vilas Research Professor in the Department of English at UW-Milwaukee. UW-Milwaukee is planning to appoint a new Vilas Professor for the academic year 2003-2004. If the appointment is made, UW-Milwaukee plans to make a special request seeking Vilas Trust support of \$40,000 (\$30,000 for Research Support and \$10,000 for Salary Support).

March 24, 2003

President Katharine C. Lyall
University of Wisconsin System
1720 Van Hise Hall
CAMPUS

Dear President Lyall:

I am submitting the following report for funds from the Vilas Trust Estate for fiscal year July 1, 2003 to June 30, 2004 for the University of Wisconsin-Madison.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | | |
|----|---|--------------|---------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships
at \$400 each | | 4,000 |
| 2. | Continuation of 10 Vilas Graduate Fellowships: | | |
| | a. 5 at \$600 each | | 3,000 |
| | b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. | Continuation of 15 Vilas Research Professors
at \$10,000 salary plus \$30,000 auxiliary allowances each: | | 600,000 |

Vernon Barger - Vilas Research Professor
of Physics, College of Letters and Science

David Bethea - Vilas Research Professor
of Slavic Languages, College of Letters and Science

William A. Brock - Vilas Research Professor
of Economics, College of Letters and Science

Richard Davidson - Vilas Research Professor
of Psychology and Psychiatry, College of Letters and
Science and Medical School

Robert Hauser - Vilas Research Professor
of Sociology, College of Letters and Science

Jost Hermand - Vilas Research Professor
of German, College of Letters and Science

Judith Kimble - Vilas Research Professor
of Biochemistry and Medical Genetics

Ching Kung - Vilas Research Professor
of Genetics, College of Agricultural and Life Sciences

Emiko Ohnuki-Tierney - Vilas Research Professor
of Anthropology, College of Letters and Science

W. Harmon Ray - Vilas Research Professor
of Chemical Engineering, College of Engineering

Elliott Sober - Vilas Research Professor
of Philosophy, College of Letters and Science

Howard Weinbrot - Vilas Research Professor
of English, College of Letters and Science

Erik Olin Wright - Vilas Research Professor
of Sociology, College of Letters and Science

Sau Lan Wu - Vilas Research Professor
of Physics, College of Letters and Science

Vilas Research Professor - to be appointed

- | | | | |
|----|---|---------------|--------|
| 4. | a. Continuation of 50 additional undergraduate scholarships at \$400 each | 20,000 | |
| | b. Continuation of 50 additional graduate fellowships at \$600 each | <u>30,000</u> | 50,000 |
| 5. | Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas | | 32,000 |
| 6. | Retirement benefits for eight (8) Vilas Professors: Berkowitz, Bird, Fellman, Goldberger, Keisler, Lardy, Mueller, Vansina at \$2,500 each | | 20,000 |
| 7. | Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: 2003-04 GUEST ARTISTS | | 24,300 |

8.	20 Vilas Associates in the Arts and Humanities		619,687
9.	15 Vilas Associates in the Social Sciences		563,501
10.	11 Vilas Associates in the Physical Sciences		414,145
11.	6 Vilas Associates in the Biological Sciences		234,025
12.	One-time special funding for Vilas Research Professors:		
	David Bethea (6-yr request-\$30,000/yr)	30,000	
	Ching Kung	65,000	
	Howard Weinbrot	5,000	
	Erik Wright	<u>15,000</u>	115,000
13.	Continuation of 1998 and 2002 Expansion of Approved Programs:		
a.	940 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		376,000
b.	400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		240,000
14.	Continuation of nineteen (19) existing young investigator awards		1,425,000
<u>Total Continuation Request</u>			<u>\$4,728,158</u>

B. EXPANSION OF APPROVED PROGRAMS

1.	4 Vilas Teaching Professorships at \$10,000 salary	160,000	
	plus \$30,000 auxiliary allowances each		
<u>Total Expansion Request</u>			<u>\$160,000</u>

C. ONE TIME ONLY PROGRAM ALLOCATIONS

1.	1,005 additional undergraduate scholarships of \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance, for all undergraduates eligible for need-based grants to offset tuition increases attributable to the Madison Initiative and budget cuts in 2003-04. This is requested for approval consistent with one-time allocations previously made.		402,000
<u>Total One Time Only Program Allocations</u>			<u>\$402,000</u>

D. FACILITY CONSTRUCTION FUND (MICROBIAL SCIENCE)

Pursuant to Article 5 of the Deed of Gift and Conveyance, we request that one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program which we have identified as the Microbial Sciences Building. It is our plan to seek this allocation pursuant to Article 5 for five years. This is the third year of our request. The estimated cost of the facility is \$100 million. Construction is anticipated in the period 2004-06. A summary of the project was provided to the Trustees at the April 2001 meeting.

Please let me know if you have any questions.

Sincerely,

John D. Wiley
Chancellor

Attachments

xc: Provost Peter Spear
Vice Chancellor Darrell Bazzell
Dean Martin Cadwallader

March 27, 2003

TO: Katharine C. Lyall, President
The University of Wisconsin System

FROM: John Wanat, Provost
UW-Milwaukee

RE: UW-Milwaukee 2003-04 Vilas Trust Support Proposals

Please find attached a proposal that UW-Milwaukee is submitting for the 2003-04 Vilas Trust Funds:

1. Department of Music, Peck School of the Arts. *Celebrating the Creation and Performance of Contemporary Music at UWM, 1971-2003*
Total Request: 18,500
2. Continuation of the standard retirement benefit of \$2,500 in support of Vilas Professor Emeritus Ihab Hassan.

At present, the Vilas Chair in the Department of English is vacant. We are currently recruiting, have identified finalist and seek to appoint a new Vilas Professor that will start at the beginning of the 2003-04 academic year. When the appointment is recommended for designation as a Vilas Professor, we will seek Vilas Trust support of \$40,000 (30,000 for Research Support and 10,000 for Salary Support).

Thank you for your continued consideration and support of these activities.

C: Nancy L. Zimpher, Chancellor
Sona Andrews, Associate Vice Chancellor
G. Richard Meadows, Dean, College of Letters and Science
Robert Buckner, Dean, Peck School of the Arts

Program Authorization (Implementation)
B.A./B.S. in Web and Digital Media Development
University of Wisconsin-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.e.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A./B.S. in Web and Digital Media Development.

**NEW PROGRAM AUTHORIZATION
B.A./B.S. in WEB AND DIGITAL MEDIA DEVELOPMENT
UNIVERSITY OF WISCONSIN-STEVENSON
(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 baccalaureate degree in web and digital media development (WDMD) 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-Stevens Point and UW System Administration will conduct that review jointly, and the results will be reported to the Board of Regents.

The proposed Web Design and Media Development program (WDMD) has been developed as part of UW-Stevens Point's 2001-2003 Biennial Budget Initiative: *The Central Wisconsin Idea (CWI): Building Collaborative Partnerships for Economic Development*. The new program in web development will replace and expand upon an existing minor that has been housed in the Art Department and focused on design. This program will be part of the Department of Mathematics and Computing and will provide a broader, more comprehensive, and technologically focused program of study, which will include courses in computer information systems, business and professional writing, and new WDMD-specific courses.

REQUESTED ACTION

Approval of Resolution I.1.e.(1), authorizing the implementation of the B.A./B.S. in Web and Digital Media Development, UW-Stevens Point.

DISCUSSION

Program Description

WDMD offers students the intellectual benefits of a broad-based baccalaureate degree. Students will complete the UW-Stevens Point general education requirements and develop specialized knowledge through focused, upper-level coursework. To complete the major, students will take 45/46-credits. The program will require 36 interdisciplinary core credits from WDMD, English, Business, and Computer Science. Students will select three additional courses to specialize either with a design or a technical focus. Nine of the courses are pre-existing or already developed. Two more will be developed and in place in time for the first cohort of students to complete the program. As a major containing 45-46 credits, WDMD is similar in the total credits required of many existing majors at UW-Stevens Point. A full-time student will be able to complete the university's general degree requirements and the requirements of this major within four academic years.

The design emphasis within the major will attract students who are interested in a focus on the “front-end,” i.e., user interfaces, and who want to understand the use of media on the web, site design, and production. The technical focus will attract students more interested in the technical “back-end,” in order to specialize with a focus on active server pages, database web applications, and the “nuts and bolts” of the web. WDMD targets students who are interested in working with the World Wide Web as site developers and managers, as well as those interested in employment delivering multimedia materials digitally. In the latter category, positions are found in education and training, as well as in the entertainment and publishing industries.

Program Goals and Objectives

The program’s goals are to:

- Provide students with the critical-thinking skills and broad, general knowledge of a college education, as well as the technological training that responds to the state’s economic need for individuals highly skilled in web design and media development.
- Provide intensive foundational instruction in web and digital media issues and specialization courses that allow students to choose a design or technical focus.
- Provide currently enrolled students and working professionals with the knowledge and skills necessary for digital media development and technology-based project management.
- Reach time- and place-bound student populations by also offering the program through the Collaborative Degree Program (CDP).

Relation to Institutional Mission

The proposed WDMD program reflects the UW System’s mission to develop human resources, the UW Cluster mission to promote and support economic development of the state, and the UW-Stevens Point mission to cooperate with UW-Extension to provide outreach programming and area partnerships. Through the internship component and the partnerships with area businesses, the program links University expertise and resources with the current and emerging needs of the new economy in central Wisconsin. It will serve the mission of economic development by providing currently enrolled students and working professionals with the knowledge and skills needed for developing, advancing, and administering technologically driven organizations.

Need

The field of web and digital media development is still new, and so the job titles associated with it have not yet been tracked by the State or Federal Departments of Labor statistics. However, in its Occupational Outlook Handbook for 2002-03, The U.S. Department of Labor has made the case that specialists with expertise in internet design and digital media are, and will remain in high demand. The rapid expansion of the internet and of the use of digital media, as opposed to analog media, points to the need for specialists to enter the job market with titles such as Web Development Manager, Digital Video Specialist, New Media Developer, Flash Architect, New Media Trainer, Web Server Administrator, Web Graphic Designer, Web and Client Server Developer, Internet Developer, Web Editor, Web/Multi Media Designer, Internet Projects Manager, User Interface Designer, E-Business Designer, Technical Trainer, and

Senior Instructional Designer. The proposed major addresses this demand. Traditional media/communication fields are not in a position to meet the demand.

Comparable Programs in Wisconsin

In Wisconsin, there are currently no academic majors with titles specifically identifying a major in web design or digital media. UW-Platteville's program in Communication Technology has a 24-credit emphasis in Graphic Communication/Imaging that focuses primarily on print and broadcast communication. UW-Eau Claire has a minor and certificate program in Web Design and Development. This minor allows students to choose from Computer Information Science (CIS) courses and Communication and Arts-related design courses. UW-Parkside has an interdisciplinary certificate, World Wide Web Publishing, made up of five courses including two courses in art and two computer science courses. The UW-Madison Small Business Development Center, in partnership with UW-Milwaukee University Outreach, has a Web Site Design Certificate Program including certificates in website design, electronic commerce, internet application development, or internet services administration. As a full academic major, the proposed WDMD program is able to provide a broader complement of audio-, visual- and web-development, and business skills than a minor or certificate program is able to do.

Comparable Programs outside Wisconsin

Major institutions in several states have recently developed programs that fill the need of integrating digital arts creation and computer web development. These include: the Indiana University/Purdue University Indianapolis program in New Media; the University of Evansville's (Indiana) major in Internet Technology; a web design and internet program at Parson's School of Design in New York; the Design/Media Arts major at UCLA; and the Multimedia/Web Development major at Dakota State University in Madison, South Dakota. Two programs offer a curriculum very close to that which we propose for WDMD: Fort Hays State University (Kansas) has a Web Development program, and the State University of New York College of Technology at Alfred has an Information Technology Degree in Web Development. Faculty from these programs were, therefore, asked to serve as outside reviewers for this proposal.

Collaboration

During the first year of the proposed major, the WDMD program will become the third major offered as part of UW-Steven Point's Collaborative Degree Program (CDP). CDP is a cooperative, degree-completion program involving UW-Stevens Point, UW-Marshfield, UW-Marathon, and UW-Marinette. To meet the needs of time- and place-bound student populations, CDP classes are offered at all sites via distance education, usually in the evening. We expect that WDMD courses will be offered with faculty presenting from a single site throughout the semester.

Use of Technology/Distance Education

Technology is at the heart of this program, which emphasizes design and use of internet-related technology. In most courses, technology is the primary content, e.g., web design and digital imaging, while in a few courses, such as business writing and principles of management, computers are support tools rather than the focus of instruction. The Department of Mathematics and Computing has a state-of-the-art computing lab that will be used to provide instruction in web design, internet languages, and digital image and audio development. These are technology tools and foci of instruction that are used by few other programs in Wisconsin. In addition to this new lab, UW-Stevens Point is well equipped with computing technology that supports such curricular elements of this program as 3-D computer graphics, network management, business writing, and marketing. As noted in the prior section, the WDMD major will be offered via distance education as part of the Collaborative Degree Program (CDP) to students at UW-Marshfield, UW-Marathon, and UW-Marinette. Resources are in place at the UW-Marshfield campus that will allow full presentation of the WDMD program to that institution. As UW-Marathon and UW-Marinette develop appropriate resources, they will be able to receive the full WDMD program.

Academic and Career Advising

WDMD majors will be assigned to faculty advisors as soon as they enter the program. Career advising opportunities will be available through interaction with the WDMD program faculty and with the Career Services Office on the campus. Each campus participating in the Collaborative Degree Program has an assigned CDP adviser. UW-Stevens Point Extension, which facilitates the CDP, will add WDMD advising to its regular training/orientation regimen for CDP advisers. Additionally, WDMD majors will have significant contact with area business people during their time as students through regular guest lecturers from industry, internship experiences, and as part of the web development seminar. The web development seminar is a capstone experience for students during their last semester before graduation. In this seminar, students will work in teams developing web sites for area businesses. The CIS program at UW-Stevens Point has a similar capstone seminar and it has demonstrated that work with areas businesses provide significant career insight for the students.

Projected Enrollment (6 years)

By the sixth year, the program plans to admit 45-50 students annually, graduate 15-20 students annually, and have a total enrollment of 125-130.

Year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
New Students	20	20	30	35	40	50
Continuing Students		16	30	50	65	81
Total Enrollment	20	36	60	85	105	131
Graduating Students				9	11	19

Assessment and Program Evaluation

Teaching faculty will be assessed by three annual peer evaluations based on classroom visitations, and via student course evaluations at least annually. Employers and supervisors at internship sites will be surveyed to obtain their assessment of the students' preparation. The program will survey both graduates and their employers to determine how well graduates are prepared for the world of work, and what additional areas of content should be incorporated as the program curriculum is continually reviewed and revised. In addition to qualitative assessment, the new program will be assessed to determine if it has achieved the following outcome based goals:

- By the end of the sixth semester, a minimum of ten students will have been placed as interns with area businesses;
- By the end of the eighth semester, the major will have graduated five students;
- By the beginning of the ninth semester, five students will have achieved employment in web and digital media positions;
- By the end of the tenth semester, the Collaborative Degree Program will have produced five WDMD graduates.

Evaluation from External Reviewers

External reviews were favorable, and provided useful suggestions which have been adopted. For example, the description for the course on multimedia authoring has been renamed and clarified. One reviewer particularly liked that the program will require a management course. She felt this was a better choice than accounting, which is often required in similar programs. Both evaluators commented on the need to ensure adequate budget for faculty development since the technology and content-knowledge change so quickly. The attached budget demonstrates that this program has made the necessary long-term commitment to professional development for the faculty.

Resource Needs

The WDMD major is funded as part of the Central Wisconsin Idea (CWI), which received legislative funding as part of a 2001-03 budget request. After the initial year with its associated startup costs, the program will receive \$273,800 annually. The budget will include nearly \$20,000 annually (after the first year) to fund faculty development to help faculty maintain field currency. Included in the first-year is \$212,500 to finance a hands-on, 30-seat lab with distance education capability. This initial expenditure for hardware and software, and the ongoing \$30,000 annually to upgrade and maintain hardware and software, will allow students and faculty to work with the latest digital technologies. Student help will be hired beginning in the second year to staff the hands-on lab during non-class hours for 26 hours per week, 43 weeks of the calendar year (this includes fall and spring semesters, summer sessions, and interim sessions between fall and spring and spring and summer). These students will monitor the use of the lab and will assist with technical problems associated with the computers and peripheral devices.

Estimated Total Costs and Revenue Sources

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
CURRENT COSTS						
Personnel						
Fac/Acad Staff	.165 ¹	\$8,605	.58 ¹	\$31,457	.875 ¹	\$48,881
Grad Assistants						
Classified Staff	.10	\$2,957	.10	\$3,016	.10	\$3,047
Subtotal		\$11,562		\$34,473		\$51,928
ADDITIONAL COSTS						
Personnel	1.75	\$110,439	3.5	\$219,986	3.5	\$226,586
Student Help				\$8,400		\$8,400
Non-personnel						
S&E		\$25,000		\$2,500		\$2,500
Capital Equip.		\$110,000				
Computing		\$77,500		\$29,100		\$29,100
Faculty development				\$19,800		\$19,800
Subtotal		\$322,939		\$279,786		\$286,386
TOTAL COSTS		\$334,501		\$314,259		\$338,314
CURRENT RESOURCES						
GPR		\$11,562		\$34,473		\$51,928
Other (Define)						
Subtotal		\$11,562		\$34,473		\$51,928
ADDITIONAL RESOURCES						
GPR Pay Plan allocation				\$5,986		\$12,586
From CWI DIN base allocation		\$322,939		\$273,800		\$273,800
Subtotal		\$322,939		\$279,786		\$286,386
TOTAL RESOURCES		\$334,501		\$314,259		\$338,314

¹These FTE numbers represent faculty in the Department of Mathematics and Computing teaching courses required for the WDMD major, e.g., CIS 330 or CIS 332, which are also part of the CIS curriculum. The salary figures are based on the department's salary average.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(1), authorizing the implementation of the B.A./B.S. in Web and Digital Media Development, UW-Stevens Point.

RELATED REGENT POLICIES

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

Program Authorization (Implementation)
Ph.D. in Health Sciences
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(2):

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 Ph.D. in Health Sciences.

**NEW PROGRAM AUTHORIZATION
Ph.D. in HEALTH SCIENCES
UW-MILWAUKEE
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedure outlined in Academic Planning Program Review (ACIS-1.0 revised), the new program proposal for a Ph.D. in Health Sciences is presented to the Board of Regents for initial review. 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.

The proposed Ph.D. in Health Sciences addresses the urgent national shortage of qualified doctoral research faculty in the Health Sciences. It will draw on the skills and expertise of faculty from across departments and disciplines.

REQUESTED ACTION

Approval of Resolution I.1.e.(2), authorizing implementation of the Ph.D. in Health Sciences, UW-Milwaukee.

DISCUSSION AND RECOMMENDATIONS

Program Description

The Ph.D. in Health Sciences will require students to complete a minimum of 72 credits beyond the bachelor's degree in two or more disciplinary areas. Up to 36 credits may be transferred from a master's degree in fields such as Communication Sciences and Disorders, Human Movement Sciences, Occupational Therapy, Physical Therapy, or Clinical Laboratory Sciences. The curriculum includes a set of core courses to provide a comprehensive structure for doctoral education, including: (1) philosophical foundations; (2) concepts and practices that contribute to students' development as teaching scholars; (3) research methods; and (4) a series of seminars that build students' critical thinking skills, familiarity with a range of health science research topics, and experience in scholarly dialogue and presentation. In addition to the core courses, the program will include cross-disciplinary courses in areas such as disability and rehabilitation, diagnostic and biomedical sciences, human movement sciences, population health, and health administration/policy. Independent research and the dissertation will be structured according to the choice of specialization. <http://www.aacu-edu.org/CALL/index.cfm>

Program Goals and Objectives

The Ph.D. in Health Sciences establishes an innovative, interdisciplinary model for graduate education in a fertile research environment that contributes to the preparation of a diverse, globally-aware, and scientifically informed workforce. The interdisciplinary degree program has the following objectives:

- To provide advanced study and research training opportunities in the human health science disciplines;
- To build cohorts of scholars who are capable of advancing the empirical base that supports discovery of new knowledge, and its transfer and delivery to best practices in the health-related disciplines;
- To prepare future leaders in the academic, scientific, and health-related disciplines.

In addition, the faculty has established a number of specific outcomes and competencies for all graduates. These include proficiency in communication, leadership skills, research experience, skill in shared decision-making and collaboration, and ethnic and cultural awareness and sensitivity. Graduates will also develop fundamental understanding of student learning and the principles of pedagogy that lead to effective models of teaching and learning.

Relation to Institutional Mission

The Ph.D. in Health Sciences supports UW-Milwaukee's core mission as an urban research doctoral institution. Faculty and students in the program will address research questions that provide the foundation for the discovery and transfer of new knowledge to professional practice in the health sciences disciplines. It is consistent with UW-Milwaukee's Strategic Investment Plan, The Milwaukee Idea, and the select mission statements of UW-Milwaukee. The Milwaukee Idea and Investment Plan establish themes and priorities that relate to "Environment and Health," "Education," and "Economic Development." The proposed program directly relates to each of these priorities.

Need

National trends are driving the demand for Ph.D.-prepared faculty in Health Sciences. Entry-level degree requirements in health-related professions are being elevated from undergraduate to graduate preparation. This represents a fundamental shift in the educational model for these disciplines and creates both an immediate and a sustained need for doctorally prepared faculty. The Association of Schools for Allied Health Professions conducted a survey among its 163 member institutions to determine the number of faculty vacancies. Disciplines with the highest full-time vacancy rates were: Speech-Language Pathology/Audiology (12.2 percent), Occupational Therapy (9.3 percent), Medical Technology (7 percent), and Health Administration (7 percent). These rates are in the range of the nine percent nursing vacancy rate, which has received national attention as an urgent health care crisis.

Employment projections generated by the U.S. Bureau of Labor Statistics and the Wisconsin Department of Workforce in the job category most directly relevant to a Ph.D. in Health Sciences, Health Assessment and Treatment Teachers, indicated that there will be 860 new and vacated openings in Wisconsin, and 740 openings in Illinois during the period 1998-2008. New positions in this field are expected to increase by 41 percent in Wisconsin, compared with a 22 percent increase for all college and university faculty.

Letters supporting the Ph.D. program in Health Sciences have been received from UW-Milwaukee Research Centers and Schools/Colleges, community agencies, health care providers, and professional health organizations and societies. Because health care is one of the largest employers in southeastern Wisconsin, letters from leaders of labor, city and county health departments, and health care organizations emphasize the importance of meeting today's and tomorrow's health care workforce needs.

Comparable Programs in Wisconsin and Nation

There are currently no comparable interdisciplinary Health Sciences doctoral programs in Wisconsin. UW-Madison offers several, single-discipline Ph.D. degrees in Speech-Language Pathology, Kinesiology, and some of the medical sciences. The proposed program offers graduate health sciences education in a unique, interdisciplinary manner. The program integrates various fields in a comprehensive approach to health sciences where students and faculty members seek to understand how their specializations interface with other areas of health care.

Very few comparable programs exist outside Wisconsin. Western Michigan University has a similar, new Ph.D. in Interdisciplinary Health Studies, which reached its capacity of 12 Ph.D. students in the first year. There are two comparable interdisciplinary Ph.D. programs on the east coast, at Seton Hall University and the University of Medicine and Dentistry of New Jersey.

Collaboration

Ph.D. programs in related disciplines at UW-Milwaukee are currently offered in the School of Nursing, School of Education (Department of Exceptional Education), and the College of Letters & Science (Departments of Biological Sciences, Chemistry, and Psychology). These programs provide opportunities for collaboration through joint course offerings, faculty expertise on dissertation committees, and research/grant development. There are also numerous collaborative opportunities to work with faculty and research staff in other colleges and schools, as well as the many UW-Milwaukee Centers and Institutes such as the Center for Urban Initiatives and Research, the Center for Great Lakes Studies and WATER Institute, the Institute for Environmental Health, and the Center for Addiction and Behavioral Health Research. It is anticipated that the faculty in this Ph.D. program will interact closely with faculty in related programs throughout the UW System, particularly those at UW-Madison and UW-La Crosse.

Use of Technology/Distance Education

The UW-Milwaukee College of Health Sciences has nineteen teaching and research laboratories or clinics. These facilities house the Center for Rehabilitation Sciences and Technology, and the Center for Forensic Sciences. At this time, no distance education courses are planned.

Academic and Career Advising

Each student in the program will be assigned a faculty advisor who will assist the student in planning his/her program of study, and provide guidance for the student's dissertation research. In addition, job opportunities will be distributed to students and alumni using the internet and email. The program will maintain a job registry with links to prospective employers.

Projected Enrollment

The program will likely attract master's level students from the health science disciplines and related areas in the biomedical and life sciences. It is expected that the program will also attract individuals already in professional practice. UW-Milwaukee has a rich history of accommodating part-time and nontraditional students, and this program will continue that custom by allowing for part-time enrollment. Once established, the program intends to admit five new students and graduate five students each year, and have an approximately annual enrollment of fourteen students.

	1st Year	2nd Year*	3rd Year*	4th Year*	5th Year*
New Students Admit	3	4	5	5	5
Continuing Students	0	2	5	7	8
Total Enrollment	3	6	10	12	13
Graduating Students	0	0	2	3	5

* Accounts for the attrition of one student per year

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. 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 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 and faculty reviews will help keep curricular content current.

Evaluation from External Consultants

Two national consultants provided valuable comprehensive evaluations. One stated, "This is a well-conceived program which meets the need of developing new Ph.D. graduates who are well versed in teaching and research and who can fill the many vacancies that our professions will face." Another states, "... I fully endorse the implementation of this creative and innovative program ... against a national background of growing faculty shortages and your University's outstanding record in graduate allied health education. The proposed program's curricular construction is solidly planned; it is responsive to the needs of working health professionals." Several of the consultants' suggestions concerning curriculum have been incorporated into the program plan.

Resources

A substantial portion of the resources required to support the infrastructure and basic operating expenses associated with the proposed Ph.D. program already exist within the College of Health Sciences (CHS) through current GPR and extramural funding sources. Additional resources will be generated following implementation of the Ph.D. program through tuition and enhanced research funding opportunities directed to eligible doctoral programs.

The College has significantly increased its extramural funding over the past ten years, with over \$1,194,749 in funding expenditures in 2001-02 (*UWM Graduate School Report*). The College received over \$2.75 million in new awards in 2001-02. New faculty hires starting in fall 2003 will be bringing with them an additional \$450,000 in research equipment and over \$1.5 million in extramural support.

A total of thirteen graduate project/teaching assistantships are currently available within the College for graduate students. Additionally, a total of \$128,000 will be available to CHS graduate students through the UW-Milwaukee Chancellor's Fellowship Program. Priority distribution will be given to eligible doctoral students.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(2), authorizing the implementation of the Ph.D. in Health Sciences, 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).

Estimated Total Costs and Revenue Sources

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
Anticipated Costs	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<i>Personnel</i>						
Faculty	10	\$546,750	10	\$568,620	10	\$591,364
Assistant Researchers & Staff	3	\$106,281	3	\$162,272	3	\$165,517
Graduate Assistants	1	\$17,712	1.5	\$27,631	2	\$38,314
Classified Staff	1	\$24,300	1	\$25,515	1	\$26,790
<i>Non-personnel</i>						
Supplies & Expenses		\$94,765		\$106,765		\$114,765
Capital Equipment		\$67,000		\$44,000		\$64,827
Lab Modernization		\$47,072		\$60,542		\$80,878
Computing		\$11,208		\$11,208		\$13,208
Other		\$0		\$0		\$0
TOTAL COSTS		\$915,088		\$1,006,553		\$1,095,663
Existing Resources						
Current GPR		\$755,873		\$755,873		\$755,873
Outside Gifts/Grants		\$105,000		\$125,000		\$150,000
Fees		0		0		0
Other: Indirect return		\$30,000		\$45,000		\$60,000
Subtotal: Existing Resources		\$890,873		\$925,873		\$965,873
New Revenue						
New GPR		0		0		0
Anticipated Additional Gifts/Grants		\$20,000		\$55,000		\$75,000
Additional Indirect Cost Return		\$0		\$12,000		\$25,000
Tuition Revenue		\$4,215		\$13,680		\$29,790
		1 FTE @ 15 cr x \$281/cr		3 FTE @15 cr x\$304/cr		6 FTE @15 cr x \$331/cr
Subtotal: New Revenue		\$24,215		\$80,680		\$129,790
TOTAL RESOURCES		\$915,088		\$1,006,553		\$1,095,663

Notes For *Estimated Total Costs and Revenue Sources* Table:
Anticipated Costs

¹ *Personnel justification:* FTE faculty represent the total percent time generated by 34 existing and five new faculty in support of the Ph.D. program. The number of FTE assistant researchers reflects support from the existing (five FTE) support staff in the College plus a statistician. Graduate assistants/fellowships include TA's, PA's, and Chancellor's fellowships anticipated to be awarded to prospective Ph.D. students (0.5FTE appointments each), and are based upon current GAA negotiated stipend rate of \$8,856 per student. All salary costs are increased four percent per year.

² *Non-personnel:* Equipment, computing and S&E costs are GPR and grant-supported expenditures used to support graduate instructional and research activities in the College.

New Revenues

With implementation of the Ph.D. program, research gifts (foundation awards) and grant funding awards are expected to increase since many funding opportunities in the health sciences are available to doctoral and post-doctoral eligible programs only. An eight percent tuition increase per year is built in.

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN COLLEGES
(INITIAL READING)**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin Colleges request approval for their newly revised Mission Statement. The proposed revision has been approved by all campus governance groups. The UW Colleges current Select Mission Statement and the revised Select Mission Statement are provided. The revised statement has two versions. The first employs strikethrough (e.g., ~~strikethrough~~) to indicate deletions from the current mission and bold type to indicate additions. The second revised statement is a clean copy.

Chapter 36.09(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

REQUESTED ACTION

No action is requested at this time. If the board agrees, a public hearing will be scheduled. Following that hearing, the proposed revision will be brought before the board for final approval.

March 28, 2003

Katharine C. Lyall, President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Lyall:

I enclose our institutional mission statement together with the recently revised version. This revised version had considerable discussion on our campus and was approved by the UW Colleges Senate.

Please place the first reading of the revision on the Board of Regents agenda.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bill Messner".

William F. Messner
Chancellor

CURRENT MISSION STATEMENT

Select Mission of the University of Wisconsin Colleges

The University of Wisconsin Colleges, as part of the University of Wisconsin System, shares the university's overall responsibility to disseminate knowledge, expand information, enrich our culture, and to provide outreach services. These activities are carried out at the 13 locally-owned campuses which, collectively, are the freshman-sophomore, liberal arts transfer institution of the University of Wisconsin System, entitled to offer a general education associate degree.

Its programs aim to provide qualified students of all ages and backgrounds with the proficiencies and breadth of knowledge that prepare them for baccalaureate and professional programs, for lifelong learning, and for leadership, service, and responsible citizenship.

To carry out its select mission, the University of Wisconsin Colleges commits itself to the following goals:

- To plan and to deliver the freshman-sophomore years of baccalaureate programs and professional studies.
- To place major emphasis on teaching excellence.
- To support the development, testing and use of effective teaching methods.
- To expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate degree level.
- To serve the citizens in the University of Wisconsin Colleges service areas by (a) promoting the integration of the extension function and encouraging faculty and staff to participate in outreach activity through, for example, providing continuing education programs, (b) facilitating the delivery of programs offered by other University of Wisconsin System institutions.
- To participate in inter-institutional relationships including but not limited to private colleges, public schools, other University of Wisconsin institutions, and the Wisconsin Technical College System in order to maximize educational opportunity and resources for the citizens of the University of Wisconsin Colleges' service areas.
- To serve the special needs of minority, disadvantaged, disabled and returning adult students, especially those in immediate service areas.
- To provide opportunities for cultural enrichment in the service area of each University of Wisconsin Colleges campus.
- To make available, as a service to business, industry, and the general public, the unique professional expertise of the faculty and staff.

