



Board of Regents of the University of Wisconsin System
Office of the Secretary
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Madison, Wisconsin 53706
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May 28, 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 UW-Milwaukee on June 5 and 6, 2003.

Thursday, June 5, 2003

10:00 a.m.

- Budget Update
- The Scholarship of Teaching and Learning: The National and State Scenes
Union, Wisconsin Room, 2nd Floor
All Regents Invited

12:00 - Luncheon

- The Impact of Scholarships and Financial Aid
Union, Ballroom, 1st Floor
All Regents Invited

1:00 p.m. – Committee meetings:
Education Committee

Union, Wisconsin Room, 2nd Floor

Business and Finance Committee
Union - E280, 2nd Floor

Physical Planning and Funding Committee
Union - E260, 2nd Floor

3:00 p.m. – Groundbreaking Ceremony for Klotsche Center Addition

Friday, June 6, 2003

8:00 a.m. – Continental Breakfast

Union, Wisconsin Room Lounge, 2nd Floor

9:00 a.m. – Board of Regents

Union, Wisconsin Room, 2nd Floor

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

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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, June 5, 2003
University of Wisconsin-Milwaukee
Wisconsin Room, Union

10:00 a.m. All Regents

- Budget Update
- The Scholarship of Teaching and Learning: The National and State Scenes

12:00 p.m. Lunch and Keynote Address

- The Impact of Scholarships and Financial Aid

1:00 p.m. Education Committee

- a. Approval of the minutes of the May 8, 2003 meeting of the Education Committee.
- b. Discussion: All-Regent Sessions.
- c. Report of the Senior Vice President for Academic Affairs:
 - (1) Report from the Black and Gold Commission;
 - (2) Report of Education Committee Works and Accomplishments;
 - (3) Quality Indicators.
- d. Report on Remedial Education
- e. Report on promotions, tenure designations and related academic approval items.
[Resolution I.1.e.]
- f. PK-16 Partnerships and Initiatives
- g. UW-Milwaukee Charter School Proposal.
[Resolution I.1.g.]

Additional items:

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

Closed session items:

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

THE MEANING OF QUALITY

EXECUTIVE SUMMARY

BACKGROUND

The Education Committee identified educational quality as one of its priorities for study during 2002-03. Several presentations and discussions of what quality is and how it is measured have taken place this year. In October, 2002, Associate Vice Presidents Frank Goldberg and Ron Singer offered a matrix suggesting the likely complexity of findings, should various stakeholders be asked to define quality in higher education. In large part, the data presented here confirm their predictions. This report is based on a series of focus groups conducted around the state of Wisconsin during the 2002-2003 academic year, and some discussions and written comments from members of a wide range of stakeholder populations.

Data reported here are from individuals: 97 people who participated in 10 focus groups; and 19 who provided input at meetings, and through letters, interviews, and e-mailed comments. Since participants were not randomly selected this is not a representative sample. These perceptions cannot be generalized, nor considered representative of stakeholder populations. This research approach is not meant to answer such quantitative questions as, how many people rate this aspect of quality as most important, but rather helps to answer the question: What do various people have in mind when they think about high quality public higher education?

REQUESTED ACTION

For discussion only; no action is requested.

DISCUSSION

Quality Indicators

When all comments by all participants in this study are considered together, items that emerged as most important included ***Mission, Access, Faculty, Teaching, Climate and Diversity***.

The ***Mission*** of an individual institution, and its adherence to that mission, were identified as extremely important. Quality institutions have clearly defined missions and track performance consistent with their niche and strategic plan. Thus, institutional indicators of quality will vary from institution to institution and require meeting the differing needs of the various regions. While one institution may focus on serving non-traditional students, a highly selective institution might focus on fostering higher retention and graduation rates. Participants, in general, seemed to agree that using a single set of indicators for each institution would

disregard specialized niches related to the strongest academic programs, and special focus on research and grantsmanship. One person argued that the diversity of institutional missions is the UW System's greatest strength, while another insisted that institutions be held to those missions:

“Everything that we do, every program that we offer, every class that we offer, every activity that we have outside the classroom, everything about our institution should be driven by our mission.” [Student Ambassadors focus group]

Participants often associated wide opportunities for **Access** with quality. Many insisted that, despite shrinking resources, a quality higher education system should remain broadly accessible, function at full capacity, and include some institutions with open enrollment that invite in students with a wide range of abilities; it should consist of few institutions with highly selective admissions. Participants also saw an association between quality and a complex admissions process that takes into account an “entire portfolio” of skills, work, volunteer background, and life experiences, rather than depending exclusively on ACT and high school grades. They thought this was particularly true for older applicants. Several participants opined that reduced access could diminish diversity, decrease a local community's sense of ownership of a UW System institution, dampen local economies, and perhaps even detract from the physical health of citizens, since educational attainment and health are positively correlated. (For insight into how participants associated such community concerns with quality, please see the section on **Citizenship**, below).

For these participants, a high level of access included providing a wide range of programs in geographic proximity to potential students, educating first-generation students, recruiting and graduating minority students, and admitting a high proportion of high school graduates. Economic affordability, in terms of both tuition and living expenses, was also described as an important component of access-related quality, although several participants argued that affordability was less important than admissibility. Some participants offered that collaboration, particularly in distance education, would increase access and thus, quality.

Participants outlined many **Faculty** characteristics that contribute to a quality education. Faculty should be a group of experts in diverse fields; they should remain current in their fields throughout their careers. U.W. faculty should be productive scholars who create and disseminate new knowledge, have credentials suitable to their institution, and stay passionate about their work. Highly prized are those faculty who have “real world experience,” and are catalysts for intellectual growth. Some participants argued that the number of tenured faculty and the proportion of full-time faculty are measures of a quality institution. Data further suggest that quality faculty are trained as advisors and involved in their communities. They maintain connections to their current students, and remain available to alumnae. Valued characteristics include an accessible yet professional demeanor; an active, engaged teaching style, matched to varying needs of students; sensitivity in their interactions with all students; and the knowledge and skill to teach from the perspectives of many cultures and viewpoints. Participants insisted that faculty governance is essential for quality and many would base faculty responsibilities on a balance of teaching, service and research talents, along with the specific needs of a program. Several listed, as indicators of quality, mutual respect among faculty, and between faculty and administrators, drawing on faculty expertise for system and institutional problem-solving.

The quality of **Teaching** is one of the highest priorities. Many participants defined quality education as exposure to great teachers, some arguing that quality instruction is the only

essential ingredient in a quality education. Quality teaching combines theory with practical applications and a high capacity to convey information in a reciprocal process of teaching and learning.

The results indicate that teaching evaluations need to measure a broad set of teaching skills and that teaching needs to be highly weighted. Participants argued that teaching would be a significant part of any tenure or merit decisions in a quality system.

Institutional and classroom ***Climate*** for faculty, staff, and students ranked very high among concepts of quality education. Data suggest that in a high-quality educational institution, students experience full inclusion in activities in and out of the classroom, including an inclusive structure to classroom activities, syllabi, course assignments and readings, with consistent expectations for everyone; and that answers to questions about diversity are posed to all classmates, rather than to students who may be members of a population being discussed. Mandatory participatory events are designed to enhance understanding of diversity in a quality institution; mentoring is offered to all students in a style consistent with student need and cultural heritage, and the special strengths and benefits of an institution are available to all students. In a climate consistent with high quality, faculty and staff understand and appreciate a wide range of cultures and help students develop similar competencies.

Diversity, broadly defined, was of utmost importance for its contribution to a high-quality, dynamic educational setting. This item was broadly construed and closely related to climate. It captures a wide range of differences including the opportunity for students to be exposed to human variation that may not have been available or visible in their hometowns, and including people from many walks of life and many cultures within and external to the United States. Diversity includes students, faculty and staff, with many participants arguing that a quality education can only be accomplished if people are educated in an environment that reflects the world and that includes an appreciation for the intrinsic and educational value of differences. As an aspect of quality, diversity was said to include curricula that expose students to the cultures and thinking patterns of people in other parts of the world, while maintaining a foundation of classical learning.

Diversity was described by one participant as:

“... the richness of the diversity in experiences, in thinking, in culture, in age, in gender, in ethnicity ... because that’s a high indicator of quality for me, to be a part of ... a university that can offer that kind of experience.” [Alumni focus group]

Items that were clearly a high priority for participants, but not at the very top of most lists include: ***Citizenship, Reputation, Class Size, Nurturing Environment, Advising, Critical Thinking/Liberal Arts, Respect, Outreach*** and ***Student Focus***.

Citizenship refers to both the training provided to students, and to the activities of an institution toward its community, that is, both students and UW System institutions are expected to be “good citizens,” actively participating in a reciprocal relationship with surrounding communities.

Although many participants disagreed about whether a system’s or an institution’s ***Reputation*** should matter, all agreed it does matter to many people, internal and external to the UW System. With very minor exceptions, there was considerable consensus that large ***Class***

Size seriously detracts from quality education and that a *Nurturing* atmosphere is needed for students to thrive.

Effective student *Advising* was often mentioned as a mark of high quality, as were *Critical Thinking* skills and broad exposure to ideas and skills embedded within *Liberal Arts* education. (See discussion below).

The high ranking *Respect* refers to the interactions among faculty, and interactions between faculty and administrators. Participants saw *Outreach* to communities in geographic proximity, and to underrepresented students as a marker of quality. Finally, *Student Focus*—i.e., attending to the needs, interests, and learning styles of students—rounds out the list of high priorities named as markers of quality higher education when all comments are considered together.

Stakeholder Clusters

Understanding and using these results requires balancing oversimplification with over-complexity. One strategy is reanalysis of data by stakeholder clusters, for example, comparing perceptions of stakeholders who are internal constituents (regents, chancellors, provosts, faculty representatives, academic staff, and students) to external constituents (alumnae, business leaders, parents, prospective student families, and community leaders and members). With this analysis, the priorities shift a bit and it becomes clearer that the meaning of quality depends on who you ask.

There are interesting differences of perspectives among internal and external constituents, primarily in how the groups prioritize aspects of quality, although not in what they identify as quality indicators. Institutional *Missions*, and *Faculty* topped the list for internal constituents, while *Climate*, *Diversity* and *Access* were of utmost importance to external respondents. In addition, internal constituents included the *Liberal Arts and Critical Thinking* as a top priority indicator of quality.

In response to the question, “How can you tell when a student is getting a quality education?” internal constituents talked about the centrality and meaning of *Liberal Arts and Critical Thinking* to quality higher education. Skills they considered fundamental included the ability to identify unsubstantiated claims and to understand why people might make such claims. Participants emphasized the importance of exposure to a broad range of liberal arts courses, not only for personal development, but also in order to understand a range of cultural traditions, and to gain comfort with diverse ways of thinking. They also identified writing and analytical skills, which many saw as essential to the workplace.

Summary and Conclusions

This discussion began about a year ago with the query: how do we know if we are a quality university system? The October, 2002, presentation to the Board of Regents Education Committee provided a framework for examining quality from the perspective of a variety of stakeholders.

The focus group data identify key elements of quality, from the perspective of particular stakeholders both internal and external to the UW System. As the data was analyzed, it became clear that many of these quality indicators (for example: access, fostering critical thinking, preparation for a diverse world, advising, fostering citizenship learning, and out-of-classroom learning) are currently monitored via the UW System’s annual Accountability Report. Other

indicators of quality —teaching, access, climate, diversity of faculty, staff, and students—are addressed by UW System initiatives. Key among these are the *UW System's Plan 2008: Educational Quality Through Racial and Ethnic Diversity*; *The Scholarship of Teaching and Learning Initiative*, which addresses quality teaching and student learning; and *The Wisconsin Campus Compact*, which assists students, faculty and institutions in becoming better citizens. Some participant responses identify areas that may require creative efforts to improve quality, for example: refining institution-specific missions; improving campus climate for faculty, staff and students; identifying better ways to reward teachers for excellence in teaching; making more dramatic inroads toward increasing diversity; nurturing students in and out of the classroom; and holding down class size. These are all areas towards which the UW System already devotes attention and resources.

Comments from participants have already been used to help UW System Administration understand how participants think about liberal arts education, and to shape requests for external funding to improve campus climate. Data will be provided to institutions to consider as they hone their mission statements. Comments will be made available to institutional coordinators of Plan 2008 to assist in developing Phase II plans. The UW System Office of Academic and Student Services will use results of the study in developing annual objectives.

There is no simple answer, then, to the question, “What is quality in public higher education?” Different constituents identify and prioritize different quality indicators. Some aspects of quality can be measured at the system level and the Accountability Report includes some general indicators of quality at that level. Other aspects of quality must be addressed at the institutional level. The complexity of recognizing, measuring, and preserving quality must be understood across a continuum of indicators in which the tangible and quantifiable are balanced with those aspects that are more intangible and qualitative.

Remedial Education in the UW System 2002-03 Report to the Wisconsin Board of Regents

Executive Summary

Background

In November 1988, the Board of Regents passed a resolution requiring students with Mathematics or English deficiencies to take remedial coursework (Resolution 5088). In Fall 1991, the Board of Regents established the additional requirement that remedial courses must be provided on a fee recovery basis. This requirement assured that base GPR dollars will not be used to remedy the deficiencies of high school graduates. In November 1991, the Board approved two more policy changes (Resolutions 5957 and 5958), which further enhanced the existing Resolution on remediation (5088). Resolution 5957 required new freshmen needing remediation to take remedial courses prior to completing 30 credits. Resolution 5958 allowed students taking remedial courses to enroll in more than 12 credits of coursework. A copy of Resolution 5088, revised by Resolutions 5957 and 5958, is attached as the appendix.

Originally, the Board of Regents required a report on the status of remedial education in the UW System on an annual basis. In 1997, the Board of Regents passed Resolution 7382, which changed the reporting cycle from one to three years. The exact wording of Resolution 7382 is as follows:

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 1996-97 Report on Remedial Education in the UW System, and changes the reporting period from an annual basis to once every three years. The rationale for this change in the reporting period is twofold: (1) the number of students needing remediation has steadily declined during the prior five-year reporting period; and (2) information about the kinds of students needing remediation changes very little from year to year.

The current report focuses on data from Fall 1999-00 through Fall 2001-02, in relation to demographic and academic variables. It also shows first-to second-year retention rates for the Fall 2001-02 cohort, and six year graduation rates for the Fall 1996-97 cohort.

Requested Action

The purpose of this report is to provide information on remedial education in the UW System. No specific action is requested at this time.

Discussion

New freshmen who are admitted to the University of Wisconsin System come with varying levels of preparedness for success in college-level Math and English. Although the overwhelming majority of new freshman leave high school with a level of preparation that meets or exceeds that which is required by their respective UW institution, a small number of students who are admitted have deficiencies that need to be remedied through additional coursework. The UW System requires all students who have been identified as being under-prepared in the areas of Math or English to take remedial coursework prior to the completion of their first 30 credits. The ultimate goal of this requirement is to ensure that all new freshmen possess the necessary competencies to succeed in higher education. The individual UW institutions determine how these required remedial classes are offered and oversee the specific curriculum, standards, and methods of instruction.

National Context

According to the National Center for Education Statistics (NCES) report entitled *Remedial Education at Higher Education Institutions*, published in 1996 (an updated version of the 1996 NCES report is expected to be released in August of 2003), over three-quarters (78%) of all higher education institutions that enrolled freshmen offered at least one remedial reading, writing, or mathematics course. For public 4-year institutions, the percent that offered at least one remedial course is 81 percent. It is important to note that many of the institutions that did not offer remedial classes still enrolled students who required remedial education. Such institutions often have formal or informal associations with outside agencies that provide the remedial coursework.

The UW System had fewer students enrolled in remedial education than higher education institutions nationally. Twenty-four percent of first-time freshmen enrolled in remedial Math courses at all institutions of higher education. The percent of remedial Math enrollments at public 4-year institutions nationally was 18 percent. The percent of remedial Math enrollments in the UW System was significantly lower at 10.8 percent.

Nationwide, enrollments in remedial courses in English were 12 percent (public 4-year) and 17 percent (all institutions). The UW System enrollments in remedial English courses were substantially lower than the national percentages (5.6%). The UW system is not the only system that regularly reports on enrollment in remedial education. For example, The Ohio Board of Regents includes remedial education enrollments in their annual Performance Report. The UW System continually has lower enrollments in remediation than the colleges and universities in Ohio.

The NCES report classifies second-year retention rates of freshmen enrolled in remedial courses at all higher education institutions into three categories: high retention (75% – 100%), medium retention (50% – 74%) and low retention (1% – 49%). Over half (53%) of institutions nationwide had retention rates that fell within the medium range. Only 23 percent had high retention and 24 percent had low retention. In the UW System, 63.9 percent of freshmen who enrolled in remedial courses were retained to the second year, which falls within the medium retention range for institutions of higher education nationwide.

Remedial Education in the UW System

During the three-year period covered in the 2002-03 report on *Remedial Education in the UW System*, the percentages of students identified as needing remediation have remained relatively stable. Specifically, from Fall 1999-00 to Fall 2001-02, the percentage of new freshmen who were required to take Mathematics remediation decreased slightly from 12.5 percent to 11.7 percent. During the same period of time, the percentage needing English remediation rose less than one percentage point, from 6.6 percent to 7.4 percent. These percentages are substantially lower than the 20.6 percent required to take Mathematics remediation, and the 10.2 percent required to take English remediation in Fall 1990-91, when the Board of Regents last modified the remedial education policy. Overall, only 3.6 percent of the new freshmen needed remediation in both Math and English in 2001-02.

The majority of students requiring remediation scored relatively low on the ACT tests. In Fall 2001-02, 83.8 percent of students needing English remediation scored 18 or below on the English ACT, and 71.2 percent of students needing Mathematics remediation scored 18 or below on the Math ACT. High school rank, like ACT score, was also linked to the need for remediation. New freshmen who ranked in the bottom half of their high school graduating class were more likely to require remediation. In Fall 2001-02, 15.8 percent (English) and 24.3 percent (Math) of the new freshmen from the bottom half of their high school class required remediation, compared to 5.7 percent (English) and 8.7 percent (Math) for new freshmen from the top half of their high school class.

The retention rates of remedial students are also addressed in this report as a measure of success for remedial education programs. Specific focus is on the retention of new freshmen to the second year of college. The data indicate a positive effect on retention for students who were identified as needing remediation and completed remedial coursework within their first year. Second-year retention rates for students who both needed and completed remediation are very close to the rates for students who did not require remediation at all. This holds true for the retention rates of students needing and completing either Math or English remediation (Math = 76.0% and English = 74.5%). These rates are significantly higher than the second-year retention rates of students who were required to take remediation but did not complete this requirement within their first year (Math=47.1% and English=38.7%). The overall second-year retention rate of students who needed remediation, regardless of whether they completed their remedial requirement, was 62.4 percent for Math and 63.8 percent for English.

The ultimate goal of remedial education is to ensure that students with academic deficiencies are provided with the skills and competencies needed to succeed in higher education and obtain a baccalaureate degree. Six-year graduation rates of the Fall 1996-97 freshmen class cohort provide us with a picture of the long-term success of students requiring Math and English remediation. The data presented in this report specifically show the graduation rates of new freshmen who started at one UW institution and graduated from any institution within the UW System. Of the new freshmen who needed and completed remediation, 52.7 percent (Math) and 43.5 percent (English) graduated within six years. By contrast, the graduation rates of students who did not require remediation were 64.3 percent (Math) and 63.3 percent (English).

Conclusion

The overwhelming majority of students admitted to the UW System are ready for and capable of pursuing college-level Math and English courses. However, every year a relatively small number of students are admitted who are considered to have the potential to succeed but have some deficiencies in Math or English. The UW System requires and provides remedial courses for such students. The vast majority of the students identified as needing remediation successfully complete their remedial courses and are retained to the second year. Approximately half of these students graduate with a baccalaureate degree within six years. This results in approximately one thousand UW graduates from each entering class who otherwise might not have had the opportunity for a higher education.

Related Policies

Regent Resolution 5088, Revised by Resolution 5957 and 5958, (November 1991), and Resolution 7382 (February 1997), which changed the reporting cycles of the Remedial Report.

2002-03 Report on Remedial Education in the UW System: Demographics, Remedial Completion, and Retention and Graduation

Introduction

The purpose of this report is to provide information on new freshmen identified as needing remediation in the UW System. It contains information on selected characteristics of the students entering in Fall 1999, 2000 and 2001, who were identified as needing remediation in English and/or Mathematics. It also provides second-year retention and six-year graduation data for the new freshmen who needed remediation, in comparison with the students who did not need remediation.

Characteristics of New Freshmen Needing Remediation

Over the period since the last report, from Fall 1999-00 to Fall 2001-02, the percentage of new freshmen who were required to take Mathematics remediation decreased slightly from 12.5 percent to 11.7 percent. During the same period of time, the percentage of new freshmen needing English remediation rose less than one percentage point, from 6.6 percent to 7.4 percent. These percentages are substantially lower than the 10.2 percent required to take English remediation and the 20.6 percent required to take Mathematics remediation in Fall 1990-91, when the Board of Regents last modified the remedial education policy. Charts 1 and 2 provide data on the percents of students needing Math and English remediation, from Fall 1990-01 to Fall 2001-02.

Chart 1
New Freshmen Needing Math Remediation

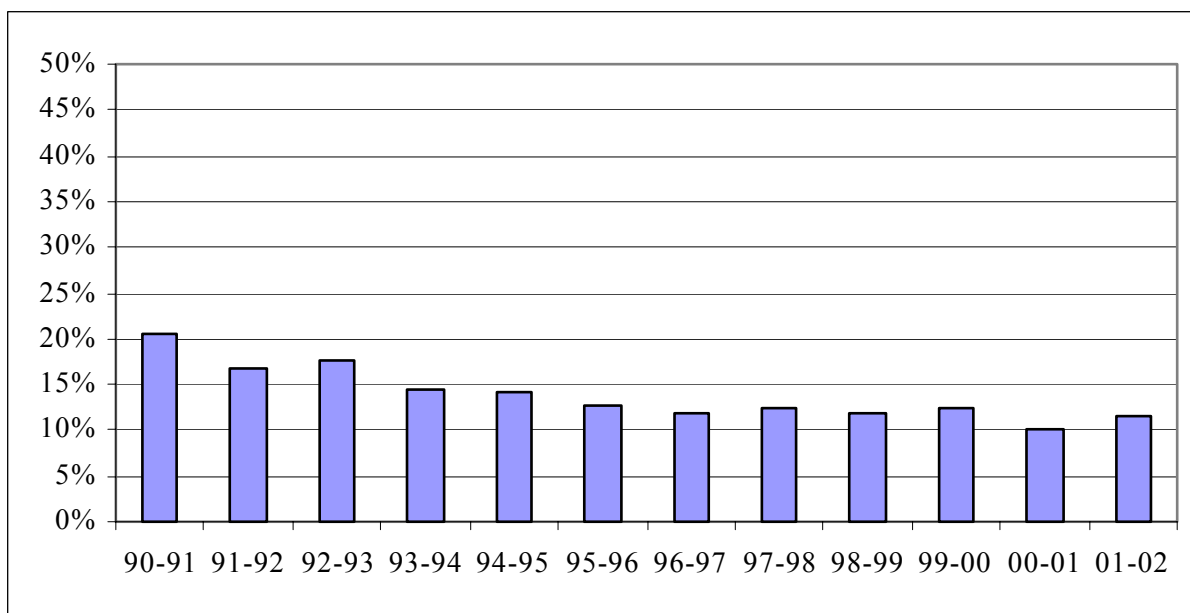
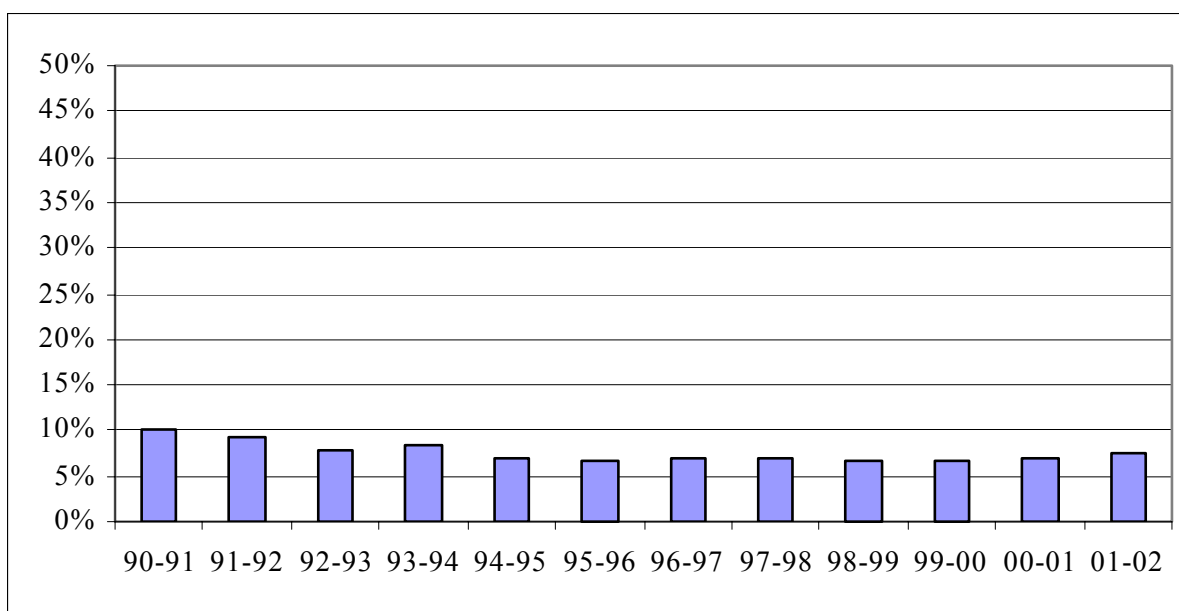


Chart 2
New Freshmen Needing English Remediation



Tables 1 and 2 show numbers and percentages of all new freshmen who needed remediation, in relation to demographic and academic variables. Table 1 provides the data regarding students who needed English remediation and Table 2 provides the data regarding students who needed Mathematics remediation. Both tables cover a three-year span from Fall 1999-00 through Fall 2001-02.

In all three years, a slightly higher percentage of males needed English remediation than did females (males = 8.1% and females = 7.0%, in 2001). Conversely, a higher percentage of females were required to take Math remediation (males=9.3% and females=13.6%, in 2001). For both males and females, the percentages needing English remediation rose slightly from 1999-00 to 2001-02 (males = from 7.0% to 8.1% and females = from 6.4% to 7.0%). However, the percentage for both males and females needing Mathematics remediation decreased (males = from 9.7% to 9.3% and females = from 14.7% to 13.6%).

The need for remediation is closely related to performance on the ACT examination and to the high school class rank. The higher the student's ACT score and class rank, the less likely the need for remediation. In Fall 2001, ACT English scores of 18 or below were recorded for 83.8 percent of the students needing English remediation. Similarly, 71.2 percent of students needing Mathematics remediation had an ACT Math score of 18 or below. For students who ranked in the lowest quartile of their high school class, 32.5 percent required Mathematics remediation and 20.7 percent required English remediation, contrasting sharply with the highest quartile in which 4.1 percent required Mathematics remediation and 2.4 percent required English remediation. However, only 3.9 percent of UW new freshmen were in the lowest quartile, while 48.4 percent were in the highest quartile. Grouping the new freshmen into bottom and top half of high school rank reveals that 15.8 percent (English) and 24.3 percent (Math) of the students from the bottom half of their high school class required remediation, compared to 5.7 percent (English) and 8.7 percent (Math) for students from the top half. (Note that the percentages provided in this paragraph are based on the proportion of students for whom high school rank and/or ACT score were available.)

Key Findings

(Tables 1 and 2)

Table 1
Students Needing **English** Remediation
as a Percent of All New Freshmen
by Student Characteristic

		Fall 1999-00			Fall 2000-01			Fall 2001-02		
Category	Characteristic	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	11,935	830	7.0%	12,004	934	7.8%	12,491	1007	8.1%
	Female	15,187	970	6.4%	15,333	995	6.5%	15,502	1078	7.0%
ACT English Score*	18 or Lower	5,358	1,370	25.6%	5,448	1490	27.3%	5,474	1,614	29.5%
	19	1,907	119	6.2%	1,857	139	7.5%	1,994	136	6.8%
	20-21	3,946	105	2.7%	4,279	126	2.9%	3,828	142	3.7%
	22-26	9,055	25	0.3%	8,798	45	0.5%	9,302	33	0.4%
	27-36	4733	3	0.1%	4,704	8	0.2%	4,974	2	0.0%
H.S. Rank *	4th Quartile	918	176	19.2%	959	157	16.4%	977	202	20.7%
	3rd Quartile	3,697	520	14.1%	3,770	512	13.6%	3,762	546	14.5%
	2nd Quartile	8331	672	8.1%	8,234	825	10.0%	8,149	864	10.6%
	1st Quartile	11,892	266	2.2%	11,902	291	2.4%	12,092	290	2.4%
Total	All Char.	27,122	1,800	6.6%	27,337	1,929	7.1%	27,993	2,085	7.4%

* Subtotals do not necessarily sum to 100% due to missing data.

Table 1 (English)

- ◆ The percentage of new freshmen requiring English remediation increased slightly from Fall 1999 to Fall 2001.
- ◆ Men were slightly more likely to require English remediation than women.
- ◆ The data show a relationship between performance on ACT and need for English remediation, students who scored 18 or less having the greatest need for English remediation.
- ◆ There is also a relationship between high school class rank and the need for English remediation.

Table 2
Students Needing **Math** Remediation
as a Percent of All New Freshmen
by Student Characteristic

		Fall 1999-00			Fall 2000-01			Fall 2001-02		
Category	Char.	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%	All New Fresh	Need Remed	%
Gender	Male	11,935	1162	9.7%	12,004	1017	8.5%	12,491	1160	9.3%
	Female	15,187	2228	14.7%	15,333	1761	11.5%	15,502	2112	13.6%
ACT Math Score*	18 or Lower	5,044	2,200	43.6%	5,001	1824	36.5%	5,082	2,087	41.1%
	19	1,850	349	18.9%	1,826	351	19.2%	1,697	321	18.9%
	20-21	3,539	348	9.8%	3,529	318	9.0%	3,764	403	10.7%
	22-26	9,124	115	1.3%	8,812	68	0.8%	9,263	112	1.2%
	27-36	5442	6	0.1%	5,918	8	0.1%	5,766	10	0.2%
H.S. Rank*	4th Quartile	918	348	37.9%	959	222	23.1%	977	318	32.5%
	3rd Quartile	3,697	1000	27.0%	3,770	722	19.2%	3,762	835	22.2%
	2nd Quartile	8331	1261	15.1%	8,234	1171	14.2%	8,149	1264	15.5%
	1st Quartile	11,892	451	3.8%	11,902	433	3.6%	12,092	500	4.1%
Total	All Char.	27,122	3,390	12.5%	27,337	2,778	10.2%	27,993	3,272	11.7%

Table 2 (Mathematics)

- ◆ The percentage of new freshmen requiring Mathematics remediation declined slightly from Fall 1999 to Fall 2001, but increased from Fall 2000.
- ◆ Women were more likely to require Mathematics remediation than men. Overall, Mathematics remediation was required more than English remediation.
- ◆ The data show a relationship between performance on ACT and need for Mathematics remediation, students who scored 18 or less having the greatest need for Math remediation.
- ◆ There is also a relationship between high school class rank and the need for Math remediation.

Retention to the Second Year

Over the past ten years, the retention rates of students required to take Math or English remediation have remained relatively stable. The charts below provide trend data for the retention rates of students who needed and completed remediation, with students who needed remediation but did not complete the remedial requirement. Chart 3 provides retention rates for students who were required to take Math remediation, and Chart 4 provides retention rates for students who were required to take English remediation.

Chart 3
Math Remediation

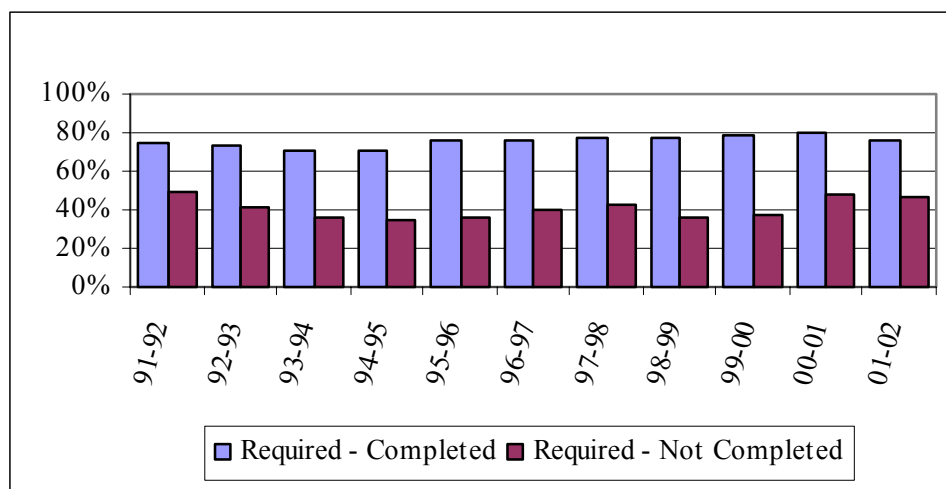
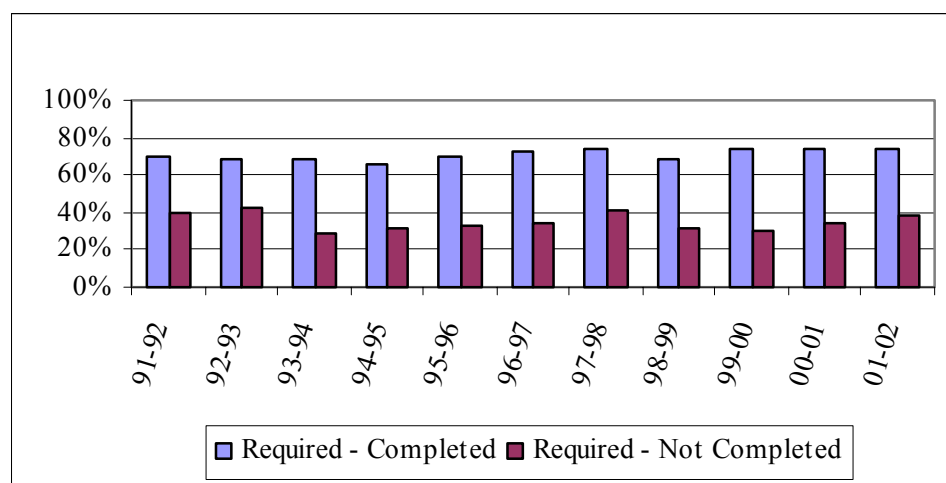


Chart 4
English Remediation



Figures 1 and 2 (see pages 8 and 9) exhibit second year retention of 2001-02 new freshmen. Comparisons are presented regarding the retention of students who needed remediation and those who did not. Further comparisons are shown among those who required remediation with respect to the completion of this requirement. Figure 1 presents retention in relation to English remediation, and Figure 2 presents retention in relation to Math remediation.

The figures show that students who required remediation were less likely to be retained to the second year than students who did not need remediation. The differences in retention rates between those who required remediation and those who did not were similar for both Math and English remediation (14.6 percentage points lower for students identified as needing remedial Math and 12.4 percentage points lower for students needing English remediation). However, for those who needed and completed remediation during their first year, retention rates were comparable to the rates for the students who did not need remediation at all. Seventy-four percent of students who needed and completed English remediation were retained to the following year, as compared with only 38.7 percent of students who needed but did not complete remediation. Similarly, 76 percent of students who needed and completed Math remediation were retained to the following year, while only 47.1 percent of those who needed, but did not complete, the requirement were retained. This finding may indicate the effectiveness of the remediation programs that are offered at the UW institutions. However, there may be other factors or student characteristics that influence these outcomes, including the variety of student support services that provide training and other assistance to students who need better study techniques, learning strategies, and other higher education survival skills.

Key Findings

(Figures 1 and 2)

Figure 1 (English)

- ◆ English remediation was required by 7.4 percent of new Freshmen.
- ◆ Of all students who did require remediation, 63.8 percent were retained.
- ◆ Of the new freshmen who did not require English remediation, 76.2 percent were retained.
- ◆ Of those who were required to take remediation, 70.1 percent completed the requirement within one year.
- ◆ Of those who needed and completed English remediation during their first year, 74.5 percent were retained to the second year, as compared with 38.7 percent of those who did not complete the requirement during their first year.

Figure 2 (Mathematics)

- ◆ Math remediation was required by 11.7 percent of new Freshmen.
- ◆ Of all students who did require remediation, 62.4 percent were retained.
- ◆ Of the new freshmen who did not require English remediation, 77.0 percent were retained.
- ◆ Of those who were required to take remediation, 53.0 percent completed the requirement within one year.
- ◆ Of those who needed and completed Math remediation during their first year, 76.0 percent were retained to the second year, as compared with 47.1 percent of those who did not complete the requirement during their first year.

Figure 1

Retention to the Second Year of Fall 2001-02 New Freshmen
By Completion of **English** Remedial Requirement

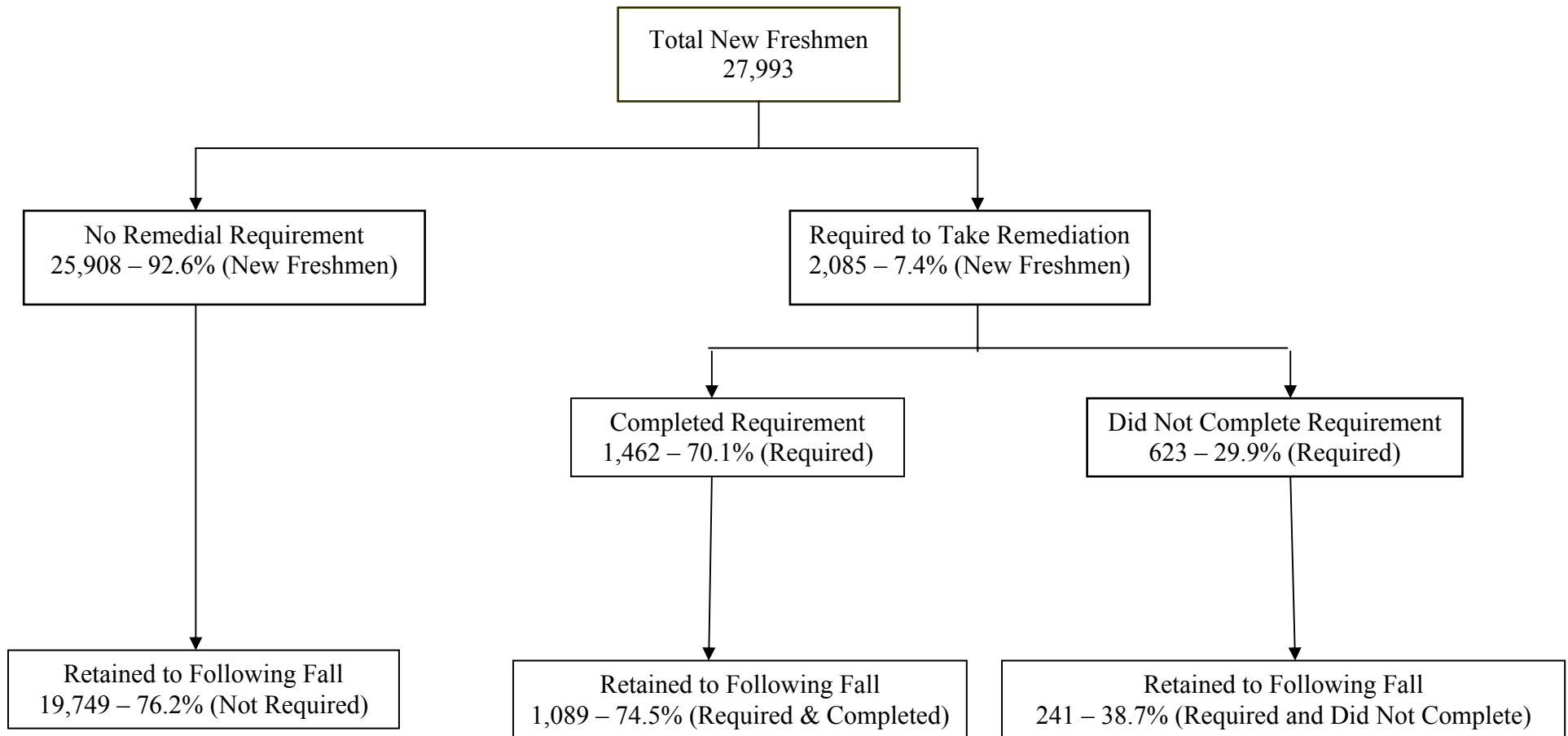
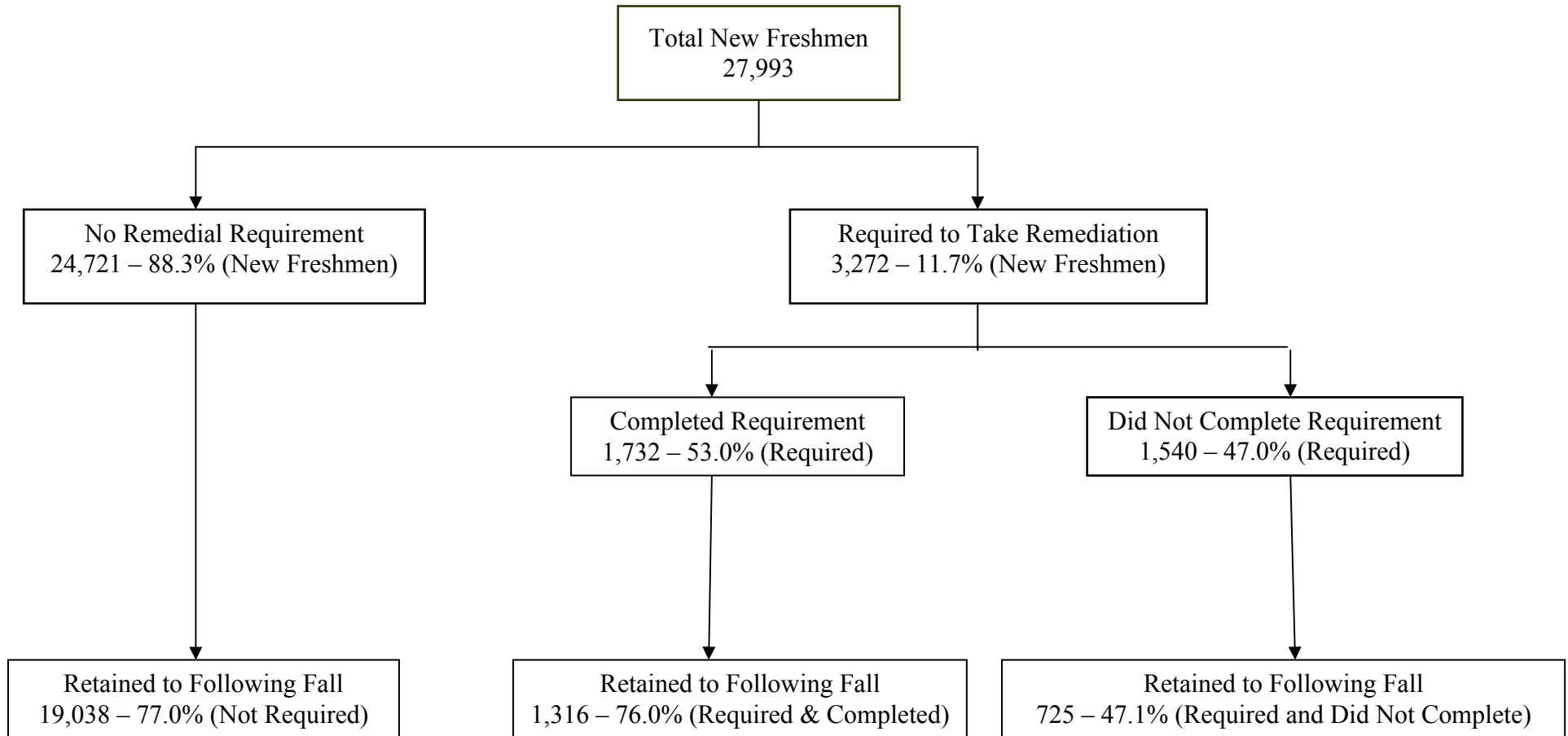


Figure 2

Retention to the Second Year of Fall 2001-02 New Freshmen
By Completion of **Math** Remedial Requirement



Six Year Graduation

Figures 3 and 4 exhibit six-year graduation rates of the Fall 1996-97 cohort of entering freshmen. These graduation rates are for all students who started at one UW institution and graduated from any institution within the UW System. Comparisons are presented regarding the graduation rates of students who needed remediation and those who did not. Figure 3 presents six-year graduation rates in relation to English remediation and Figure 4 presents six-year graduation rates in relation to Mathematics remediation.