REVISED MISSION STATEMENT

Select Mission of the University of Wisconsin Colleges

The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses, as part of the University of Wisconsin System, shares the university's overall responsibility to disseminate knowledge, expand information, enrich our culture, and to provide outreach services. These activities are carried out at the 13 locally owned campuses which, collectively, are the freshman-sophomore, liberal arts transfer institution of the University of Wisconsin System, entitled to offer a general education associate degree.

Its programs aim to provide qualified students of all ages and backgrounds with the proficiencies and breadth of knowledge that prepare them for baccalaureate and professional programs, for lifelong learning, and for leadership, service, and responsible citizenship.

To carry out its select mission, the University of Wisconsin Colleges commits itself to the following goals:

GOALS

- To excel at delivering a liberal arts general education associate degree that prepares students for transfer to plan and to deliver the freshman-sophomore years of baccalaureate-granting institutions programs and professional programs studies.
- To place major emphasis **emphasize** on teaching excellence **including the development, use and assessment of effective teaching methods.**
- ~~To support the development, testing and use of effective teaching methods.~~
- **To prepare students for lifelong learning, leadership, service and responsible citizenship.**
- To ~~expect~~ **foster** scholarly activity, including research, scholarship and creative endeavor, that supports **the mission of the University of Wisconsin Colleges** its programs at the associate degree level.
- To serve the citizens in the University **people** of Wisconsin Colleges service areas by (a) promoting the integration of the extension function and encouraging faculty and staff to participate in outreach activity through, for example, providing continuing education **and outreach in Wisconsin communities** programs, (b) facilitating the delivery of programs offered by other University of Wisconsin System institutions.
- To participate in inter-institutional **collaborative** relationships including but not limited to private colleges, public schools, **with** other University of Wisconsin System institutions, and the Wisconsin Technical College System **and K-12 public schools** in order to maximize educational opportunities and resources for the **people** citizens of the University of Wisconsin Colleges' service areas.

- To serve the ~~special~~ needs of **ethnically diverse students, students with disabilities and nontraditional students** ~~minority, disadvantaged, disabled and returning adult students, especially those in immediate service areas.~~
- To make available, as a service to business, industry, and the general public, the unique professional expertise of the faculty and staff.
- To provide opportunities for **civic and** cultural enrichment in the ~~service area of each University of Wisconsin~~ **communities that support its campuses** ~~Colleges campus.~~

REVISED MISSION STATEMENT

Select Mission and Goals of the University of Wisconsin Colleges

The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

GOALS

1. To excel at delivering a liberal arts general education associate degree that prepares students for transfer to baccalaureate-granting institutions and professional programs
2. To emphasize teaching excellence including the development, use, and assessment of effective teaching methods.
3. To prepare students for lifelong learning, leadership, service and responsible citizenship
4. To foster scholarly activity that supports the mission of the University of Wisconsin Colleges.
5. To serve the people of Wisconsin by promoting continuing education and outreach in Wisconsin communities.
6. To participate in collaborative relationships with other University of Wisconsin System institutions, the Wisconsin Technical College System, and K-12 public schools in order to maximize educational opportunities and resources for the people of Wisconsin.
7. To serve the needs of ethnically diverse students, students with disabilities, and nontraditional students.
8. To make available as a service to business, industry, and the general public, the unique professional expertise of the faculty and staff.
9. To provide opportunities for civic and cultural enrichment in the communities that support its campuses.

Approved by the UW Colleges Senate
January 15, 2003

I.2. Business and Finance Committee

Thursday, April 10, 2003
1920 Van Hise Hall

10:30 a.m. All Regents

- Governor's 2003-05 Budget and Update on Regent Listening Sessions
- Building Commission Actions in 2003-05 Capital Budget
- The Impact of a UW Degree

12:00 p.m. Box Lunch

12:30 p.m. All Regents

- Influences on Student Persistence
- The Five-Year Plan for the Blue Cross/Blue Shield Funds

1:30 p.m. Business and Finance

- a. Approval of Minutes of March 6, 2003 meeting of the Business and Finance Committee
- b. Discussion: All-Regents Sessions
- c. 2003-04 Annual Budget Decision Rules
[Resolution I.2.c.]
- d. Trust Funds
(1) NACUBO Endowment Study
- e. Committee Business
(1) Trends in Federal and Non-federal Gifts, Grants, and Contracts
- f. Report of the Vice President
- g. Additional items which may be presented to the Committee with its approval
- h. Closed session to consider trust fund matters as permitted by s.19.85(1)(e), *Wis. Stats.*

2003-04 Annual Budget
Allocation Decision Rules

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2003-04 annual budget allocation decision rules. If subsequent legislative action modifies either the first year funding increases or reductions noted in the rules, the UW System would distribute the changes according to the principles set forth in Sections I and III.

2003-04 PRELIMINARY BUDGET ALLOCATION DECISION RULES

Based on the Governor's Executive Budget Recommendations

(Note that allocations for items not included in the final budget will be removed from this list of decision rules.)

Annual budget allocation decision rules are provided for those 2003-05 budget initiatives that affect first-year funding. Items that affect funding beginning in the second year (transfer of HEAB functions to the UW System) will be addressed in the 2004-05 Annual Budget Decision Rules next spring.

Allocation methodologies for items that are new initiatives may be modified in 2004-05 if a year's experience provides more appropriate criteria.

I. ALLOCATION DECISION RULES FOR NEW FUNDING

A. NEW UW SYSTEM DECISION RULES

1. LAWTON UNDERGRADUATE MINORITY RETENTION GRANT/ADVANCED OPPORTUNITY PROGRAM (AOP)

The Governor recommended increasing the Lawton Grant by \$761,000 and the AOP by \$825,000 in 2003-04. The additional funding is to come from auxiliary enterprises and is placed in two new program revenue (PR) appropriations. Funding for 2003-04 from the new auxiliary appropriations will be allocated based on each institution's proportion of a three-year rolling average headcount of students of color.

2. UTILITIES

The Governor recommended an increase of \$8,077,700 for utilities. 2001-02 actual expenditures will be used as a basis for distributing base and new funding for utilities.

B. MODIFIED UW SYSTEM DECISION RULES

1. STUDENT TECHNOLOGY FEE

The 2003-05 biennial budget provided \$2,827,400 in 2003-04 in additional funding to all UW System institutions to meet student needs for instructional technology and information access. Allocation of this funding is proportional to 2002-03 combined academic year and summer session fee budgets excluding the student technology fee.

II. ALLOCATION DECISION RULES FOR EXISTING (BASE) FUNDING

A. LAWTON UNDERGRADUATE MINORITY RETENTION GRANT/ADVANCED OPPORTUNITY PROGRAM

Funding for 2003-04 will be allocated in the same manner as in prior years.
Allocations will be based on each institution's proportion of a three-year rolling average headcount of students of color.

III. BASE REDUCTION

The 2003-05 biennial budget includes a base budget reduction of \$110,000,000 GPR in 2003-04, \$50,000,000 of which may be offset by increased tuition revenues. Under the Governor's budget, the reduction distributed to the campuses and System Administration would be the net amount, or \$60,000,000 (\$40,000,000 ongoing and \$20,000,000 one-time). The reduction would be allocated based on each institution's share of the UW System's 2002-03 GPR/Fee budget excluding debt service, utilities, financial aid and Extension credit programs. The Governor's budget also reduces the number of FTE positions in the UW System by 650 FTE in 2003-04. Position reductions are distributed based upon each institution's 2002-03 GPR FTE authorized level. The allocations (based on the Governor's proposed budget) would be as follows:

	Ongoing \$40,000,000 <u>Cut</u>	One-Time \$20,000,000 <u>Lapse</u>	2003-04 Total <u>Reduction</u>	650 <u>FTE Cut</u>
Madison	\$15,393,698	\$7,696,850	\$23,090,548	249.70
Milwaukee	5,276,001	2,638,000	7,914,001	88.60
Eau Claire	1,960,399	980,200	2,940,599	32.18
Green Bay	945,701	472,850	1,418,551	15.99
La Crosse	1,692,899	846,450	2,539,349	27.17
Oshkosh	1,867,201	933,600	2,800,801	32.76
Parkside	884,701	442,350	1,327,051	15.21
Platteville	1,152,100	576,050	1,728,150	18.20
River Falls	1,105,300	552,650	1,657,950	17.94
Stevens Point	1,677,200	838,600	2,515,800	28.21
Stout	1,546,301	773,150	2,319,451	25.03
Superior	576,701	288,350	865,051	10.08
Whitewater	1,765,399	882,700	2,648,099	29.06
Colleges	1,455,301	727,650	2,182,951	25.55
Extension	1,670,399	835,200	2,505,599	27.11
Sys Admin/Systemwide	<u>1,030,699</u>	<u>515,350</u>	<u>1,546,049</u>	<u>7.21</u>
Total	\$40,000,000	\$20,000,000	\$60,000,000	650.00

If the tuition offset is not approved, the \$110 million GPR reduction would be distributed as follows:

	Ongoing \$110,000,000 <u>Cut</u>
Madison	\$42,332,900
Milwaukee	14,508,900
Eau Claire	5,391,200
Green Bay	2,600,600
La Crosse	4,655,400
Oshkosh	5,134,700
Parkside	2,432,900
Platteville	3,168,300
River Falls	3,039,600
Stevens Point	4,612,200
Stout	4,252,300
Superior	1,586,000
Whitewater	4,854,900
Colleges	4,002,100
Extension	4,593,600
Sys Admin/Systemwide	<u>2,834,400</u>
Total	\$110,000,000

The reductions will be managed using the following principles:

1. Budget reductions should first target administrative expenses that are least related to serving students, meeting legal accountability responsibilities, and generating external (non-GPR) revenues.
2. Institutions should consider eliminating or merging academic programs and majors that have low enrollments or are similar to programs elsewhere in the UW System. Such eliminations should be coordinated across the System so that the same majors are not simultaneously removed everywhere.
3. One-time reduction opportunities should be considered in the short term to give Provosts and Chancellors time to plan more permanent modifications including changes to program array.
4. Minority and Disadvantaged Programs will receive no more than a proportionate share reduction in budget cuts.
5. The 2001-03 Economic Stimulus Package will receive no more than a fair share of the reduction in budget cuts.

UW SYSTEM TRUST FUNDS ANNUAL ENDOWMENT PEER COMPARISON REPORT

EXECUTIVE SUMMARY

BACKGROUND

Each year, NACUBO conducts a detailed survey of college and university endowments regarding such things as their investment and spending policies and practices, investment performance and fees, staffing, etc. The survey provides overall averages and medians, as well as statistics for endowments by different size categories. This data is supplemented by results from a very limited Big Ten survey and other peer information, when available and appropriate.

REQUESTED ACTION

This item is for information only.

DISCUSSION

With total assets of \$284 million at fiscal year-end 2002, UW System Trust Funds ranked 154th in size among the 654 reporting institutions. (The average of endowment assets of reporting public institutions was \$287 million.) Although noticeably lower in its allocation to alternative asset classes, investment performance of the Trust Funds, for the most recent fiscal year and longer term, has been essentially equal to peer medians. Investment-related fees and staffing are also very much in line with peer averages. Finally, UW Trust Funds' spending rate policy and the percentage spending rate itself are quite consistent with peer groups. The attached report provides more details on key data from the fiscal year 2002 surveys.

RELATED REGENT POLICIES

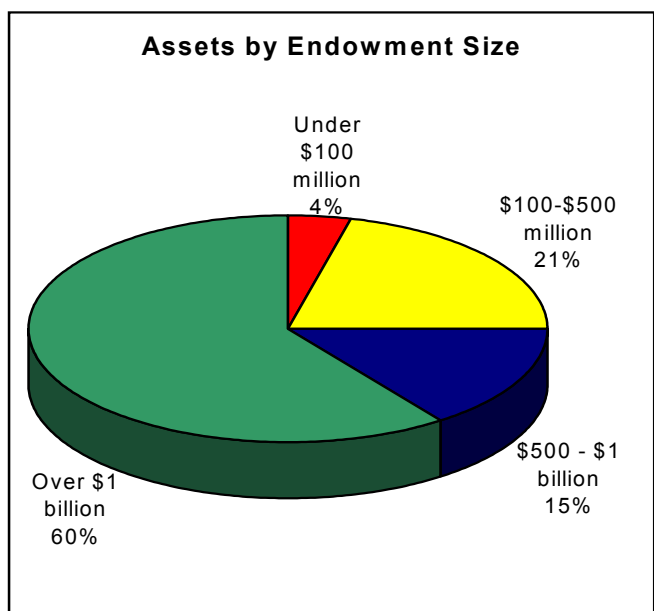
None.

UW SYSTEM TRUST FUNDS

Annual Endowment Peer Comparison Report

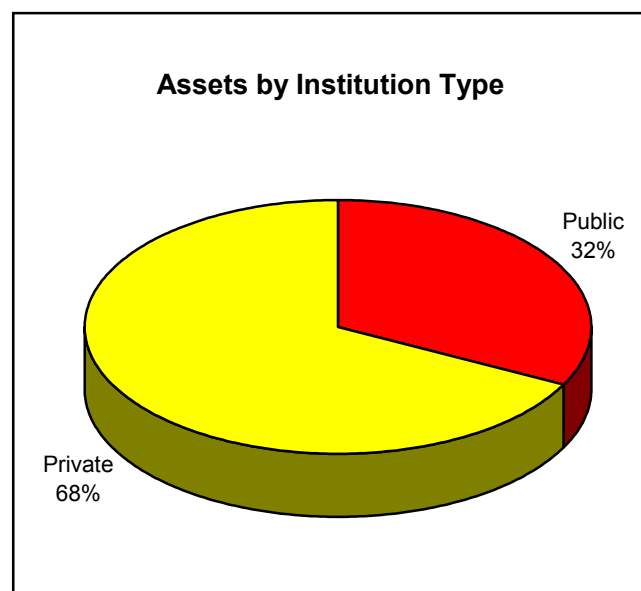
Fiscal Year Ended June 30, 2002

SURVEY SUMMARY STATISTICS (As of June 30, 2002):



- 654 institutions participated in the 2002 NACUBO survey. Doctoral/research universities make up the largest portion of participating institutions with 33%.
- The UW System Trust Funds, with assets of \$284 million, ranks 154th in size.
- Endowment assets remain highly concentrated; only 84 schools (13% of the total) have assets in excess of \$500 million, yet this group represents 72% of the aggregate reported assets. 39 schools (6%) have assets in excess of \$1 billion. This group represents 60% of the total assets.
- Doctoral/research institutions control nearly 80% of aggregate endowment assets, with baccalaureate institutions a distant second at 15%.

- The NACUBO study includes 447 private and 207 public institutions.
- Slightly more than half the public institutions are research universities, and they hold 90% of the public sector assets.
- The largest public institution endowment is the University of Texas System's (\$ 8.6 billion) and the largest private institution endowment is Harvard's (\$17.2 billion).
- On average, participating private institutions possess 12 times more in endowment assets per FTE (full time equivalent) student than public institutions. The average endowment assets per FTE student for public institutions is \$12,430. The average endowment assets per FTE for private institutions is \$152,420. The UW System Trust Funds had assets of \$6,835 per FTE student as of June 30, 2002. This is for UW-Madison only, since over 90% of Trust Funds' assets belong to this campus. (Including Madison's UW Foundation assets, assets per FTE student rise to \$34,081.)

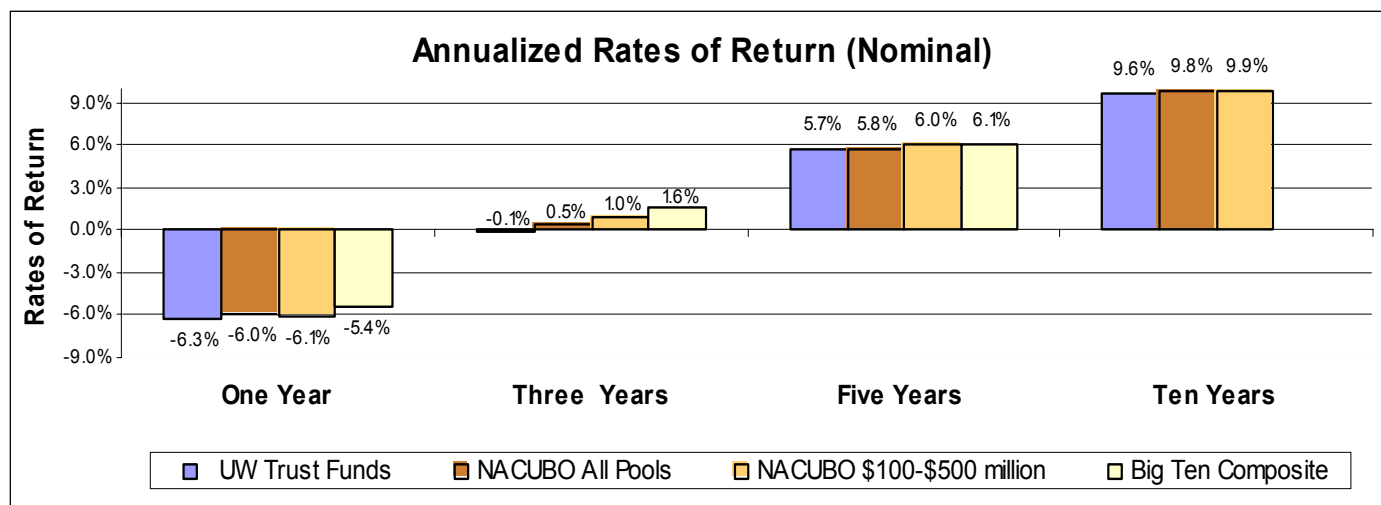


- The peer data for the Big Ten in this report includes all eleven institutions with an average endowment pool of \$1.3 billion.

BROAD ASSET ALLOCATION (As of June 30, 2002):

Asset Class	UW	NACUBO All Pools	NACUBO \$100-\$500M	Big Ten Average
Equities	67.8%	57.4%	56.9%	58.5%
Fixed Income	32.1%	26.9%	25.3%	19.4%
Alternatives	0.1%	7.1%	9.9%	12.5%
Private Capital	0.1%	2.0%	3.2%	6.6%
Hedge Funds	0.0%	5.1%	6.7%	5.9%
Other	0.0%	8.6%	7.9%	9.6%
TOTAL	100.0%	100.0%	100.0%	100.0%

- The primary difference between the UW System Trust Funds' allocation and that of the benchmarked peers is the underweighting in the Alternatives and Other categories.
- The Alternatives Private Capital category consists primarily of venture capital, private equity, and distressed securities. The Other category's primary components are cash, real estate and energy, and natural resources.
- The Alternatives Hedge Fund category consists primarily of unregulated private investment partnerships investing in mostly marketable securities, but employing strategies (long/short, convertible arbitrage, leverage, etc.) designed to provide for absolute returns with low correlation to the markets.
- The UW System Board of Regents approved a 10% allocation to the Alternatives Private Capital category in June of 2001, which will gradually shift the Trust Funds policy allocation to 67% equities, 23% fixed income, and 10% alternative investments.

INVESTMENT PERFORMANCE (Periods Ended June 30, 2002):

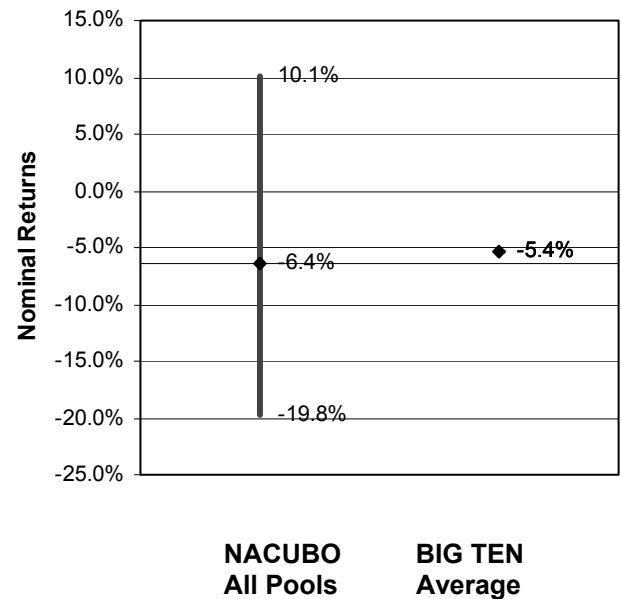
- Although noticeably lower in its allocation to alternative asset classes, UW System Trust Funds finished in line with its peers for Fiscal Year 2002. Over the most recent five and ten-year periods, Trust Funds also performed in line with the NACUBO and Big 10 medians.

RANGE OF INVESTMENT RETURNS (Fiscal 2002):

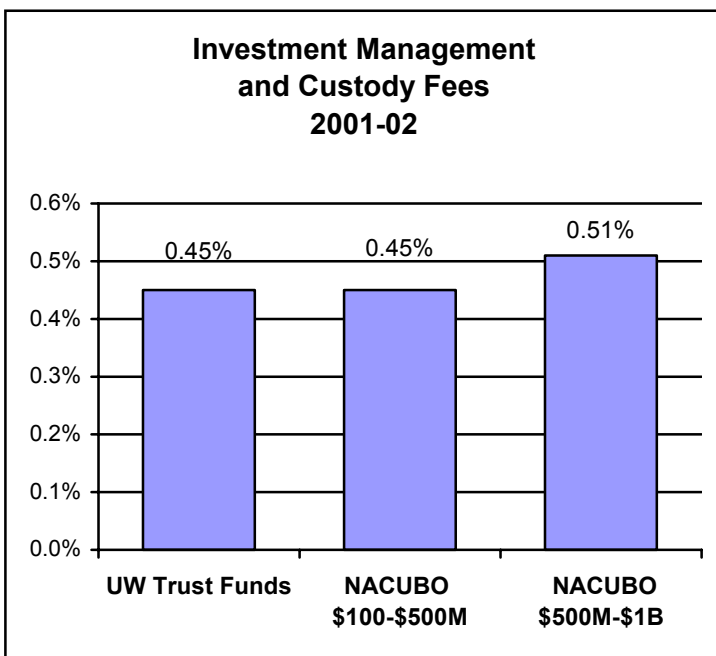
- The UW System Trust Funds' nominal rate of return in Fiscal 2002 was -6.3%.
- The overall NACUBO median return was -6.4%. The median return for the NACUBO \$100 to \$500 million category was -6.1%.

	Trust Funds	NACUBO All Pools	Big Ten
High	N/A	10.1%	N/A
Median	-6.3%	-6.4%	-5.4%
Low	N/A	-19.8%	N/A

Range of Investment Returns



ENDOWMENT INVESTMENT-RELATED FEES (Fiscal 2002):



- Trust Funds' investment management and custody fees for Fiscal 2002 totaled \$1,347,821 on an average portfolio value of \$297,426,172.
- The Trust Funds' custodial arrangement with Mellon Trust is part of a master agreement with the State of Wisconsin Investment Board and results in lower fees for Trust Funds than could be negotiated independently.
- Trust Funds' investment management and custody fees for Fiscal 2002, at 0.45% of assets, were in line with the peer group average.
- As another point of comparison, the UW Foundation, with assets at approximately \$1.2 billion, reported investment

management fees of 0.35% of assets for their year ending December 31, 2001.

INVESTMENT MANAGEMENT PRACTICES:

- Regarding internally versus externally managed assets, for all reporting institutions, only 15% of assets are managed internally versus 85% externally. However, the range includes an average of 22% internally managed for endowments greater than \$1 billion, to only 6 percent internally managed for those between \$100 and \$500 million.
- UW Trust Funds currently invest roughly 3.6% of total assets "internally" through the Applied Securities Analysis Program.
- Regarding passive versus active management, approximately one quarter of endowments greater than \$1 billion have more than 15% of their assets managed passively, while almost one third of those with assets of \$100 - \$500 million do.
- UW Trust Funds do not currently invest any assets passively.

INVESTMENT MANAGEMENT COMMITTEE AND STAFFING:

- On average, institutions have ten members on their investment committee and two individuals on staff whose primarily responsibility is investment management.
- Regarding investment management staffing in more detail, endowments with assets of greater than \$1 billion have staff sizes ranging from one to 35. For those with \$500 million to \$1 billion, the staffing ranges from one to 13; and for those with \$100 - \$500 million, the range was one to four.
- UW Trust Funds has two individuals devoted primarily to investment management, and the investment oversight committee consists of four individuals.
- Overall, 75% of reporting institutions employ an outside consultant for investment management guidance. However, only 55% of endowments with assets greater than \$1 billion report usage of a consultant, while 81% of those with assets between \$100 and \$500 million do.
- UW Trust Funds does not employ outside consultants.

SPENDING RATE POLICIES:

- The average annual spending rate for all institutions for fiscal year 2002 was 5.3%. Endowments with assets greater than \$1 billion reported a lower average spending rate of 4.7%, while those with assets between \$100 and \$500 million reported an average of 5.1%. Smaller endowments reported even higher rates.
- Trust Funds employed a spending rate of 5.0% for fiscal year 2002. This rate will be reduced to 4.5% beginning in fiscal year 2004.
- Almost 84% of reporting endowments use an annual spending rate that represents a pre-specified percentage of the moving average of their endowment market values.
- Trust Funds apply the annual spending rate to a three-year moving average of market value.

CONSIDERATION OF SOCIAL RESPONSIBILITY:

- The 2002 NACUBO Endowment Study shows that most (73%) of reporting institutions do not consider social responsibility criteria as part of their investment management policies.
- Only eight percent of public institutions consider social responsibility criteria, while 22% of private institutions do. There was likely some inconsistency, however, in how institutions responded to the NACUBO survey on social responsibility. The question seemed to implicitly be asking if the institution considered social responsibility criteria in making investment selections, i.e., "screening" (for example, screening out investments in tobacco companies).
- UW System Trust Funds considers social responsibility criteria in voting shareholder proxy proposals and seeks student and public comment, but does not currently actively screen investments in this regard.

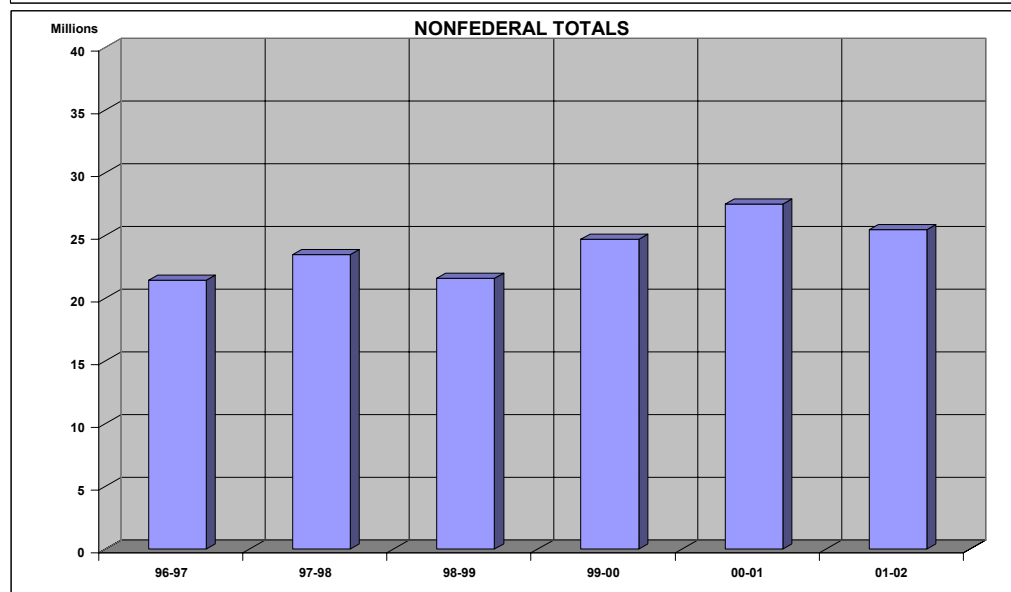
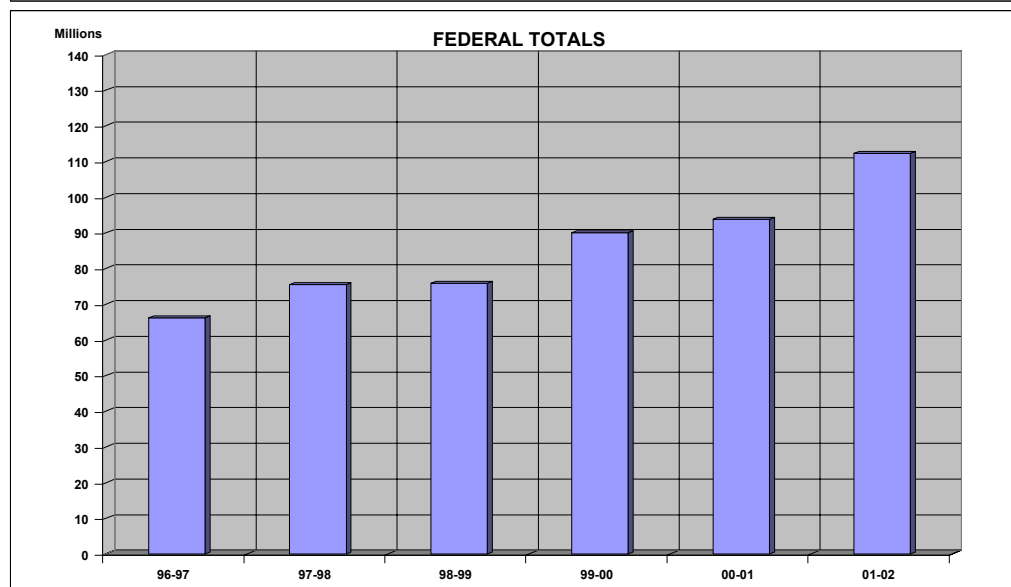
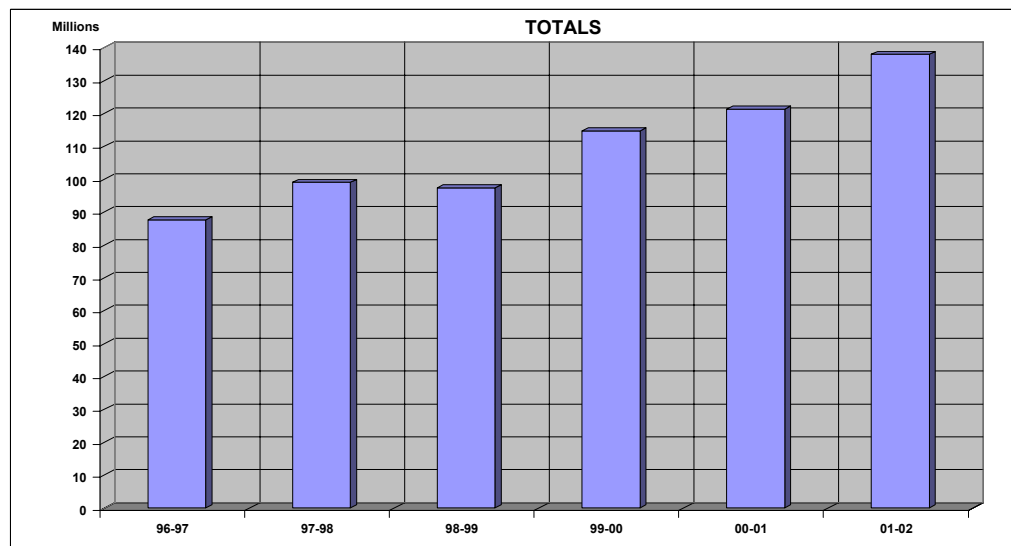
Trends in Federal and Nonfederal Gifts, Grants, and Contracts For UW System Institutions