While graduation rates of new freshmen identified as needing remediation are lower than those of new freshmen who do not require remediation, a significant percent of students requiring remediation successfully complete their undergraduate education. Since all students identified as needing remediation are required to complete their remediation long before graduation, it is difficult to isolate the specific impact of remedial programs on the ability to complete a baccalaureate degree within six years. There are a variety of additional intervening factors that may influence any student's likelihood of graduating with a baccalaureate, including: finances, family obligations, social issues, employment opportunities, personal motivation, etc.

Key Findings

(Figures 3 and 4)

Figure 3 (English)

- ◆ English remediation was required by 6.0 percent of new freshmen.
- ◆ Of all students who required English remediation, 36.4 percent graduated in six years.
- ◆ Of students not required to take remedial courses, 63.3 percent graduated in six years.
- ◆ Of those who needed and completed remediation, 43.5 percent graduated in six years.
- ◆ Of those who needed English remediation, 83.6 percent completed the requirement.

Figure 4 (Math)

- ◆ Math remediation was required by 10.3 percent of new Freshmen.
- ◆ Of all students who required Math remediation, 39.0 percent graduated in six years.
- ◆ Of students who did not require Math remediation, 64.3 percent graduated in six years.
- ◆ Of those who needed and completed remediation, 52.7 percent graduated in six years.
- ◆ Of those who needed Math remediation, 73.9 percent completed the requirement.

Figure 3

Six Year Graduation Rate of Fall 1996-97 New Freshmen
By Completion of **English** Remedial Requirement
(Starting at one UW Institution and Graduating From any UW Institution)

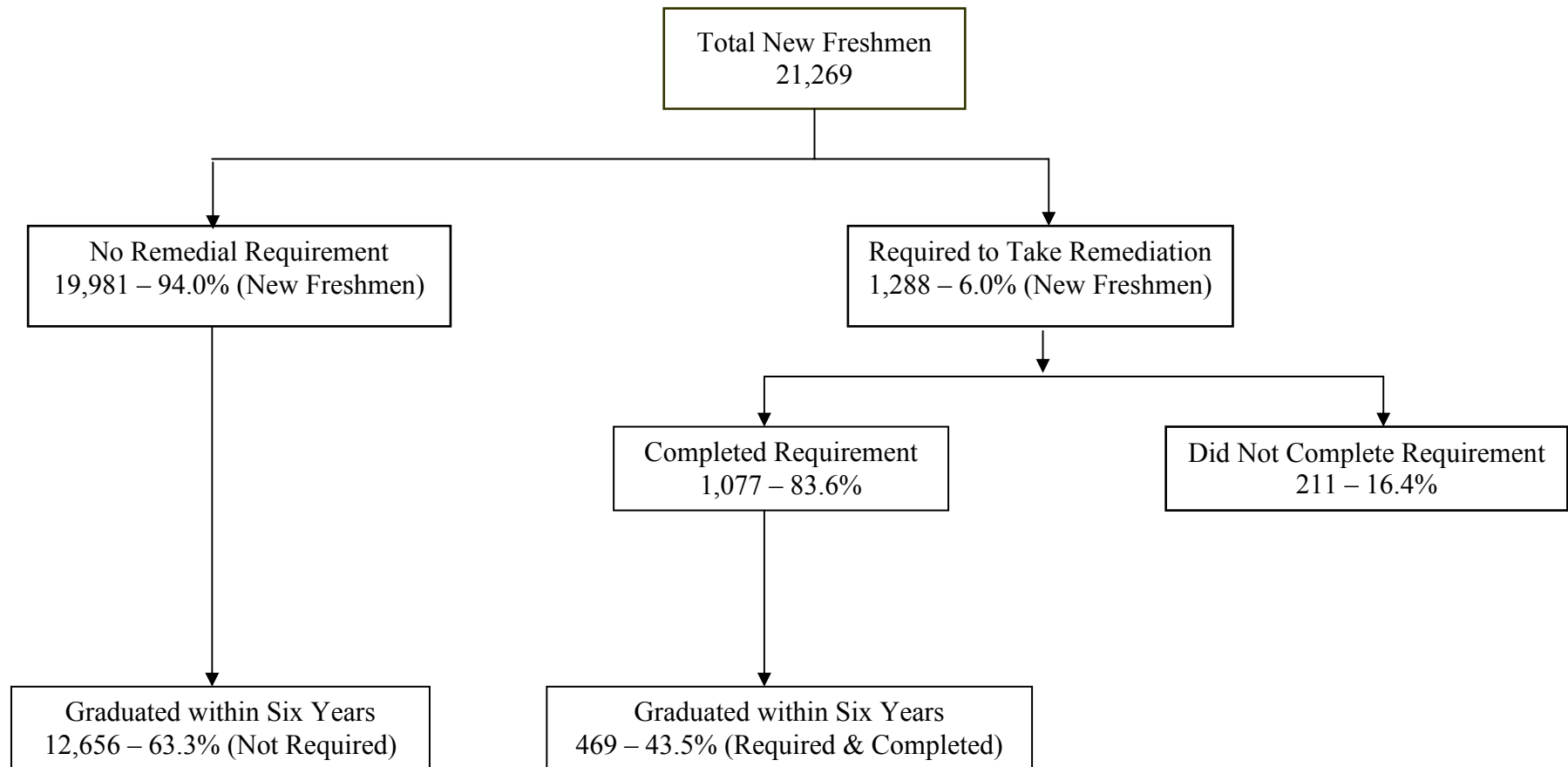
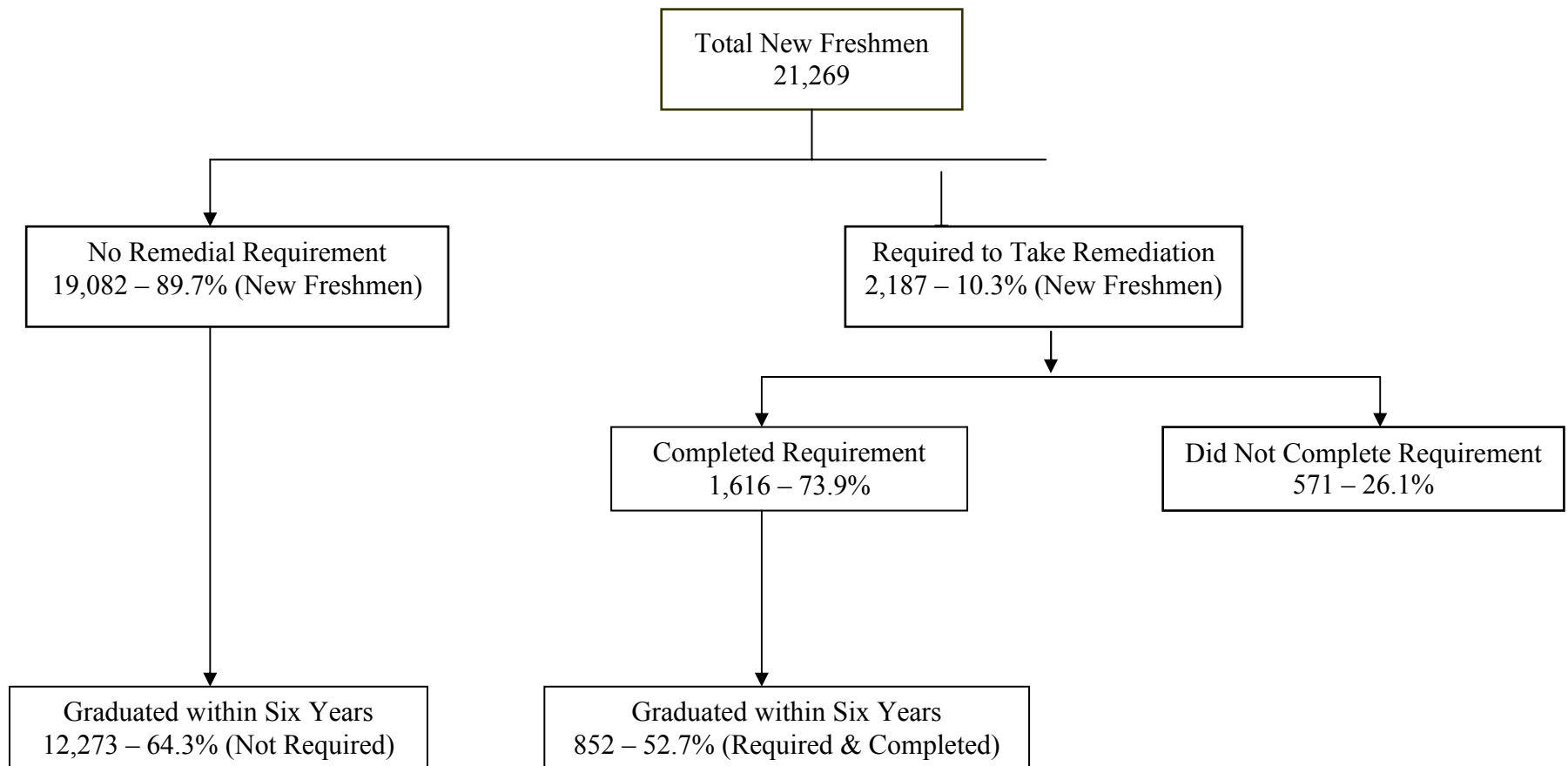


Figure 4

Six Year Graduation Rate of Fall Cohort 1996-97 New Freshmen
By Completion of **Math** Remedial Requirement
(Starting at one UW Institution and Graduating From any UW Institution)



Conclusion

The overwhelming majority of students admitted to the UW System are ready for and capable of pursuing college-level Math and English courses. However, every year a relatively small number of students are admitted who are considered to have the potential to succeed but have some deficiencies in Math or English. The UW System requires and provides remedial courses for such students. The vast majority of the students identified as needing remediation successfully complete their remedial courses and are retained to the second year. Approximately half of these students graduate with a baccalaureate degree within six years. This results in approximately one thousand UW graduates from each entering class who otherwise might not have had the opportunity for a higher education.

APPENDIX

RESOLUTION 5088 (Approved by the Board of Regents, November 11, 1988; Revised by RESOLUTIONS 5957 and 5958 on November 7, 1991)

1. New freshman who are admitted to institutions of the University of Wisconsin System in accord with criteria approved by the Board of Regents and whose scores on English or Mathematics placement or proficiency tests indicate a low probability for success in college level courses in either or both of those subjects shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits. Institutions may grant exceptions to individual students; however, they must clearly document the reasons for such exceptions.
2. Remedial courses in English and Mathematics shall not generate credit toward a degree from institutions in the University of Wisconsin System.
3. Remedial courses in English and Mathematics offered by institutions of the University of Wisconsin System may be taught by faculty and staff they employ, through University of Wisconsin-Extension, or through contractual arrangements with local VTAE units. An institution's remedial courses should be available for students on its campus. The faculty of the University of Wisconsin System shall control the content, standards, and methods of instruction in its remedial courses.
4. The appropriate credit load for all students enrolled in remedial courses will be determined by the institution. The institution will be expected to advise students carefully about the appropriate number of credits based on students' high school performance and test scores. Beginning in fall of 1990, each institution will provide an annual report to System Administration on the number of new freshman identified as needing remediation in English and/or Mathematics and the number who successfully completed remedial courses in English and/or Mathematics. The president will use this information to compile an annual report for the Board of Regents.
5. No later than Fall 1991-92, all remedial courses in the University of Wisconsin System shall be offered on a fee recovery basis.
6. By October 1989, the University of Wisconsin System shall develop a detailed statement of the minimum college-level skills and competencies students are expected to have in English and Mathematics upon entrance to the University. This statement shall be widely circulated and periodically up-dated. It should form the basis for college-preparatory courses in English and Mathematics offered by secondary schools and for remedial courses offered by the University.

An initial screening for these competencies shall include admitted freshmen's scores on the "ACT" and any other additional performance criteria that each UW System institution may choose. Students who score above the UW System-established level on the "ACT" Mathematics and English subtests are expected to have a high probability of success in college-level courses and may be exempted from further testing. For students who score

below the UW System-established level, each institution shall determine the specific instruments and performance criteria used for placement in college-level or remedial courses.

Information about the UW System-established level on "ACT" Mathematics and English subtests and each institution's instruments and performance criteria shall be made available to the secondary schools and to potential University of Wisconsin students.

7. The University of Wisconsin System will cooperate with the Department of Public Instruction in developing a plan for assessing English and Mathematics skills of high school students throughout the state. Examination results shall be made available to students, their parents, and their schools. Students whose scores suggest they are unlikely to place into college-level English and Mathematics courses upon entering college shall be encouraged to take courses in high school that are designed to improve their English and Mathematics competencies and lessen the possibility of their placing into remedial courses.

2003-04 Tenure Designations and
New Tenured Appointments

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2003-04 tenure designations and new tenured appointments, reported in the attached materials by institution, be approved.

**UNIVERSITY OF WISCONSIN SYSTEM
NEW TENURED APPOINTMENTS
2003-04 BUDGET**

<u>Name</u>	<u>Department</u>	<u>Status</u>	<u>Start Date</u>	<u>Pay Basis</u>	<u>Comments</u>
<u>UW-Eau Claire</u>					
School of Education					
Dempsey, Stephen	Special Education	Associate Professor - Tenured	8/19/02	C	Chair
College of Business					
Hilton, Thomas	Management Information Systems	Professor - Tenured	7/1/03	C	Chair
<u>UW-Madison</u>					
Group 1					
College of Agricultural and Life Sciences					
Attie, Alan D.	Biochemistry	Professor - Tenured	7/1/02	A	
Bell, Michael M.	Rural Sociology	Professor - Tenured	8/15/02	A	
Samuel, Michael D.	Wildlife Ecology	Associate Professor - Tenured	1/26/03		Zero Dollars
School of Business					
Ortalo-Magne, Francois	School of Business	Associate Professor - Tenured	8/25/03	C	
Whited, Toni M.	School of Business	Associate Professor - Tenured	8/25/03	C	
School of Education					
Nelson, Mary Lee	Counseling Psychology	Associate Professor - Tenured	8/26/02	C	
College of Engineering					
Bisognano, Joseph J.	Engineering Physics	Associate Professor - Tenured	6/1/02	A	
Blick, Robert	Electrical & Computer Engineering	Associate Professor - Tenured	1/10/03	C	
Hiskens, Ian A.	Electrical & Computer Engineering	Associate Professor - Tenured	8/12/02	C	
Nowak, Robert D.	Electrical & Computer Engineering	Associate Professor - Tenured	8/25/03	C	
Law School					
Smith, Douglas G.	Law	Professor - Tenured	8/26/02	C	

<u>Name</u>	<u>Department</u>	<u>Status</u>	<u>Start Date</u>	<u>Pay Basis</u>	<u>Comments</u>
<u>UW-Madison (cont.)</u>					
College of Letters and Science					
Bow, Leslie	English <i>Also Asian-American Studies</i>	Associate Professor - Tenured	10/18/02	C	
Boston, Nigel	Mathematics <i>Also Electrical & Computer Engineering</i>	Professor - Tenured	8/26/02	C	
Castronovo, Russell	English	Professor - Tenured	10/18/02	C	
Doksum, Kjell	Statistics	Professor - Tenured	3/7/03	C	
Freeland, Robert F.	Sociology	Associate Professor - Tenured	8/25/03	C	
Heinrich, Carolyn	Lafollette School of Public Affairs	Associate Professor - Tenured	8/25/03	C	
Morgan, David O.	History	Professor - Tenured	10/18/02	C	
College of Letters and Science					
Roberts, Mary Louise	History	Professor - Tenured	8/26/02	C	
Simotes, Anthony	Theatre & Drama	Associate Professor - Tenured	8/25/03	C	
Young, Louise	History	Associate Professor - Tenured	8/25/03	C	
Zweibel, Ellen G.	Astronomy <i>Also Physics</i>	Professor - Tenured	1/10/03	C	
Medical School					
Asthana, Sanjay	Medicine	Associate Professor - Tenured	1/1/03	A	
Bushman, Wade A	Surgery	Associate Professor - Tenured	7/1/03	A	
Carlton, David P.	Pediatrics	Associate Professor - Tenured	7/1/02	A	
Durkin, Maureen S.	Population Health Science	Associate Professor - Tenured	2/1/03	A	
Hall, Timothy J.	Medical Physics	Professor - Tenured	1/13/03	A	
Kliewer, Mark A.	Radiology	Professor - Tenured	2/1/03	A	
Longley, B. Jack	Dermatology	Professor - Tenured	7/1/02	A	
Lucey, Michael R.	Medicine	Professor - Tenured	7/1/02	A	
Mukhtar, Hasan	Dermatology	Professor - Tenured	7/1/03	A	
Olive, David L.	Obstetrics & Gynecology	Professor - Tenured	1/1/03	A	
Stein, James	Medicine	Associate Professor - Tenured	7/1/03	A	
Zdeblick, Thomas A.	Orthopedics and Rehabilitation	Professor - Tenured	5/1/02	A	
School of Veterinary Medicine					
Argyle, David	Medical Science	Associate Professor - Tenured	8/1/02	A	

<u>Name</u>	<u>Department</u>	<u>Status</u>	<u>Start Date</u>	<u>Pay Basis</u>	<u>Comments</u>
<u>UW-Milwaukee</u>					
College of Letters & Science					
Braman, Sandra	Journalism & Mass Communication	Associate - Tenured	8/19/02	C	
Deppenmeier, Uwe	Biological Science	Associate - Tenured	8/25/03	C	
Howland, Douglas	History	Professor - Tenured	1/3/03	C	
Kilwein-Guevara, Maurice	English	Professor - Tenured	1/3/03	C	
Leeds, Stephen	Philosophy	Professor - Tenured	8/19/02	C	
Lemelle, Anthony	Africology	Professor - Tenured	1/3/03	C	
Lim, Tae-Seop	Communication	Professor - Tenured	8/25/03	C	
Mathiowetz, Nancy	Sociology	Associate Professor - Tenured	8/25/03	C	
Vaux, Bert	Foreign Languages and Linguistics	Professor - Tenured	8/25/03	C	
School of Nursing					
Anderko, Laura	Nursing	Associate Professor - Tenured	1/3/03	C	
Helen Bader School of Social Welfare					
Montgomery, Rhonda	Social Welfare	Professor - Tenured	1/3/03	C	
<u>UW-Oshkosh</u>					
College of Letters & Science					
Barnhill, David L.	English	Professor - Tenured	7/1/03	C	
Gammon, Elizabeth A.	Social Work	Associate - Tenured	9/1/03	C	
College of Education & Human Services					
Wilson, Nona L.	Counselor Education	Associate - Tenured	9/1/02	C	
Department of Curriculum & Instruction					
Beeth, Michael E.		Associate - Tenured	9/1/03	C	
<u>UW Colleges</u>					
<u>UW-Baraboo</u>					
Brophy, Michael	English	Associate Professor - Tenured	8/5/02	A	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - EAU CLAIRE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
Academic Affairs						
GROUP 2						
Mowry, Donald	Academic Planning	Associate	T	Full	T	
College of Arts & Sciences						
GROUP 1						
Weiher, Evan	Biology	Associate	P	Associate	T	
Conklin, Daniel	Biology	Assistant	P	Associate	T	
Scales, Jon	Biology	Assistant	P	Associate	T	
Phillips, James	Chemistry	Assistant	P	Associate	T	
Stevenson, Daniel	Computer Science	Assistant	P	Associate	T	
Nowlan, Robert	English	Assistant	P	Associate	T	
Stirm, Jan	English	Assistant	P	Assistant	T	
Valero, Jose	Foreign Languages	Assistant	P	Associate	T	
Lang, Katherine	History	Assistant	P	Associate	T	
Giamati, Claudia	Mathematics	Assistant	P	Assistant	T	
Peters, Gretchen	Music & Theatre Arts	Assistant	P	Associate	T	
Rowlett, Lori	Philosophy & Religious Studies	Assistant	P	Associate	T	
Majstorovic, Steven	Political Science	Assistant	P	Associate	T	
GROUP 2						
Kleintjes, Paula	Biology	Associate	T	Full	T	
Carney, Michael	Chemistry	Assistant	P	Associate	P	
Wick, Michael	Computer Science	Associate	T	Full	T	
Havholm, Karen	Geology	Associate	T	Full	T	
Smith, Alexander	Mathematics	Associate	T	Full	T	
Andersen, Robert	Mathematics	Assistant	T	Associate	T	
Lane, Timothy	Music & Theatre Arts	Associate	T	Full	T	
Murphy, Vanissa	Music & Theatre Arts	Associate	T	Full	T	
Huang, Jin	Physics & Astronomy	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - EAU CLAIRE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Business						
GROUP 1						
Lester, Scott	Management & Marketing	Assistant	P	Associate	T	
Yelkur, Rama	Management & Marketing	Assistant	P	Associate	T	
School of Education						
GROUP 1						
Gray-Mash, Cynthia	Foundations of Education	Associate	P	Associate	T	
Rhoades, Katherine	Foundations of Education	Associate	P	Associate	T	
Hadden, Sarah	Special Education	Assistant	P	Associate	T	
GROUP 2						
Lindsey, Tamara	Curriculum & Instruction	Assistant	P	Associate	P	
Human Science & Services						
GROUP 2						
Skrivseth, Marilyn	Kinesiology	Associate	T	Full	T	
School of Nursing						
GROUP 1						
Beeman, Robin	School of Nursing also Adult Health Nursing	Assistant	P	Associate	T	
Wendler, Cecilia	Nursing Systems	Associate	P	Associate	T	
Jadack, Rosemary	Adult Health Nursing	Associate	P	Full	T	
Jansen, Debra	Adult Health Nursing	Associate	P	Associate	T	
GROUP 2						
Garber, Patricia	Adult Health Nursing	Assistant	T	Associate	T	
Information Technology						
GROUP 1						
Finder, Kathleen	Library Services	Assistant	P	Assistant	T	
GROUP 2						
King, Mimi	Library Services	Assistant	T	Associate	T	

UNIVERSITY OF WISCONSIN SYSTEM
 FACULTY PROMOTIONS, TENURE DESIGNATIONS AND OTHER CHANGES OF STATUS
 2003-04 BUDGET
 UW - EAU CLAIRE

<u>Name</u>	<u>Department</u>	<u>Present</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Proposed</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
Richmond, Elizabeth	Library Services	Assistant	T	Associate	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - GREEN BAY

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) <u>or</u> (T)	<u>Proposed Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
Dean of Liberal Arts and Sciences						
GROUP 1						
Bauer-Dantoin, Angela	Human Biology	Assistant	P	Associate	T	
Fiala, Andrew G.	Humanistic Studies	Assistant	P	Associate	T	
Gurung, Regan A. R.	Human Development	Assistant	P	Associate	T	
Haynie, Aeron	Humanistic Studies	Assistant	P	Associate	T	
Mariano, John E.	Communication and the Arts	Assistant	P	Associate	T	
Merkel, Brian J.	Human Biology	Assistant	P	Associate	T	
Mokren, Jennifer J.	Communication and the Arts	Assistant	P	Associate	T	
Nielsen, Kim E.	Social Change and Development	Assistant	P	Associate	T	
Witwer, William F.	Communication and the Arts	Assistant	P	Associate	T	
GROUP 2						
Smith, Larry J.	Social Change and Development	Associate	T	Full	T	
Bartell, Denise	Human Development	Instructor		Assistant	P	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - LA CROSSE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Business Administration						
GROUP 1						
F Eide, Barbara J.	Accountancy	Assistant	P	Associate	T	
M Wolf, Robert C.	Finance	Associate	P	Associate	T	
College of Health, Physical Education, Recreation, and Teacher Education						
GROUP 1						
M Kelley, Roy M.	Health Education and Health Promotion	Associate	P	Associate	T	
F McBride, Travis T.	Exercise & Sport Science also Strength Center	Associate	P	Associate	T	
F Murray, Susan E.	Recreation Management & Therapeutic Recreation	Associate	P	Associate	T	
College of Liberal Studies						
GROUP 1						
F Miller, Carol D.	Sociology & Archaeology	Associate	P	Associate	T	
F Terpstra, Karen K.	Art	Associate	P	Associate	T	
M Tollefson, Michael T.	Communication Studies	Associate	P	Associate	T	
GROUP 2						
M Butterfield, Bradley	English	Assistant	P	Associate	P	
F Hoskins, Deborah J.	Women's Studies	Assistant	T	Associate	T	
M Provencher, Denis M.	Modern Languages	Assistant	P	Associate	P	
M Rodrick, Rick	Communication Studies	Assistant	T	Associate	T	
F Terpstra, Jennifer A.	Art	Assistant	P	Associate	P	
F VanderbergDaves, Jodi	History	Assistant	P	Associate	P	
M Walth, Gary	Music	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - LA CROSSE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Science and Allied Health						
GROUP 1						
F Bratina, Bonnie J.	Microbiology	Associate	P	Associate	T	
M Elfessi, Abdulaziz M.	Mathematics	Associate	P	Associate	T	
M Gerber, D Timothy	Biology	Associate	P	Associate	T	
F Grunwald, Sandra K.	Chemistry	Associate	P	Associate	T	
F Taylor, Bernadette C.	Microbiology	Associate	P	Associate	T	
GROUP 2						
M Fater, Dennis C.	Physical Therapy	Associate	T	Full	T	
F Galbraith, Anne M.	Biology	Assistant	P	Associate	P	
F Maher, Margaret A.	Biology	Associate	T	Full	T	
M Monte, Aaron P.	Chemistry	Associate	T	Full	T	
F Saros, Jasmine E.	Biology	Assistant	P	Associate	P	
M Schwan, William R.	Microbiology	Assistant	P	Associate	P	
M Seebach, Bradley S.	Biology	Assistant	P	Associate	P	
Murphy Library						
GROUP 1						
M Beck, Paul B.	Library	Assistant	P	Assistant	T	
M Smith, Stefan A.	Library	Assistant	P	Assistant	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - MADISON

<u>Name</u>	<u>Department</u>	<u>Present</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Proposed</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
College of Agricultural & Life Sciences						
GROUP 1						
Bednarek, Sebastian	Biochemistry	Assistant	P	Associate	T	
Cooperband, Leslie R.	Soil Science	Assistant	P	Associate	T	
Denes, Ferencz	Biological Systems Engineering	Assistant	P	Associate	T	
Goodrich-Blair, Heidi	Bacteriology	Assistant	P	Associate	T	
Kaepler, Heidi F.	Agronomy	Assistant	P	Associate	T	
Palmer, Roger W.	Dairy Science	Assistant	P	Associate	T	
Silbernagel Balster, Janet M.	Natural Resources - Landscape Architecture	Assistant	P	Associate	T	
Stier, John C.	Horticulture	Assistant	P	Associate	T	
GROUP 2						
Bland, William L.	Soil Science	Associate	T	Full	T	
Coxhead, Ian A.	Agricultural & Applied Economics	Associate	T	Full	T	
Ingham, Steven C.	Food Science	Associate	T	Full	T	
Jiang, Jiming	Horticulture	Associate	T	Full	T	
Kaepler, Shawn M.	Agronomy	Associate	T	Full	T	
Kloppenborg, Jack R.	Rural Sociology	Associate	T	Full	T	
Mladenoff, David J.	Forest Ecology & Management	Associate	T	Full	T	
Stanosz, Glen R.	Plant Pathology	Associate	T	Full	T	
Stoltenberg, David E.	Agronomy	Associate	T	Full	T	
Wiltbank, Milo C.	Dairy Science	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - MADISON

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) <u>or</u> (T)	<u>Proposed Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
School of Education						
GROUP 1						
Baker, Bernadette M.	Curriculum & Instruction	Assistant	P	Associate	T	
Bottge, Brian A.	Rehabilitation Psychology & Special Education	Assistant	P	Associate	T	
Buisch, Derrick L.	Art	Assistant	P	Associate	T	
Diffie, Gary M.	Kinesiology	Assistant	P	Associate	T	
Gruben, Kreg G.	Kinesiology	Assistant	P	Associate	T	
Marche, Theresa A.	Art	Assistant	P	Associate	T	
Mead, Julie F.	Educational Administration	Assistant	P	Associate	T	
Rosenberg, Douglas P.	Kinesiology	Assistant	P	Associate	T	
Stambach, Amy E.	Educational Policy Studies	Assistant	P	Associate	T	
GROUP 2						
Lee, Stacey J.	Educational Policy Studies	Associate	T	Full	T	
Li, Chiao-Ping	Kinesiology	Associate	T	Full	T	
GROUP 3						
Van Kan, Peter L. E.	Kinesiology	Assistant	P	Associate	T	Effective 08/26/02

UNIVERSITY OF WISCONSIN SYSTEM
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UW - MADISON

<u>Name</u>	<u>Department</u>	<u>Present</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Proposed</u> <u>Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
School of Engineering						
GROUP 1						
Alumbaugh, David	Civil & Environmental Engineering	Assistant	P	Associate	T	
Ceglarek, Dariusz J.	Industrial Engineering	Assistant	P	Associate	T	
Ferrier, Nicola J.	Mechanical Engineering	Assistant	P	Associate	T	
Harrington, Gregory W.	Civil & Environmental Engineering	Assistant	P	Associate	T	
Nembhard, David	Industrial Engineering	Assistant	P	Associate	T	
Nembhard, Harriet B.	Industrial Engineering	Assistant	P	Associate	T	
Sayeed, Akbar M.	Electrical & Computer Engineering	Assistant	P	Associate	T	
GROUP 2						
Davis, James L.	Engineering Professional Development	Associate	T	Full	T	
Sethares, William A.	Electrical Computer Engineering	Associate	T	Full	T	
Shapiro, Vadim	Mechanical Engineering	Associate	T	Full	T	
School of Human Ecology						
GROUP 1						
Bartfeld, Judith S.	School of Human Ecology	Assistant	P	Associate	T	
Rengel, Roberto J.	School of Human Ecology	Assistant	P	Associate	T	
GROUP 3						
Marks, Nadine F.	School of Human Ecology	Associate	T	Full	T	Effective 01/10/03
Law School						
GROUP 1						
Ross, Richard J.	Law	Assistant	P	Associate	T	
GROUP 2						
Smith, Michael E.	Law	Associate	T	Full	T	

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College of Letters & Science						
GROUP 1						
Evans, Julia	Communicative Disorders	Assistant	P	Associate	T	
Feldman, Mikhail	Mathematics	Assistant	P	Associate	T	
Fine, Jason P.	Statistics <i>Also Medical School - Biostatistics & Medical Informatics</i>	Assistant	P	Associate	T	
Gong, Xianghong	Mathematics	Assistant	P	Associate	T	
Karle, Albrecht	Physics	Assistant	P	Associate	T	
Lin, Yi	Statistics	Assistant	P	Associate	T	
Menechella, Grazia	French & Italian	Assistant	P	Associate	T	
Naughton, Lisa C.	Geography	Assistant	P	Associate	T	
Quillian, Lincoln	Sociology	Assistant	P	Associate	T	
Saldivar, Norma	Theatre & Drama	Assistant	P	Associate	T	
Shah, James	Psychology	Assistant	P	Associate	T	
Singer, Bradley S.	Geology & Geophysics	Assistant	P	Associate	T	
Tikoff, Basil	Geology & Geophysics	Assistant	P	Associate	T	
Wolpert, Andrew	Classics <i>Also History</i>	Assistant	P	Associate	T	
Yang, Tonghai	Mathematics	Assistant	P	Associate	T	

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UW - MADISON

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Letters & Science (Continued)						
GROUP 2						
Cancian, Maria	Lafollette School of Public Affairs	Associate	T	Full	T	<i>Also Social Work</i>
Chisholm, Sally L.	School of Music	Associate	T	Full	T	
Crook, David	School of Music	Associate	T	Full	T	
Fernandez, Donna	Botany	Associate	T	Full	T	
Gorski, Philip S.	Sociology	Associate	T	Full	T	
Gross, Sabine D.	German	Associate	T	Full	T	
Hardin, Jeffrey D.	Zoology	Associate	T	Full	T	
Kosorok, Michael R.	Statistics	Associate	T	Full	T	<i>Also Medical School - Biostatistics & Medical Informatics</i>
Li, Yafei	Linguistics	Associate	T	Full	T	
Louden, Mark L.	German	Associate	T	Full	T	
McClure, Laura K.	Classics	Associate	T	Full	T	
Milewski, Paul A.	Mathematics	Associate	T	Full	T	
Petty, Grant W.	Atmospheric & Oceanic Sciences	Associate	T	Full	T	
Ram, Arun	Mathematics	Associate	T	Full	T	
Shah, Hemant G.	Journalism & Mass Communication	Associate	T	Full	T	
Shapiro, Lawrence A.	Philosophy	Associate	T	Full	T	
Solomon, Denise H.	Communication Arts	Associate	T	Full	T	
Spalding, Edgar P.	Botany	Associate	T	Full	T	
Suchman, Mark C.	Sociology	Associate	T	Full	T	

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2003-04 BUDGET
UW - MADISON

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Letters & Science (Continued)						
GROUP 3						
Forest, Cary B.	Physics	Assistant	P	Associate	T	Effective 08/26/02
Sandholm, William	Economics	Assistant	P	Associate	T	Effective 08/26/02
Haile, Philip A.	Economics <i>(Correction from FY 02 -03)</i>	Assistant	P	Full	T	Effective 08/26/02
Hendel, Igal E.	Economics	Associate	T	Full	T	Effective 08/26/02
Medical School						
GROUP 1						
Best, Thomas M.	Family Medicine	Assistant	P	Associate	T	
Binkley, Neil C.	Medicine	Assistant	P	Associate	T	
Clark, Roseanne	Psychiatry	Assistant	P	Associate	T	
Friedl, Andreas	Pathology & Laboratory Medicine	Assistant	P	Associate	T	
Huttenlocher, Anna	Pediatrics	Assistant	P	Associate	T	
Page, Charles David Jr.	Biostatistics & Medical Informatics	Assistant	P	Associate	T	
Prolla, Tomas A.	Genetics <i>Also Agriculture & Life Sciences - Genetics</i>	Assistant	P	Associate	T	
Sheets, Michael D.	Biomolecular Chemistry	Assistant	P	Associate	T	
GROUP 2						
Bird, Ian M.	Obstetrics & Gynecology	Associate	T	Full	T	
Bresnick, Emery H.	Pharmacology	Associate	T	Full	T	
Compton, Teresa	Oncology	Associate	T	Full	T	
Cruikshanks, Karen J.	Ophthalmology & Visual Science <i>Also Population Health Sciences</i>	Associate	T	Full	T	
Gern, James E.	Pediatrics	Associate	T	Full	T	
Golos, Thaddeus G.	Obstetrics & Gynecology	Associate	T	Full	T	
Loeb, Daniel D.	Oncology	Associate	T	Full	T	
Meyer, Keith C.	Medicine	Associate	T	Full	T	
Remington, Patrick L.	Population Health Sciences	Associate	T	Full	T	
Robbins, Joanne	Medicine	Associate	T	Full	T	
Walker, Jeffrey W.	Physiology	Associate	T	Full	T	

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UW - MADISON

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Medical School (Continued)						
GROUP 3						
Badie, Behnam	Neurological Surgery	Assistant	P	Associate	T	Effective 01/01/03
Griep, Anne E.	Anatomy	Associate	T	Full	T	Effective 07/01/02
Rutecki, Paul A.	Neurology	Associate	T	Full	T	Effective 07/01/02
School of Pharmacy						
GROUP 1						
Johnson, Jeffrey A.	Pharmacy	Assistant	P	Associate	T	
Lauhon, Charles T.	Pharmacy	Assistant	P	Associate	T	
School of Veterinary Medicine						
GROUP 2						
Vail, David M.	Medical Sciences	Associate	T	Full	T	
Division of Continuing Studies						
GROUP 2						
Campbell, James A.	Professsional Development & Applied Studies	Associate	T	Full	T	
Worcester, Nancy Ann	Professsional Development & Applied Studies	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
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2003-04 BUDGET
UW - MILWAUKEE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Health Sciences						
GROUP 1						
Burlage, Robert	Health Sciences	Assistant	P	Associate	T	
Dellinger, John A.	Health Sciences	Full	P	Full	T	
GROUP 2						
Smith, Roger O.	Occupational Therapy	Associate	T	Full	T	
College of Engineering and Applied Science						
GROUP 2						
Naik, Tarun	Civil Engineering and Mechanics	Associate	T	Full	T	
School of Education						
GROUP 1						
Blanchett, Wanda	Exceptional Education	Assistant	P	Associate	T	
File, Nancy	Curriculum & Instruction	Assistant	P	Associate	T	
Kailin, Julie	Educational Policy & Communication	Assistant	P	Associate	T	
Peck School of the Arts						
GROUP 1						
Bastings, Anne	Theatre & Dance	Associate	P	Associate	T	
Cho, Kyoung Ae	Visual Art	Assistant	P	Associate	T	
Guse, Christopher J.	Theatre & Dance	Assistant	P	Associate	T	
Kartman, Stefan	Music	Assistant	P	Associate	T	
GROUP 2						
Hall, John L.	Visual Art	Associate	T	Full	T	
Sargent, Denis	Visual Art	Associate	T	Full	T	
GROUP 3						
Burgess, Buddy Edward	Theatre & Dance	Associate	T	Full	T	8/19/02

UNIVERSITY OF WISCONSIN SYSTEM
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2003-04 BUDGET
UW - MILWAUKEE

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College of Letters & Science						
GROUP 1						
Applbaum, Kalman	Anthropology	Assistant	P	Associate	T	
Clark, George	English	Assistant	P	Associate	T	
Davies, William H.	Psychology	Assistant	P	Associate	T	
Horowitz, Shale	Political Science	Assistant	P	Associate	T	
Li, Lian	Physics	Assistant	P	Associate	T	
Saffarini, Daad	Biological Sciences	Assistant	P	Associate	T	
Samuels, Lisa	English	Assistant	P	Associate	T	
Swain, Rodney	Psychology	Assistant	P	Associate	T	
Tahmiscioglu, Ahmet K.	Economics	Assistant	P	Associate	T	
Woods, Douglas	Psychology	Assistant	P	Associate	T	
GROUP 2						
Burrell, Nancy	Communication	Associate	T	Full	T	
Guilbault, Craig	Mathematical Sciences	Associate	T	Full	T	
Heathcote, R. David	Biological Sciences	Associate	T	Full	T	
Helmstetter, Fred	Psychology	Associate	T	Full	T	
McBride, Mark	Biological Sciences	Associate	T	Full	T	
Mohtadi, Hamid	Economics	Associate	T	Full	T	
GROUP 3						
Meadows, G. Richard	Economics	Associate	T	Full	T	8/19/02
Stockbridge, Richard	Mathematical Sciences	Associate	T	Full	T	8/19/02
School of Information Studies						
GROUP 2						
Wolfram, Dietmar	Information Studies	Associate	T	Full	T	
GROUP 3						
Lipinski, Tomas	Information Studies	Assistant	P	Associate	T	1/3/03
Xie, Hong (Iris)	Information Studies	Assistant	P	Associate	T	1/3/03
School of Nursing						
GROUP 2						

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 UW - MILWAUKEE

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Kovach, Christine	Nursing	Associate	T	Full	T	