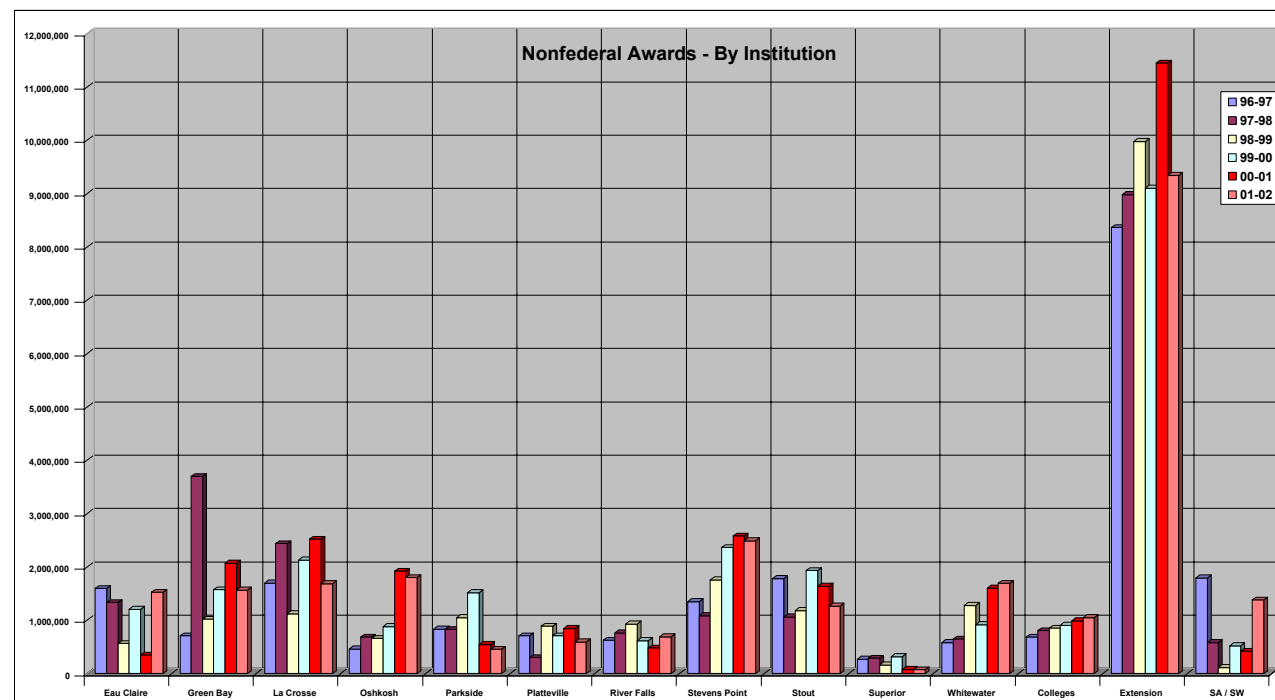
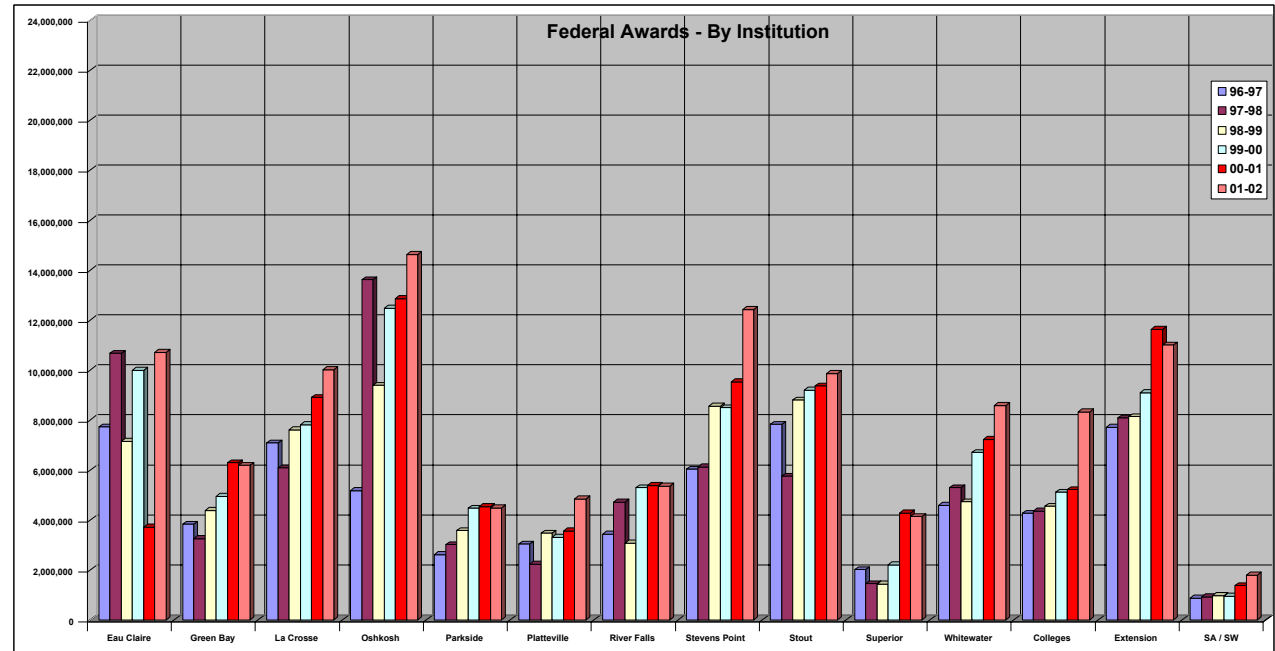
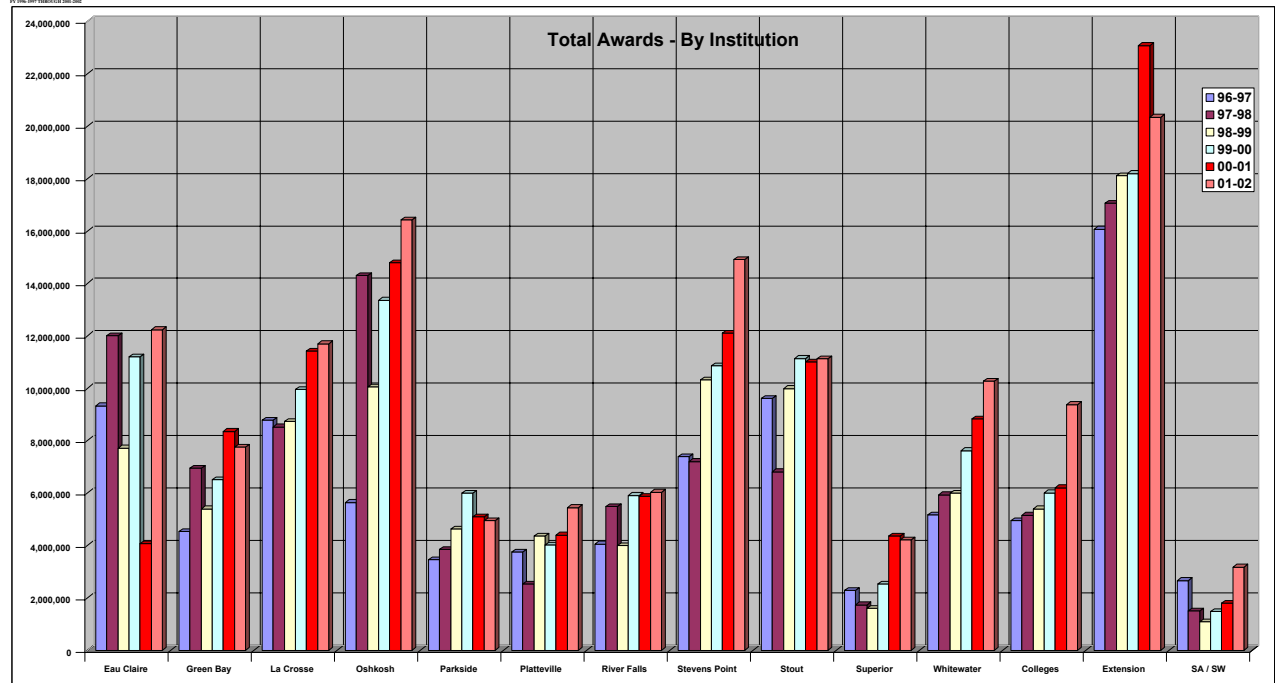
The following items are attached:

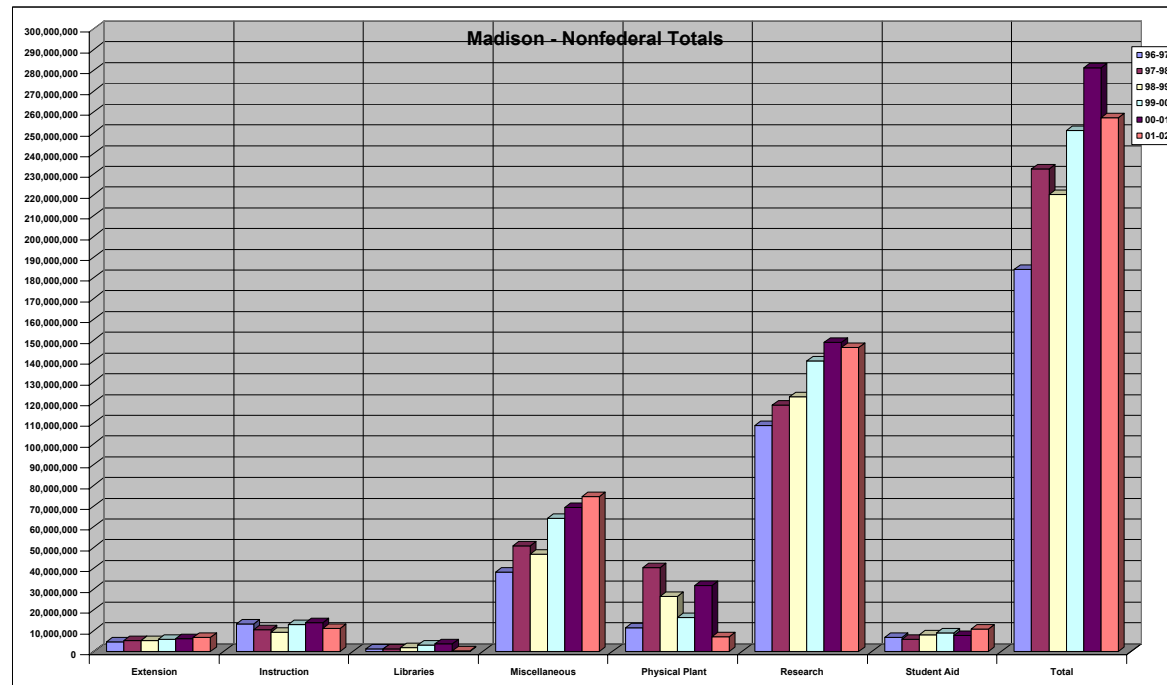
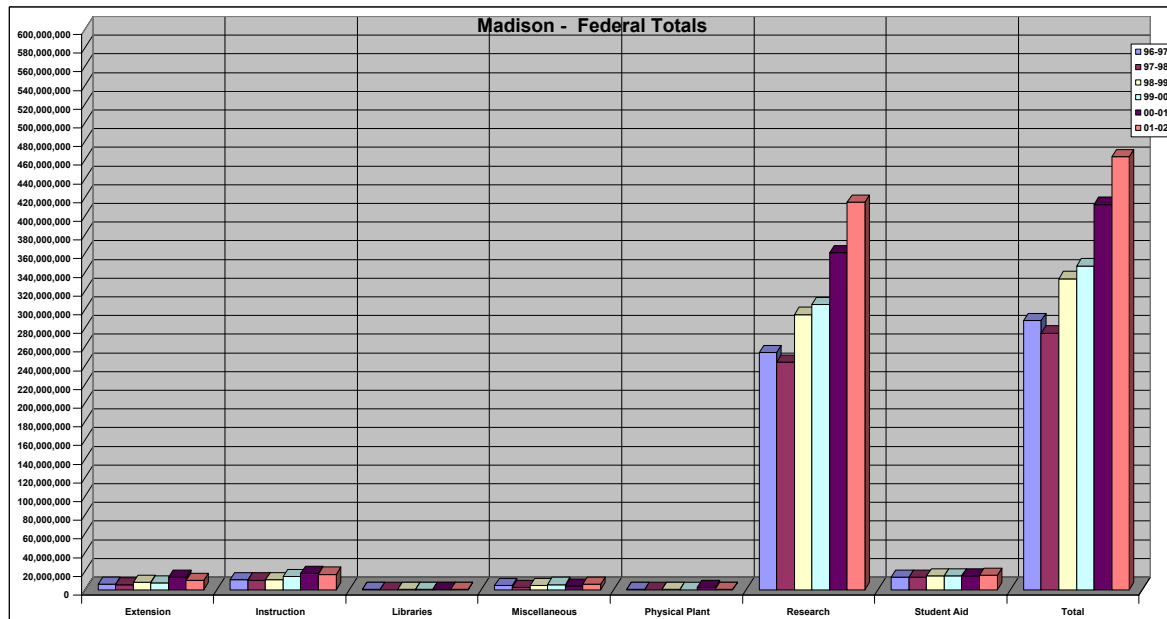
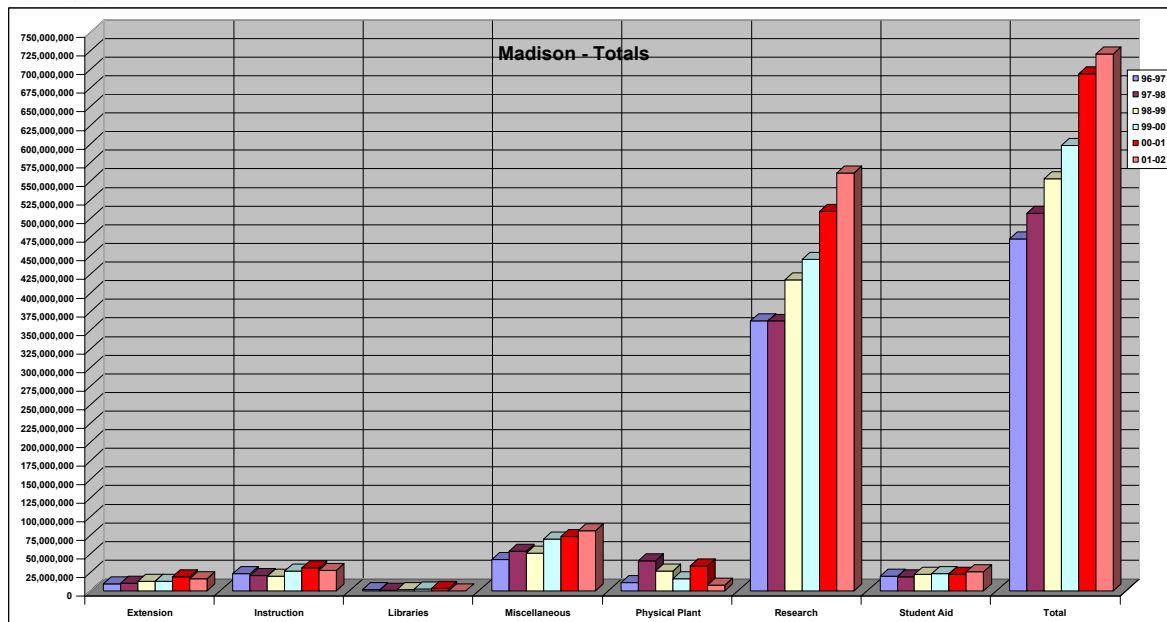
- 1) Chart 1 is a bar chart showing the total amount of gifts, grants, and contracts awarded to UW System institutions other than UW-Madison and UW-Milwaukee in each of the last six fiscal years. Amounts awarded to UW-Extension's public broadcasting operations are also excluded. The total amount awarded has increased from \$87.6 million in 1996-97 to \$138.0 million in 2001-2002, an increase of \$50.4 million. Note that:
 - UW-Madison and UW-Milwaukee are not included with the institutional totals.
 - The chart is in three sections with the top section showing total awards, the middle section showing federal awards, and the lower section showing nonfederal awards. Federal awards have increased by \$46.1 million from \$66.2 million in 1996-97 to \$112.3 million in 2001-2002. Nonfederal awards have increased from \$21.4 million in 1996-97 to \$25.6 million in 2001-2002, an increase of \$4.2 million.
 - The amounts reported are based upon the period in which an award is made, not when funds are received. An award that will be received over a period of several years is reported when the donor/sponsor makes the funding commitment.
 - Nonfederal awards include grants from state and local units of governments as well as private gifts, grants, and contracts.
 - Gifts for student loans and gifts from WARF are accounted for in separate legislatively established appropriations and are not included here. All other gifts, grants, and contracts are accounted for within a single legislatively established appropriation in UW System records. On the financial statements, gifts are reported separately from grants and contracts. However, that separation is not readily available for award-based information.
- 2) Chart 2 is a bar chart showing, by institution, the total amount of gifts, grants, and contracts awarded from 1996-97 to 2001-2002. UW-Madison, UW-Milwaukee, and UW-Extension's public broadcasting operations are again excluded. The chart is again in three sections showing the federal and nonfederal breakdown of the total and the same points apply as stated for Chart 1.

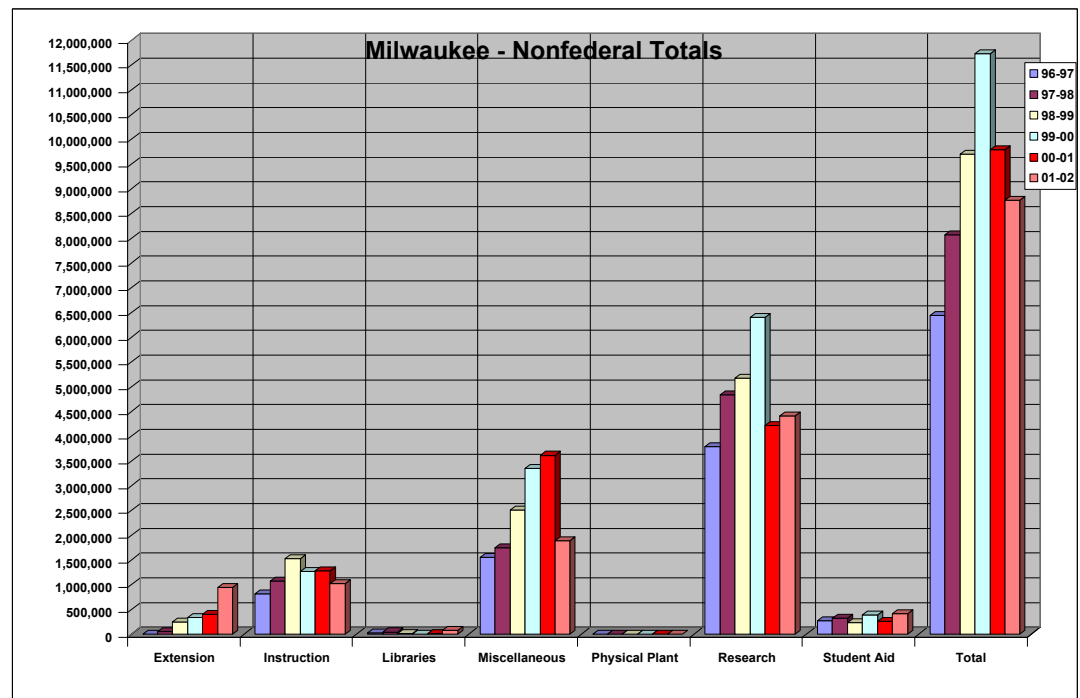
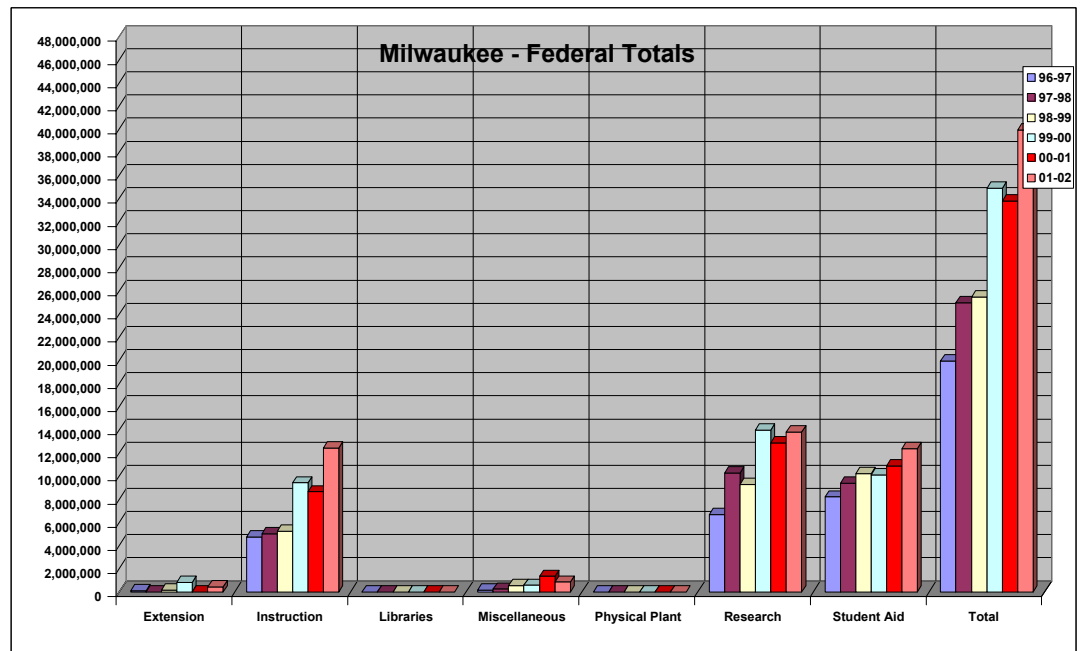
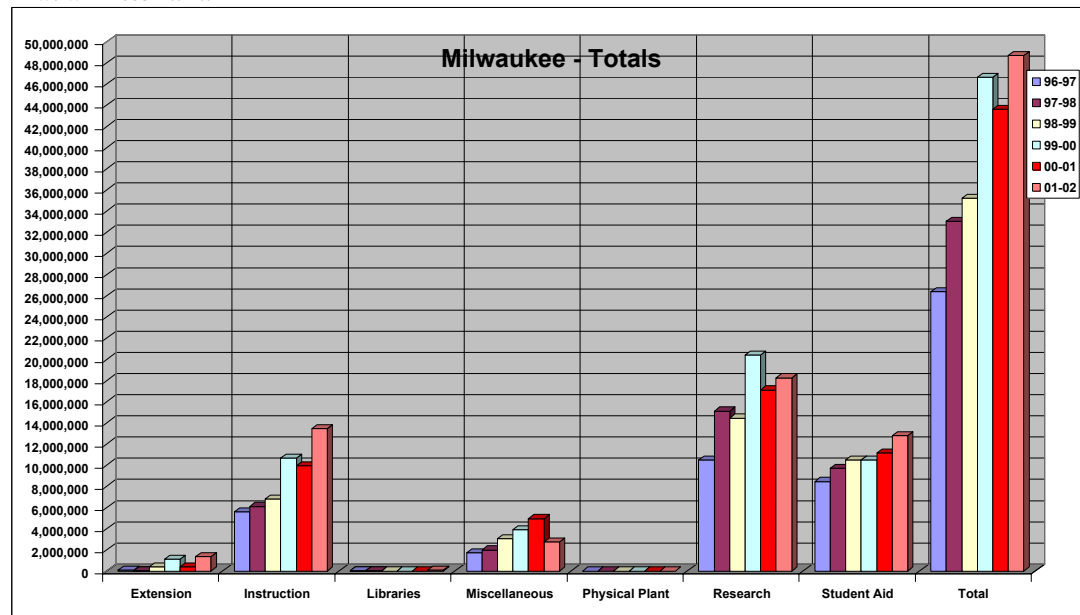
Behind Chart 2 are bar charts for all institutions (with Extension's public broadcasting operations excluded). These reports detail totals shown on Chart 2 for each institution and year by award category--Instruction, Research, Libraries, Student Aid, Physical Plant, Extension, and Miscellaneous.

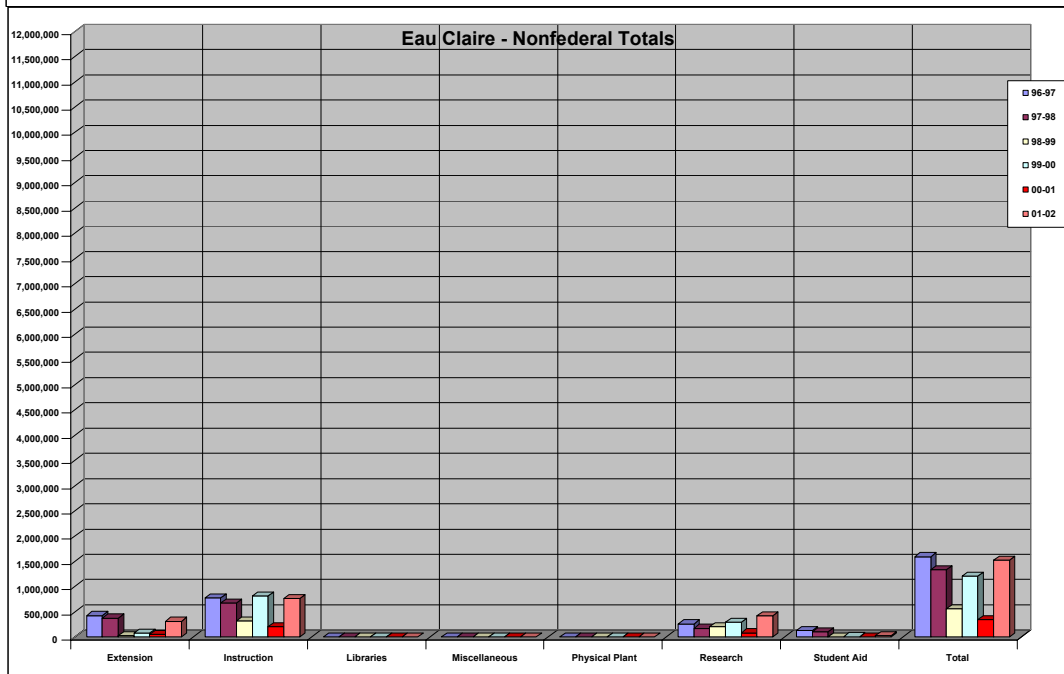
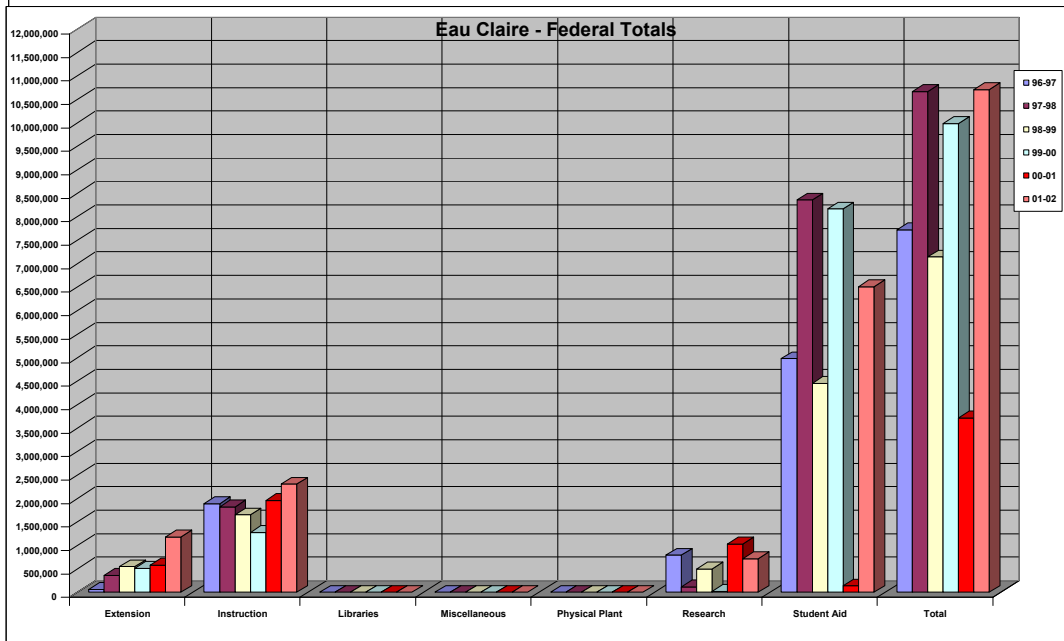
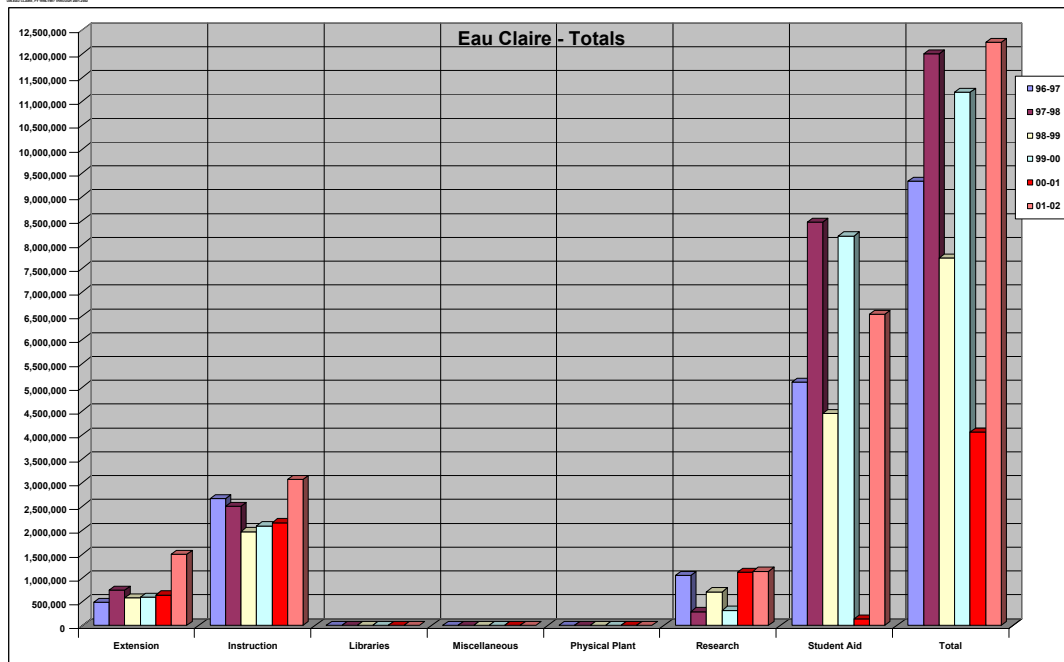
- 3) Chart 3 is a line graph showing federal and private gifts, grants, and contracts from 1974-75 through 2001-2002. Federal grants and contracts are shown on one line and private gifts, grants and contracts on another. Note that:
 - Unlike the preceding two charts, the amounts reported are based upon the date funds were received rather than upon the award date. This is because revenue amounts going back to 1974-75 are readily available from the Annual Financial Reports, whereas award information going back that far is less readily available.
 - UW-Madison has been excluded but the public broadcasting operations of UW-Extension have not. This is because, using the Annual Financial Reports as a source, UW-Madison is readily excludable, but the public broadcasting operations of UW-Extension are not.
 - This chart excludes grants from state and local government—note that the lower line is labeled “private gifts, grants, and contracts” rather than “nonfederal.” This is because private gifts, grants, and contracts are separately identifiable in the Annual Financial Report.
- 4) Chart 4 presents the same information as Chart 3 in constant dollars with 1974-75 as the base year.
- 5) Chart 5 is a comparison of UW-Milwaukee and its peer institutions based upon revenues from federal grants and contracts and private gifts, grants, and contracts as reported to IPEDS for 2000-01 (the latest year available). Note that UW-Milwaukee ranked 7th out of 13 in federal revenues and 10th out of 13 in private revenues that year.
- 6) Chart 6 is a comparison of the UW System’s Comprehensive institutions’ average to their peer institutions based upon revenues from federal grants and contracts and private gifts, grants, and contracts as reported to IPEDS for 2000-01 (the latest year available). Note the average of the UW Comprehensive institutions ranked 22nd out of 35 in federal revenues and 27th out of 35 in private revenues that year.