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UW - OSHKOSH

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Education & Human Services						
GROUP 1						
Cimera, Robert E.	Special Education	Assistant	P	Associate	T	
Rylance, Billie Jo	Special Education	Associate	P	Associate	T	
Shearer, Brenda A.	Reading Education	Associate	P	Associate	T	
Swanger, Wayne H.	Special Education	Assistant	P	Associate	T	
GROUP 2						
Olson, Margaret J.	Counselor Education	Associate	T	Full	T	
Henn-Reinke, Kathryn	Curriculum & Instruction	Assistant	P	Associate	P	
College of Business Administration						
GROUP 1						
Rau, Barbara L.	Management, Marketing & Human Resources	Associate	P	Associate	T	
College of Letters & Science						
GROUP 1						
Brown, Pete J.	Religious Studies & Anthropology	Assistant	P	Associate	T	
Lattery, Mark J.	Physics & Astronomy	Assistant	P	Associate	T	
Maguire, Roberta S.	English	Assistant	P	Associate	T	
Rivers, Kimberly A.	History	Assistant	P	Associate	T	
Schafer, Julie A.	English	Assistant	P	Associate	T	
Shors, Teri	Biology & Microbiology	Assistant	P	Associate	T	
Wade, Elizabeth I.	Foreign Languages & Literatures	Assistant	P	Associate	T	

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UW - OSHKOSH

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) or (T)	<u>Proposed Status</u>	(P) or (T)	<u>Comments</u>
College of Letters & Science (Continued)						
GROUP 2						
Andrews, Joyce A.	Music	Associate	T	Full	T	
Benzaid, Zoubir	Mathematics	Associate	T	Full	T	
Corley, Kathleen E.	Religious Studies & Anthropology	Associate	T	Full	T	
Guillemin-Young, Yvette A.	Foreign Languages & Literatures	Associate	T	Full	T	
Gullickson, Andrea J.	Music	Associate	T	Full	T	
Helmets, Marguerite H.	English	Associate	T	Full	T	
McDermott, Colleen M.	Biology & Microbiology	Associate	T	Full	T	
Moghadam, Hosien S.	Mathematics	Associate	T	Full	T	
Nilsen, Sarah D.	Communication	Instructor		Assistant	P	
Rindo, Ronald J.	English	Associate	T	Full	T	
Briscoe, Garry J.	Computer Science	Assistant	P	Associate	P	
Kovzik, Alexander	Economics	Assistant	P	Associate	P	
Tapley, Erin E.	Art	Assistant	P	Associate	P	
College of Nursing						
GROUP 1						
Lapp, Cheryl Ann	Nursing	Assistant	P	Associate	T	
Moss, Vicki A.	Nursing	Associate	P	Associate	T	

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2003-04 BUDGET
UW - PARKSIDE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) or (T)	<u>Proposed Status</u>	(P) or (T)	<u>Comments</u>
College of Arts and Sciences						
GROUP 1						
Fay Y. Akindes	Communication	Assistant	P	Associate	T	
Simon A. Akindes	Teacher Education	Assistant	P	Associate	T	
Lori B. Allen	Chemistry	Assistant	P	Associate	T	
GROUP 2						
Farida C. Khan	Economics	Associate	T	Professor	T	
GROUP 3						
Zimmerman, Jeffrey A.	Geography	Instructor		Assistant	P	8/24/03
School of Business and Technology						
GROUP 1						
Karen J. Crooker	Business	Assistant	P	Associate	T	
Stuart A. Hansen	Computer Science	Associate	P	Associate	T	

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UW - PLATTEVILLE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Business, Industry, Life Science, & Agriculture						
GROUP 1						
Hunt, Thomas	Agriculture	Assistant	P	Assistant	T	
Frieders, Elizabeth	Biology	Associate	P	Associate	T	
Weber, Wayne	Biology	Associate	P	Associate	T	
GROUP 2						
Karsten, Margaret	Business & Accounting	Associate	T	Full	T	
Oxenford, Jerry	Business & Accounting	Associate	T	Full	T	
Hansen, Susan	Business & Accounting	Assistant	P	Associate	P	
Perkins, Madonna	Business & Accounting	Assistant	T	Associate	T	
Ranney, Arthur	Communication Technologies	Assistant	P	Associate	P	
Reed, Bernice	Communication Technologies	Assistant	P	Associate	P	
Snyder, Robert	Communication Technologies	Assistant	P	Associate	P	
Bouck, Linda	Industrial Studies	Assistant	P	Associate	P	
Kaiser, Colleen	Industrial Studies	Assistant	P	Associate	P	
Metzloff, Kyle	Industrial Studies	Assistant	P	Associate	P	
College of Liberal Arts & Education						
GROUP 1						
Broussard, Rosalyn	Social Sciences	Assistant	P	Associate	T	
Ciesielski, Dennis	Humanities	Assistant	P	Associate	T	
Drefcinski, Shane	Humanities	Assistant	P	Associate	T	
Evenson, Mark	Humanities	Assistant	P	Associate	T	
Vice, Mari	Social Sciences	Assistant	P	Associate	T	
Dahlquist, Daniel	Fine Arts	Assistant	P	Assistant	T	
Guenther, Joseph	School of Education	Assistant	P	Assistant	T	
Kirk, Rea	School of Education	Associate	P	Associate	T	
Krugler, David	Social Sciences	Associate	P	Associate	T	
McBeth, William Clark	School of Education	Associate	P	Associate	T	
Stradford, Todd	Social Sciences	Associate	P	Associate	T	

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UW - PLATTEVILLE

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Liberal Arts & Education (continued)						
GROUP 2						
Caywood, Thomas	Criminal Justice	Associate	T	Full	T	
Vance, Steve	Fine Arts	Associate	T	Full	T	
Burdick, Barbara	Fine Arts	Assistant	P	Associate	P	
Faymonville, Carmen	Humanities	Assistant	P	Associate	P	
Kinder, Deborah	Humanities	Assistant	P	Associate	P	
Coe, Gwendolyn	School of Education	Associate	T	Full	T	
Tuescher, Kimberly	School of Education	Associate	T	Full	T	
College of Engineering, Math & Science						
GROUP 1						
Kunz, David	Mechanical Engineering	Associate	P	Associate	T	
Momot, Michael	Mechanical Engineering	Associate	P	Associate	T	
Penn, Michael	Civil & Environmental Engineering	Associate	P	Associate	T	
Steiner, Steven	Chemistry & Engineering Physics	Associate	P	Associate	T	
GROUP 2						
Parker, Philip	Civil & Environmental Engineering	Assistant	P	Associate	P	
Schmitt, Robert	Civil & Environmental Engineering	Assistant	P	Associate	P	
Scanlan, Thomas	Computer Science & Software Engineering	Associate	T	Full	T	
Krogman, John	General Engineering	Associate	T	Full	T	
Barnet, Barbara	Mathematics	Assistant	P	Associate	P	
Collins, Benjamin	Mathematics	Assistant	P	Associate	P	
Deis, Timothy	Mathematics	Assistant	P	Associate	P	
Thrun, Jason	Mathematics	Assistant	P	Associate	P	

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2003-04 BUDGET
UW - RIVER FALLS

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) <u>or</u> (T)	<u>Proposed Status</u>	(P) <u>or</u> (T)	<u>Comments</u>
College of Agriculture, Food, and Environmental Science						
GROUP 1						
Keen, Kerry L.	Plant and Earth Science	Assistant	P	Associate	T	
Kelm, Steve C.	Animal and Food Science	Assistant	P	Associate	T	
GROUP 2						
Sanden, Eric M.	Plant and Earth Science	Associate	T	Full	T	
Splett, Nate S.	Agricultural Economics	Associate	T	Full	T	
College of Arts and Sciences						
GROUP 1						
Bustamante-Marre, Cecelia	Modern Language	Assistant	P	Associate	T	
Langford, Laurel T.	Mathematics	Assistant	P	Associate	T	
Mannetter, Terrence A.	Modern Language	Assistant	P	Associate	T	
Mogen, Kim L.	Biology	Assistant	P	Associate	T	
Wallace, Rich A.	Sociology, Anthropology & Criminal Justice	Assistant	P	Associate	T	
GROUP 2						
Pala, Magdalena E.	Chemistry	Associate	T	Full	T	
Rader, Charles P.	Geography	Associate	T	Full	T	
Wood, Ruth Ann P.	English	Associate	T	Full	T	
College of Business and Economics						
GROUP 1						
Miller, Darryl W.	Business Administration	Assistant	P	Associate	T	
Tichich, Mary C.	Business Administration	Assistant	P	Associate	T	
GROUP 2						
Foust, Jacques E.	Business Administration	Associate	T	Full	T	

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UW - STEVENS POINT

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) or (T)	<u>Proposed Status</u>	(P) or (T)	<u>Comments</u>
College of Fine Arts and Communication						
GROUP 1						
Rotaru, Catalin I.	Department of Music	Associate	P	Associate	T	
GROUP 2						
Ball, Larry F.	Department of Art and Design	Associate	T	Full	T	
Penafiel, Guillermo P.	Department of Art and Design	Associate	T	Full	T	
Bjella, Steve	Department of Music	Associate	T	Full	T	
Young, Charles R.	Department of Music	Associate	T	Full	T	
Sprague, Rhonda J.	Division of Communication	Assistant	P	Associate	P	
College of Letters and Science						
GROUP 1						
Barta, Terese M.	Department of Biology	Assistant	P	Associate	T	
Hefferan, Kevin P.	Department of Geography/Geology	Assistant	P	Associate	T	
Wetzel, Nathan	Department of Mathematics & Computing	Assistant	P	Associate	T	
Nelson, Michael P.	Department of Philosophy	Associate	P	Associate	T	
Jore, Katherine P.	Department of Physics & Astronomy	Assistant	P	Associate	T	
Taft, Gregory J.	Department of Physics & Astronomy	Assistant	P	Associate	T	
Rueb, Justin	Department of Psychology	Assistant	P	Associate	T	
GROUP 2						
Balhorn, Mark G.	Department of English	Associate	T	Full	T	
Kaminski, Theresa A	Department of History	Associate	T	Full	T	
Gibbs, David C.	Department of Mathematics & Computing	Associate	T	Full	T	
Hinaus, Bradley M.	Department of Physics & Astronomy	Assistant	P	Associate	P	
Veum, Michael	Department of Physics & Astronomy	Assistant	P	Associate	P	

**UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - STEVENS POINT**

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) or (T)	<u>Proposed Status</u>	(P) or (T)	<u>Comments</u>
College of Letters and Science (Continued)						
GROUP 3						
Freire, Virginia	Biology	Instructor		Assistant	P	8/20/03
Kuzmanovic, Dejan	English	Instructor		Assistant	P	8/20/03
Mihm, Barbara	Math & Comp	Lecturer		Assistant	P	8/20/03
College of Natural Resources						
GROUP 2						
Hansen, Michael J.	Natural Resources	Associate	T	Full	T	
GROUP 3						
Bowles, Glenn R.	Natural Resources	Instructor		Assistant	P	7/1/03
College of Professional Studies						
GROUP 1						
Ogunnaike-Lafe, Oluyomi	School of Education	Assistant	P	Associate	T	
Hebert, Fredrick F.	School of Health, Exercise Science & Athletics	Assistant	P	Associate	T	
McClaran, Steve R.	School of Health Promotion & Human Development	Assistant	P	Associate	T	
Watson, Marie M.	School of Communicative Disorders	Associate	P	Associate	T	
School of Education						
GROUP 3						
Helm, Virginia	Vice Chancellor - Professor Back-up	Professor	P	Full	T	7/15/02

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW -STOUT

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)	Comments
College of Arts & Sciences						
GROUP 1						
Christie, Diane	Math, Statistics & Computer Science	Assistant	P	Associate	T	
Deckelman, Steven	Math, Statistics & Computer Science	Associate	P	Associate	T	
Graber, Stephanie	Speech Communications for Language & Theatre	Associate	P	Associate	T	
Maylath, Bruce	English & Philosophy	Associate	P	Associate	T	
Schultz, Forrest	Chemistry	Associate	P	Associate	T	
GROUP 2						
Bendel, Christopher	Math, Statistics & Computer Science	Assistant	P	Associate	P	
Nold, Stephen	Biology	Assistant	P	Associate	P	
Parsons, Ann	Biology	Assistant	P	Associate	P	
Pratt, Benjamin	Art & Design	Associate	T	Full	T	
College of Human Development						
GROUP 1						
Gorbatenko-Roth, Kristina	Psychology	Associate	P	Associate	T	
Weissenburger, Jacalyn	Education, School Counseling & Psychiatry	Assistant	P	Assistant	T	
GROUP 2						
Shumate, Stephen	Rehabilitation & Counseling	Assistant	P	Associate	P	
Cruz, Hector	Education, School Counseling & Psychiatry	Associate	T	Full	T	
Peters, Robert	Rehabilitation & Counseling	Associate	T	Full	T	
Rockwood, Gary	Rehabilitation & Counseling	Associate	T	Full	T	
Seaborn, Carol	Food & Nutrition	Associate	T	Full	T	

**UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW -STOUT**

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)	Comments
College of Technology Engineering and Management						
GROUP 1						
Benkowski, Joseph	Communications, Education & Training	Associate	P	Full	T	
Cole, H. Steve	Business	Assistant	P	Assistant	T	
Fly, David	Technology	Assistant	P	Assistant	T	
Johnson, David	Communications, Education & Training	Associate	P	Full	T	
Schlough, Steven	Communications, Education & Training	Associate	P	Associate	T	
GROUP 2						
Schofield, Nancy	Technology	Assistant	P	Associate	P	
Springer, Scott	Technology	Assistant	P	Associate	P	
Academic and Student Affairs						
GROUP 2						
Klein, Sheri	Stout Solutions	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - SUPERIOR

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
Academic Programs						
GROUP 1						
Bahm, Karl	History, Politics & Society	Associate	P	Associate	T	
Bezroukov, Sergei	Mathematics & Computer Science	Associate	P	Associate	T	
Craig, Gail	Teacher Education Department	Associate	P	Associate	T	
Crow, Timothy	Language & Literature	Associate	P	Associate	T	
Einerson, Martha	Communicating Arts	Associate	P	Associate	T	
Jackson, Todd	Human Behavior & Diversity	Associate	P	Associate	T	
Kemnitz, Christopher	Biology	Associate	P	Associate	T	
Moore, Gregory Kehl	Music	Associate	P	Associate	T	
Sloboda, N Nicholas	Language & Literature	Associate	P	Associate	T	
Zaengle, John	Biology	Associate	P	Associate	T	
GROUP 2						
Griffith, Suzanne	Counseling & Psychological Professions	Associate	T	Full	T	
Reiff, Raychel	Language & Literature	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - WHITEWATER

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
College of Arts and Communication						
GROUP 1						
Norgard, Karen R.	Art	Assistant	P	Associate	T	
GROUP 2						
Dale, Denis A.	Art	Associate	T	Full	T	
College of Business and Economics						
GROUP 1						
Bronson, James Warren	Management	Assistant	P	Associate	T	
Yin, Li Chung	Business Education, Computer & Network Administration	Associate	P	Associate	T	
GROUP 2						
Sorensen, Donald E.	Finance & Business Law	Associate	T	Full	T	
Washbush, John B.	Management	Associate	T	Full	T	
College of Education						
GROUP 1						
Garvin, Ann W.	Health, Physical Education, Recreation & Coaching	Assistant	P	Associate	T	
Griffin, Maureen	Special Education	Assistant	P	Associate	T	
Sherlock, Wallace J.	Curriculum & Instruction	Assistant	P	Associate	T	
Stinson, Anne D.	Curriculum & Instruction	Assistant	P	Associate	T	
Taveira, Alvaro Divino	Occupational & Environmental Safety, & Health	Associate	P	Associate	T	
GROUP 2						
Portman, Penelope	Health, Physical Education, Recreation & Coaching, Curriculum & Instruction	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - WHITEWATER

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	(P) or (T)	<u>Proposed Status</u>	(P) or (T)	<u>Comments</u>
College of Letters and Sciences						
GROUP 1						
Evangelista, Fe S.	Mathematical & Computer Sciences	Assistant	P	Associate	T	
Goldblum, David	Geography & Geology	Assistant	P	Associate	T	
Hanger, Rex A.	Geography & Geology	Assistant	P	Associate	T	
Johnson, Susan M.	Political Science	Assistant	P	Associate	T	
McKinnon, Jeffrey S.	Biological Sciences	Assistant	P	Associate	T	
Miller, James S.	Languages & Literatures	Assistant	P	Associate	T	
Samaranayake, Sobitha W.	Mathematical & Computer Sciences	Assistant	P	Associate	T	
Townsend, Alison Beatrice	Languages & Literatures, Women's Studies & Anthropology	Assistant	P	Associate	T	
GROUP 2						
Ritterbusch, Dale E.	Languages & Literatures	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW COLLEGES

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
UW-Barron County						
GROUP 1						
Chick, Nancy	English	Assistant	P	Associate	T	
Gralewicz, Renee	Anthropology & Sociology	Assistant	P	Associate	T	
GROUP 2						
Patrick, Sue	History	Associate	T	Full	T	
UW-Fond du Lac						
GROUP 1						
Eby, Patricia	Music	Assistant	P	Associate	T	
UW-Fox Valley						
GROUP 1						
Beaver, John	Computer Science, Engineering & Physics	Assistant	P	Associate	T	
GROUP 2						
Taheri, Abbas	Business & Economics	Associate	T	Full	T	
UW-Manitowoc						
GROUP 2						
Emmett, Paul	English	Associate	T	Full	T	
Schuh, Martha	Mathematics	Associate	T	Full	T	
UW-Marathon						
GROUP 1						
Herda-Rapp, Ann	Anthropology & Sociology	Assistant	P	Associate	T	
UW-Marinette						
GROUP 1						
Larche, Doug	Communication & Theatre Arts	Associate	P	Full	T	
UW-Marshfield						
GROUP 2						
Tharp, Julie	English	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW COLLEGES

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
UW-Richland						
GROUP 1						
McLeer, Karen	English	Assistant	P	Associate	T	
UW-Rock						
GROUP 1						
McAllister, Robert	Geography & Geology	Assistant	P	Associate	T	
UW-Sheboygan						
GROUP 1						
Emmerichs, Mary Beth	History	Assistant	P	Associate	T	
UW-Washington						
GROUP 2						
Peterson, Roger	Mathematics	Associate	T	Full	T	
UW-Waukesha						
GROUP 2						
Habib, Asif	Chemistry	Associate	T	Full	T	
Otu, Joseph	Computer Science, Engineering & Physics	Associate	T	Full	T	

UNIVERSITY OF WISCONSIN SYSTEM
FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
2003-04 BUDGET
UW - EXTENSION

<u>Name</u>	<u>Department</u>	<u>Present Status</u>	<u>(P) or (T)</u>	<u>Proposed Status</u>	<u>(P) or (T)</u>	<u>Comments</u>
Division of Cooperative Extension						
GROUP 1						
Burke, Robert J.	Community Resource Development	Assistant	P	Associate	T	
Goldsmith, James W.	Community Resource Development	Assistant	P	Associate	T	
Koles, Michael J.	Community Resource Development	Assistant	P	Associate	T	
Livingston, Nancy Anne	Youth Development	Assistant	P	Associate	T	
Meyer, Luane R.	Family Development	Assistant	P	Associate	T	
Nagai, Patricia Newton	Agriculture/Agribusiness	Assistant	P	Associate	T	
Nelson, Karen L.	Youth Development	Assistant	P	Associate	T	
Rhinehart, Myrna J.	Youth Development	Assistant	P	Associate	T	
Schoessow, Kevin A.	Agriculture/Agribusiness	Assistant	P	Associate	T	
GROUP 2						
Anderson, Alan B.	Community Resource Development	Associate	T	Professor	T	
Baumgartner, Nan A.	Family Development	Associate	T	Professor	T	
Blonde, Greg P.	Agriculture/Agribusiness	Associate	T	Professor	T	
Habecker, Melinda A.	Community Resource Development	Associate	T	Professor	T	
Hoffman, Patrick C.	Agriculture/Agribusiness	Associate	T	Professor	T	
GROUP 3						
Abert, Connie D.	Youth Development	Assistant	P	Associate	T	Eff. 12/31/02
Fauerbach, Gloria J.	Youth Development	Assistant	P	Associate	T	Eff. 03/31/03
Filbert, Timothy L.	Community Resource Development	Assistant	P	Associate	T	Eff. 01/31/03
Kohrell, Mary G.	Community Resource Development	Assistant	P	Associate	T	Eff. 12/31/02
Genrich, Donald A.	Agriculture/Agribusiness	Instructor	P	Assistant	P	Eff. 01/01/03
Hoffman, Jeffrey J.	Community Resource Development	Instructor	P	Assistant	P	Eff. 02/01/03
Jorgensen, Matthew A.	Agriculture/Agribusiness	Instructor	P	Assistant	P	Eff. 10/01/02
Nehring, Patrick J.	Community Resource Development	Instructor	P	Assistant	P	Eff. 02/01/03
Struyk, Tina L.	Agriculture/Agribusiness	Instructor	P	Assistant	P	Eff. 07/01/02

The University of Wisconsin-Milwaukee
Center for Charter Schools Contract
with the Woodlands School, Inc.

EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Woodlands School, Inc.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
CENTER FOR CHARTER SCHOOLS CONTRACT WITH
WOODLANDS SCHOOL, INC.**

EXECUTIVE SUMMARY

BACKGROUND

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that are not subject to the many rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Zimpher recommend that the Woodlands School, Inc., be granted a charter to operate a public school known as the Woodlands School.

Woodlands will be UW-Milwaukee's sixth charter school. It will be the second school that UW-Milwaukee has chartered that is an existing school. Currently, Woodlands is operating as a private, choice school. The Office of Charter Schools undertook an extensive review process that began in April of 2002. The review included an in-depth analysis of the Woodlands Prospectus by the UW-Milwaukee Charter School Board and a three-step review of the Woodlands Charter School Application by the UW-Milwaukee Charter Application Review Committee. The Review by the Application Review Committee concluded with a site visit. The UW-Milwaukee Charter School Board, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools recommend approval of the charter school contract.

Woodlands will begin to operate as a charter school in the fall of 2004, unless the parties mutually agree in writing to an earlier start date. At this time, Woodlands has both City of Milwaukee and suburban students enrolled who do not qualify to attend a charter school. The delayed start will allow Woodlands to assist the parents of these students to find another school for their children. The possibility exists, however, that the charter school law may be changed making these students eligible to attend a charter school. Wisconsin Assembly Bill 261, currently being considered by the Legislature, would make all existing students eligible. If these students become eligible within a time frame that would allow Woodlands to successfully open as a charter school for the 2003-04 school year, Woodlands would like to do so. UW-Milwaukee has addressed this contingency in Section 11.1 of the Charter Contract.

Woodlands School has a history of educating children in the City of Milwaukee that dates back 66 years. The School was founded in 1936 and became the Alverno Campus Elementary School in 1954. In 1989, Woodlands became a private, independent school. Woodlands School has a long tradition of innovation and the utilization of educational best practices. In 1996, Woodlands earned accreditation by the Independent Schools Association of the Central States. The School has strong leadership in Board President, Lynne English, and Principal, Maureen Sullivan.

REQUESTED ACTION

Approval of Resolution I.1.g., approving the Charter School contract with the Woodlands School, Inc., to operate a public school known as Woodlands School.

EDUCATIONAL PLAN

As a charter school, the Woodlands School plans to serve approximately 300 children, preschool through eighth grade. The School will accept students of all races, creeds, ethnicities, and national origins. The goal of the school is to have 25 students in a homeroom, two homerooms at each grade level, with a certified teacher and a teaching assistant in each room.

The fifteen full-time faculty members are all certified by the Wisconsin Department of Public Instruction. Five teachers have completed their master's degrees and another two will reach that level within a year. Faculty experience ranges from two years to nineteen years, with an average of nine years of classroom teaching experience. New teachers and continuing teachers will work with mentors. Individual professional development plans, incorporating the ten Department of Public Instruction standards for teachers, will be used as the basis for the plans.

Woodlands' educational program will focus on the "whole child." The School's goal will be to develop lifelong learners through a multi-disciplinary approach to learning. Teachers will work closely with one another to integrate individual disciplines into a common theme. Theme-based teaching will allow students to put basic skills into real-life context, while learning the basics. The curriculum will follow state standards. The core curriculum for all students will be as follows: language arts, mathematics, social studies, and science. In addition, Woodlands will place a strong emphasis on the integration of music, art, physical education, library studies, and French into the core curriculum.

Woodlands School's After-School Enrichment Program will offer on-site courses for children seeking private music or voice lessons. Additionally, structured sports, arts, dance, forensics, etc., will be offered for children seeking enrichment in specialty subjects. Specialty teachers and outside professionals will provide the instruction for the program.

As a private school, Woodlands has been a long-standing participant of the Arts in Community Education program (ACE), in partnership with the Milwaukee Symphony Orchestra. Woodlands will continue that participation as a charter school. In addition, Woodlands will be one of five schools to participate in a case study, through a grant from the National Endowment for the Arts, to understand the underlying factors that allow a school to successfully engage in the ACE Partnership.

In the fall of 2001, Woodlands initiated an academic accountability study that addressed all learners. The outcome of the study resulted in the creation of a detailed long-range assessment plan and the application of a variety of assessment tools that demonstrate and communicate student competencies. The focus in 2002-2003 was to identify and implement the standardized testing component, and expand and coordinate portfolios and conferencing. This work will continue as Woodlands becomes a charter school. The focus in 2003-2004 will be on re-designing progress reports and aligning progress with assessments. The assessment plan is designed to define individual learning profiles for each student based on curriculum and benchmarks, informal and formal testing, portfolios and progress reports.

The Office of Charter Schools believes that the Woodlands program has the potential to make a positive difference in the educational lives of Milwaukee's children and is worthy of UWM charter status.

ELEMENTS OF THE CONTRACT

The contract negotiated with Woodlands School, Inc., meets all requirements of the UW-Milwaukee model charter school contract. The Woodlands School is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The contract follows the approved model contract and contains additional information that make the contract more complete for the purpose of granting the charter. The major elements are as follows:

1. Article One – Definitions - Key terms of the contract.
2. Article Two - Parties, Authority, and Responsibilities.
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: a) school governance; b) measuring student progress; c) methods to attain educational goals; d) licensure of professional personnel; e) health and safety; f) admissions; g) discipline; h) insurance standards and other topics.
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.
6. Article Six – Notices, Reports, and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.

9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The attached contract represents the final phase of the chartering process for the Woodlands School to be chartered under Wisconsin law.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

CHARTER SCHOOL CONTRACT

THE BOARD OF REGENTS
OF THE
UNIVERSITY OF WISCONSIN SYSTEM
(d/b/a the University of Wisconsin-Milwaukee)

AND

WOODLANDS SCHOOL, INC.
(d/b/a Woodlands School)

CHARTER SCHOOL CONTRACT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
(d/b/a the University of Wisconsin-Milwaukee)
AND
WOODLANDS SCHOOL, INC.
(d/b/a Woodlands School)

This Contract is made this ___ day of _____, by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), P.O. Box 413, Milwaukee, WI 53201, and Woodlands School (“Grantee”), located at 1669 S. 5th St. Milwaukee, WI 53204.

Whereas, the State of Wisconsin has created a Charter School program under the provisions of s. 118.40, *Wisconsin Statutes*; and

Whereas, the Chancellor of the University of Wisconsin-Milwaukee is authorized by s. 118.40(2r)(b), *Wisconsin Statutes*, to initiate and enter into a contract with an individual or group to operate a school as a charter school, subject to the approval of the Board of Regents of the University of Wisconsin System; and

Whereas, on _____ the Board of Regents of the University of Wisconsin System has approved (i) the Chancellor’s grant of a charter to the Charter School and (ii) the Chancellor’s entering into this Contract with the Grantee for operation of the Charter School;

Whereas, the University of Wisconsin-Milwaukee has established the Office of Charter Schools to serve as the University’s administrative unit to implement the provisions of section 118.40, *Wisconsin Statutes*, and to carry out the University’s oversight responsibilities under the statute; and

Whereas, it is the intention of the Chancellor of the University of Wisconsin-Milwaukee to grant charter school status to qualified non-profit organizations that can bring quality educational services to the children residing within the City of Milwaukee, pursuant to the provisions of s. 118.40, *Wisconsin Statutes*; and

Whereas, the mission of the University of Wisconsin-Milwaukee includes research and the dissemination of knowledge that results from research, and the particular mission of its School of Education is research on reforms in urban education;

Whereas, the Office of Charter Schools has been organized to cooperate with community organizations, parent groups, educators and other individuals who are committed to improving the quality of education for children in the City of Milwaukee; and

Whereas, the Parties (as defined below) have successfully negotiated this Contract as a charter school contract in accordance with s. 118.40, *Wisconsin Statutes*, and in particular, the

provisions specified under sub. (1m)(b) 1. to 14. and sub. (2r)(b), and additional provisions as authorized by sub. (2r)(b);

NOW THEREFORE,

- A. As contemplated under s. 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby establishes by charter the Charter School to be known as Woodlands School.
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby enters into this Contract with Woodlands School and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

ARTICLE ONE

DEFINITIONS

Section 1.1 Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or Board of Regents means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.
- (5) “Charter School” and “School” mean a school to be known as Woodlands School, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,
 - (a) The first day shall be the day after the event, such as receipt of a notice,

- (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
- (8) “District” means the First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Grantee” means Woodlands School Inc., a nonprofit nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (10) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee, through their designated representatives.
- (11) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.

ARTICLE TWO

PARTIES, AUTHORITY AND RESPONSIBILITIES

Section 2.1 The Parties to this Contract are the University and the Grantee.

Section 2.2 Board of Regents.

- (1) Under the authority of s. 118.40(2r), Wisconsin Statutes, the University, with the approval of the Board, hereby grants to Grantee a charter to operate a Charter School under the terms and conditions of this Contract.
- (2) On behalf of the University, the Chancellor shall exercise all oversight responsibilities as set forth in this Contract.
- (3) The Chancellor may conduct research as set forth in Article Eight and elsewhere in this Contract.

Section 2.3 Grantee. Grantee is responsible and accountable for performing the duties and responsibilities associated with the Charter School assigned to it under this Contract.

Section 2.4 The Parties agree that the establishment of the Charter School shall have no effect on the liability of the University other than as to those obligations specifically undertaken by the University herein. The University thus shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or

independent contractor of the Grantee or the Charter School, or any other persons contracting with the Grantee.

ARTICLE THREE

OBLIGATIONS OF GRANTEE UNDER SECTION 118.40, WISCONSIN STATUTES

Section 3.1 With regard to the requirements for Charter Schools set forth in sec. 118.40(2r)(b)1.to 14., Wisconsin Statutes, Grantee hereby agrees to operate the Charter School in substantial compliance with all of the following specifications:

- (1) The name of the person who is seeking to establish the Charter School:

Woodlands School, Inc. (Grantee).
- (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:
 - (a) The Charter School will be under the direction of the Head of School, who is appointed by and whom reports to a Board of Trustees. The Head of School is responsible for matters pertaining to academics, student discipline, and management of the School. The members of the Board of Trustees have responsibilities relating to overseeing the finances and the strategic direction of the School. These responsibilities include attending meetings six times per year and serving on standing committees or task forces organized around specific issues.
 - (b) In the event there is a change in the principal or director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Charter School agrees to notify the Office immediately of the change.
- (3) A description of the educational program of the School:

The education at Woodlands School encourages discovery, exploration and creativity. The focus is on the whole child and the creation of life-long learners. The School serves children from preschool through eighth grade. The core curriculum consists of language arts, social studies, science, and mathematics. In addition, the School places a strong emphasis on the integration of music, art, physical education, library studies and French into the core curriculum to enhance the educational experience. The School's mission is to offer an innovative educational program of excellence for the whole child in a multi-cultural environment that prepares the child for lifelong learning in a rapidly changing society. At Woodlands School, the community of teachers, parents and children share the responsibility for learning. Prime consideration is given to developing moral and ethical values, a positive attitude toward life, and a healthy self-concept. The belief is that learning to be flexible and live with an openness to change fosters in children the ability to cope with an increasingly complex body

of knowledge and a rapidly changing society. The School's philosophy emphasizes that involvement with people of many races and cultures enriches the growth of human understanding.

- (4) The methods the School will use to enable pupils to attain the educational goals under s. 118.01:

The curriculum at Woodlands School has several aspects that allow students to achieve academic skills and knowledge, vocational skills, citizenship appreciation and personal development. The School's faculty provide the cornerstone of Woodlands' success. Fifteen full-time faculty who are certified by the Wisconsin Department of Public Instruction direct the learning. Five teachers have completed their master's degrees and another two will reach that level within the next year. The tenure of the faculty with the School ranges from 2 years to 19 years, with an average of nine years of classroom teaching experience. To assist in providing more individualized student attention, teaching assistants are used. The School has been accredited by the Independent Schools Association of the Central States since 1996.

Discovery Based Learning within an Integrated Specialized Curriculum. The School keeps the class sizes small, with an average of 20-25 students per class. The classes are divided into units, consisting of Children's Place (preschool, ages 3 and 4), kindergarten, first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth Grade. The School provides an integrated specialized curriculum under which all students participate in art, French, library/technology, music/ACE, physical education, language arts, math, science, and social studies. The School's approach is one of discovery based learning in which the teachers work closely with one another to integrate individual disciplines into a common theme. Using themes allows students to put basic skills into real life context. Teachers use a variety of resources for information about a theme and the teaching tools are interactive and manipulative. The goal is to provide multi-sensory experiences that engage all parts of the brain. Brain-based teaching means that the teachers are focusing on how children learn so that the experiences are comprehensible.

Excellence for Every Child. The School believes in providing the opportunity for all students to excel. Teachers identify each child's strengths and needs with the goal to improve upon the needs and enrich the strengths of each child, resulting in a well-balanced learner. Individual needs are met by grouping the learners in a variety of ways based on different variables. The students work alone and in many different sized group situations.

Time for Living. This is a pivotal part of the School's curriculum. It is a time when students, teachers and staff focus on their rights and responsibilities to themselves, the community and the world. It develops an appreciation of the uniqueness of each person and fosters the growth of human understanding.

Diversity. As described in its mission and philosophy, Woodlands School believes that interacting with and understanding people of different backgrounds and cultures enhances a child's ability to successfully function in society. Woodlands provides racial and ethnic diversity along with socioeconomic diversity. The School currently has 200 students. Fifty percent of the current students participate in the Milwaukee Parental Choice Program; 2% receive PAVE scholarships and 13% receive financial aid from the School. A recent, voluntary survey to which 86 families responded shows that over 50 of those respondents earn less than \$60,000 per year and over 26 of those 50 earn less than \$30,000 per year. The School has attracted students from 38 different zip codes and its student body reflects the ethnicity of metro-Milwaukee. During the 2001-2002 school year, the student body was 45% White, 30% African-American, 21% Hispanic, 2% American Indian, and 2% Other. During the 2002-2003 school year, the student body was 46% White, 30% Hispanic, 20% African-American, 2% American Indian, and 2% Other.

- (5) The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured:
 - (a) As required by Wis. Stat. chs. 118 and 121, the Charter School shall administer the examinations under ss. 118.30(1m) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office in such form as such data is customarily transmitted. Beginning in November 2003, the Wisconsin Knowledge and Concepts Test will be given to students in grades four and eight. The Terra Nova Test will be given to students in grades three, five, six and seven. In the school years following the 2003-2004 year, this standardized testing will be administered annually as required by law.
 - (b) Progress reports are recorded and shared with families three times a year. Parent/teacher conferences are formally held twice a year. Additional informal conferences are held on an "as needed" basis, initiated by parents or faculty. Portfolios are assembled during the course of the school year and shared with families in March during student-led conferences.
 - (c) In the fall of 2001, Woodlands School initiated an academic accountability study that addresses all learners. The study includes faculty and staff education and training that will result in the creation of a detailed long-range assessment plan and the application of a variety of assessment tools that demonstrate and communicate student competencies. In the fall of 2002, the School continued working to define its assessment plan with a focus on identifying and implementing the standardized testing component and expanding and coordinating portfolios and conferencing. The focus in 2003-2004 will be on re-designing progress reports and aligning the progress with assessments. The assessment plan ultimately will shape a path from curriculum and benchmarks, informal and formal testing,

portfolios and progress reports to define individual learning profiles of all students.

- (6) The governance structure of the School, including the method to be followed by the board of directors to ensure parental involvement

Woodlands School is incorporated as nonstock, nonprofit corporation under chapter 181 of the Wisconsin Statutes. The School has been determined by the IRS to be tax-exempt under I.R.C. sec. 501(c)(3). The School is governed by a Board of Trustees which consists of at least three Trustees that have been elected by the Corporation. The Board currently has 14 Trustees. The Board currently has two standing committees: Executive and Finance. Additional committees or task forces are created according to specific needs. The School is working with a consultant on board management and development and, based on that input, is planning to expand the standing committees to include a Governance and Development Committee. For more information on Board governance, please refer to the current By-laws which are attached as Appendix A.

Woodlands has long recognized the importance of parental involvement in the education process. When parents register their children, they register themselves as active, contributing members of the Woodlands School community. As part of their commitment to the School, families are strongly encouraged to provide a minimum of 10-15 hours of volunteer service during the school year. When parents enroll at the School, commitment and volunteer involvement is discussed with them during a meeting with the Head of School. A survey is given to parents at the beginning of each school year containing examples of volunteer opportunities for that specific school year. As events or activities occur, coordinators of the particular events contact interested families. Volunteers are also requested through articles placed in the weekly family newsletter, *Woodwinds*. Volunteer opportunities include events such as unit plays, classroom projects, field trips, lunch days, building maintenance, and fund raising events. Any member of the family such as a grandparent, aunt, uncle, partner or other extended family member may contribute towards the family volunteer hours. As volunteer hours are completed, a form recording the time is turned in at the office. During parent/teacher conferences, an update of volunteer hours is shared with individual families.

- (7) Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a)2., *Wisconsin Statutes*, the qualifications that must be met by the individuals to be employed in the School:

All school personnel for whom licensure is required under ss. 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department.

Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the

Charter School is not subject to requirements arising in connection with ss. 118.40(7)(a) and 118.40(7)(am).

- (8) The procedures that the School will follow to ensure the health and safety of the pupils:

In addition to responding to the behaviors described in the School's Student Disciplinary Policy by the steps provided in that Policy (which is attached as Appendix B), the School will attend to the health and safety of the students based on the recommendations made by a committee comprised of staff and parent members. The School will evaluate the need for security measures such as the installation of video cameras in classrooms and common areas and the use of on site security personnel and will implement such measures if the School decides that they are reasonably required.

The School will adopt a Code of Conduct which will delineate the rights and responsibilities of all members of the School community. This Code of Conduct will be distributed to parents and students at the beginning of each school year. An acknowledgement page will be provided, to be signed by the student, parent, and teacher, which states that the parent understands the Code of Conduct, including the consequences of unacceptable behavior by the student, and that the parent has reviewed and explained the Code of Conduct with the child. The acknowledgement page will also state that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

The Charter School shall also comply with all Applicable Laws. In addition, Section 118.32, Wisconsin Statutes, which prohibits a strip search of a pupil, shall apply to the Charter School.

- (9) The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the school district population:

The School currently has a student population that reflects the racial and ethnic diversity of Milwaukee, as explained in section 3.1(4), *supra*. The School will strive to maintain this balance by continuing to recruit students by "word of mouth" from existing families, as has been the most prevalent recruitment means in the past. Throughout the year, advertisements for the School are placed in neighborhood newspapers and magazines. Several times during the year, bulk mailings are sent to specifically chosen zip codes within the City of Milwaukee.

- (10) The requirements for admission to the School:

Students will apply to the School through an application process that provides access to everyone who is eligible to attend the School pursuant to the Wisconsin Statutes.

Prior to the first year of operation as a charter school, an application deadline will be established. Following the application deadline, if the number of applications

exceeds the number of seats available, a lottery will be held to determine acceptance. If an applicant who is selected by lottery has one or more siblings who are also applying, those siblings will be admitted at that time as well, if space permits. The lottery will continue until all seats are filled and a wait list order has been established. Waiting lists will not be carried over from year to year.

After the first year of operation as a charter school, the same process detailed above will be followed, except that preference will be given first to students who are already enrolled in the charter school and second to siblings of presently enrolled students.

When a parent/guardian contacts the School, a tour/orientation is provided during the school day. If the process is continued, a registration form is completed for each child. All children kindergarten level or above attend a "live in" at which the child is given the opportunity to experience part of the day at Woodlands School meeting new teachers and friends. Children are asked to participate in classroom activities and the teachers are able to observe the visiting children in the classroom setting. When a parent/guardian wishes to enroll a child, a time is scheduled to meet with the Head of School to discuss the School's philosophy and to establish the School's expectations of the families with respect to involvement, communication and decision-making in the best interest of the child.

- (11) The manner in which annual audits of the financial and programmatic operations of the School will be performed:

The Grantee shall submit audited financial statements of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. In addition, the Grantee shall submit to the Office, with the audited financial statements, a detailed list of actual expenditures by object made on behalf of the Charter School.

- (12) The procedures for disciplining students:

The School's Student Disciplinary Policy is attached as Appendix B.

In addition, Section 118.31, Wisconsin Statutes, which prohibits corporal punishment of pupils, shall apply to the Charter School.

- (13) The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the Charter School:

Under s. 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District's schools.

- (14) A description of the school facilities and the types and limits of the liability insurance that the School will carry:

Grantee shall provide the Office with evidence of a lease or ownership of the School premises in accordance with the provisions of Section 7.4 of this Contract.