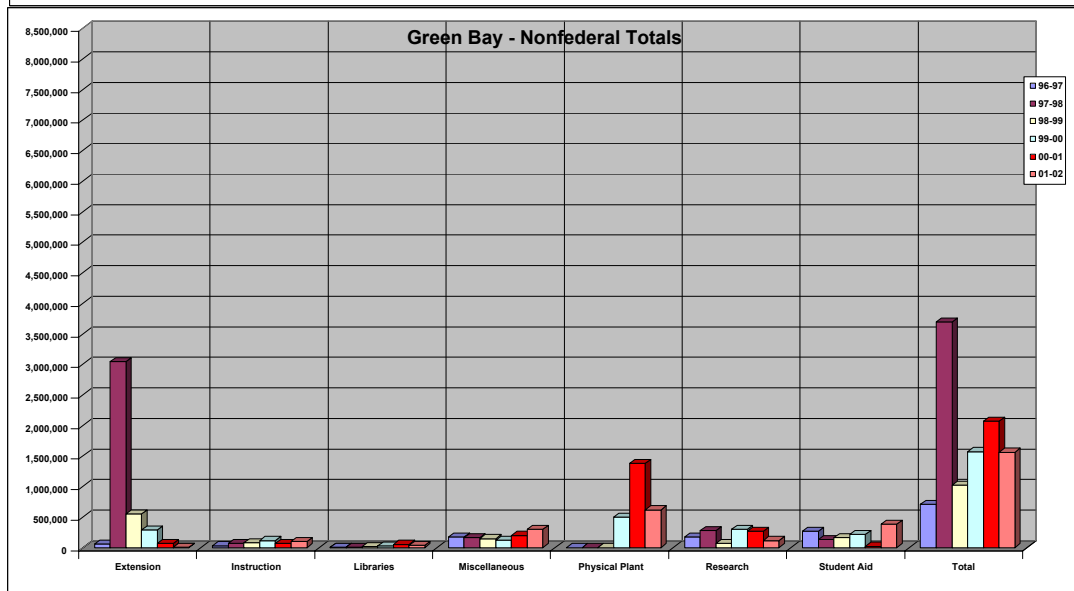
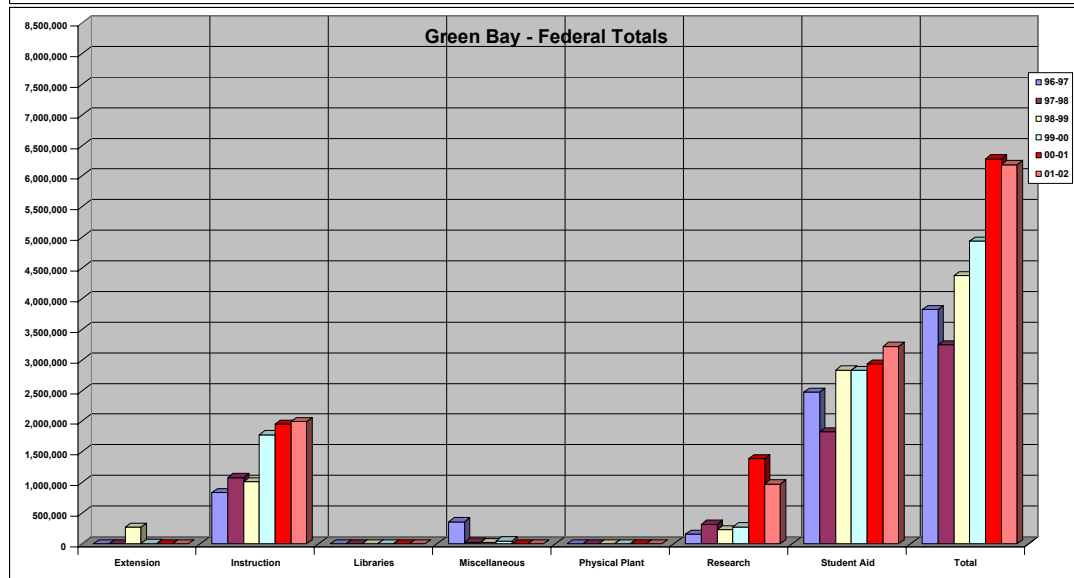
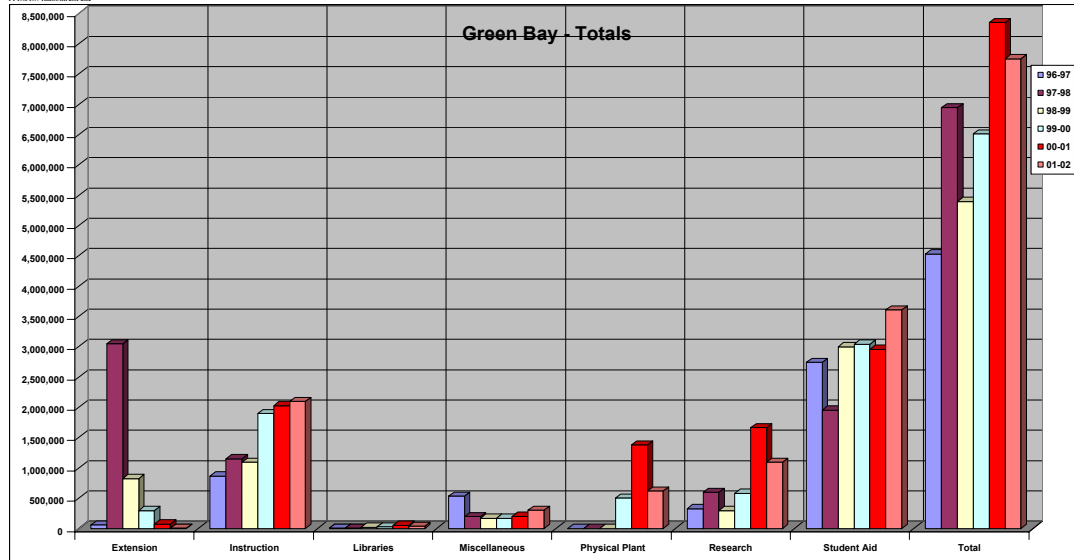


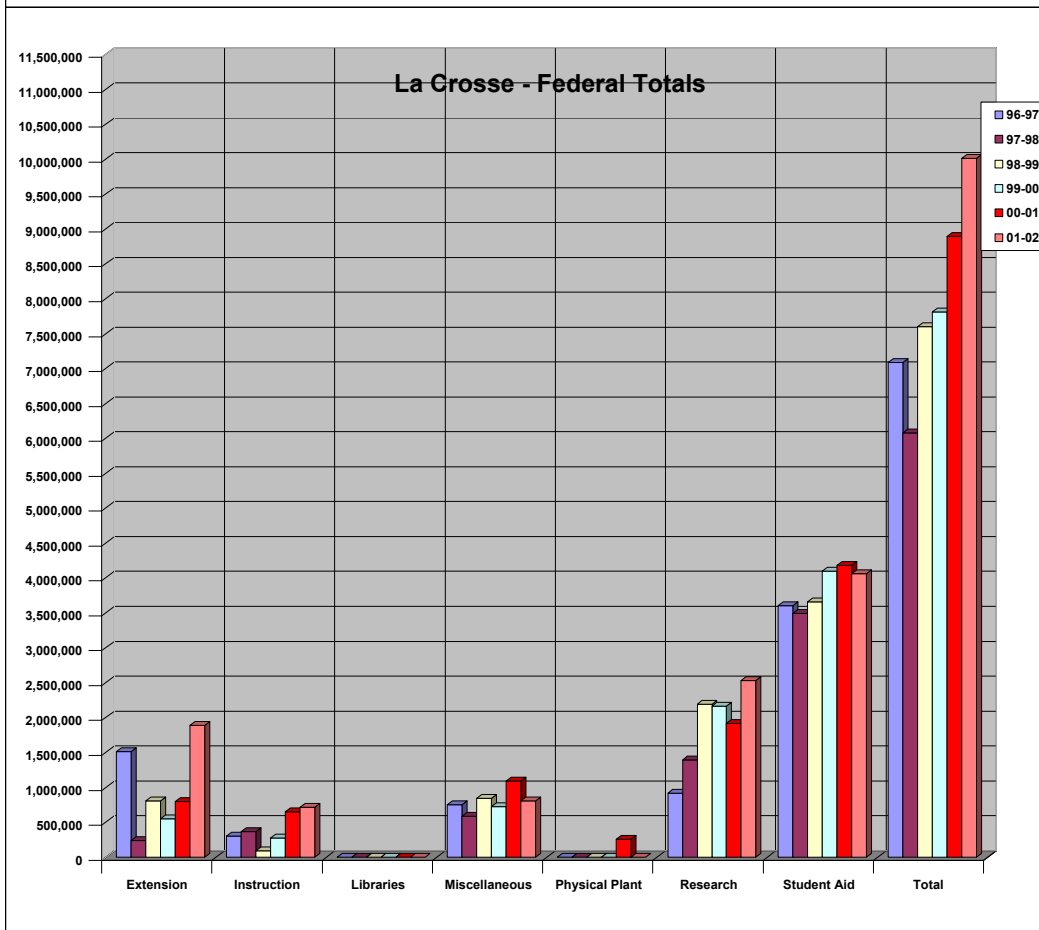
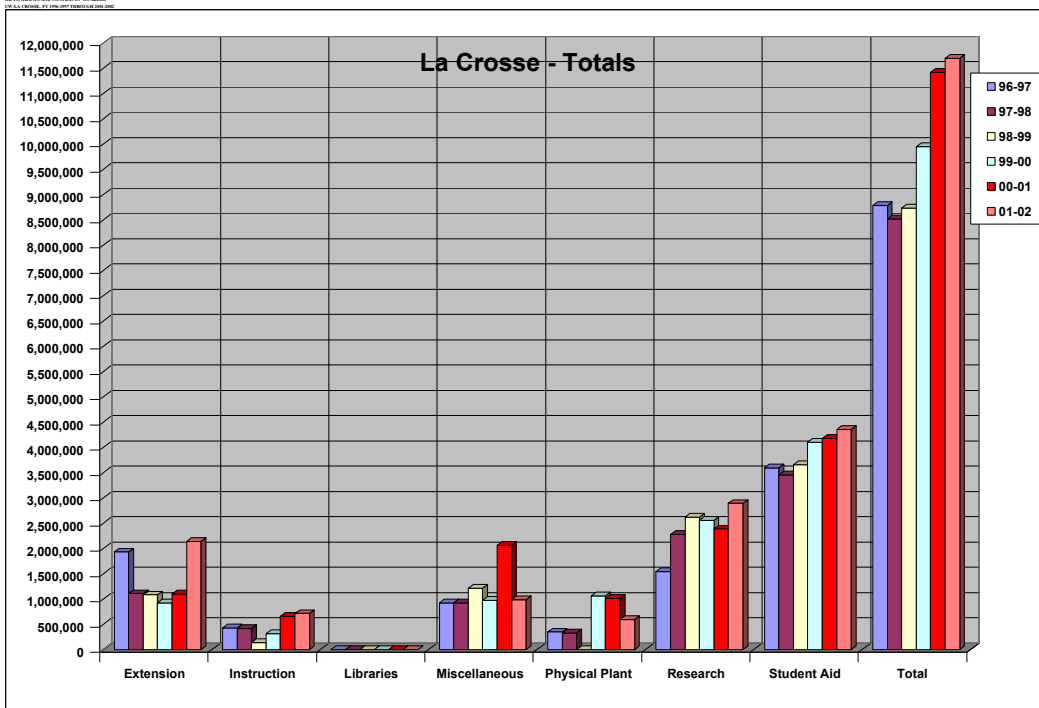


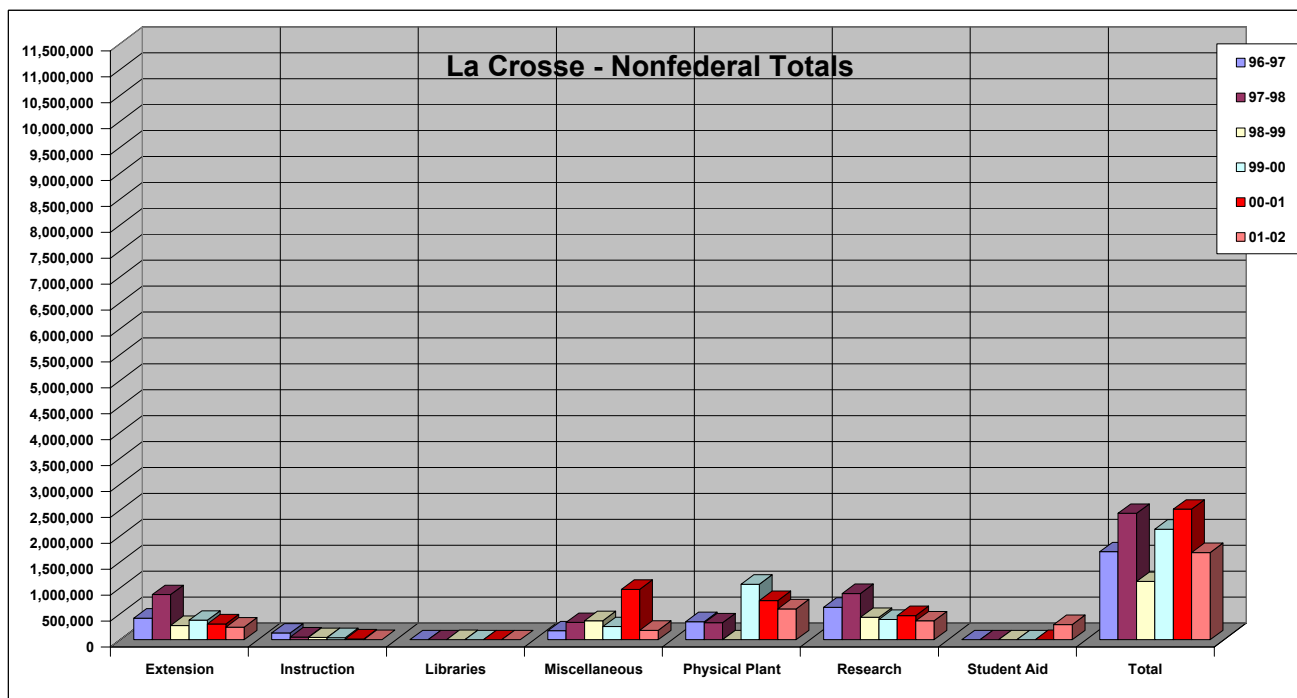


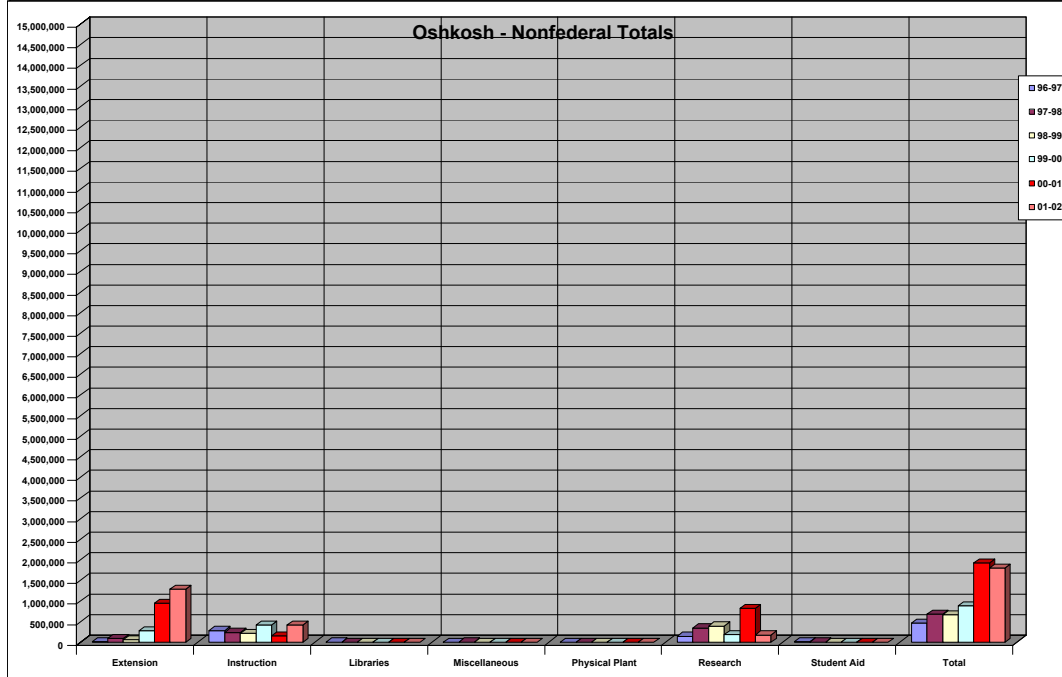
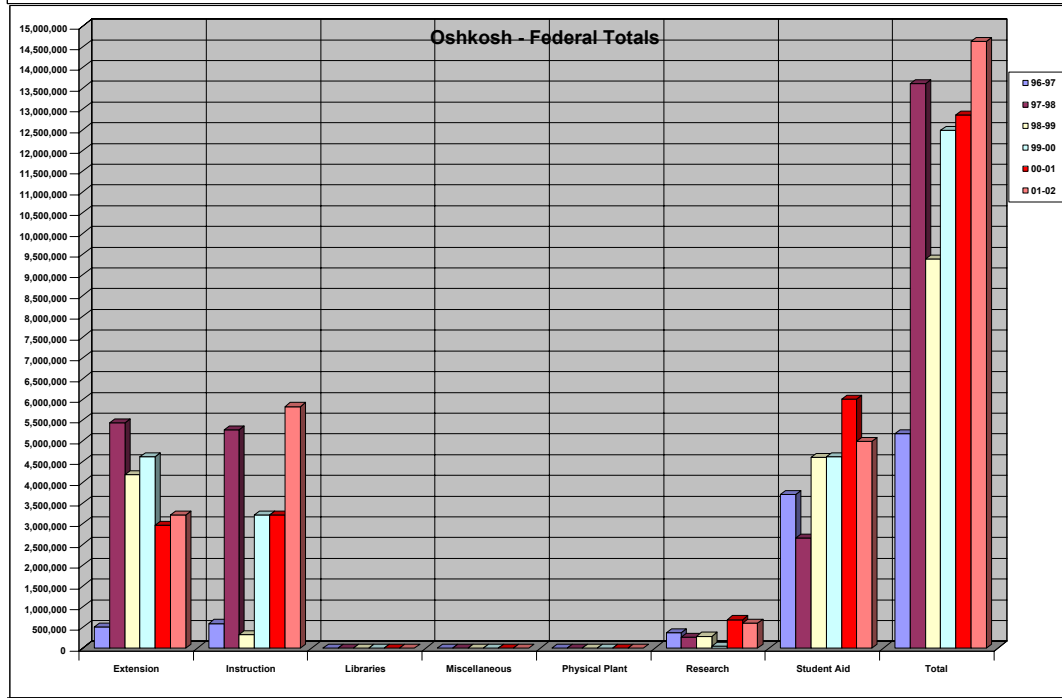
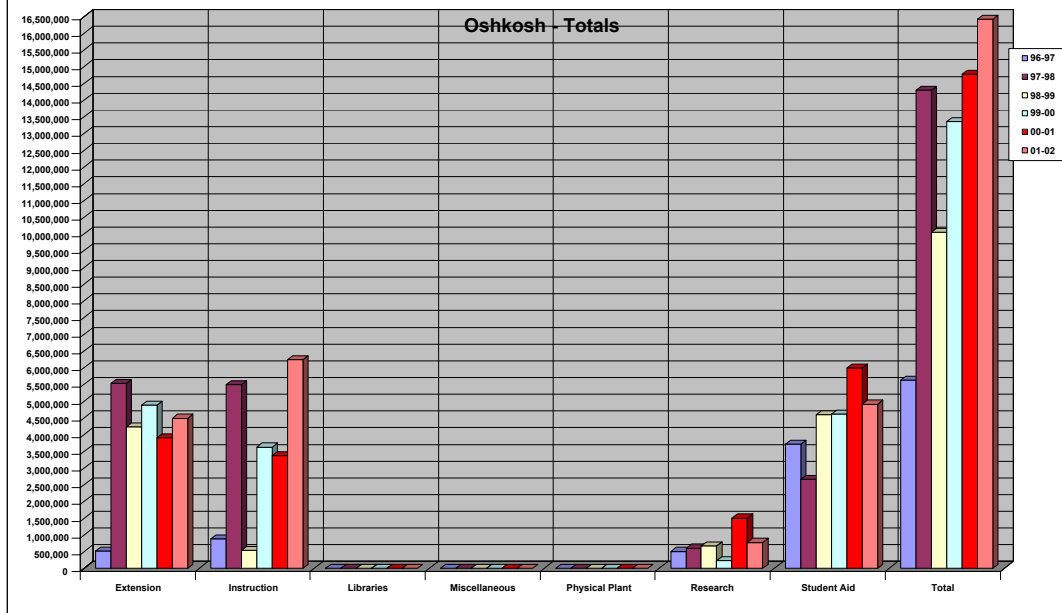


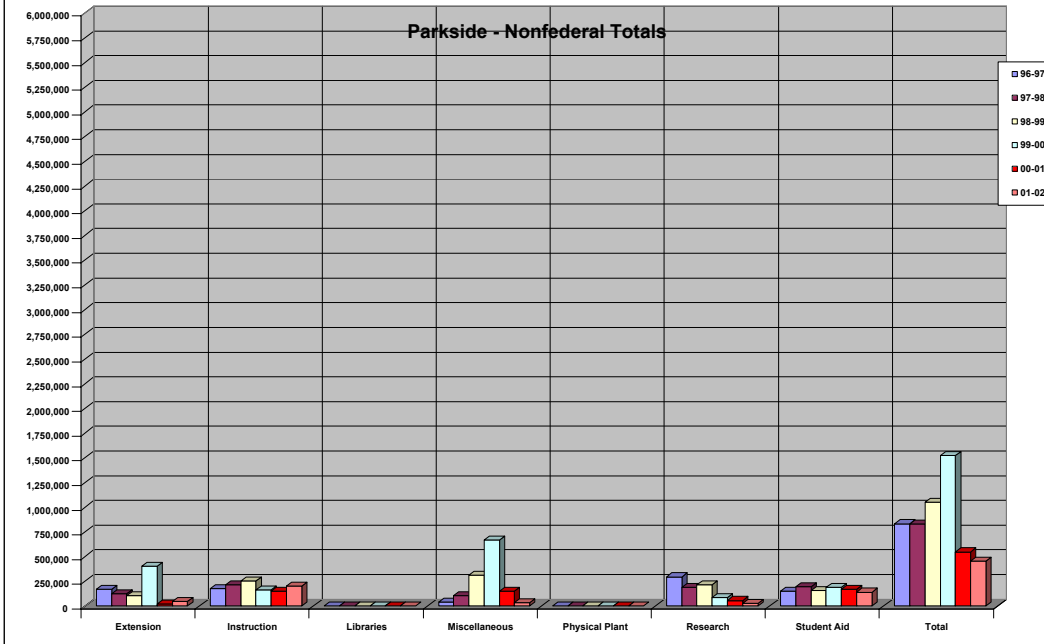
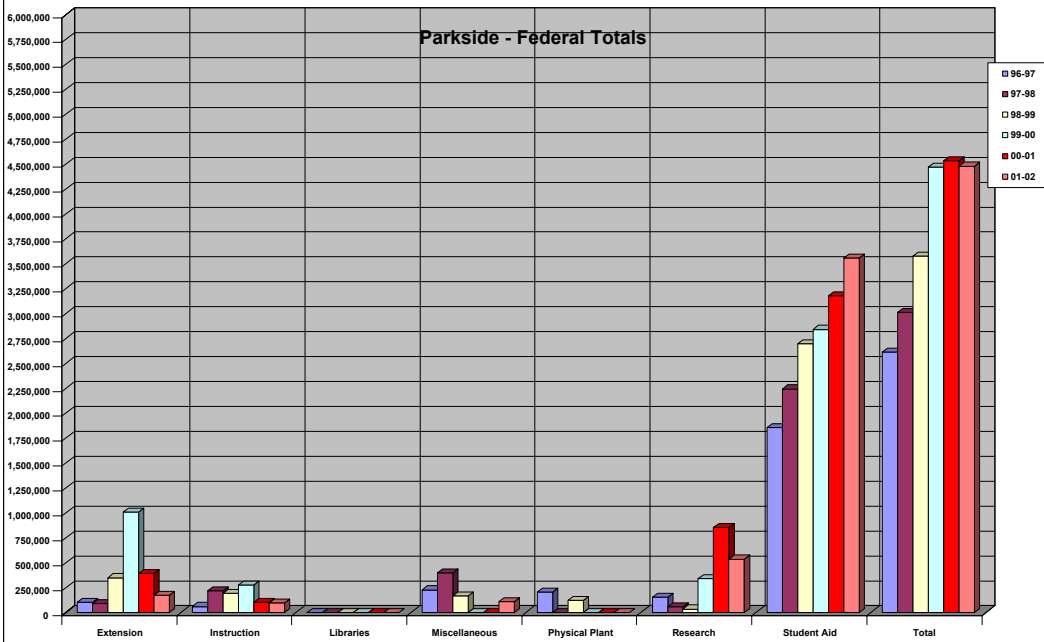
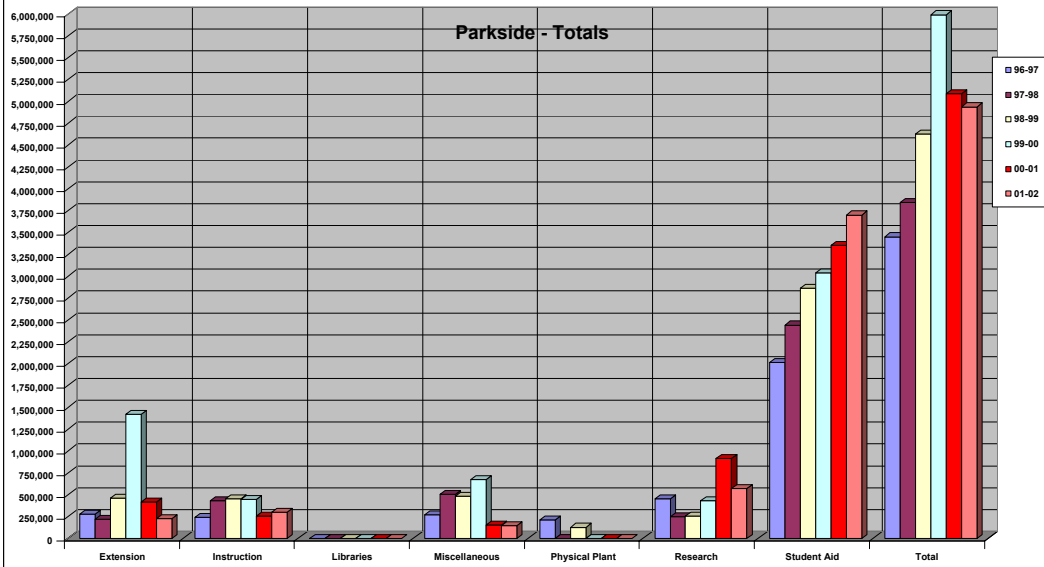