The Grantee shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Fidelity Bond Coverage (for the employees and Board Members of the Charter School and its sponsoring organizations and management companies who are responsible for the financial decisions of the Charter School, including the CEO, DVO and Board Members of the Charter School and its sponsoring organizations and/or management companies)	
Limit per Loss	\$500,000
B. Worker's Compensation	
Worker's Compensation	Statutory Coverage
Employer's Liability Limits:	
Bodily Injury by Accident	\$100,000 each accident
Bodily Injury by Disease	\$500,000 policy limit
Bodily Injury by Disease	\$100,000 each employee
C. Commercial General Liability (deleting any X, C, and U exclusions, as well as any exclusions for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment)	
Each Occurrence Limit	\$1,000,000
Personal & Advertising	\$1,000,000
General Aggregate	\$3,000,000
Products-Completed	
Operations Aggregate	\$3,000,000
Medical Expense	\$5,000
D. Auto Liability	
Combined Single Limit	\$1,000,000 each accident

- E. Umbrella (providing excess employer's liability, general liability and auto liability coverage)

Each Occurrence Limit	\$5,000,000
General Aggregate Limit	\$5,000,000

- F. School Leader's Errors & Omissions

Aggregate Limit	\$1,000,000
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The Board shall be named as an additional insured under relevant insurance policies, as its interest may appear. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year. Under no circumstances is the Board's right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

The Grantee shall require the subcontractors of the Charter School to be properly insured and provide a certificate of coverage as required by the University's Risk Manager.

- (15) The effect of the establishment of the Charter School on the liability of the University:

- (a) The University shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons contracting with the Grantee.
- (b) The Parties agree that nothing contained in this Contract will create any association, partnership, or joint venture between the Parties, or any employer-employee relationship between the University and the Grantee or the Charter School.

Section 3.2 Nonsectarian Practices. The Charter School shall be nonsectarian in all its programs, admissions policies, employment practices and all other operations.

Section 3.3 Tuition. To the extent provided in the Wisconsin Statutes (§118.40), the Charter School shall not charge tuition.

Section 3.4 Anti-discrimination. The Charter School may not discriminate in admission or deny participation in any; program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

ARTICLE FOUR

ADDITIONAL OBLIGATIONS OF THE GRANTEE

Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with Applicable Law, including but not limited to:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. ss. 1681 et seq.;
- (3) Age Discrimination Act of 1985, 42 U.S.C. ss. 6101 et seq.;
- (4) Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. s. 794 and the Americans with Disabilities Act, 42 U.S.C. ss. 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. ss. 1400-1485 et seq.
- (6) 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C. ss. 1221-1234i;
- (7) Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;
- (6) Asbestos Hazard Emergency Response Act, 15 U.S.C. ss. 2641-2655; and
- (7) No Child Left Behind Act of 2001 and its implementing regulations, 20 U.S.C. 6301 to 6578, 34 C.F.R. § 200.

In addition, the Charter School will comply with any requirements established by the Office or the State of Wisconsin in conformance with any of the Applicable Law.

Section 4.2 Non-profit Status. The Charter School shall be created, maintained, and operated by the Grantee, a nonstock corporation created under chapter 181, Wisconsin Statutes. The Grantee shall provide to the Office documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. The Grantee shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, as the Chancellor requests, provide the Office documentary evidence that confirms its good standing and its nonstock status.

Section 4.3 Background Screening. The Grantee shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee or volunteers, to teach or otherwise to have access to pupils until the Grantee or its designee investigates and determines that there is nothing in the disclosed background of the employee or volunteer which would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and

responsibilities assigned to the employee or agent, including volunteers. For purposes of this Section, “volunteer” shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the Charter School.

Section 4.4 Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements, regarding certification and qualifications of employees of public schools, including but not limited to, s. 118.19 and s. 121.02, Wisconsin Statutes, certification of school personnel. The Grantee shall certify in writing to the Chancellor annually by no later than the third Friday in January that such personnel are licensed as required by this section, except that, if an individual is not so licensed, the Grantee shall verify the potential eligibility of the individual for licensure and that the individual has applied for licensure from the Department. The Grantee or its designee shall make available to the Chancellor, upon his or her request, or, if the Chancellor has not made a request beforehand, by the third Friday in January, all licenses, certifications, and employment contracts for personnel engaged at the Charter School, which shall specify the remuneration to employees, and other qualifications of Charter School personnel required by law.

Section 4.5 [Omitted]

Section 4.6 Administrative Fee.

- (1) The Grantee shall pay to the University annually an administrative fee to reimburse the University for the actual direct and indirect costs of administering this Contract during each period of July 1 to June 30 during the Term of this Contract, which actual costs shall include but not be limited to execution of the University’s oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.
- (2) Not later than May 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University’s best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under s. 118.40(2r)(e), Wisconsin Statutes.
- (3) In addition, not later than August 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University’s actual total expenditures for administering the Contract,

as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year fiscal statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

Section 4.7 Student Activities' and Rental Fees.

- (1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.
- (2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall benefit from the sale of uniforms to pupils.

Section 4.8 Transportation Contracts. Grantee may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

Section 4.9 Inspection of Charter School Facilities. Grantee shall permit any designee(s) of the Chancellor to inspect Charter School facilities at any time during the term of this Contract, provided that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School.

Section 4.10 Access to Charter School Records. Subject to Applicable Law, Grantee shall grant any designee(s) of the Chancellor the right to inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records, at any time during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School.

Section 4.11 Financial Reports. As required under Section 3.1(11) of this Contract, Grantee shall submit audited financial statements of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government

Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with “Generally Accepted Accounting Principles” [GAAP].

In addition, at the same time the audit report is submitted to the Office, the Grantee shall provide to the Office a detailed report of the Charter School’s actual expenditures by object, as described by the Office. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies’ expenditures on behalf of the Charter School.

Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the Office no later than the prior June 1 and shall be subject to the approval of the Chancellor or Chancellor's designee. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar shall be deemed approved 30 days after submission to the Office.

Section 4.13 Grant Applications. Grantee shall submit to the Office copies of any applications for grants made on behalf of the Charter School at the time the application is submitted to the funding authority.

ARTICLE FIVE

JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

Section 5.1 Operation or Management Contracts and Other Sub-contracts.

- (1) The Chancellor reserves the right to review and approve beforehand any Operation or Management Contract for operation or management of the Charter School that the Grantee wishes to itself enter into with any third party not treated by the Grantee as an employee of the Grantee; provided, however, that such approval shall not be unreasonably withheld, conditioned, or delayed. An “Operation or Management Contract” is a contract (i) that relates to the creation, implementation, or operation of the academic program, instruction, supervision, administration, or business services at the Charter School and (ii) that contemplates an aggregate liability of more than \$50,000 per calendar year.
- (2) The Grantee shall submit to the Office a copy of any proposed Operation or Management Contract and shall not enter into any such contract until the Chancellor or the Chancellor’s designee shall have approved (or be deemed to have approved) the same. The Chancellor or the Chancellor’s designee shall have 30 Days after receiving the proposed completed Operation or Management Contract to review the document and to deliver to the Grantee a written statement approving or rejecting such contract. If the Chancellor or the Chancellor’s designee does not within such 30 Days object in writing to the proposed completed contract, the contract shall be deemed approved. If the Chancellor or

the Chancellor's designee rejects the proposed contract, however, the Chancellor or the Chancellor's designee shall also within the 30 Day review period hereunder advise the Grantee in writing of its specific objections to the proposed contract. The Grantee may thereafter modify (and remodel) the proposed contract and continue submitting the modified contract for the approval of the Chancellor or the Chancellor's designee, which approval shall not be unreasonably withheld, conditioned, or delayed.

- (3) Every Operation or Management Contract: (i) shall be written and executed by both the Grantee and the third party; (ii) shall contain the third party's covenant to submit to the Office any documentation material to the Office's efforts to assist the Chancellor in carrying out its oversight responsibilities; and (iii) shall provide that the third party shall, subject to Applicable Law, grant of the Chancellor or the Chancellor's designee and the Grantee the right to inspect and copy at cost any and all third party records and documents directly related to the terms and conditions of this Contract, including pupil records. In addition, every Operation or Management Contract with a third-party provider of educational management services shall specify the nature and methods of compensation for such third-party provider of educational management services, and shall specify the methods and standards the Grantee shall use to evaluate the performance of the third party.

Section 5.2 Payments to Charter School. Upon execution of this Contract, the Chancellor shall notify the Department in a timely fashion of the Grantee's eligibility for funds under s. 118.40(2r)(e). The Grantee shall be paid by the Department the amount during each school year as specified by s. 118(2r)(e), Wisconsin Statutes, and applicable rules and policies of the Department.

Section 5.3 Performance Evaluation of Certain Subjects.

- (1) The University shall evaluate the performance of the Charter School in any and all areas it deems appropriate, which may include academic performance, leadership, strategic planning, student and stakeholder focus, staff focus, process management, and organizational performance results. The University shall publish a description of the areas it plans to evaluate, which shall be made available to the Charter School upon request, and which may be changed at the discretion of the University.
- (2) The University shall also evaluate Adequate Yearly Progress as required by the federal No Child Left Behind Act of 2001 and/or state implementation of that law. This subsection shall not be interpreted to require the University to provide notification to parents, technical assistance or intervention in the school's decisions or governance.
- (3) The Grantee shall provide to the University the following required reports, at the times described below:

- (a) Strategic Plan. The Grantee must provide a strategic plan to the University by August 1 prior to the first year of the operation of the Charter School. The strategic plan should specify the mission and vision of the school, identify the target population of students, and establish strategic goals for the development of the school. The Grantee shall resubmit the strategic plan to the Office upon each revision. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract.
- (b) School and Organization Profile. No later than October 1 of each school year, the Grantee shall submit to the Office a school profile which provides general information about the school and its operations.
- (c) Annual School Accountability Plan. No later than July 1 of each school year, the Grantee shall submit to the Office for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year.
- (d) Annual School Accountability Progress Report. No later than July 1 of each school year, the Grantee shall submit to the Office for approval a school performance report which states how the school has made progress on the goals identified in the school accountability plan established the prior year.

ARTICLE SIX

NOTICES, REPORTS AND INSPECTIONS

Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 30 immediately preceding the beginning of each such academic year.

Section 6.2 Other Notices.

- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School board of directors.
- (2) Governmental Agencies. Grantee shall immediately notify the Office when either Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education and the Department that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.

- (3) Legal Actions. The Charter School shall immediately report to the Office any litigation or formal proceedings alleging violation of any Applicable Law with respect to the Charter School.
- Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office or the Office shall reasonably deem necessary to confirm compliance by Grantee and the Charter School with the terms and conditions of this Contract.
- Section 6.4 Semi-annual Reports. Grantee agrees to provide semiannually on a calendar year basis a report to the Chancellor which shall provide such information (including, without limitation, information concerning pupil enrollment, staff members, staffing patterns, staffing turnover rates, pupil-teacher ratios, attainment of projected goals, number of pupil applicants, number of pupils admitted, number of pupils retained, and number of pupils who have left during the report period) as shall be established by mutual agreement of the Parties and shall be set forth in an additional appendix (Appendix D) to be initialed by the Chancellor or the Chancellor's designee and Grantee and thereafter attached to this Contract.

ARTICLE SEVEN

MISCELLANEOUS PROVISIONS

- Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.
- Section 7.2 Code of Ethics. A member of the board of directors of Grantee, and any of the officers of the Grantee directly related to the implementation of the terms and conditions of this Contract (together "the board members") shall be subject to the following code of ethics.

"Anything of value" means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not include compensation paid by Grantee for the services of a member of the board, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.

"Immediate family" means a board member's spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.

- (1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain

anything of substantial value for the private benefit of the board member, his or her immediate family or any organization with which the board member is associated.

- (2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.
- (3) No board member may intentionally use or disclose confidential information concerning the Charter School in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family or for any other person or organization with which the board member is associated.
- (4)
 - (a) If a board member, a member of a board member's immediate family, or any organization with which a board member is associated proposes to enter into any contract (including a contract of employment) or lease with the Grantee that may within any 12 month period involve payments of \$3,000 or more derived in whole or in part from payments made pursuant to s. 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to the Grantee's entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.
 - (b) Provided that the board member is not in a position to approve or influence the Grantee's decision to enter into such contract or lease and that the procedures set forth in Section 3.32(4)(a) are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in the paragraph (a) immediately preceding to the Office.

Section 7.3 Use of University Marks. Neither Grantee nor the Charter School nor any of their sub-contractors may use the name, logo, or other mark designating the University without the expressed prior written consent of the Chancellor, nor may the name, logo, or other mark designating the Board of Regents of the University of Wisconsin System without the expressed prior written consent of the Board of Regents.

Section 7.4 Copies of Certain Documents. Upon request, Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate; (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin.

Section 7.5 Public Records. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state public records laws. For purposes of this Contract, the Grantee shall be deemed an “authority” as defined in Wis. Stats. 19.32(1) and shall be subject to the public records law provisions of Wis. Stat. Chapter 19, subchapter II.

Section 7.6 Open Meetings. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state open meetings laws. In addition, the Grantee specifically agrees that the following meetings shall be open to the general public:

- (1) Submission of annual accountability report to the Board of the Charter School.
- (2) Approval of the annual budget by the Board of Directors.
- (3) All school admission lotteries.
- (4) Approval of the annual audit by the Board of the Charter School.
- (5) Annual open house.

The Grantee shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public according to Wisconsin Statute section 120.08(2)(b).

ARTICLE EIGHT

PROVISIONS FACILITATING UNIVERSITY RESEARCH

Section 8.1. Research. The Parties agree that the University may seek information from the Grantee and the Charter School for purposes of research. Information relevant to such research shall include, but not be limited to, the following:

- (1) Surveys. The University may survey individuals and groups (including but not limited to, parents, students, teachers, board members, others involved in the governance of the Charter School, and the public) concerning the performance of the Charter School, provided that such surveying (i) shall be done at the University’s sole expense and (ii) shall not materially interfere with the orderly and efficient operation of the Charter School. Grantee agrees to cooperate with the University’s efforts to conduct such surveys. Employment contracts with teachers employed at the Charter School shall specify that they shall cooperate with such surveys.
- (2) Pupil Testing. The University may seek to administer to each pupil of the Charter School (other than kindergarten pupils), in connection with the pupil’s first enrolling in the Charter School, a one-time examination designated by the

University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School.

- (3) Parent/Guardian Evaluation Participation. The Grantee shall use its good offices to urge that each parent and/or legal guardian of a pupil enrolling in the Charter School sign, at the time of pupil registration, a written statement provided by the Office that the parent(s) and/or legal guardians agree to participate in an evaluation or research process that may include their responding in interview or questionnaire form about the performance of the Charter School.
- (4) Research Observers. As contemplated by the assessment protocols set forth in Appendix B, Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School. Costs and expenses incurred for the evaluation activities of such observers shall be reimbursed to the University as part of the reimbursement owing under Section 4.6 of this Contract.

ARTICLE NINE

REVOCATION OF CONTRACT BY THE UNIVERSITY

Section 9.1 Events of Default by Grantee. This Contract may be terminated by the University under procedures in Section 9.2 if the University finds that any of the following Events of Default have occurred:

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under s. 118.01 or have failed to achieve Adequate Yearly Progress under the federal No Child Left Behind Act or state implementation of that law, as described by the University;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;
- (4) The Grantee's directors, officers, employees, or agents provided the University false or misleading information or documentation in the performance of this Contract; or
- (5) The Charter School has failed materially to comply with Applicable Law;
- (6) The Charter School has violated section 118.40, Wisconsin Statutes; or
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 9.2 Procedures for The University's Revocation.

- (1) Emergency Termination or Suspension Pending Investigation. If the Chancellor determines that any of the Events of Default set forth in Section 9.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the University shall provide Grantee written notice of such Event(s) of Default and, upon delivering such notice, (i) may either terminate this Contract immediately or (ii) may exercise superintending control of the Charter School pending investigation of the pertinent charge.
 - (a) If the University shall elect to exercise superintending control pending investigation of the pertinent charge, the University shall give Grantee written notice of the investigation, shall commence such investigation immediately, shall permit Grantee fairly to address the pertinent charge, and shall thereafter complete its investigation as quickly as reasonably practicable.
 - (b) Upon completing its investigation, the University shall promptly deliver to Grantee in writing either (i) a notice of immediate termination on the bases set forth in this Section 9.2, (ii) a notice of an Event of Default and an opportunity to cure pursuant to Section 9.2(2), or (iii) a notice rejecting the pertinent charge and reinstating control of the Charter School to Grantee.
- (2) Non-Emergency Revocation and Opportunity to Cure. If the Chancellor determines that any of the Events of Default has occurred but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the University shall advise Grantee in writing of the pertinent occurrence and shall specify for Grantee a reasonable period of time (though in no instance less than 30 days) within which Grantee shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Chancellor.
 - (a) If Grantee shall not so cure or otherwise remedy the specified Event(s) of Default, the University may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
 - (b) If the University shall so terminate this Contract, termination shall become effective at the end of the next academic semester scheduled for the Charter School.

ARTICLE TEN

TERMINATION BY THE GRANTEE

- Section 10.1 Grounds for Termination by the Grantee. This Contract may be terminated by the Grantee under procedures in Section 10.2 if Grantee finds that any of the following Events of Termination have occurred:

- (1) The Charter School has insufficient enrollment to successfully operate a public school;
- (2) Grantee's Operation or Management Contract with a third-party provider of educational management services has been terminated;
- (3) The Charter School has lost its right to occupy all or a substantial part of its physical plant and cannot occupy another suitable facility, at a cost deemed reasonable by Grantee, before the expiration or termination of its right to occupy its existing physical plant;
- (4) Grantee has not timely received any one of the payments contemplated under s. 118.40(2r)(e);
- (5) Grantee has become insolvent or been adjudged bankrupt; or
- (6) The University defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 10.2 Procedures for Grantee Termination of Contract. Grantee may terminate this Contract according to the following procedures:

- (1) Notice. If the Grantee determines that any of the Events of Default set forth in Section 10.1 has occurred, Grantee shall notify the Chancellor of the pertinent Event(s) of Termination. The notice shall be in writing, shall set forth in sufficient detail the grounds for termination, and shall specify the proposed effective date of termination (which date shall, to the extent reasonably practicable, be the end of the next academic semester scheduled for the Charter School).
- (2) Discretionary Termination.
 - (a) As to the Event(s) of Termination set forth in Sections 10.1(1)-(2) and (6), the Chancellor may conduct a preliminary review of the alleged bases for termination to ensure that such bases are bona fide. Such review shall be completed promptly and, within 30 days after the Chancellor receives Grantee's notice, the Chancellor shall deliver to Grantee a notice (i) approving Grantee's requested termination or (ii) denying the same on the grounds that the asserted bases for termination are not in fact bona fide.
 - (b) If such results of the review and the Chancellor's determination are not delivered to Grantee in writing within 30 days after the Chancellor receives Grantee's notice, Grantee's notice shall be deemed an approved basis for termination.
- (3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in Grantee's notice under Section 10.2(1).

Section 10.3. Final Accounting. Upon termination of the Contract, Grantee shall assist the Chancellor in conducting a final accounting of the Charter School by making available to the Chancellor all books and records that have been reviewed in preparing Grantee's annual audits and statements under Section 3.1(11) of this Contract.

ARTICLE ELEVEN

TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on the date of the execution of this Contract and continue until the June 30 following the fifth year of operation of the School. The School will commence operation as a Charter School in September 2004, unless the parties mutually agree in writing to an earlier start date. During the third full academic year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for Grantee the subjects of the review at least 3 months prior to the beginning of the third full school year of the operation of the Charter School. The University shall complete the review and shall issue a written report by the end of the third full school year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with Grantee.

Section 11.2 Non-agency. It is understood that neither Grantee nor the Charter School is an agent of the University.

Section 11.3 Appendices. The following documents, appended hereto, are made a part of this Contract and Charter School agrees to abide by all the terms and conditions included herein.

Appendix A: By-laws of Woodlands School, Inc.

Appendix B: Woodlands School Student Disciplinary Policy

Section 11.4 Applications of Statutes. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, Grantee shall hold harmless and indemnify the University against any and all liability whatsoever for injury to or death of any person or persons, or for loss of or damage to any property occurring in connection with or in any way incident to the Grantee's performance of its obligations under this Contract.

Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.

- Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.
- Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.
- Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.
- Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.
- Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.
- Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.
- Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee: Maureen Sullivan, Head of School
Woodlands School
1669 S. 5th Street
Milwaukee, WI 53204

with a copy to: Lynne English
Chair, Board of Trustees
3023 N. Hackett Ave.
Milwaukee, WI 53211

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

FOR GRANTEE:

FOR THE UNIVERSITY:

Name: Lynne English

Chair of Board of Trustees
Title

Name:

Chancellor
Title

Date

Date

REVISED

I.2. Business and Finance Committee

Thursday, June 5, 2003
UW-Milwaukee
Union – E280

10:00 a.m. All Regents

- Budget Update
- The Scholarship of Teaching and Learning: The National and State Scenes

12:00 p.m. Lunch

- The Impact of Scholarships and Financial Aid

1:00 p.m. Business and Finance Committee

- a. Approval of minutes of May 8, 2003 meeting of the Business and Finance Committee
- b. 2003-05 Unclassified Pay Plan Recommendation
[Resolution I.2.b.]
- c. Discussion: All Regent Sessions
- d. UWM Presentation ON School of Nursing On-Line Ph.D. Program
- e. Review of Building Our Resource Base Recommendations
- f. Differential Tuition
 - (1) UW-La Crosse Academic Initiatives
[Resolution I.2.f.(1)]
 - (2) UW-Superior Library Fee
[Resolution I.2.f.(2)]
- g. Committee Business
- h. Report of the Vice President
- i. Additional items which may be presented to the Committee with its approval
- j. Closed session to consider trust fund matters as permitted by s.19.85(1)(e), *Wis. Stats.*

BUSINESS AND FINANCE COMMITTEE

Resolution: I.2.b.