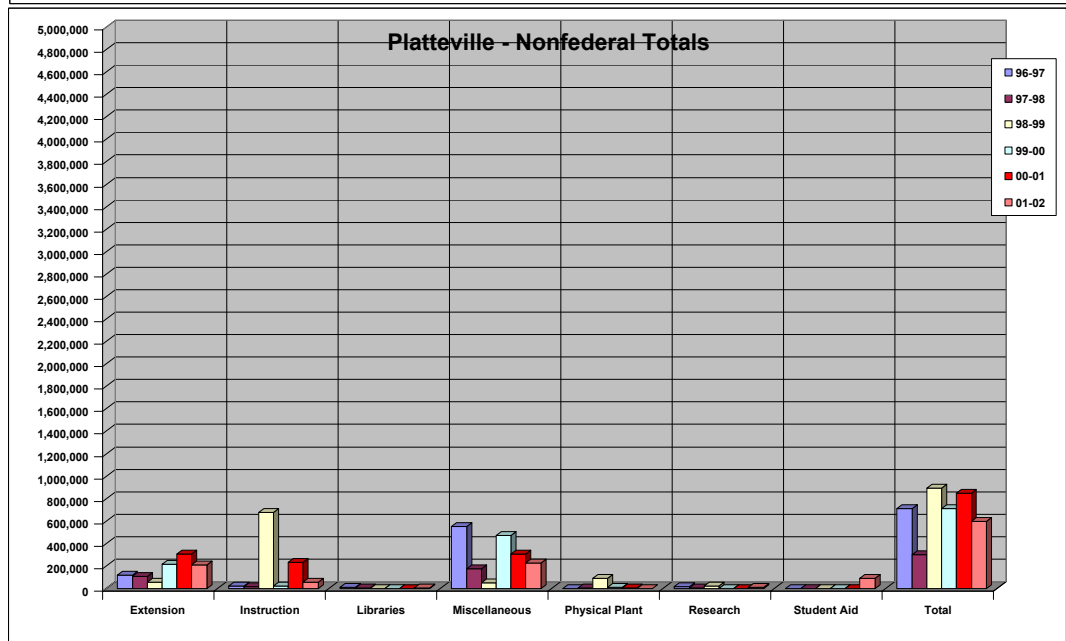


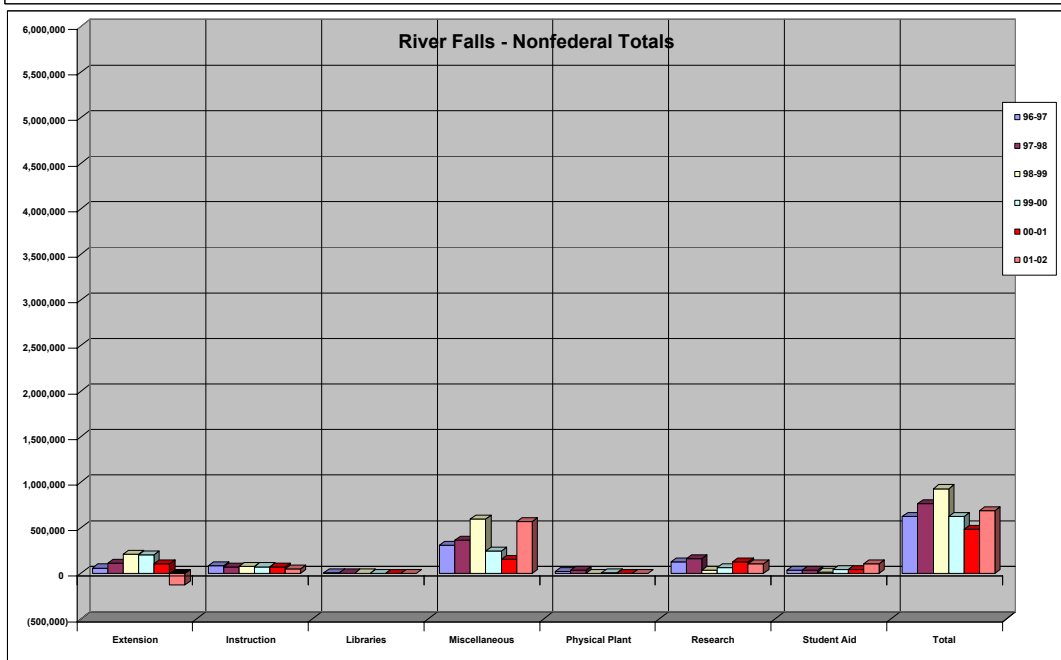
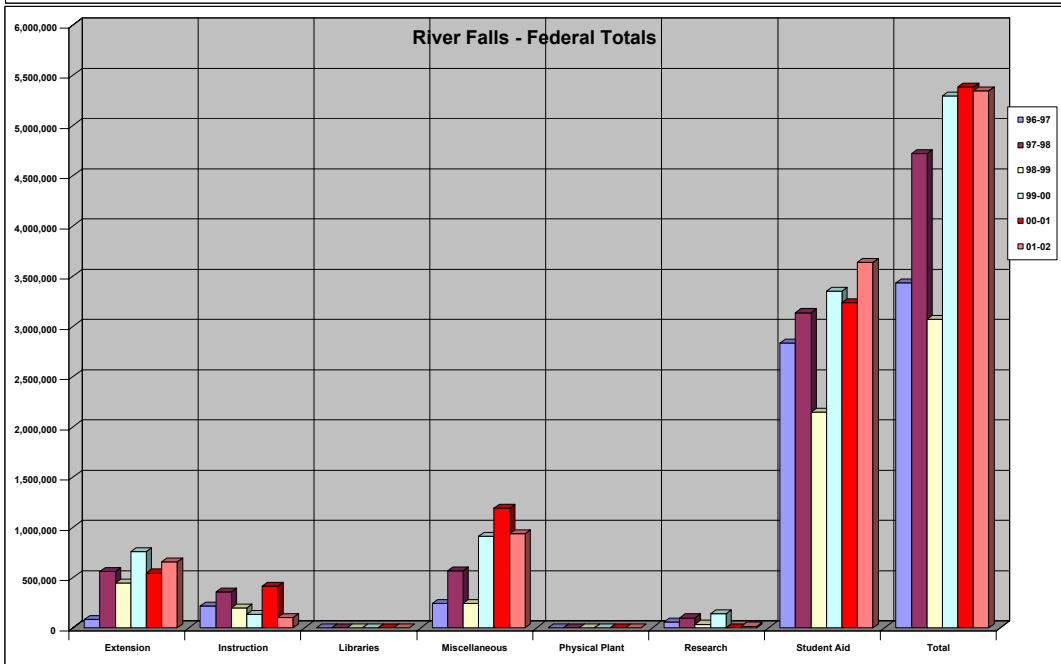
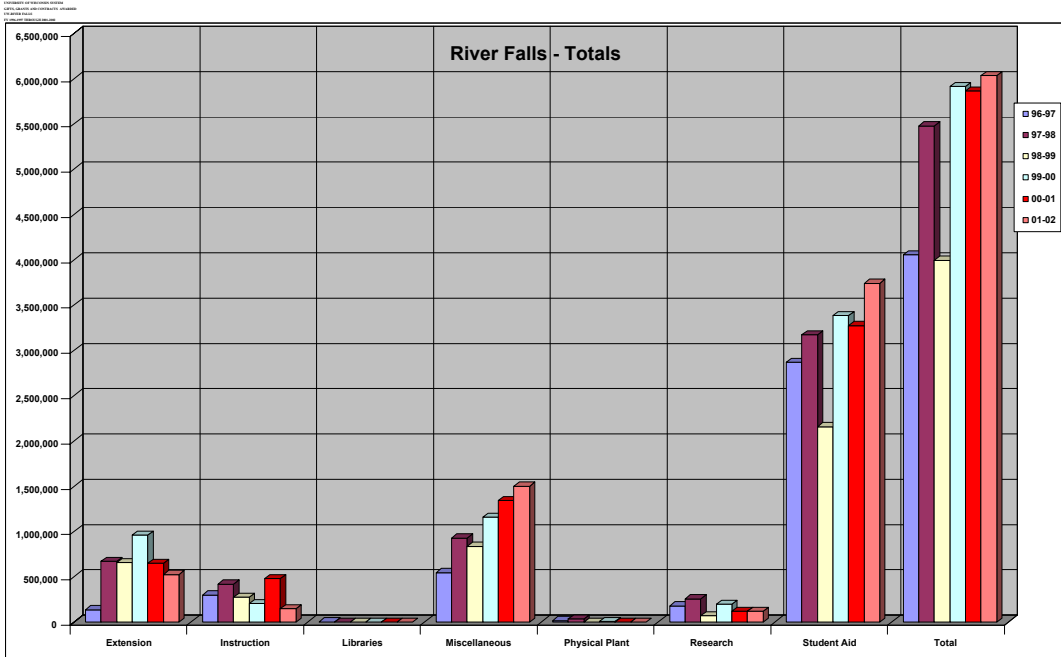


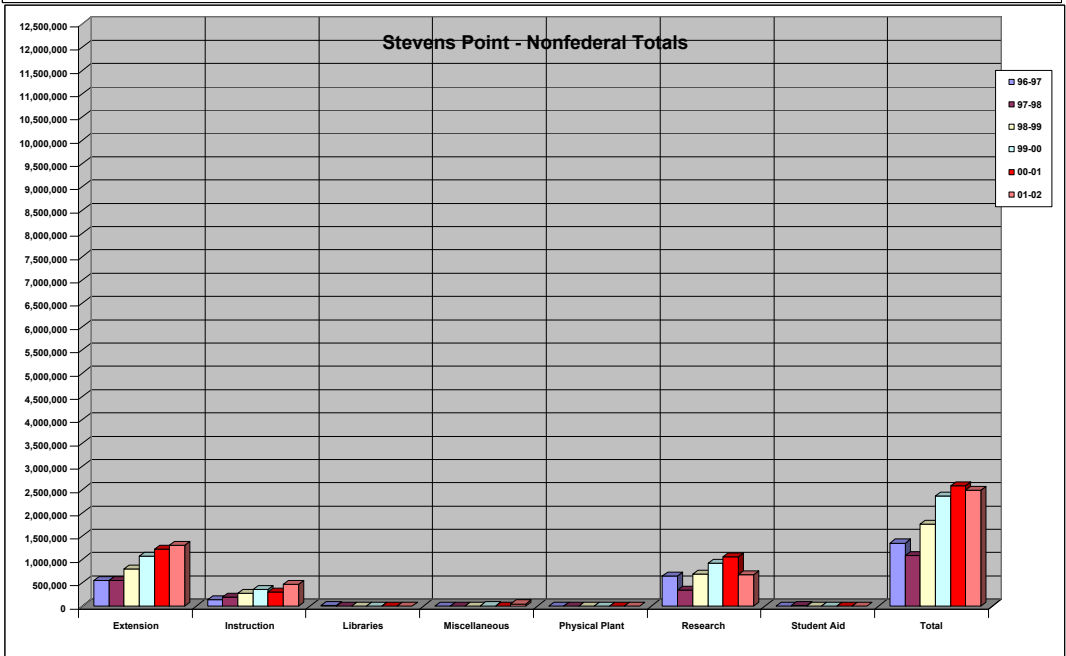
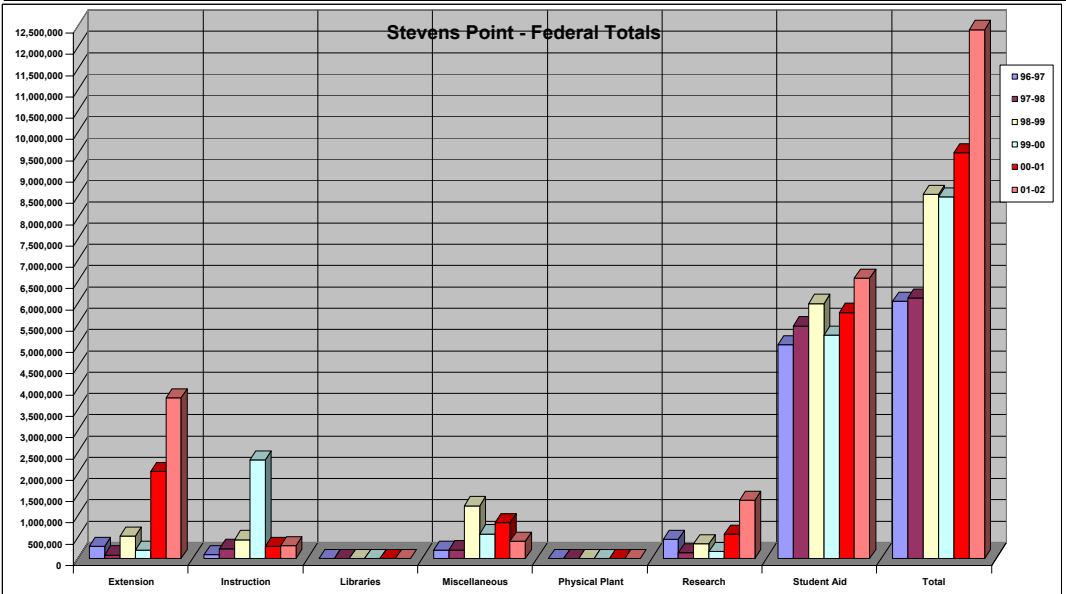
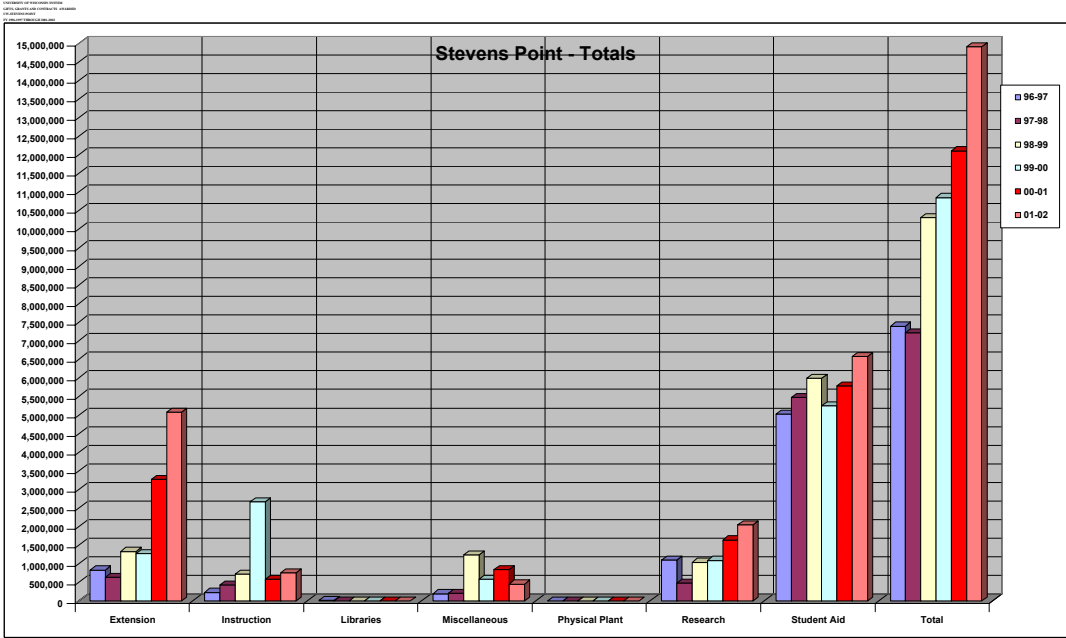


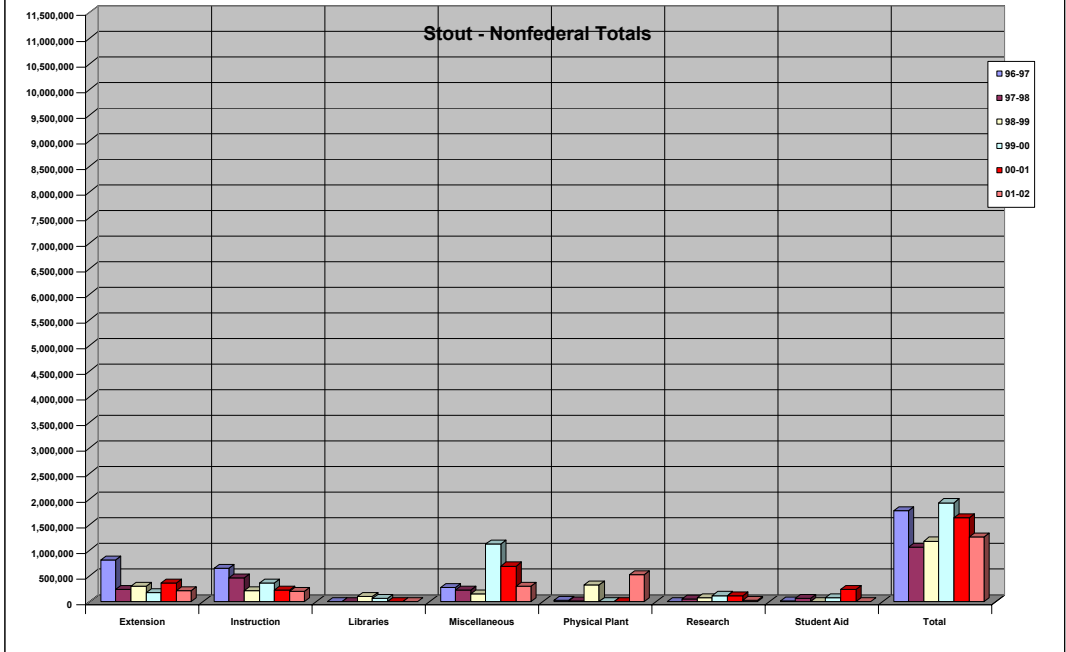
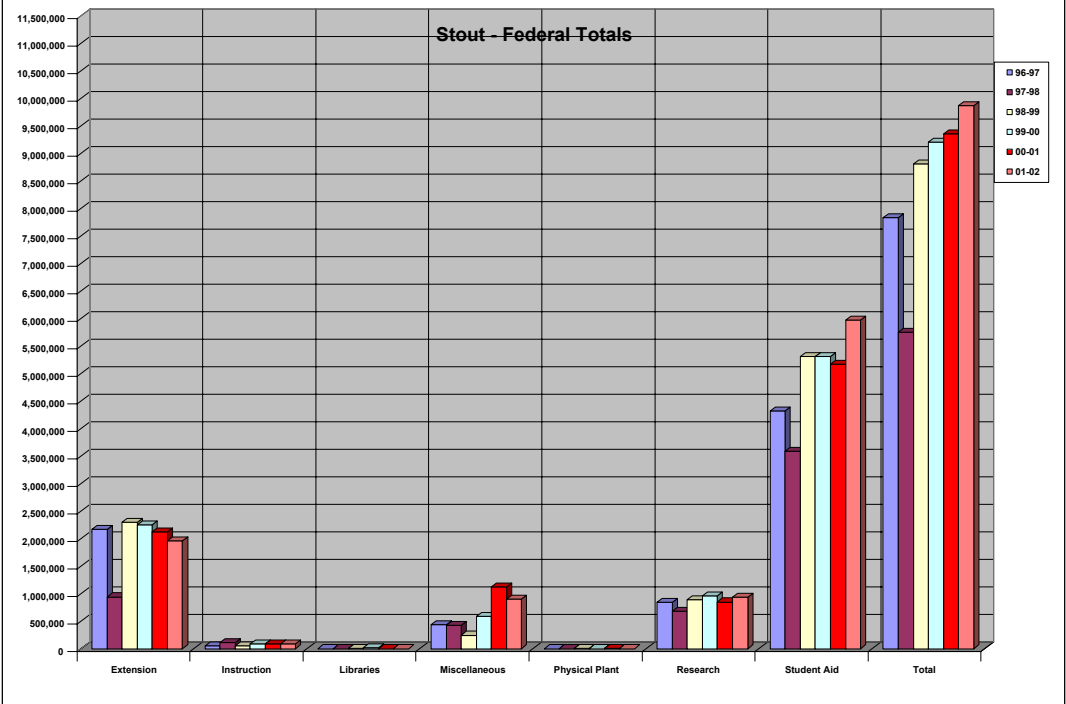
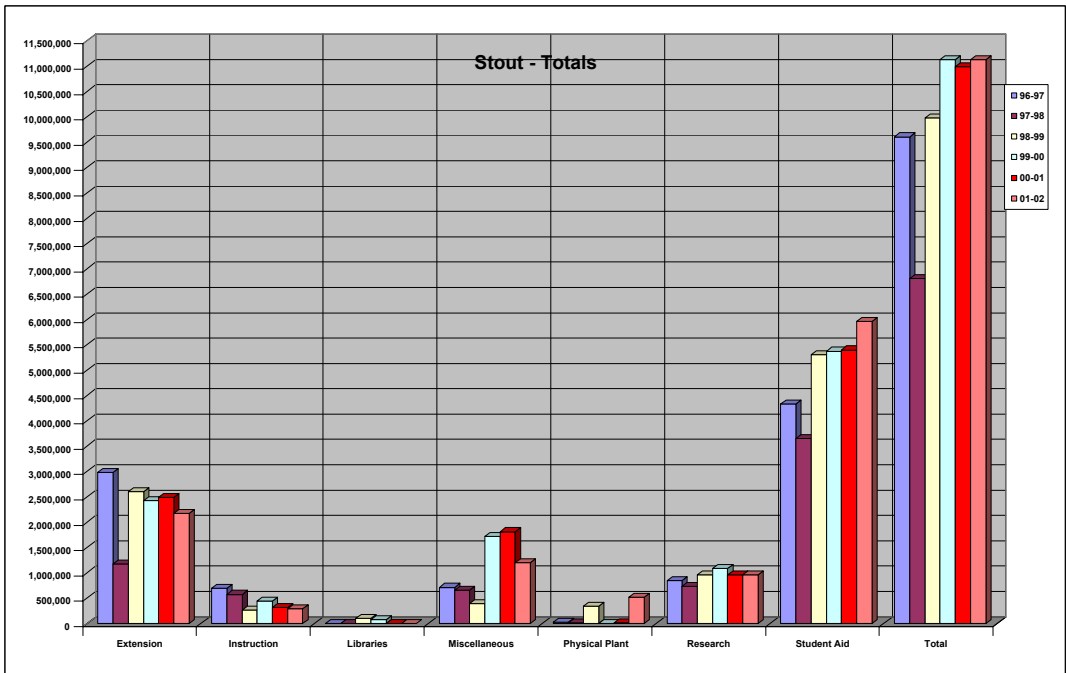


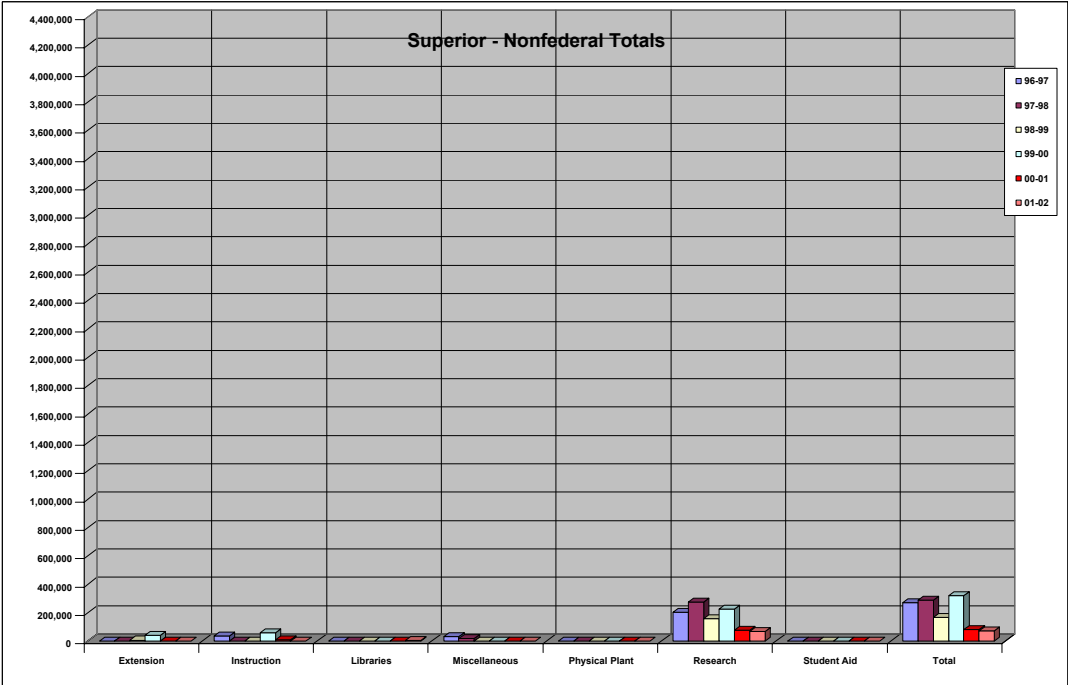
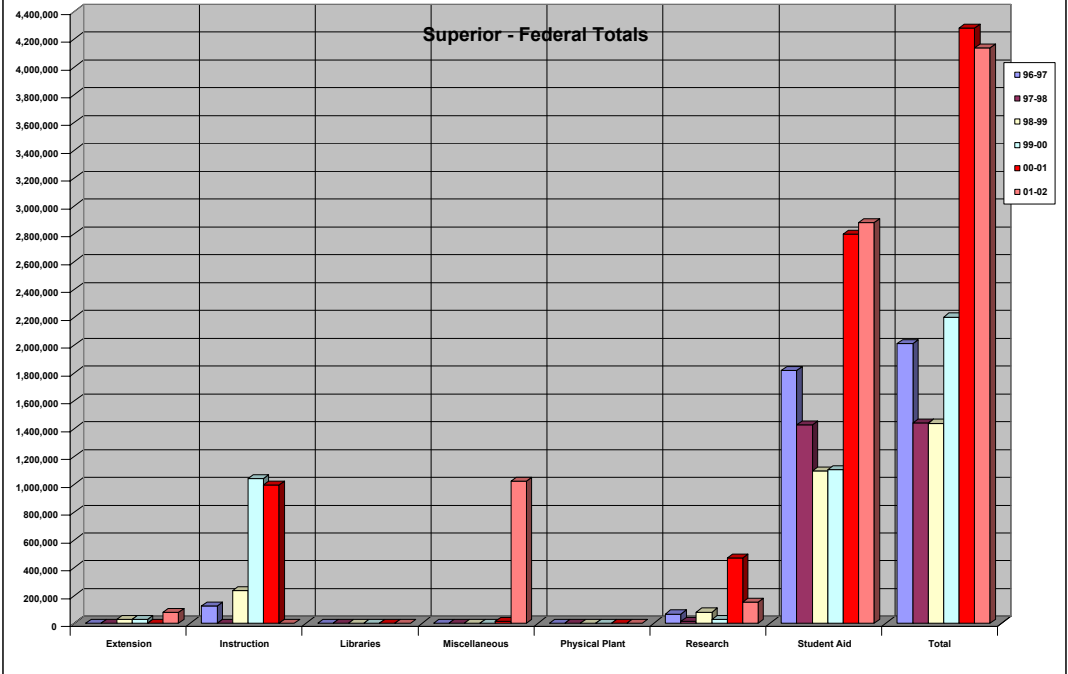
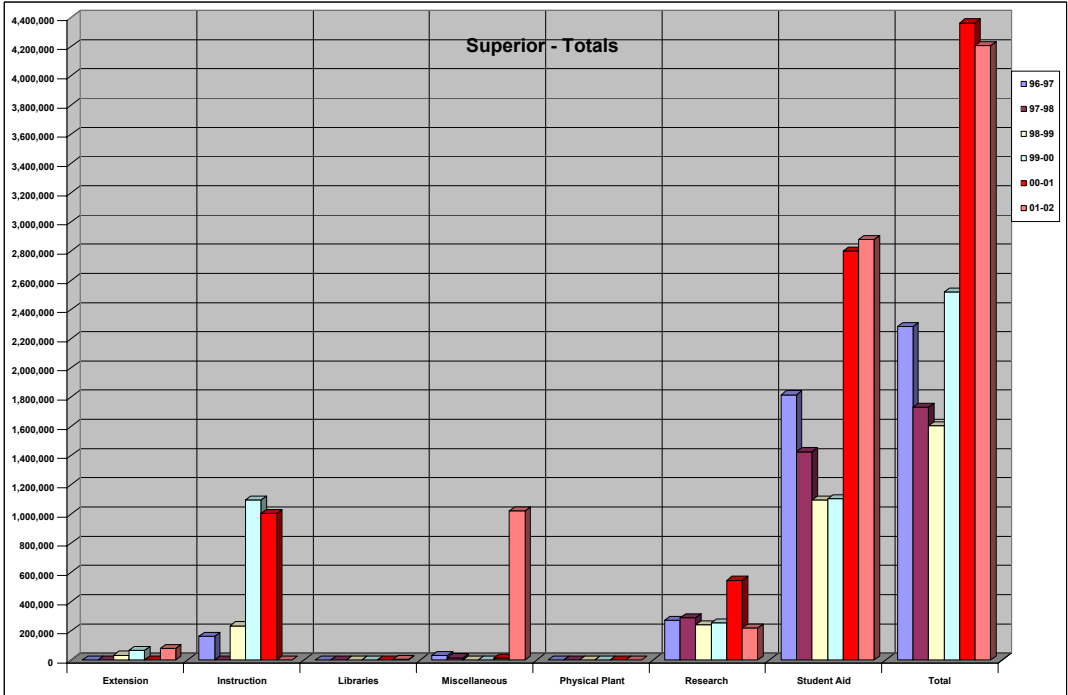


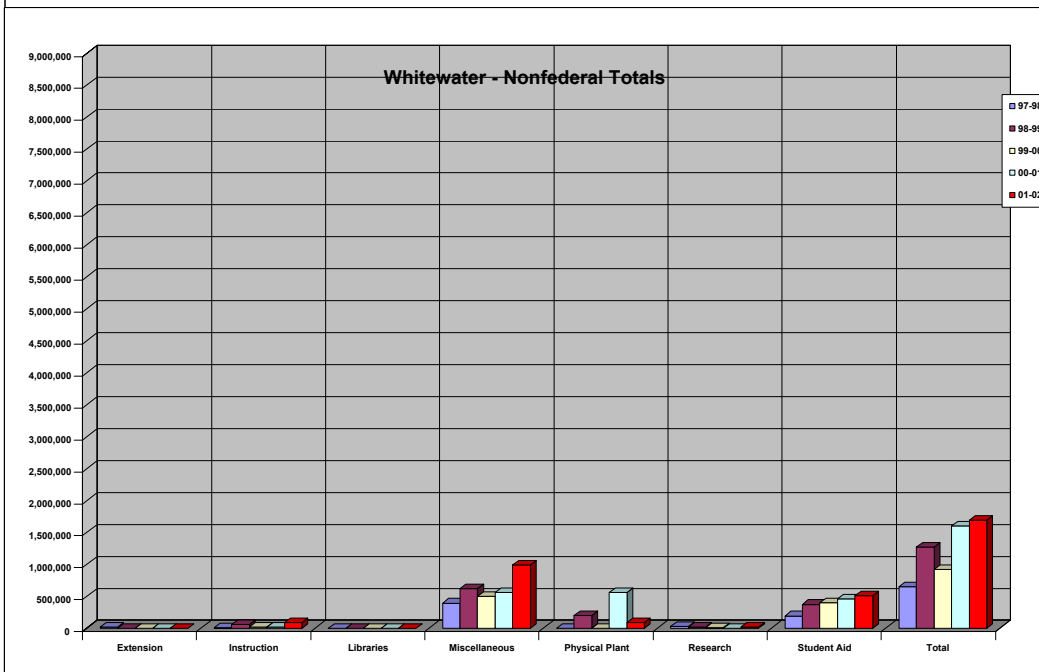
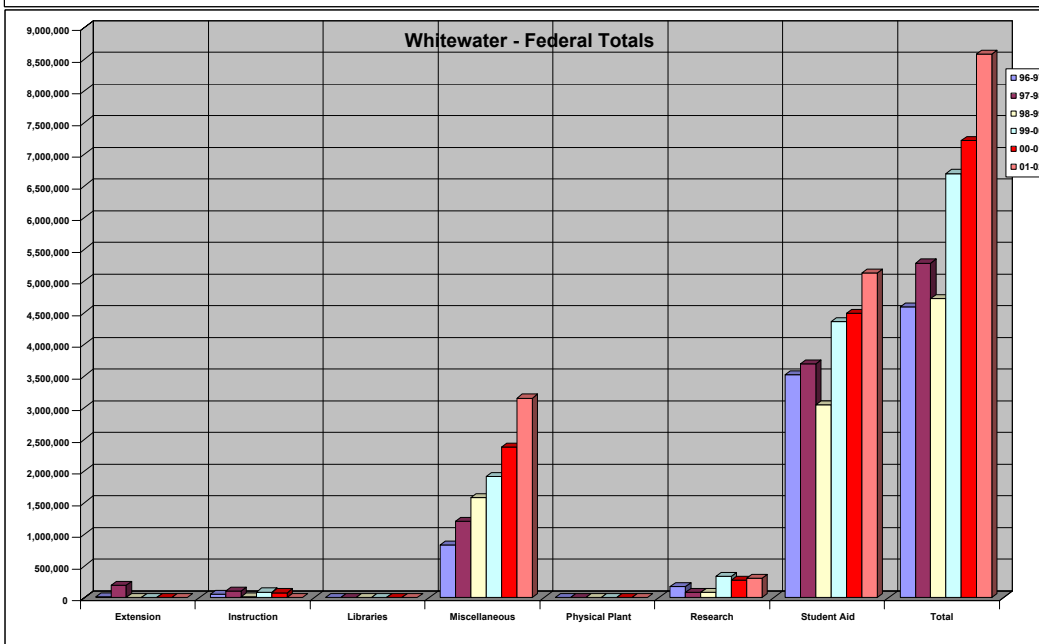
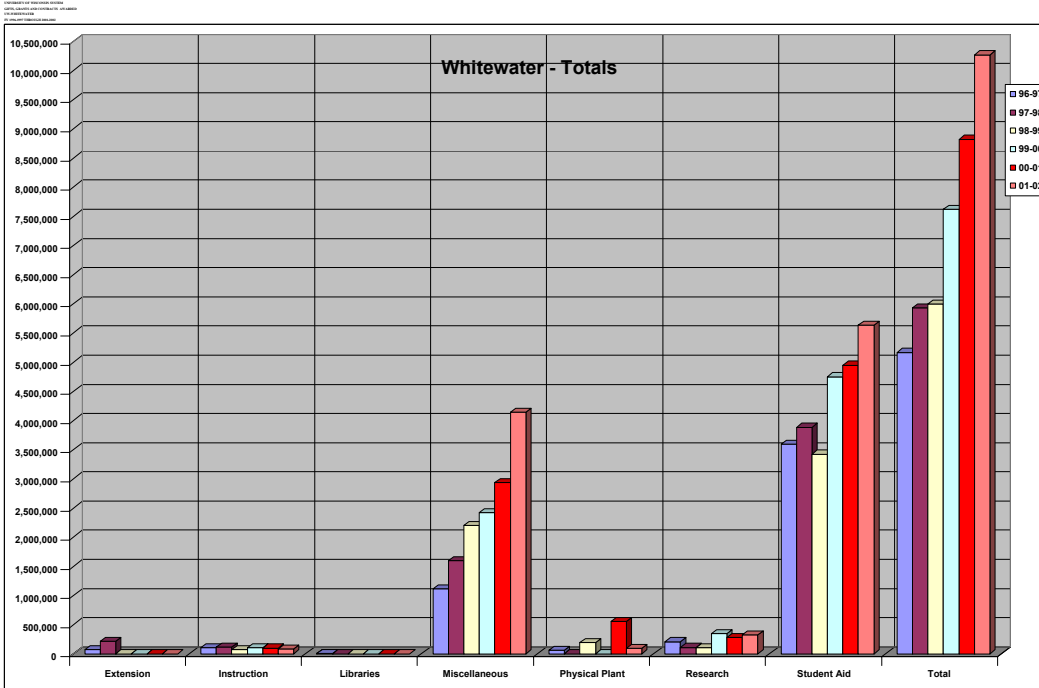


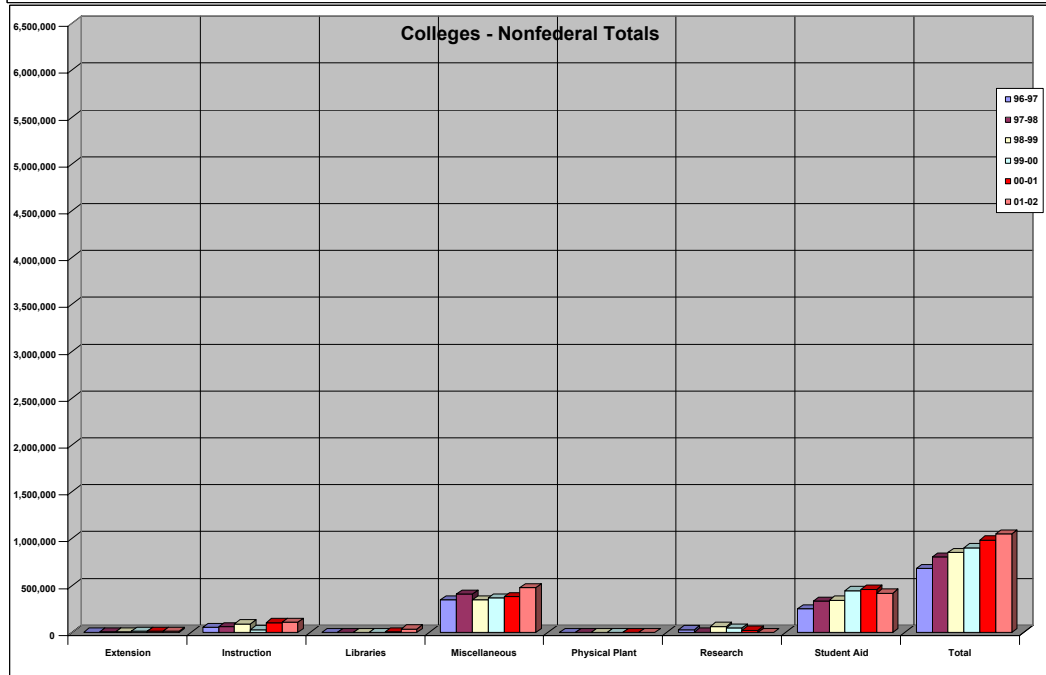
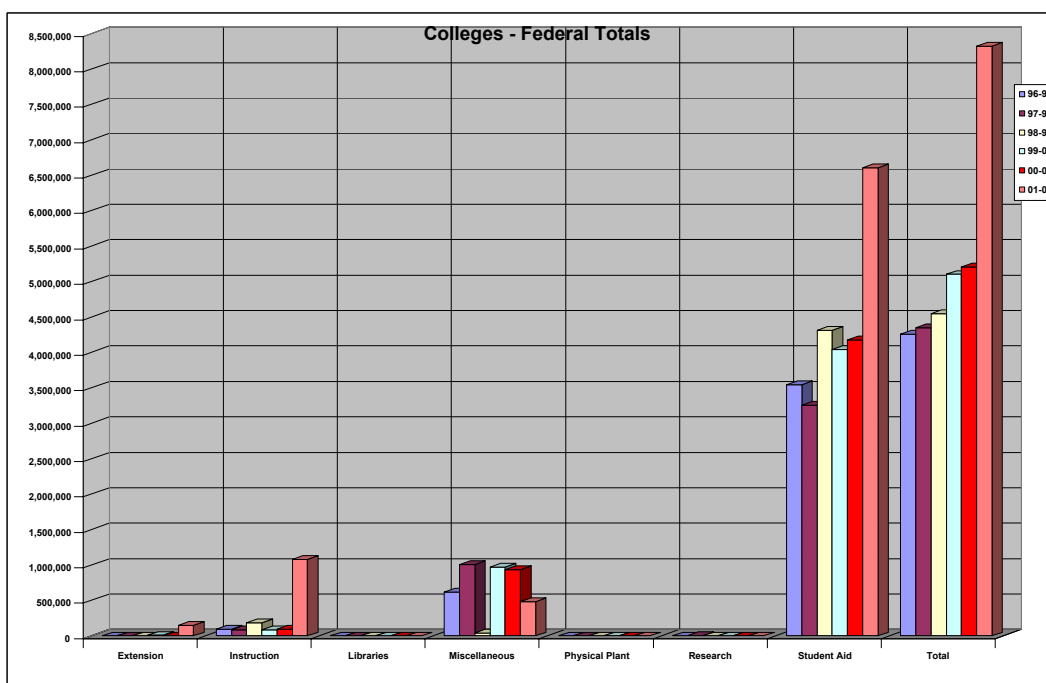
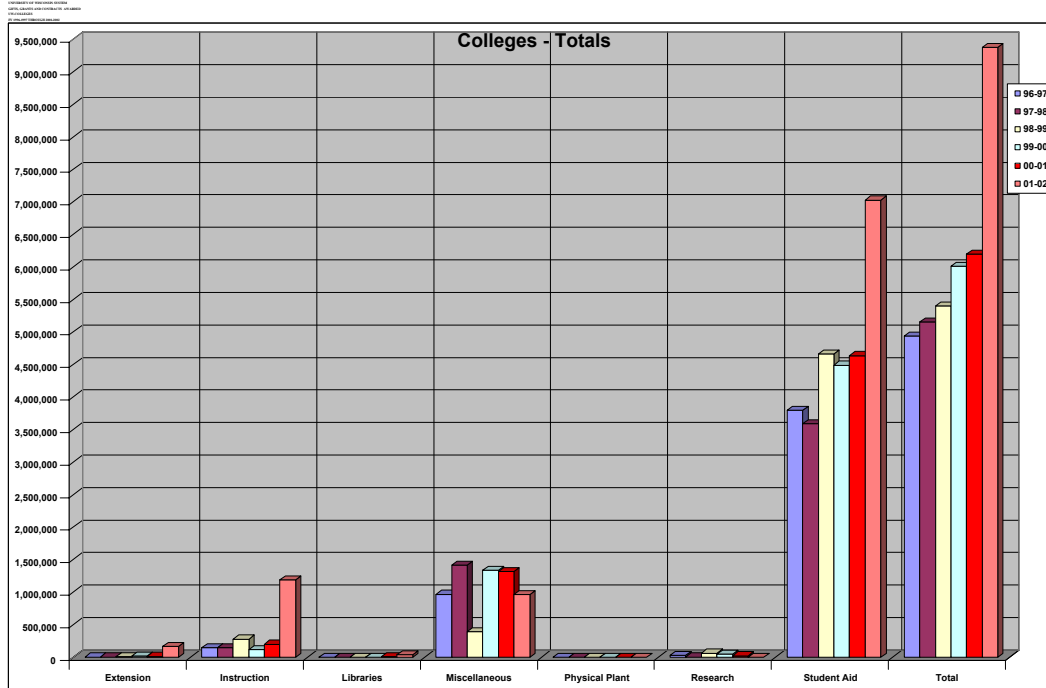


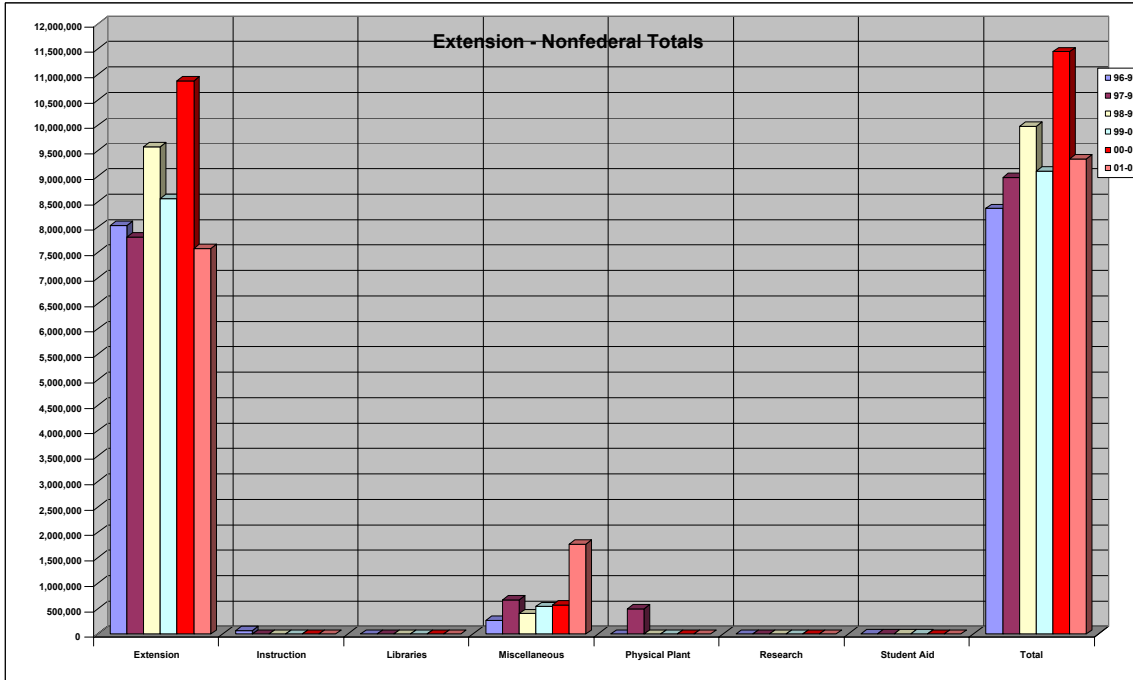
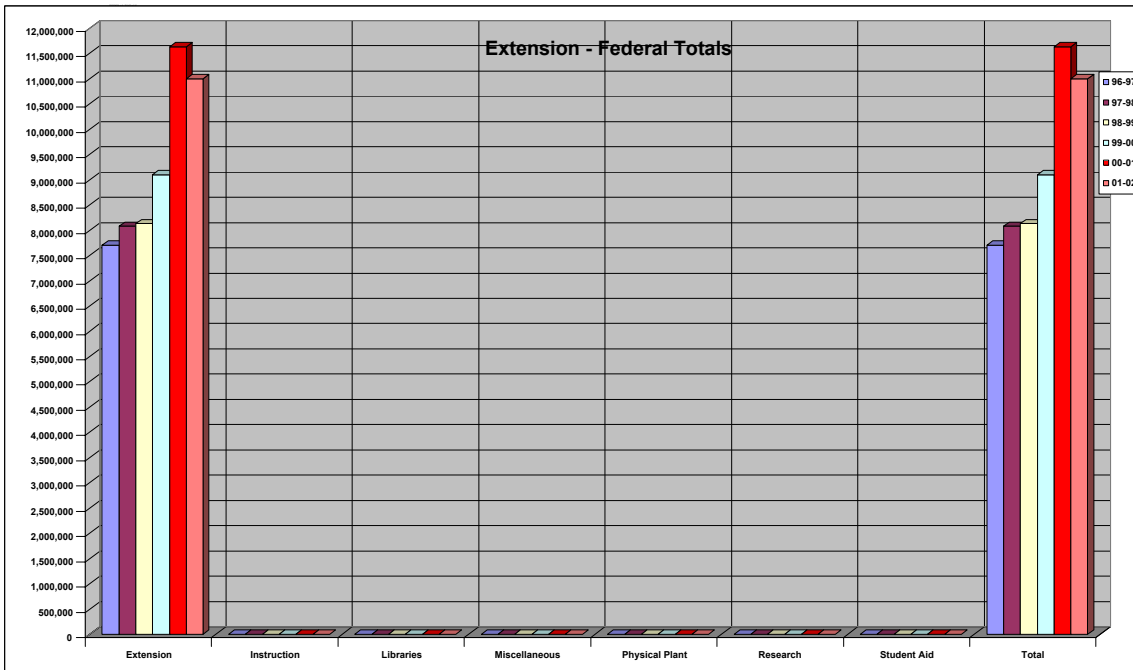
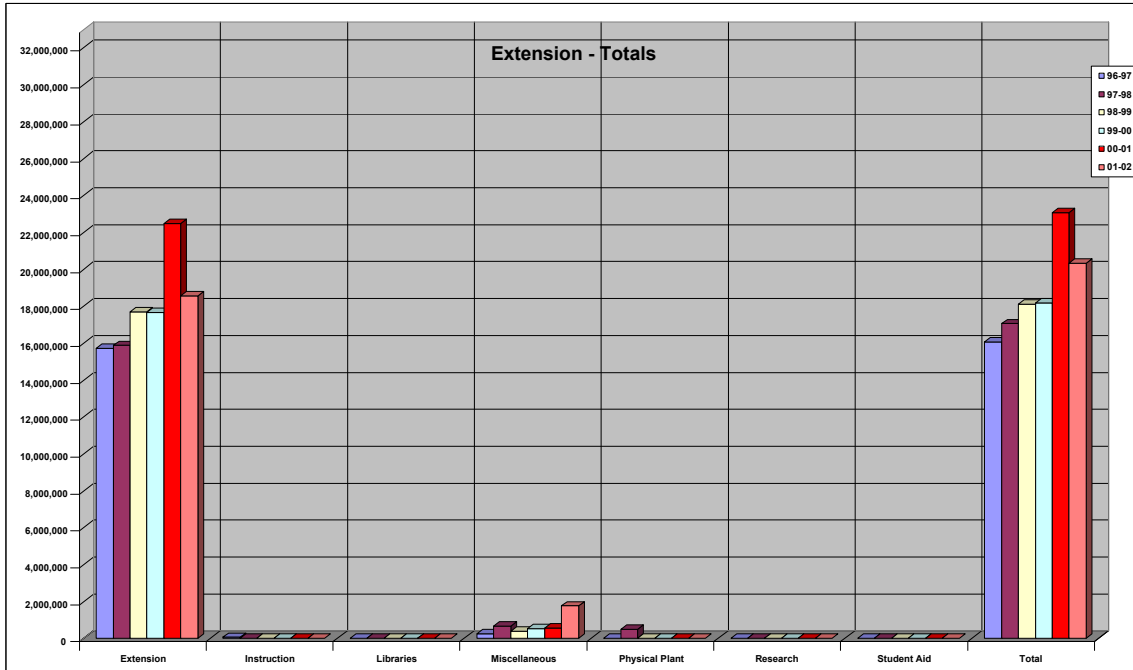


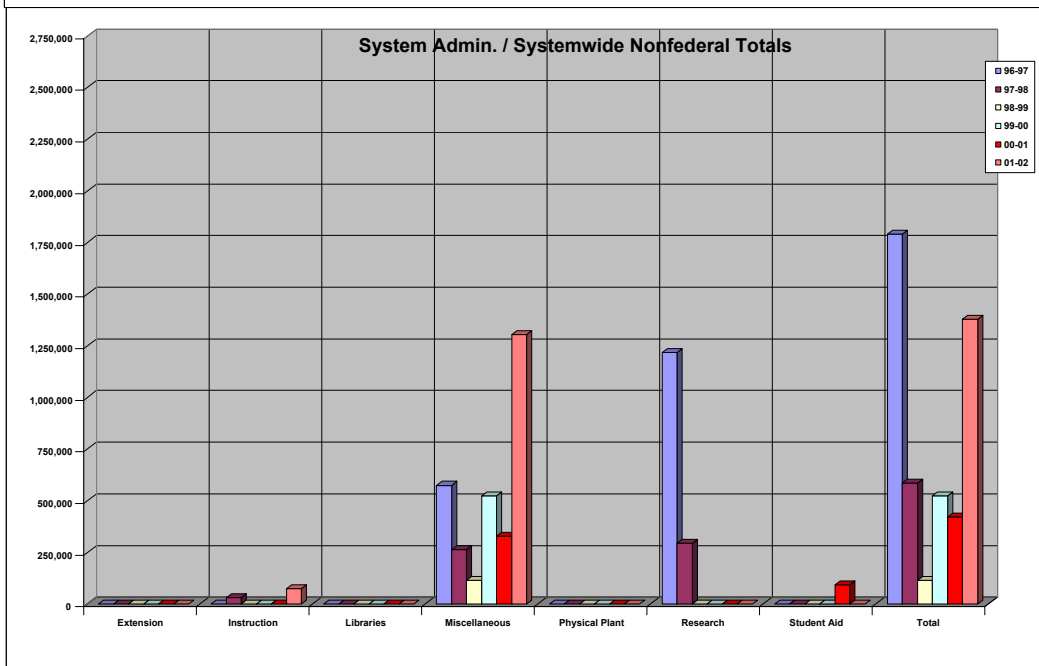
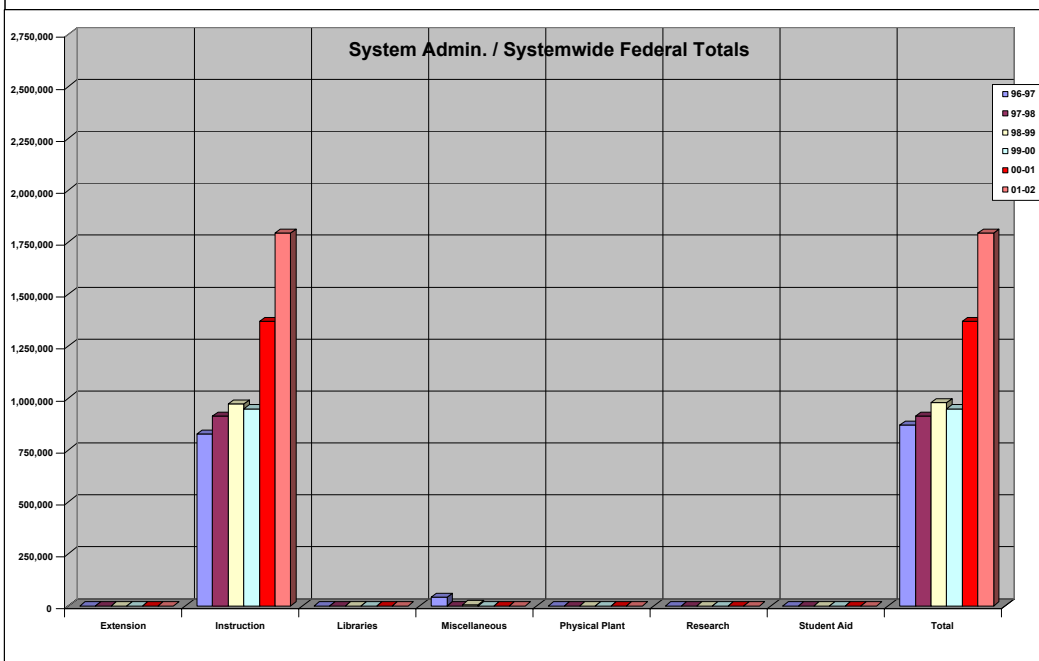
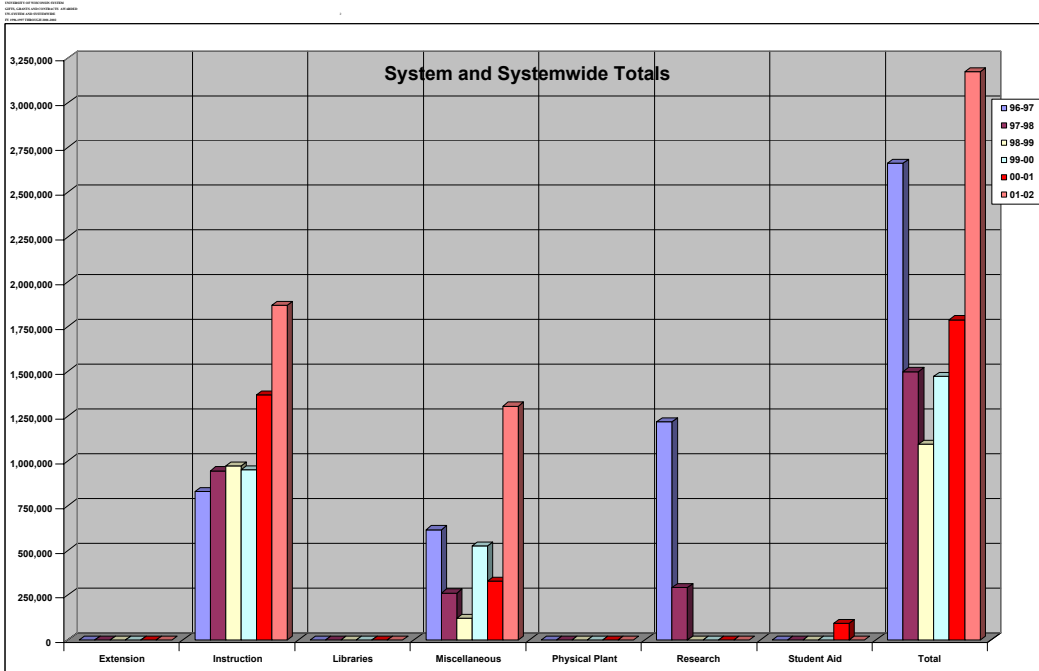






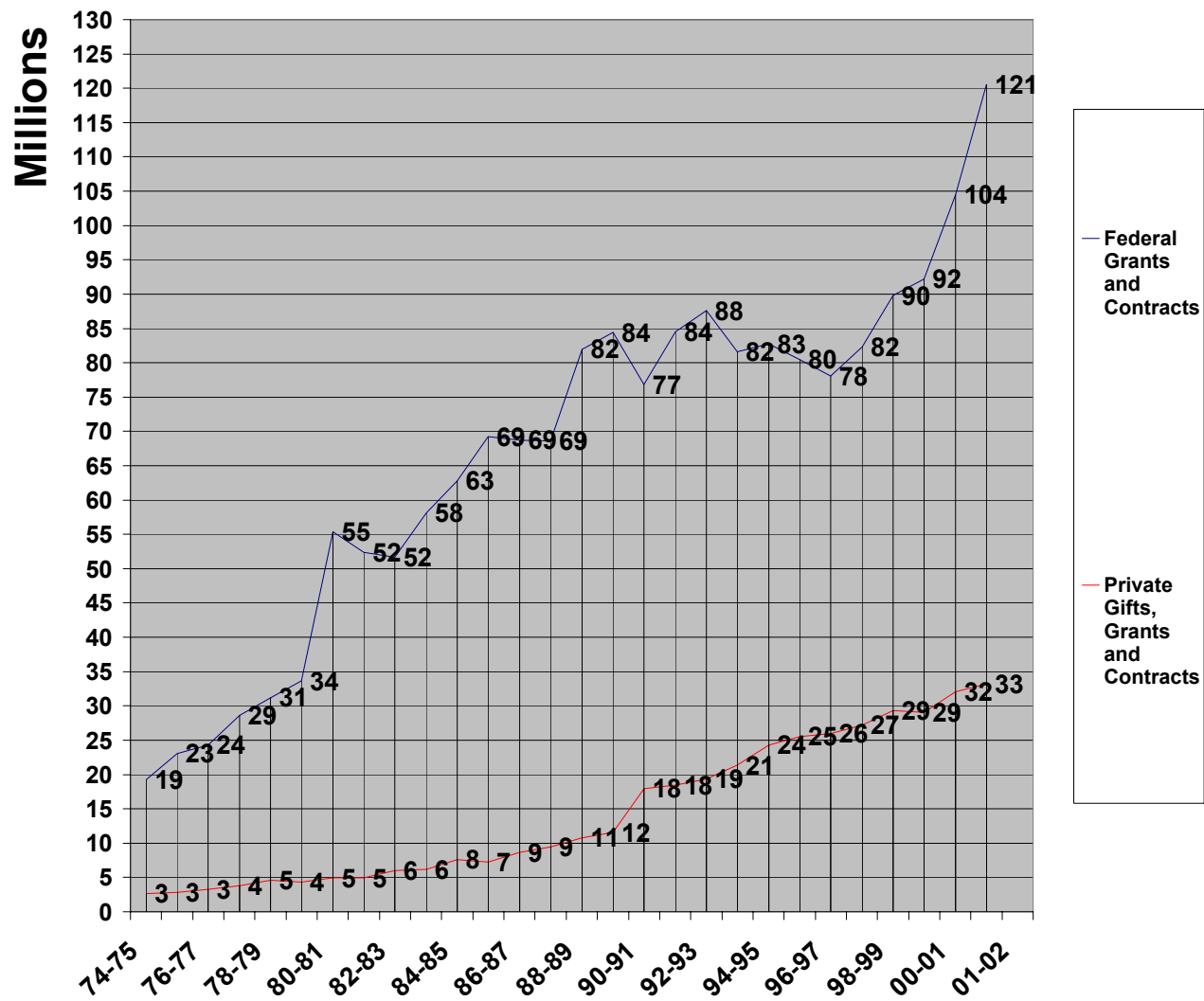






University of Wisconsin System - Excluding Madison
Current Funds Revenues
Federal and Private Gifts, Grants and Contracts
FY 1974-75 THROUGH 2001-2002

CHART 3



University of Wisconsin System - Excluding Madison
Current Funds Revenues
Federal and Private Gifts, Grants and Contracts
FY 1974-75 THROUGH 2001-2002

CHART 4

ADJUSTED FOR INFLATION: AVERAGE ANNUAL CPI-U. BASE YEAR = FY 1974-7

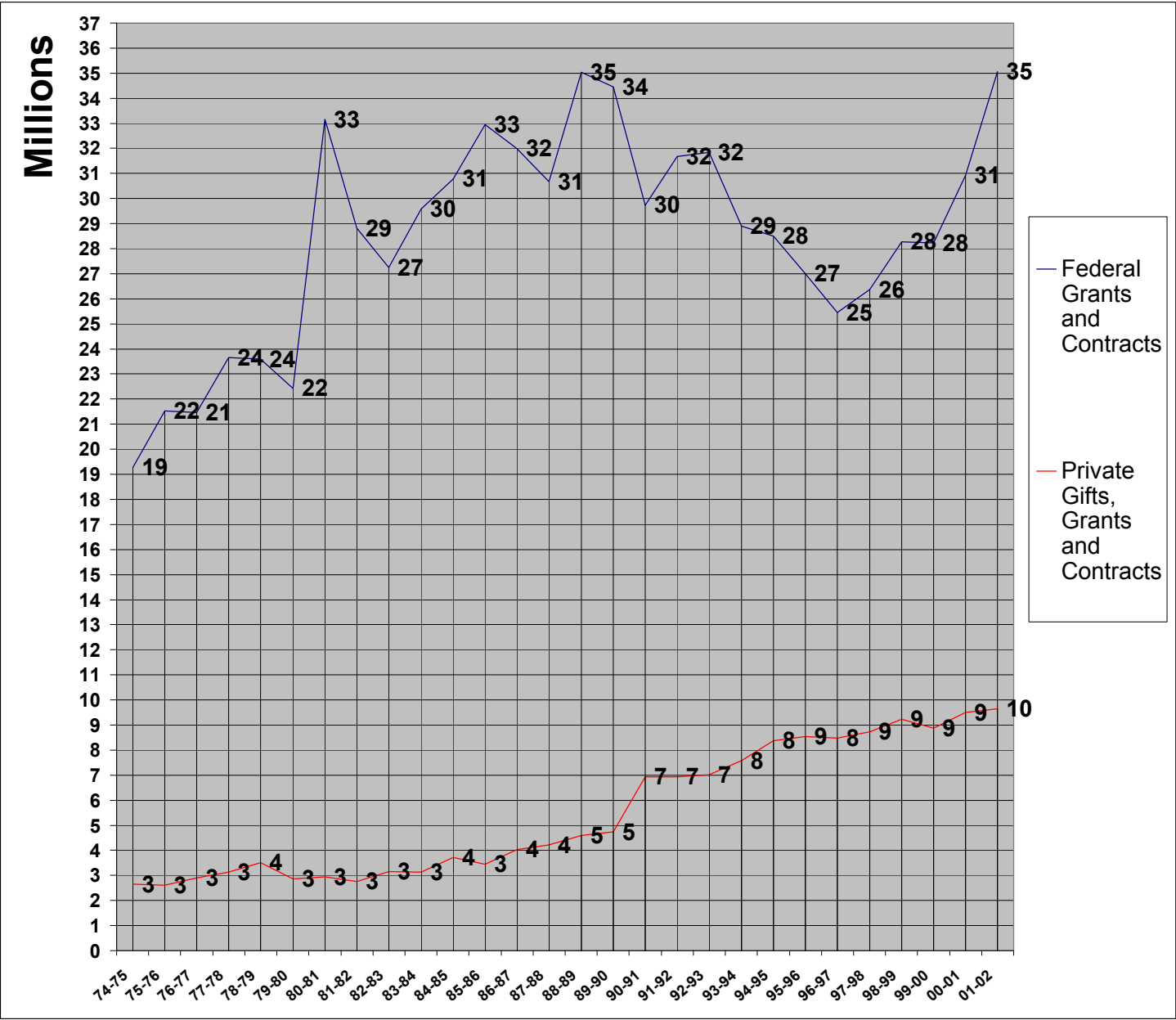


CHART 5
University of Wisconsin-Milwaukee
Peer Comparison of Gifts, Grants and Contracts

Institution	Fiscal Year 1998-1999			Fiscal Year 1999-2000			Fiscal Year 2000-2001	
	Federal Grants & Contracts	Private Gifts, Grants & Contracts		Federal Grants & Contracts	Private Gifts, Grants & Contracts		Federal Grants & Contracts	Private Gifts, Grants & Contracts
UNIVERSITY OF WISCONSIN-MILWAUKEE	25,695,087	7,436,787		26,767,587	7,750,092		34,527,873	8,064,242
GEORGIA STATE UNIVERSITY	28,763,837	12,948,707		23,828,977	15,733,289		24,617,976	16,953,862
UNIVERSITY OF ILLINOIS AT CHICAGO	137,256,621	43,223,156		158,595,952	56,052,944		184,157,670	61,148,961
UNIVERSITY OF LOUISVILLE	26,617,000	61,268,000		30,951,000	43,394,000		41,351,000	68,850,000
UNIVERSITY OF NEW ORLEANS	22,767,842	4,742,917		24,856,231	5,441,685		34,837,032	5,613,683
WAYNE STATE UNIVERSITY	83,072,282	90,966,694		87,880,128	104,394,680		98,364,127	112,373,935
UNIVERSITY OF MISSOURI-KANSAS CITY	14,460,673	16,862,474		15,291,500	19,023,623		17,227,237	21,306,158
SUNY COLLEGE AT BUFFALO	38,975,031	4,082,867		41,103,536	4,266,961		43,568,074	3,171,800
UNIVERSITY OF AKRON MAIN CAMPUS	19,095,331	14,541,901		19,309,638	17,215,246		22,868,278	17,239,195
UNIVERSITY OF CINCINNATI-MAIN CAMPUS	92,327,268	26,555,488		98,932,574	26,755,641		109,215,851	24,389,304
CLEVELAND STATE UNIVERSITY	13,832,384	4,422,951		13,960,954	4,924,773		15,131,879	5,634,745
UNIVERSITY OF TOLEDO	18,681,604	7,839,335		18,160,158	8,557,506		19,250,874	10,626,019
THE UNIVERSITY OF TEXAS AT DALLAS	9,298,799	5,684,713		9,482,654	5,752,897		11,108,750	9,225,804
TEMPLE UNIVERSITY	58,312,000	28,235,000		67,697,000	31,495,000		Data not available	
Comparison (Excludes Temple University)								
Average excluding UW Milwaukee	42,095,723	24,428,267		45,196,109	25,959,437		51,808,229	29,711,122
Median excluding UW Milwaukee	24,692,421	13,745,304		24,342,604	16,474,268		29,727,504	17,096,529
Distance from median of UW Milwaukee	1,002,666	-6,308,517		2,424,983	-8,724,176		4,800,369	-9,032,287
UW Milwaukee as a % of the peer average	61%	30%		59%	30%		67%	27%
UW Milwaukee rank among peers	7/13	9/13		6/13	9/13		7/13	10/13
File Name: Charts 5&6-Peer-FY1.xls								
RET 03-14-2003								

CHART 6
University of Wisconsin System Comprehensive Institutions
Peer Comparison of Gifts, Grants and Contracts

Institution	Fiscal Year 1998-1999		Fiscal Year 1999-2000		Fiscal Year 2000-2001	
	Federal Grants & Contracts	Private Gifts, Grants & Contracts	Federal Grants & Contracts	Private Gifts, Grants & Contracts	Federal Grants & Contracts	Private Gifts, Grants & Contracts
<i>AVERAGE OF UW COMPREHENSIVES</i>	6,115,031	904,760	6,115,750	1,253,267	6,780,560	1,407,996
CENTRAL MICHIGAN UNIVERSITY	72,805,440	4,235,175	10,195,029	4,365,048	13,460,101	5,150,140
WRIGHT STATE UNIVERSITY-MAIN CAMPUS	23,657,721	6,851,607	22,991,022	10,502,846	25,989,995	10,392,306
MICHIGAN TECHNOLOGICAL UNIVERSITY	19,774,000	8,935,000	20,098,000	10,208,000	15,809,000	8,781,000
UNIVERSITY OF AKRON MAIN CAMPUS	19,095,331	14,541,901	19,309,638	17,215,246	22,868,278	17,239,195
WESTERN MICHIGAN UNIVERSITY	15,771,344	9,548,447	15,943,585	12,965,020	21,213,044	11,737,186
SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE	15,285,091	2,141,713	15,961,916	2,374,452	18,787,164	2,594,040
CHICAGO STATE UNIVERSITY	15,231,392	394,865	15,518,175	321,269	15,135,696	93,564
EASTERN MICHIGAN UNIVERSITY	12,614,674	8,025,816	12,223,207	10,279,457	13,401,620	9,145,564
MOREHEAD STATE UNIVERSITY	12,505,414	1,059,197	13,312,272	639,015	13,965,971	696,011
INDIANA STATE UNIVERSITY	12,237,041	15,443,084	7,526,893	5,752,539	8,179,617	3,646,252
UNIVERSITY OF NORTHERN IOWA	12,200,123	2,773,133	13,714,266	4,746,184	14,767,225	2,459,125
WESTERN ILLINOIS UNIVERSITY	11,830,587	478,202	13,206,714	386,106	15,729,231	603,213
GRAND VALLEY STATE UNIVERSITY	10,148,229	3,391,995	11,754,014	20,895,174	12,829,387	19,789,080
FERRIS STATE UNIVERSITY	8,524,239	5,477,257	8,903,876	12,830,469	10,336,181	8,710,164
NORTHEASTERN ILLINOIS UNIVERSITY	8,033,292	1,840,142	9,588,466	2,525,843	14,825,269	2,939,382
YOUNGSTOWN STATE UNIVERSITY	7,919,301	6,166,678	8,267,993	6,952,451	9,338,228	6,781,408
UNIVERSITY OF MINNESOTA-DULUTH	7,688,046	4,132,303	7,671,008	4,506,982	8,584,281	4,607,181
OAKLAND UNIVERSITY	7,136,000	5,513,000	7,928,000	8,624,000	10,218,000	7,485,000
NORTHERN MICHIGAN UNIVERSITY	6,939,535	2,996,581	6,316,300	3,087,173	7,212,626	3,074,745
MINNESOTA STATE UNIVERSITY-MANKATO	6,767,157	1,906,682	6,604,775	1,642,685	7,183,760	1,194,960
SAINT CLOUD STATE UNIVERSITY	6,249,106	1,718,481	6,017,511	1,982,755	6,924,565	4,300,734
EASTERN ILLINOIS UNIVERSITY	6,102,097	2,436,346	6,692,959	3,816,365	6,479,633	3,568,810
PURDUE UNIVERSITY-CALUMET CAMPUS	5,623,184	889,147	5,396,893	1,370,071	5,722,154	1,641,905
BEMIDJI STATE UNIVERSITY	4,673,752	780,720	5,158,259	1,039,731	5,345,355	1,765,352
SAGINAW VALLEY STATE UNIVERSITY	4,264,849	1,727,634	4,995,506	2,052,429	6,157,343	1,996,218
UNIVERSITY OF ILLINOIS AT SPRINGFIELD	4,015,209	1,115,466	2,557,695	1,297,600	2,280,084	1,609,355
INDIANA UNIVERSITY-PURDUE UNIVERSITY-FORT	3,707,798	2,980,645	3,695,422	2,505,496	4,305,225	3,542,720
INDIANA UNIVERSITY-NORTHWEST	3,661,730	606,878	3,567,850	476,688	3,782,265	403,930
WINONA STATE UNIVERSITY	3,633,826	1,443,946	3,571,637	1,306,166	4,016,151	1,512,080
UNIVERSITY OF MICHIGAN-DEARBORN	3,150,966	3,566,366	3,249,298	4,781,163	3,820,969	5,380,127
UNIVERSITY OF MICHIGAN-FLINT	2,890,246	4,562,846	4,511,633	3,537,465	4,399,844	5,078,580
GOVERNORS STATE UNIVERSITY	2,649,897	579,112	2,528,970	1,031,876	2,857,175	750,374
INDIANA UNIVERSITY-SOUTH BEND	2,587,285	591,100	2,914,035	232,067	2,981,863	337,313
INDIANA UNIVERSITY-SOUTHEAST	2,475,680	392,550	2,263,749	464,108	2,632,665	458,670
Average excluding UW Comprehensive	10,642,635	3,801,295	8,945,781	4,903,351	10,045,293	4,690,167
Median excluding UW Comprehensive:	7,412,023	2,604,740	7,598,951	2,806,508	8,381,949	3,308,733
Distance from median of UW Comprehensive:	-1,296,992	-1,699,980	-1,483,200	-1,553,241	-1,601,389	-1,900,736
UW Comprehensives as a % of the peer average	57%	24%	68%	26%	67%	30%
UW Comprehensives rank among its peer:	22/35	27/35	22/35	27/35	22/35	27/35
File Name: Charts 5&6-Peer-FY1.xl:						
RET 03-14-2003						

I.3. Physical Planning and Funding Committee

Thursday, April 10, 2003
1511 Van Hise Hall

10:30 a.m. All Regents

- Governor's 2003-2005 Budget and Update on Regent Listening Sessions
- Building Commission Actions in 2003-2005 Capital Budget
- The Impact of a UW Degree

12:00 Box Lunch

12:30 p.m. All Regents

- Influences on Student Persistence
- The Five-Year Plan for the Blue Cross/Blue Shield Funds

1:30 p.m. Physical Planning and Funding Committee– Room 1511

- a. Approval of Minutes of March 6, 2003 Meeting
- b. Report of the Assistant Vice President
 - Building Commission Actions
 - Capital Budget Update
- c. UW-Oshkosh: Scott Residence Hall and Gruenhagen Conference Center Fire Sprinkler Systems Project (Design Report)
\$4,891,000 Program Revenue Supported Borrowing
[Resolution I.3.c.]
- d. UW-Oshkosh: Scott Residence Hall and Gruenhagen Conference Center Elevator Renovation Project
\$1,462,000 Program Revenue Supported Borrowing
[Resolution I.3.d.]
- e. UW-Oshkosh: Land Exchange
Receive one city parcel for two University parcels plus \$115,850 Program Revenue Cash
[Resolution I.3.e.]

- f. UW-Madison: Mechanical Engineering Power Equipment Cooling System
Replacement Budget Increase
\$70,000 College of Engineering, Institutional, Non-GPR Funds
[Resolution I.3.f.]
- g. Residence Hall Planning (Panel discussion)
- x. Additional items which may be presented to the Committee with its approval

Approval of the Design Report and
Authority to Construct a Scott Residence
Hall and Gruenhagen Conference Center
Fire Sprinkler Systems Project,
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, the Design Report be approved and authority be granted to construct a Scott Residence Hall and Gruenhagen Conference Center Fire Sprinkler Systems project at an estimated total project cost of \$4,891,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request For Board of Regents Action April 2003

1. Institution: The University of Wisconsin-Oshkosh

Request: Requests approval of the Design Report and authority to construct a Scott Residence Hall and Gruenhagen Conference Center Fire Sprinkler Systems project at an estimated total project cost of \$4,891,000 Program Revenue Supported Borrowing.

2. Description and Scope of Work: This project will install a fire protection system and replace the fire alarm system in the 620 resident rooms and related areas in the north tower, south tower, and commons area of Scott Hall. It will also provide a fire protection system and replace the fire alarm system in the 29 conference rooms, 400 guest rooms, and related areas in the existing north tower, south tower, and commons area of Gruenhagen Conference Center. The fire protection system will include the installation of a sprinkler system and installation of an electric motor-driven fire pump for each building. The existing 40kW generators will be replaced with new 350kW emergency generators to provide the additional capacity to serve the new fire pumps and to serve one of two elevators in each tower to meet current national electrical and high-rise life-safety codes. Electrical services will be upgraded. The sprinkler system will meet the requirements of the National Fire Protection Association's Standard for the Installation of Sprinkler Systems (NFPA-13). Sprinkler piping will be installed above acoustic tile ceiling in the commons area and will be concealed behind metal soffit panels in other areas.

Fire alarm work will include replacement of the existing relay based, hard wired, zoned system with a microprocessor based multiplex system. A new control panel will support manual pull stations, smoke and heat detection, audio/visual signal alarm devices, sprinkler flow sensing/annunciation, and an elevator recall function. Audio/visual signal devices will be installed in all public spaces to meet ADA code. The system will also support a two-way firefighters phone system required for high-rise structures and one-way voice annunciation function to aid in building evacuation during fire or weather emergencies. The fire alarm systems will be tied into the campus central reporting network.

3. Justification of the Request: Gruenhagen Hall and Scott Hall were constructed in 1966 and 1967, respectively as single student residence halls. Gruenhagen Hall was converted to a conference center in 1975. Both approximate 235,000 GSF buildings consist of two, ten story high-rise resident towers built around a central single story plus basement commons area. At the time of construction, state codes did not require fire sprinkling and the emergency generator only needed to serve the fire alarm panel and the egress/exit lighting.

1999 Wisconsin Act 43 requires that UW System residence halls with a height in excess of 60 feet shall have fire sprinkler systems installed by January of 2006. The installation of the proposed fire protection systems will bring these buildings into compliance with the law and will provide needed fire protection for the 1,240 residents who live in Scott Hall and the 800 guests attending the Gruenhagen Conference Center.

The fire alarm systems in Scott Residence Hall and Gruenhagen Conference Center date back to the original building construction rendering them obsolete. The technology has greatly improved, moving from mechanical pull stations and relay panels to dependable solid state panels. Modern fire alarm systems include methods of reducing false alarms, are very energy efficient, have power back-up internally, and require little maintenance in comparison to the original systems. The new systems will provide greater security for the facilities when they are not occupied and will meet all codes.

This project will be phased over a two-year period due to minimize the disruption involved with the installation of piping and fire alarm raceway. The work in the south tower and infrastructure work in the commons area of Gruenhagen Conference Center will be completed between November 2003 and May 2004. The work in the south tower of Scott Hall and the infrastructure work in the commons area will be completed in the summer months of 2004. The work in the north tower of the Gruenhagen Conference Center will be completed between September 2004 and January 2005. The work in the north tower of Scott Hall will be completed during the summer months of 2005, with an August 2005 completion date for the entire project.

Current room rates for residence hall occupants average \$2,278 per year. A repayment schedule for this work will require a \$137 per year, per student resident hall rate increase which will be phased in over several years. The repayment schedule includes annual rate increases of \$27 in 2003-04, \$55 in 2004-05, and \$55 in 2005-06.

4. Budget:

Construction:	\$3,956,200
A/E Design Fee:	280,500
DFD Management:	158,300
Contingency:	<u>496,000</u>
Estimated Total Project Cost:	\$4,891,000

5. Previous Action: None.

Authority to Construct a Scott Residence
Hall and Gruenhagen Conference Center
Elevator Renovation Project, 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 construct a Scott Residence Hall and Gruenhagen Conference Center Elevator Renovation project at an estimated total project cost of \$1,462,000 of Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request For Board of Regents Action April 2003

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests authority to construct a Scott Residence Hall and Gruenhagen Conference Center Elevator Renovation project at an estimated total project cost of \$1,462,000 of Program Revenue Supported Borrowing.
3. Description and Scope of Work: This project will renovate four passenger elevators in Scott Residence Hall and four passenger elevators in the Gruenhagen Conference Center. Renovation of each elevator will include replacement of DC motor/generator sets with new electronic solid state AC motor controllers, drive motors with new energy efficient AC motors, and existing elevator control panels with new programmable control panels along with the door operating systems, push buttons, sensing devices, and over-speed devices. Elevator cars and doors will be refurbished. New electronic card access controls will be installed. One of two elevators in each tower will be connected to emergency power per current high-rise life-safety code. Elevator modifications will be ADA compliant and meet all building code requirements.
4. Justification of the Request: Gruenhagen Hall and Scott Hall were constructed in 1966 and 1967, respectively as single student residence halls. Scott Residence Hall provides housing for 1,164 students. Gruenhagen was converted to a conference center in 1975, and provides 29 conference rooms and night lodging for 975 guests. Both approximate 234,000 GSF facilities consist of two ten-story towers connected by a main floor plus basement commons area. There are two elevators in each tower. The elevators are heavily used by residents, visitors and building services staff, and are critical to disabled student residents and visitors who are dependent upon them for access to all floors in each building.

The existing cable type elevators are driven by electric motors. The controls use relay logic and a DC generator/DC motor to provide the variable speed necessary for acceleration/deceleration of the elevator car. The elevator doors on each floor have mechanical locking devices and electrical limit switches to insure that they only open when the car is at that floor. Presently, the elevators do not have any access controls or security features that are required to enhance security and provide access control for residents. New access controls will allow greater monitoring and control of building movement.

Since 1994-95, the cost of elevator maintenance has increased from \$2,000 to \$5,000 per month. Wear and tear over the years has progressed to the point that ordinary and preventive maintenance programs cannot keep pace with elevator deterioration. A complete elevator system inspection and renovation will keep the elevators operating safely and dependably. In addition, the new programmable control panels will assist staff in identifying problems and help track repairs. These microprocessor based control systems will be connected to the fire alarm system.

This project will be phased over a two-year period to minimize disruption involved with the elevator installation and to coordinate construction with the new fire alarm and fire sprinkler systems that will be installed in these facilities under a separate project. The two elevators in the south tower of Gruenhagen Conference Center will be renovated between November 2003 and February 2004. The two elevators in the south tower of Scott Hall will be renovated during the summer of 2004. The two elevators in the north tower of the Gruenhagen Conference Center will be renovated between November 2004 and February 2005. The two elevators in the north tower of Scott Hall will be renovated during the summer of 2005.

Current room rates for residence hall occupants average \$2,278 per year. A repayment schedule for the elevator work will require a \$45 per year, per student fee increase to the residence hall rates.

5. Budget:

Construction	\$1,190,000
Architectural/Engineering Fees	100,000
DFD Management	52,000
Contingency	<u>120,000</u>
Estimated Total Project Budget	\$1,462,000

6. Previous Action: None.

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 exchange two university-owned parcels of land located at 837 Woodland Avenue and 1579 Pearl Avenue and \$115,850 program revenue cash for one parcel of land adjacent to UW-Oshkosh at 75 Osceola Street and owned by the city of Oshkosh. A Phase II Environmental Assessment of the city-owned parcel indicates no serious environmental issues. There are no relocation costs.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2003

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests authority to exchange two university-owned parcels of land located at 837 Woodland Avenue and 1579 Pearl Avenue and \$115,850 program revenue cash for one parcel of land adjacent to UW-Oshkosh at 75 Osceola Street and owned by the city of Oshkosh. A Phase II Environmental Assessment of the city-owned parcel indicates no serious environmental issues. There are no relocation costs.
3. Project Description and Scope: This is an exchange between UW-Oshkosh and the city of Oshkosh. The average appraised value of the city-owned 1.45 acre Osceola Street parcel is \$355,000. The average appraised value of the university-owned .48 acre 837 Woodland Avenue parcel is \$79,500 and value of the 1.89-acre Pearl Avenue parcel is \$159,650, totaling \$239,150. The \$115,850 difference between the value of the city and university properties will be paid from university program revenues cash. Both university-owned parcels were acquired with program revenues. Approval of this request will allow the city of Oshkosh to complete redevelopment of a former industrial district to include a mix of housing and commercial development. In taking title to the property at 837 Woodland Avenue, the city will return the property to the private sector as a taxable housing property.

Approval will permit UW Oshkosh to acquire 1.45 acres of land within the campus boundary. The property includes approximately 210 lineal feet of frontage on the Fox River and an industrial metal clad building of approximately 19,000 square feet. The property is bordered on north and east sides by undeveloped university property, on the west by the Fox River, and on the south by a packaging/warehousing facility owned by the city. The building will be demolished and the property will provide a site for a student funded recreation and wellness center.

4. Justification: This property transaction between with the city of Oshkosh and the university accomplishes goals for both parties. The city needs the university's Pearl Avenue gravel parking lot to complete redevelopment of what was an industrial site, including an old foundry. The university's parcel is completely surrounded by city-owned land with driveway access permitting its use as a parking lot. In the interest of eliminating the blighted area from the center of the city, the city acquired and is redeveloping the entire site under the state's brownfields statutes.

The city does not need the university's 837 Woodland Avenue property as it is improved with a single family residence. However, the city has agreed to take the parcel as part of this transaction and intends to return the property to the private sector and the tax roll. The

area is zoned residential and the property fits the needs of the overall neighborhood development plan. The property has a two-story, four bedroom house approximately eighty-five years old with a detached garage. The interior of the house needs extensive renovation and the exterior is considered to be in fair to good condition. The property is surrounded by residential housing. The university acquired the property with the intention to acquire other adjacent properties to provide land for development of parking. Since the acquisition and after working with the city, plans for the area have changed and it is agreed the area should remain residential.

The city of Oshkosh's long-range plan includes selling the entire Osceola Street city-owned property to the university in 2007-08, but because the tenant has vacated the industrial building earlier than anticipated, the parcel is available now. The city purchased the property several years ago when it was available for sale to preserve the site for the university. State funding was not available at that time for the university to purchase it. In the interim the city has been leasing the building space to cover costs. The university will use the river front property as the site for construction of the proposed Student Recreation and Wellness Building which is currently in the early stages of planning

5. Budget:

	Appraisal 1	Appraisal 2	Average
City Property			
75 Osceola St	\$350,000	\$360,000	\$355,000
University Property			
837 Woodland Ave	\$72,000	\$87,000	\$79,500
1579 Pearl Ave	\$164,000	\$155,300	\$159,650
PR Cash			\$115,850
University Total			\$355,000

6. Previous Action: None.

Mechanical Engineering Power Equipment
Cooling System Replacement Project
Budget Increase, 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 increase the project budget for the Mechanical Engineering Power Equipment Cooling System Replacement Project by \$70,000 of Non-GPR Institutional Funds (College of Engineering) for a revised total project cost of \$303,800 (\$100,000 General Fund Supported Borrowing-Facilities Repair and Renovation and \$203,800 Non-GPR Institutional Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2003

1. Institution: The University of Wisconsin-Madison
2. Request: Requests approval to increase the project budget for the Mechanical Engineering Power Equipment Cooling System Replacement Project by \$70,000 of Non-GPR Institutional Funds (College of Engineering) for a revised total project cost of \$303,800 (\$100,000 General Fund Supported Borrowing-Facilities Repair and Renovation and \$203,800 Non-GPR Institutional Funds).
3. Project Description and Scope: This project will remove and replace the existing cooling tower, heat exchanger and associated pumps, valves, instrumentation, and piping. The replacement system will incorporate a ternary loop system utilizing plate and frame type heat exchangers with associated pumps, valves, electrical, instrumentation, and piping to connect to the campus chilled water system.
4. Justification of the Request: The existing cooling tower, heat exchanger, and pumps are 1967 vintage and at the end of their useful lives. The existing system is no longer capable of rejecting 1000kW as originally designed due to degradation and wear over time. The cooling system is necessary to maintain water temperature within design limits during normal power equipment operations, and is currently operating in the aforementioned deteriorated condition.

Replacement of the cooling system was approved in August 2002, as a Small Project at \$233,800 (\$100,000 GFSB - Facilities Repair and Renovation and \$133,800 College of Engineering Funds). Bids for this project were opened on February 13, 2003. Four bids were received for this project. The lowest base bid for construction work exceeded the approved amount by approximately \$62,000. An additional \$8,000 is needed to increase the project contingency and DFD management fees. The College of Engineering will provide the additional \$70,000 needed to fund the increase in order to complete the project as designed.

5. Budget:

Construction	\$265,600
A/E Design & Supervision	0*
DFD Fees	11,700
Contingency	<u>26,500</u>
Total Project Budget	\$303,800

*Design, engineering and construction management was awarded to Zimmerman Design Group and undertaken as part of larger Mechanical Engineering Addition and Renovation project (DFD No. 00J3P).

6. Previous Action: None.

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN

April 11, 2003
1820 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 March 6th and 7th meetings
3. Report of the President of the Board
 - a. Report on the February 28th meeting of the Higher Educational Aids Board
 - b. Board Report on the March 12th meeting of the Wisconsin Technical College System Board
 - c. Report on the March 20th meeting of the Educational Communications Board
 - d. Report on the April 9th meeting of the Hospital Authority Board
 - e. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Presentation of 2003 Academic Staff Awards for Excellence
 - b. Presentation on Fostering Discovery: Research Contributions to Wisconsin
 - c. Additional items that the President of the System may report or present to the board
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
9. Communications, petitions, memorials
10. Unfinished or additional business
11. Recess into closed session to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*, to consider honorary degree nomination at UW-Oshkosh, as permitted by s.19.85(1)(f), *Wis. Stats.*, and to consider an appointment of a UW College Dean, as permitted by s.19.85(1)(c) , *Wis. Stats.*

The closed session may be conducted during any recess called in the course of the regular meeting agenda. The meeting will be reconvened in open session following completion of the closed session.

Agenda041103.doc

**Supporting material for Agenda Item II.3.b. Wisconsin
Technical College System Board report may be obtained by
contacting the Board of Regents Office.**

Phone: 608-262-2324

Fax: 608-262-5739

UW-MADISON EXTRAMURAL RESEARCH SUPPORT

EXECUTIVE SUMMARY

BACKGROUND

Because of its national pre-eminence, individual Regents and the Business and Finance Committee of the Board of Regents have historically requested periodic analyses of extramural research support at the UW-Madison. A report on UW-Madison extramural research support was last presented to the Board at its February 2002 meeting.

This report provides information on 2001-02 federal and non-federal research awards to UW-Madison, analysis of UW-Madison's national and Big Ten rankings for research support, and an analysis of 2001-02 year-to-date awards. The report provides distributions of UW-Madison's 2001-02 research awards by funding source, school/college, divisional affiliation, category of principal investigator, and faculty ranking, as well as historical information for comparison.

REQUESTED ACTION

This item is for information only.

DISCUSSION AND RECOMMENDATIONS

2001-02 Extramural Research Awards

In 2001-02, approximately 78% of total UW-Madison extramural awards were for research. UW-Madison received \$561 million in total research awards—an increase of \$52 million (10%) compared with 2000-01 awards: federal research awards (\$415 million) increased by \$54 million (15%), and non-federal research awards (\$146 million) decreased by \$3 million (2%).

The substantial rate of growth in 2001-02 research awards followed a combined two years during which research awards increased at an unprecedented rate. In 1999-2000, total research awards increased by \$28 million (7%). In 2000-01, total research awards increased by \$64 million (14%).

Thus, combining the past three years, between 1998-99 and 2001-02, total annual research increased by \$144 million (35%): federal research awards increased by \$120 million (41%), and non-federal research awards increased by \$24 million (19%).

In 2001-02, five schools/colleges accounted for approximately 90% of research awards to the UW-Madison: Medical School, the Colleges of Letters and Science, Agricultural and Life Sciences, Engineering, and the Graduate School. The Medical School alone accounted for almost one-third of total research awards.

Six federal agencies accounted for over 90% of federal research awards to the UW-Madison: Department of Health and Human Services, National Science Foundation, Department of Energy, Department of Defense, Department of Agriculture, and Department of Education. The Department of Health and Human Services alone accounted for 53% of federal research awards; the Department of Health and Human Services, National Science Foundation, and Department of Energy together accounted for almost 80% of federal research awards.

It should be noted that the substantial growth in federal awards over the past three years is well distributed among federal agencies. For example, UW-Madison's primary awarding agencies—Health and Human Services and the National Science Foundation—accounted for the same portion of total federal awards in 2001-02 as they did in 1998-99.

Approximately 51% of UW-Madison faculty members obtained federal or non-federal research awards in 2001-02. It is important to note that this annual percentage does not fully reflect the portion of UW-Madison faculty members that is successful at obtaining extramural research funding. Because many federal research awards are made in a single year for a multi-year period, the number of faculty members receiving new awards in a given year can be substantially less than the number receiving sponsored research support in that year. In any given year, an estimated two-thirds of UW-Madison faculty members are principal investigators on projects for which extramural funds are expended.

In 2001-02, awards to individual faculty members accounted for 79% of UW-Madison research awards. Nine percent of research awards consisted of awards to academic staff members. Almost all research awards to academic staff were awards to individuals with scientist or clinical faculty titles. Finally, approximately 12% of research awards in 2001-02 were awards to Deans, Directors, and Department Chairs.

Of total awards to individual faculty members, 75% were to full professors, 12% to associate professors, and 12% to assistant professors. Of the total amount, 49% were to faculty affiliated with the Biological Sciences, 33% to the Physical Sciences, 17% to the Social Sciences, and 1% to the Arts and Humanities.

The most recent national data on federal research support indicate that in 1999-2000 UW-Madison maintained a competitive share of the total federal budget for university research and development. In 1999-2000, UW-Madison accounted for approximately 1.59% of total federal expenditures for university research and development. Over the previous ten year period, UW-Madison's share of federal research expenditures varied between a high of 1.80% (1992) and a low of 1.56% (1999) and followed a general, slight downward trend. In aggregate, all top research institutions have been subject to this trend: the top twenty research institutions in 1999-2000 accounted for approximately 3% less in federal research expenditures than they did in

1990-91. UW-Madison's rank in terms of federal research expenditures was 11th place in 1999-2000. Among public institutions in 1999-2000, UW-Madison ranked fifth in federal expenditures for research and development.

If other sources of funding are included, UW-Madison's national ranking is significantly higher. In 1999-2000, UW-Madison ranked second nationally for total research and development expenditures (compared with 11th for federal expenditures) among all institutions. Among public institutions in 1999-2000, UW-Madison ranked first in total research and development expenditures. The difference between UW-Madison's rankings in federal and total research support illustrates its competitive ability to obtain external research funding from non-federal sources. Whereas some institutions rely primarily on federal support for their sponsored research programs, UW-Madison aggressively seeks private research support as well as federal funding.

Within the Big Ten, UW-Madison also compares favorably with respect to its share of the federal research budget and total research support. In 1999-2000, UW-Madison ranked second in the Big Ten (behind Michigan) for federal research expenditures, and UW-Madison ranked first in the Big Ten for total research and development expenditures.

Current Year Extramural Research Awards

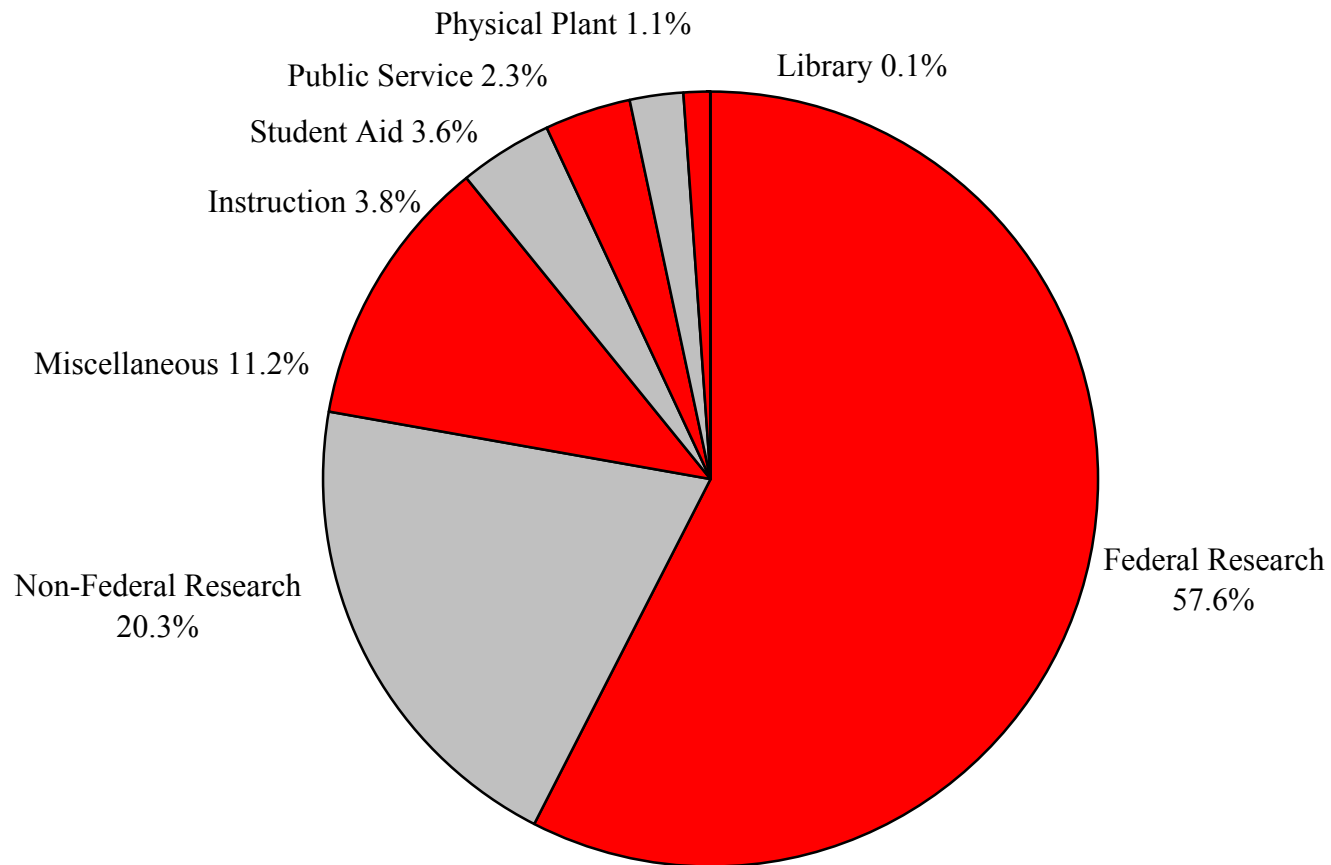
Compared with last year, total year-to-date extramural research awards through March have increased by approximately \$20 million (5%). Year-to-date federal research awards have increased by \$3 million (1%), while year-to-date non-federal research awards have increased by \$17 million (17%).

After the record increase in federal and total research awards over the past three years, it was anticipated that, at best, UW-Madison would experience very moderate growth in research awards this year and that a decline in research awards, especially federal research awards, was highly probable. Federal research awards tend to vary over multi-year periods. For example, in 1994-95, federal research awards increased by 16%, then decreased by 13% in 1995-96, increased by 5% in 1996-97, and decreased by 4% in 1997-98. Hence, based on historical patterns, a moderate decrease in federal research awards would not be surprising. However, year-to-date federal research awards have kept pace with last year's levels.

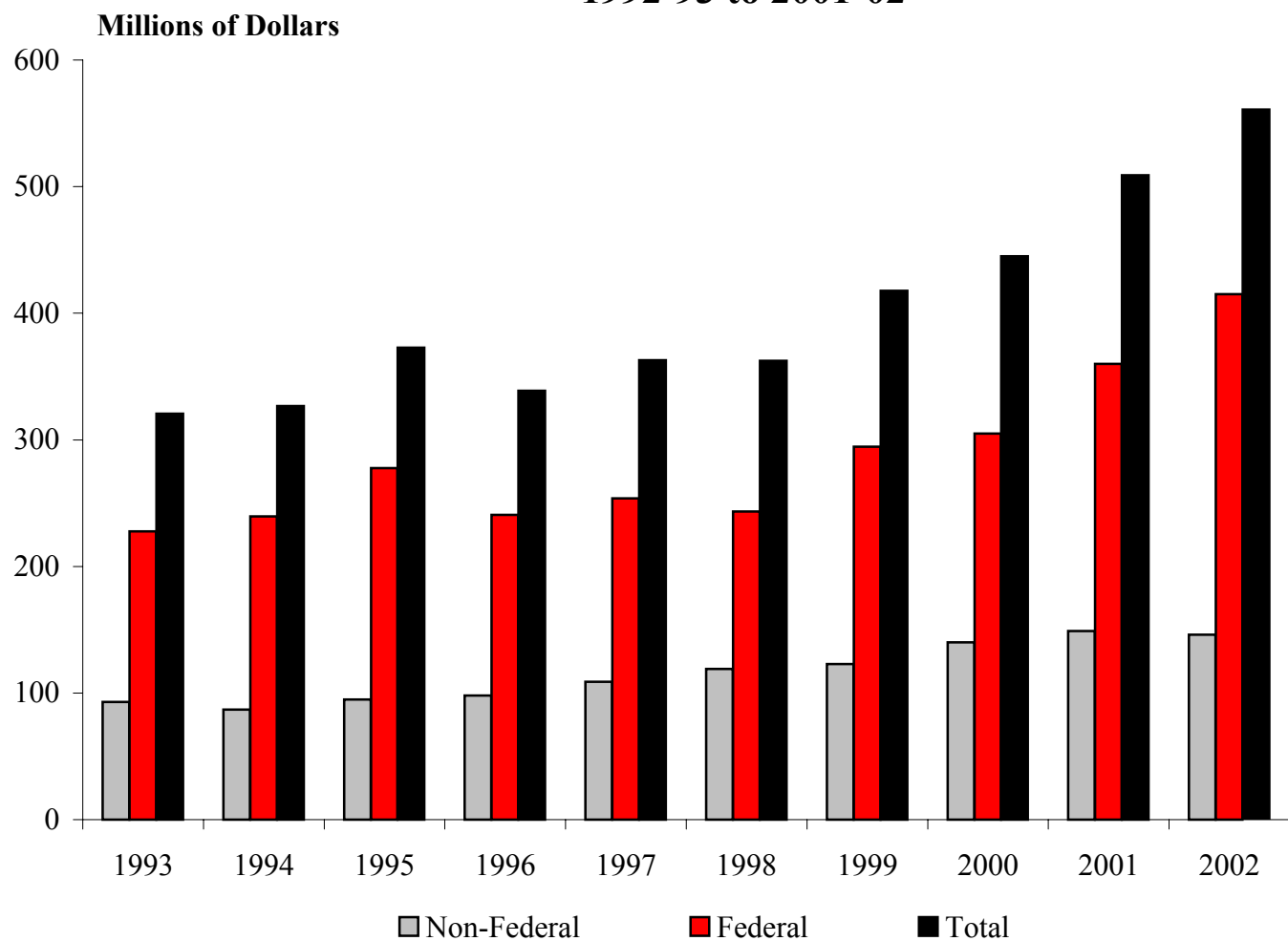
RELATED REGENT POLICIES

None.

2001-02 UW-Madison Extramural Awards
By Activity
\$720,284,891

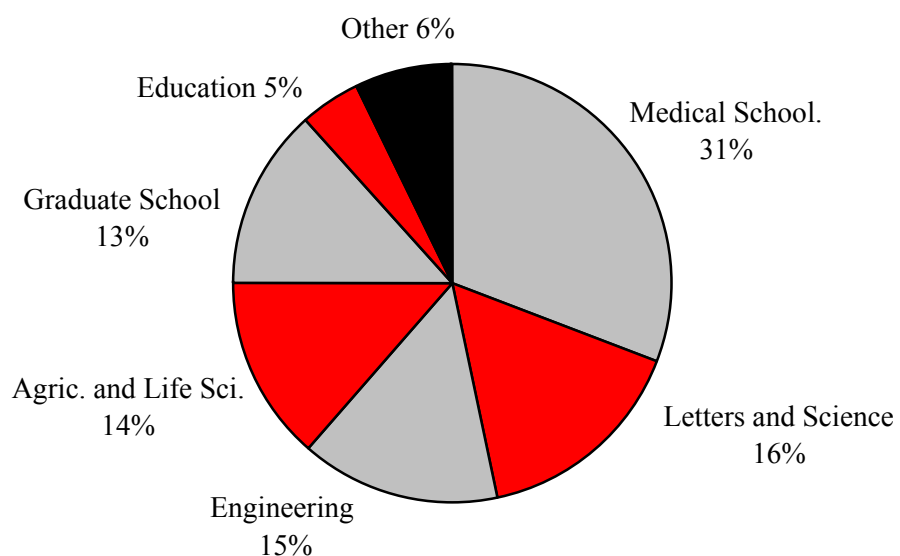


UW-Madison Research Awards 1992-93 to 2001-02

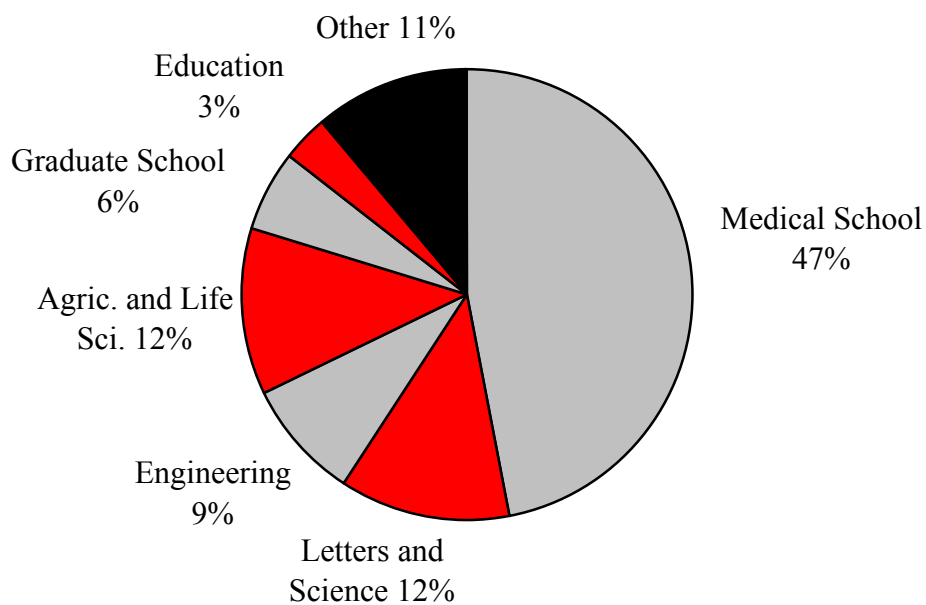


2001-02 UW-Madison Research Awards

Total Awards*
\$525,369,016



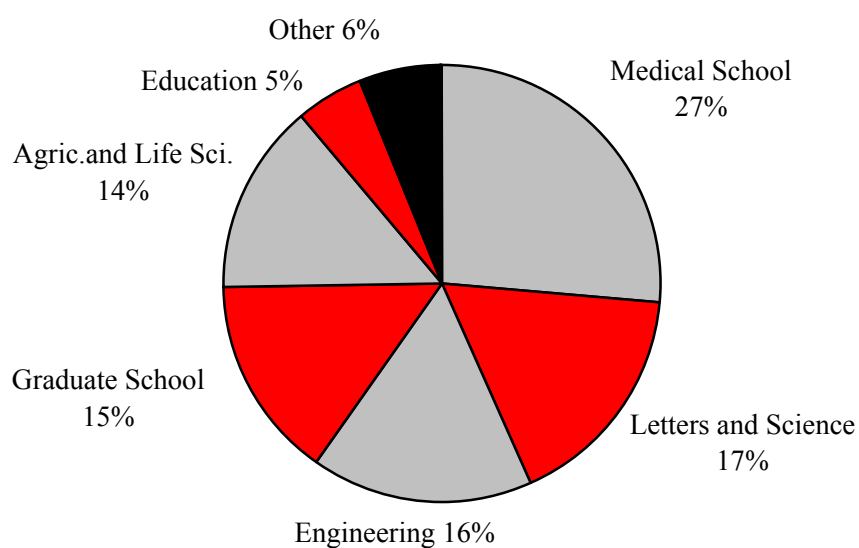
Non-Federal Awards*
\$110,585,298



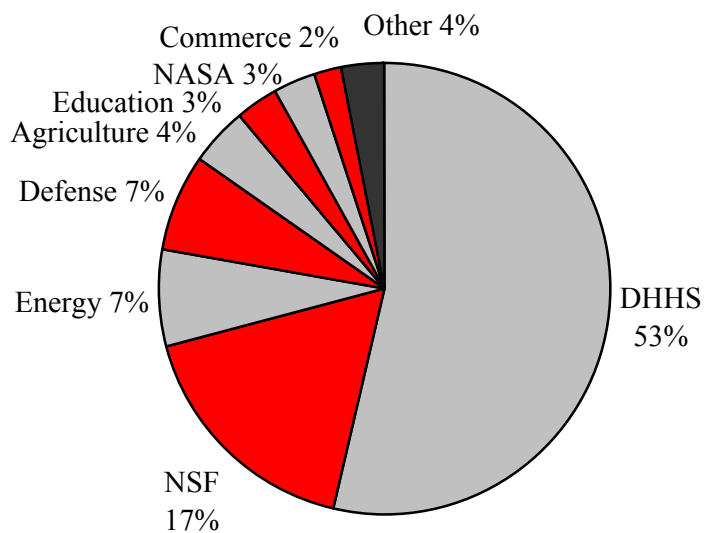
*Note: Excludes WARF awards and UW-System Trust Funds.

2001-02 UW-Madison Research Awards

Federal Awards \$414,783,718

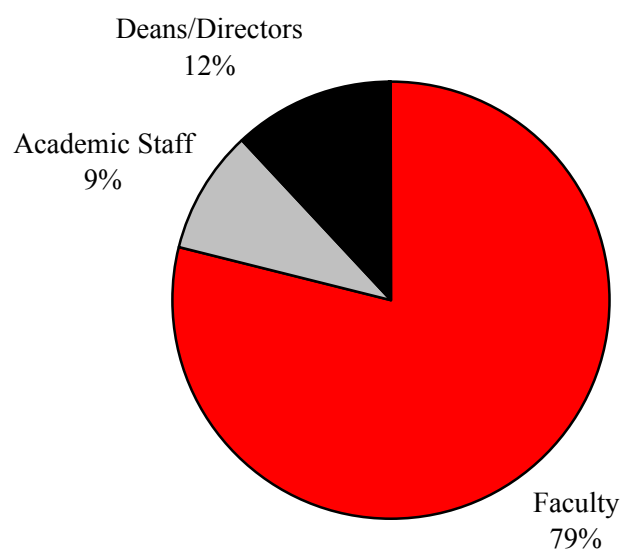


Federal Awards by Agency \$414,783,718

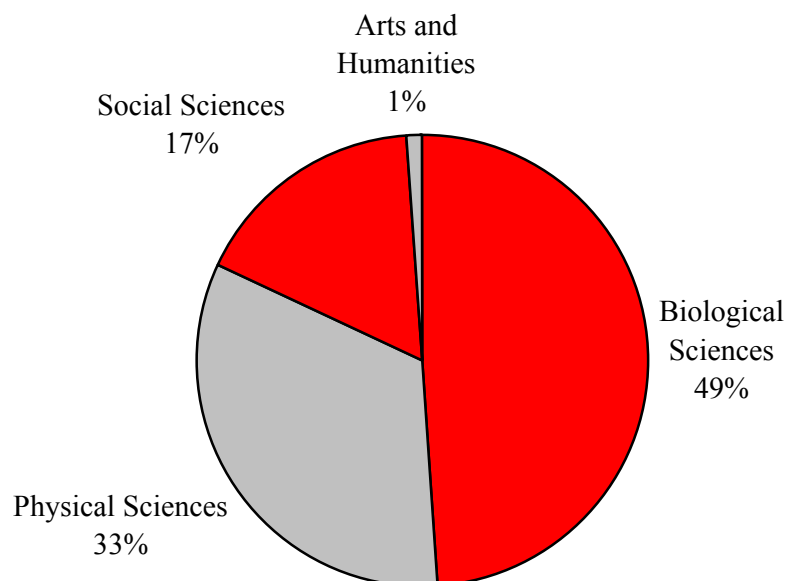


2001-02 UW-Madison Research Awards

Awards by Staff Type

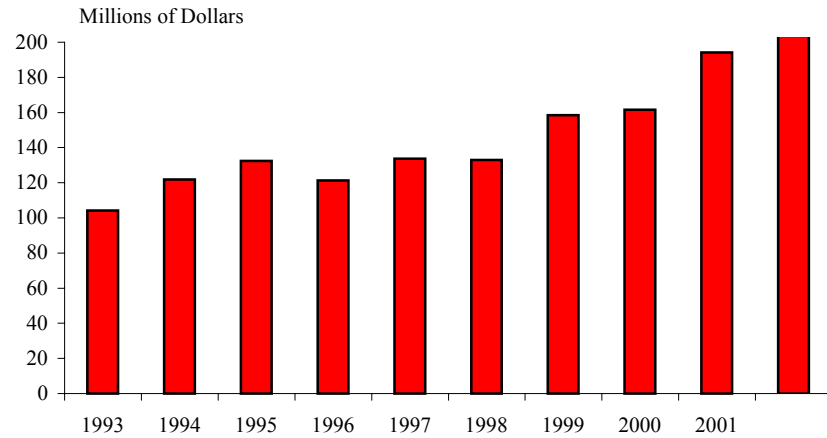


Faculty Awards by Divisional Affiliation

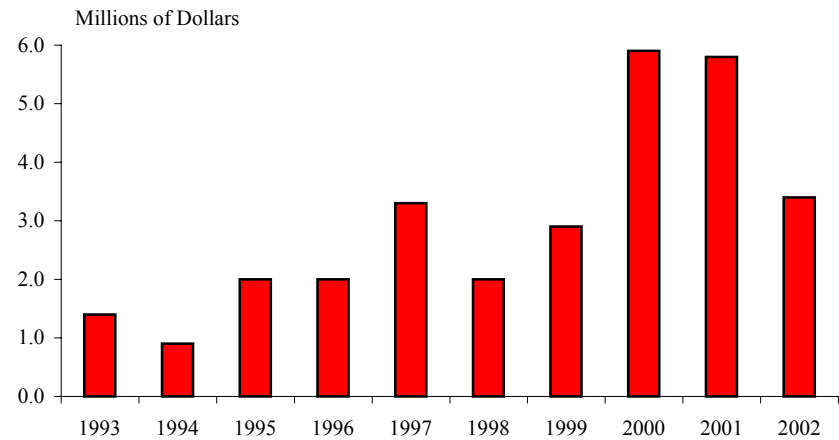


UW-Madison Research Awards by Divisional Affiliation

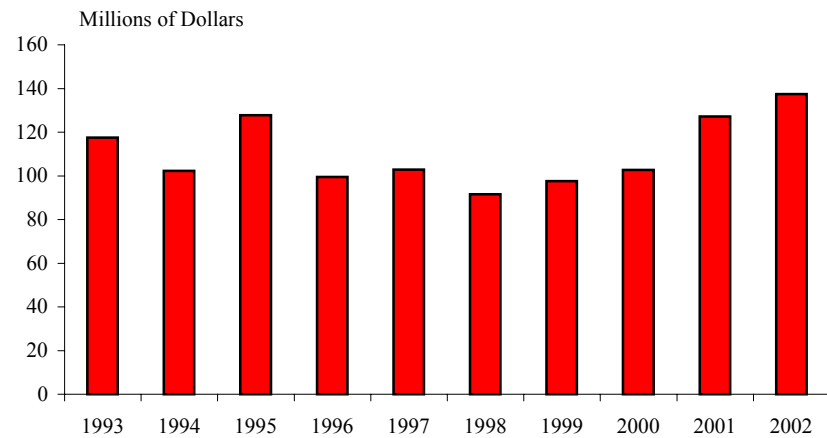
Biological Sciences



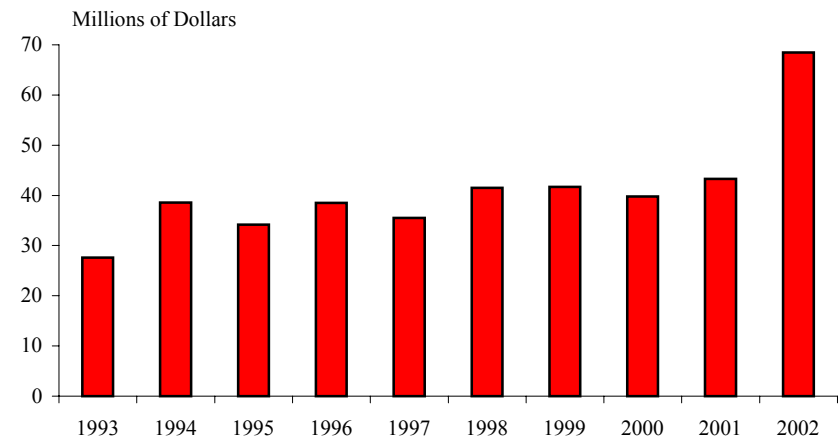
Arts and Humanities



Physical Sciences

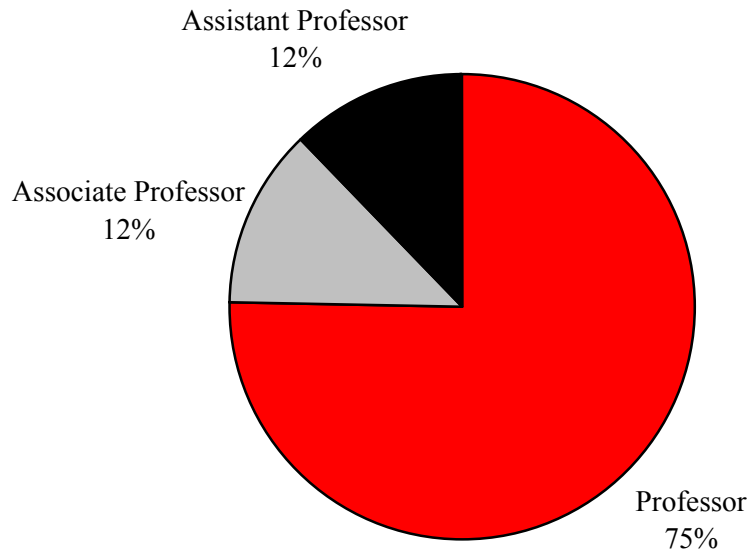


Social Sciences

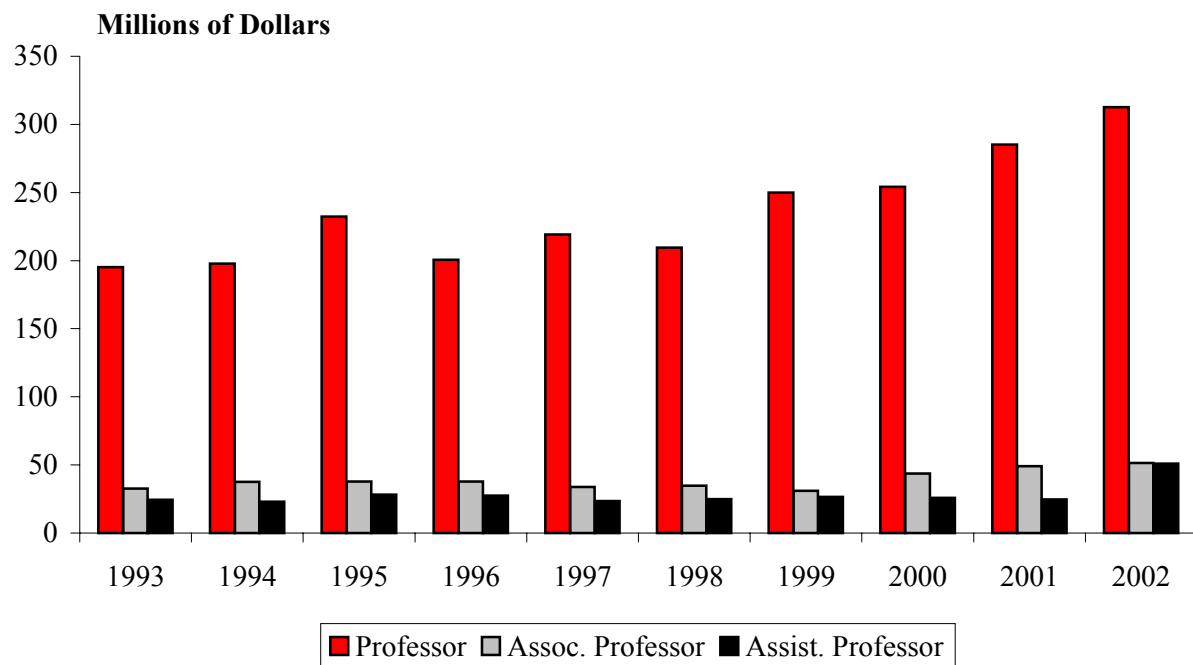


Note: Scales differ.

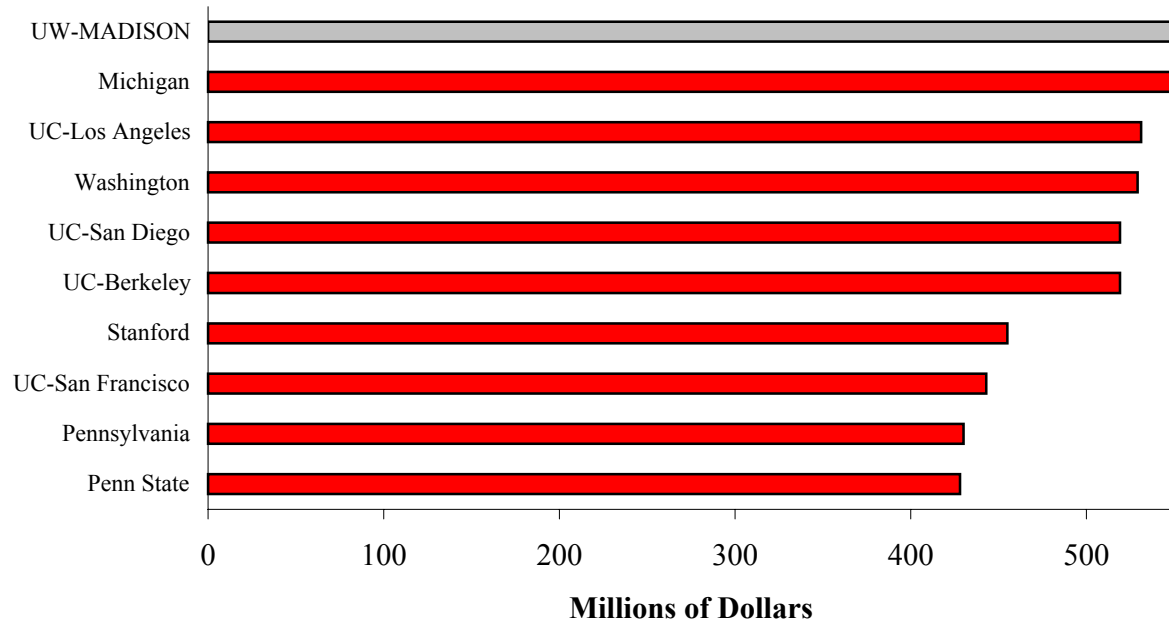
2001-02 UW-Madison Research Awards Faculty Awards by Rank



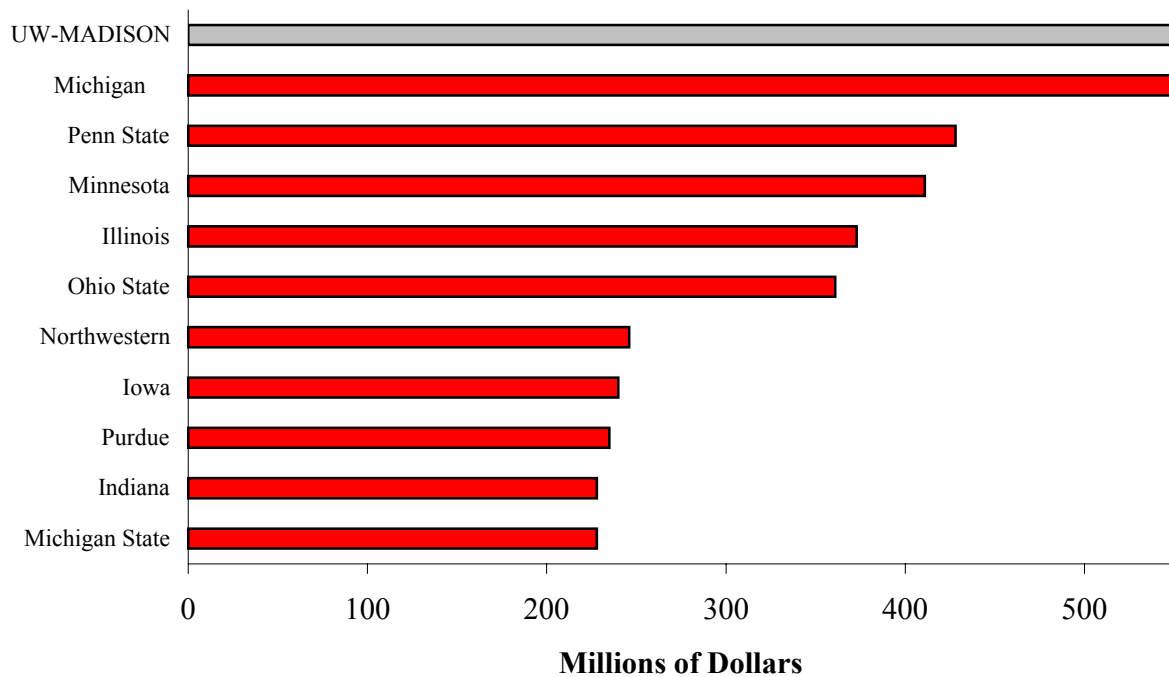
UW-Madison Faculty Research Awards 1992-93 to 2001-02



1999-00 Total R&D Expenditures Top Ten Institutions*

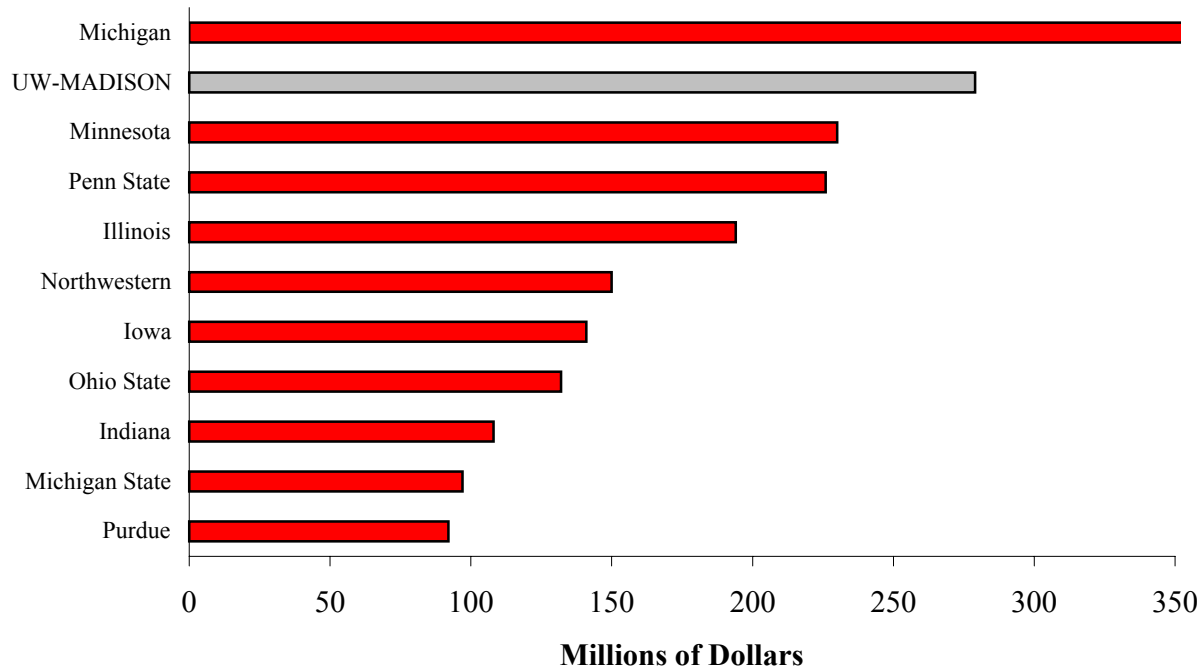


1999-00 Total R&D Expenditures Big Ten Institutions

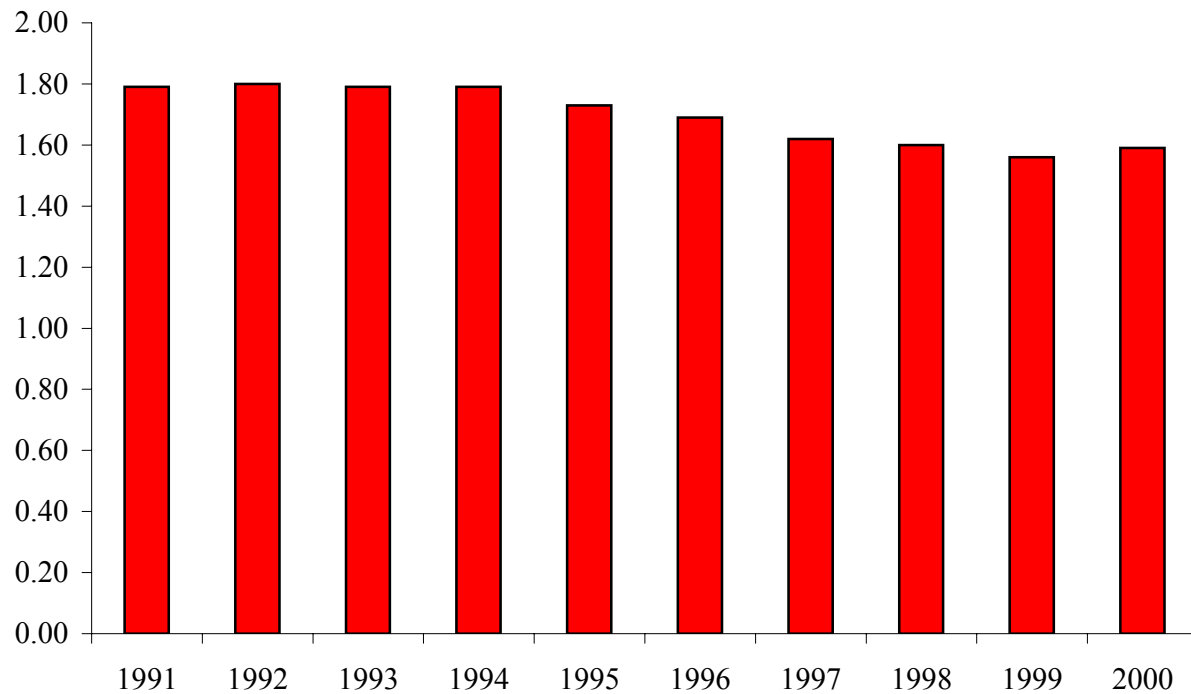


*Excludes Johns Hopkins Applied Physics Laboratory, which ranks first.

1999-00 Federal R&D Expenditures Big Ten Institutions



UW-Madison Percent of Federal R&D Expenditures 1990-91 to 1999-00



BOARD OF REGENTS

2003 Meeting Schedule

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)

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

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

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Vice President - Toby E. Marcovich

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