That upon the recommendation of the UW System President, the Board of Regents directs the UW System President to notify the Department of Employment Relations Secretary that:

A formal recommendation of the Board of Regents pursuant to s. 230.12(3)(e) Wis. Stats., will be transmitted on or before October 10, 2003;

The Board of Regents asks that the UW System faculty and academic staff be represented in any discussions pertaining to employee health insurance including: changes to the premium contribution structure to a “tiered” approach; establishing criteria for formulating a risk adjustment model to ensure the efficiency of plan providers; changing existing prescription drug benefits and evaluating the prospect of engaging a pharmacy benefits manager; excluding dental benefits from participating plans and creation of a stand alone dental plan; and, converting the standard plans to a preferred provider option.

2003-05 UNCLASSIFIED PAY PLAN RECOMMENDATION

EXECUTIVE SUMMARY

BACKGROUND

For many years, biennial budget planning began in December in even-numbered years. It became customary therefore, that in November or December, the Board of Regents would make known the projected salary increases needed to competitively recruit and retain faculty, academic staff, and university senior executives so that the Governor and the Legislature would consider those needs in their biennial budget deliberations. The pay plan request was also conveyed to the Department of Employment Relations Secretary, pursuant to s. 230.12(3)(e) Wis. Stats., so that the Secretary would have the information necessary to formulate a pay plan recommendation to the legislature's Joint Committee on Employment Relations. Funding for faculty, academic staff, and university senior executives biennial pay plan awards has been budgeted in part, in the "compensation reserve" appropriation contained in the biennial budget. In recent years, tuition has become the major source of funding unclassified salary awards.

Due to the state's fiscal problems and proposed budget cuts, it seemed prudent to delay the unclassified pay plan recommendation for 2003-05 until there was a clearer picture of how the new Governor would propose using scarce state resources to fund the pay plan. Moreover, given the reliance on tuition to fund prior year salary adjustments, a pay plan recommendation was delayed until the final tuition increases were known.

The 2003-05 general compensation distribution plan and guidelines were adopted by the Board as Resolution 8638 in December 2002. Those guidelines were used by the UW System President to direct the chancellors to begin faculty and academic staff performance evaluations, the results of which can be converted to compensation awards consistent with Board of Regents criteria for pay plan increases. Those guidelines were needed by the faculty and academic staff governance bodies so that they and the chancellors may develop merit pay distribution plans for the institution. The institution performance evaluation and pay plan distribution plans allow performance results to be converted to compensation adjustments irrespective of the specific values of the pay plan. Those guidelines apply to both years of the 2003-05 biennium. Thus, even if there are no funds available for general salary increases the first year, the guidelines could be applied to 2004-05.

REQUESTED ACTION

Approval of Resolution I.2.b.

The resolution directs the UW System President to notify the Department of Employment Relations Secretary that:

A formal recommendation of the Board of Regents pursuant to s. 230.12(3)(e) Wis. Stats., will be transmitted on or before October 10, 2003;

The Board of Regents asks that the UW System faculty and academic staff be represented in any discussions pertaining to employee health insurance including: changes to the premium contribution structure to a “tiered” approach; establishing criteria for formulating a risk adjustment model to ensure the efficiency of plan providers; changing existing prescription drug benefits and evaluating the prospect of engaging a pharmacy benefits manager; excluding dental benefits from participating plans and creation of a stand alone dental plan; and, converting the standard plans to a preferred provider option.

DISCUSSION AND RECOMMENDATIONS

Annually, the UW System President convenes a systemwide Compensation Advisory Committee composed of faculty and academic staff representatives of each institution. In consultation with that committee, the President reviews salary data from established peer groups and national reports on faculty salaries. The committee also examined projections of several economic indicators obtained from the U.S. Bureau of Labor Statistics, Wisconsin Economic Outlook, and the Wisconsin Department of Revenue.

Last October, the Compensation Advisory Committee reviewed the distance that ranked faculty at UW institutions are behind their peer institutions (as established by the 1984 Governor’s Faculty Compensation Study Committee) based on raw salary data and on salary data adjusted by a cost of living factor. The committee examined 2001-02 national American Association of University Professors (AAUP) salary information to project 2002-03 average salaries. The 2002-03 AAUP salary data have just been reported and we will be reviewing our peer data this summer.

Entering 2002-03, the overall average needed to reach peer median salaries adjusted for cost of living was 3.48 percent. AAUP data recently published indicate that average faculty pay nationwide increased 3 percent in 2002-03. The UW System pay plan for faculty and academic staff for 2002-03 increased base salaries by 4.24 percent, so if our peer group medians mirror the nationwide faculty salary increase, UW faculty will be 2.24 percent behind their peers entering the 2003-05 biennium. A salary increase of 1.1 percent each year would erase that deficit by the end of the next biennium, but to avoid a continuing lag in faculty salaries we also need to match likely salary increases that will be given to faculty peers in 2003-04 and 2004-05. While some predictions suggest that faculty salaries will rise 3 percent to 4 percent in each of the next two years, other predictions suggest that given budget deficits in other states, faculty in peer institutions may see increases that are closer to the cost of living. Cost of living projections are estimated to increase at least 2.4 percent this year and next; if our faculty peer medians increase by the projected cost of living the next two years, UW faculty will need at least 3.5 percent salary increases each year of the next biennium to reach peer group medians.

On May 5, 2003, the Department of Employment Relations Secretary received approval from the legislature's Joint Committee on Employment Relations for a non-represented classified employee biennial compensation plan that provides no funded salary increases in 2003-04, and a 1 percent general wage adjustment in 2004-05. However, it should also be noted that the classified non-represented employee pay plan has not been a reliable indicator of the final pay plan made available to non-represented employees. For many years, an adjustment has been made to that initial pay plan to gain parity with represented employee negotiated pay plans. The biennial budget is not yet determined and until it is known what funds will be placed in the compensation reserve and made available to all state employees, the System President cannot recommend a specific pay plan amount to the Board of Regents.

The approved non-represented classified employee pay plan also makes a substantial change to the current employee health insurance premium contribution structure. While the UW System does not oppose the principle that faculty and staff should contribute to reducing the employer share of health insurance premiums, there are many unanswered questions that need to be addressed before the UW System can ask the DER Secretary to include the faculty and staff in the proposed plan. Until the Group Insurance Board develops and implements criteria for assigning each health plan into one of three premium "tiers," we cannot assess how faculty and staff located throughout the state will be asked to contribute to health insurance premiums. The Group Insurance Board has made no decision regarding a pharmacy benefit manager and what that might do to the premiums. There is no alternative dental benefit plan established if that benefit is removed from plans currently offering such coverage. Finally, there is no certainty that the employee premium rate contributions specified in the non-represented compensation plan will be applied to represented employees who will bargain those contributions. We believe that faculty and academic staff should be partners in state agency discussions regarding health insurance plan components and premium contribution restructuring. The UW System President should ask the DER Secretary to allow representatives of 17,000 UW System faculty and staff to be full participants in those discussions.

Section 230.12(3)(e) of the Wisconsin Statutes provides "The (DER) secretary, after receiving recommendations from the board of regents, shall submit to the joint committee on employment relations a proposal for adjusting compensation and employee benefits" for faculty and staff. (Emphasis supplied) Until the compensation reserve is established and the health insurance premium contribution structure is prepared to be implemented this fall, it is premature to make a specific unclassified pay plan recommendation to the DER Secretary.

RELATED REGENT POLICIES

Regent Policy 94-4
Regent Resolution 8638

BUILDING OUR RESOURCE BASE REVIEW OF RECOMMENDATIONS

EXECUTIVE SUMMARY

BACKGROUND

The Board of Regents, at its July, 2001 annual retreat, selected "Building Our Resource Base," a look at alternative approaches to funding public higher education, as one of three over-arching themes for its 2001-02 deliberations. This paper summarizes the results of the discussions during the year.

The need for Wisconsin to develop a long term economic growth and brain gain strategy compelled the UW System and its Board of Regents to seek a multi-pronged strategy for:

- reasonable stability in base budgets that do not leave higher education as the residual of other budget commitments;
- fair and acceptable balance among revenue sources;
- basic support per student that provides education quality for students and value to their degrees;
- responsiveness to state needs;
- accountability to multiple stakeholders.

At the same time, the Board noted that it must retain flexibility to adopt strategies appropriate to each biennium's evolving fiscal climate and other university and state considerations. Thus, in its recommendations, the Board put maximum constraints and specifics behind items under its own control, and provided negotiating and tactical room for its ongoing dialogue with the state about the need for funding predictability, adequate support, and responsiveness to state needs.

RECOMMENDED ACTION

No action is required.

DISCUSSION AND RECOMMENDATION

As the Board prepares to initiate a long-range multi-faceted plan for the future of the UW System, a review of the most recent study surrounding funding strategies will provide background on alternatives previously considered. The final report, Building Our

Resource Base, is attached as background and is intended to serve as a starting point for future discussion.

RELATED REGENTS' POLICIES

Study of UW System in the 21st Century; Enrollment Management 21 Policy; tuition policies (general, distance education, differential tuition, and service based pricing); related System financial and general administrative policies.

BUILDING OUR RESOURCE BASE FINAL REPORT

BACKGROUND

The Board of Regents, at its July, 2001 annual retreat, selected "Building Our Resource Base," a look at alternative approaches to funding public higher education, as one of three over-arching themes for its 2001-02 deliberations. This paper is the final report for action by the full Board of Regents.

Key points made in the fiscal discussion at the Board retreat were:

- Regents expressed concern about the shift in state priorities that has resulted in erosion in share of the state GPR budget allocated to the UW System, from 14.4 percent in 1973-74 (after merger) to a projected 9.41 percent in 2001-02. While this represents a growth in GPR from \$278.8 million to over \$1.1 billion today, enrollments have also grown by 3 percent since 1995-96, resulting in a gap in GPR support per student of -\$808 compared to the national average (Chart 2).
- UW GPR growth since merger (292.61 percent) has not kept up with state GPR growth (501.64 percent) over the same period, and has just kept up with inflation (Chart 3).
- Consequently, the UW System budget has moved from being nearly 52 percent GPR funded to a bit more than 33 percent by 2000-01 (Chart 4).

The national higher education fiscal context is predicted to be one of much tighter state revenue availability, according to recent articles in *The Chronicle of Higher Education*. A May, 2001 article in the American Association of State Colleges and Universities (AASCU) publication, *Perspectives*, queries, "What is happening to the 'Public' in public higher education?" It notes that universities face rising public expectations with shrinking public support. Since Thomas Jefferson, it notes "the view of higher education as a central part of our economic and social fabric has enjoyed broad acceptance." Yet, increasingly, public higher education is viewed as a private good, and investments in its public benefits are eroding. Jefferson would say that this is a peril to "the preservation of freedom and happiness."

By the middle of the 2001-02 fiscal year, most U.S. states were facing revenue shortfalls that resulted in cuts to higher education, including elimination of or reneging on specific state compact agreements for increased higher education spending by four of the five states that had compacts in place.

A clear challenge for the UW System is to find ways of enhancing revenue from federal sources, alumni, and corporate fund-raising, and to continue to enhance tuition revenue from sources like employer reimbursement, while maintaining a strong and clear focus on retaining its public identity and service to the state through enhanced GPR funding.

The beneficiary of the University's work is the Wisconsin public. As a study by the Kansas City Federal Reserve notes, states get maximum benefit from their public higher education systems by maintaining modest but steady state investments. UW System has had 2 biennia of such state investment. The University and the state need to establish such a steady investment plan for the future.

The need for Wisconsin to develop a long term economic growth and brain gain strategy compels the UW System and its Board of Regents to seek a multi-pronged strategy for:

- reasonable stability in base budgets that do not leave higher education as the residual of other budget commitments;
- fair and acceptable balance among revenue sources;
- basic support per student that provides education quality for students and value to their degrees;
- responsiveness to state needs;
- accountability to multiple stakeholders.

Toward this end, the Board adopted a set of principles to guide the year's consideration of UW System funding strategies. The principles enumerated below are culled from the Board of Regents' tuition policy and the Regents' *Study of UW System in the 21st Century*.

Principles Guiding UW System Funding Strategies

1. The UW System is committed to affordability.
2. State-funded financial aid should be linked to tuition increases.
3. The UW System will provide accountability to its stakeholders.
4. UW System educational quality requires a predictable and fair share investment by the state.
5. UW System institutions commit to continuous reallocation of base resources to meet a portion of system and institutional priorities.
6. UW System will continue to manage and measure its success against specific targets and benchmarks such as enrollment targets, graduation rates, and other benchmarks, in order to continue its mission as a public university.
7. At the same time, the University System requires operational flexibility commensurate with its responsibilities to its multiple stakeholders.

The Board of Regents reviewed a number of options for program revenue, state GPR and tuition funding as papers and presentations, according to the following schedule over the 2001-02 academic year:

Table 1.

REGENTS' SCHEDULE: BUILDING OUR RESOURCE BASE	
October	NATIONAL STRATEGIES AND PROGRAM REVENUE OPTIONS I 1. Terry MacTaggart: Overview of national higher education alternative strategies for building the resource base (all Regents) 2. Ability to Keep Investment Earnings 3. Seamless Tuition and Fee Management
November	PROGRAM REVENUE OPTIONS II 1. Trends in Gifts, Grants and Contracts – for UW System Institutions Other Than UW-Madison 2. Fund Raising Strategies for Private and Federal Funding
December	TUITION OPTIONS 1. Per Credit Tuition 2. Nonresident Alumni Legacy Differential Tuition 3. Cohort Tuition 4. Progressive Tuition, Progressive Aid 5. Self-Supporting Tuition for Professional and Other Niche Programs
February	COMPACT WITH THE STATE 1. State commits to funding its fair share 2. Lump-sum budgeting 3. Charter status
March	COMPACT WITH THE STATE (Continued) Alternatives to a Comprehensive, “Funding Guarantee” Compact with the State: 1. Quality Control 2. Revenue Control 3. Enrollment Purchase 4. Lump Sum Budgeting For Compensation and New Initiatives 5. Standard Costs 6. Affordability Compact
April	REVIEW OF INITIAL FINAL RECOMMENDATIONS
May	FIRST READING OF FINAL REPORT
June	FINAL REPORT TO FULL BOARD OF REGENTS AND ACTION

DISCUSSION

The Board was presented with 25 options for Building the Resource Base of the UW System. In June of 2002, the Board passed a resolution approving the Final Report and its associated recommendations to:

- eliminate 4.5 of the items from consideration;
- have 10.5 of the items take consideration immediately;
- make 6.5 of the items a priority for further study;
- pilot one item first before deciding to implement across the system; and
- defer 3 items, possibly for longer-range consideration.

Recommended Action	Items	Total For This Action
Eliminate	#4, 5, 6, 10A (Cohort tuition for undergraduates), and 18	4.5
Take effect immediately	#1A (tuition only), 2, 8A & B (PR and Federal Fund-Raising), 13, 14, 15, 16, 19, 22 , 23, and 24	10.5
Priority for further study and possible implementation	#1B (non-tuition PR funds), 3, 7, 9B (modified per credit plateau), 10B (Cohort Professional School Tuition), 12 (then possible pilot before wider implementation), 21, and 25	6.5
Pilot first	9A (further per credit pilots)	.5
Defer, possibly for longer-range consideration	11, 17, and 20	3.0
Total		25.00

Program Revenue Funding

1. Ability to Keep All Program Revenue Investment Earnings.

At present, the UW System earns interest only on balances in the auxiliary operations appropriation, certain federal student aid appropriations, and trust funds. Interest on all other appropriations goes into the State General Fund. In its 2003-2005 biennial budget request, the UW System requested a statutory language change that provide the authority to retain interest earnings on the tuition appropriation, but this request was not included in the Governor's recommended budget.

Besides auxiliary operations and tuition, the three PR appropriations with the largest cash balances are appropriations for private gifts, grants and contracts,

grants from the Wisconsin Alumni Research Foundation (WARF), and federal indirect cost reimbursement.

Recommendation: 1(A) Move forward immediately for tuition.
1(B) Make the investing of the other funds a priority for further study.

Rationale: The UW System already keeps interest earnings on all other student-funded revenues. This proposal would provide consistent treatment of all student revenues, and permit funding of either a tuition increase offset or student priorities not funded by GPR. The other funds would require further study of their implications.

2. Invest a Portion of Auxiliary Funds in Longer-Term Securities.

The UW System earns interest on its auxiliary operations appropriation at the cash fund rate of the State Investment Board but the rate of return on the State Investment Fund is relatively low. The average month-end balance was \$183 million over the two years prior to the study. With such a significant balance, it should be possible to earn a higher rate of return by investing at least a portion of these funds in longer term, higher risk securities.

Recommendation: Move forward immediately.

Rationale: The Board has the statutory authority to invest auxiliary funds in those instruments legal for trust funds. Since a significant share of auxiliary balances are intended for long term capital projects, it would be fiscally responsible to improve the rate of return.

3. UW System Assumes Full Cash Management Responsibilities for All PR Appropriations (Possibly GPR As Well).

This is a more aggressive alternative to #2, adding all appropriations to those to be invested. It could be advantageous for the UW System to assume complete control over managing PR cash and investments. A final extension of the concept would be for the UW System to receive its GPR support in the form of periodic cash transfers and to assume responsibility for managing all the cash available to maximize return while ensuring liquidity.

Recommendation: Make a priority for further study.

Rationale: Most universities manage all of their cash, resulting in more interest earnings available for campus priorities.

4. Complete Flexibility to Manage Tuition & Fees Seamlessly.

This proposal combines tuition and fees as total resources available to be managed as institutions deem appropriate. This alternative would not necessarily add to the total resources currently available. However, it would provide institutions with more flexibility to utilize those resources for a variety of pressing operating needs. The “seamless” approach to funds management is used by some other colleges and universities and several UW Chancellors have experience with this approach at other universities.

Recommendation: Eliminate.

Rationale: Campuses and Regents expressed concerns about this item. Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management. Chapter 36 gives students rights of input on disposition of student related segregated fees.

5. Manage Tuition & Fees Seamlessly (Excluding Allocable Student Fee Funds).

A modification of Number 4, this proposal would combine management of tuition and all fees except for allocable student fee funds, i.e. those fees which constitute substantial support for campus student activities. This option would allow institutions greater flexibility in management of those funds that are “non-allocable.”

Recommendation: Eliminate.

Rationale: Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management.

6. Manage Tuition & Fees Seamlessly (Excluding All Segregated Fee Funds).

A modification of Number 4, this proposal combines tuition and fees except for segregated fee funds as total resources available to be managed as institutions deem appropriate.

Recommendation: Eliminate.

Rationale: Tuition revenue should support all students, whereas fees and revenues from auxiliary operations (unions, bookstores, dorms, etc.) are collected for specific purposes. Protective firewalls are necessary to ensure sound fiscal management. The implied availability of long-term resources for current operations would be contradictory to our need to preserve them.

7. Increased Flexibility to Transfer or Loan Funds from Auxiliary Operations.
Current Board policy is somewhat restrictive relative to transfers (for one-time purposes only) from auxiliary operations to support the operating needs of the institution. Therefore, institutions have seldom used this flexibility. Current statutory and Board of Regents policies allow institutions to request Board of Regents approval to make inter-program loans or provide non-reimbursable transfers of “surplus moneys” for the one-time, fixed costs of any student related activity. Changes could be made to simplify this process and make it easier for campuses to use.

Recommendation: Encourage increased use of the current flexibility to transfer or loan funds from Auxiliary Operations. Immediate action. If institutions identify further flexibilities needed for use of this transfer, bring back to the Board of Regents.

Rationale: In times of declining resources, institutions need flexibility to manage the overall enterprise with all available resources.

8. Consider two strategies for Increased Outside Funding:
8(A): An Enhanced Private Fund Raising Strategy, Including Feasibility/Marketing Studies Using an Outside Consultant.
8(B): Implement the Systemwide Federal Funding Increase Strategy.

Recommendation 8(A): Move forward immediately.

Rationale: The Board has made outside fund-raising a priority for the Chancellors and the System. A professional consultant is vital to assess feasibility parameters and provide a marketing study.

Recommendation 8(B): Continue to implement the plan provided by Gunderson & Associates for a systemwide federal funding increase strategy, through the recently established Federal Funding Advisory Council of Chancellors. Require the UW System Federal Relations Coordinator to periodically update the Business & Finance Committee of the Board of Regents on progress made in attracting additional federal funds.

Rationale: With the decline in state support, the UW System has become more reliant upon outside funding and will need to enhance its efforts in this area.

Tuition Funding

Consider several options for generation additional revenues through changes in tuition policy.

9. Per Credit Tuition.

This proposal would allow institutions to charge students on a consumption, or per credit basis, and to eliminate the existing plateau. The UW System presently uses a traditional tuition approach. Undergraduate students are charged per credit up to 12 credits. Between 12 and 18 credits students pay a flat fee equivalent to the charge for 12 credits. The per-credit rate is again charged for each credit over 18.

Recommendation 9(A): Evaluate existing pilots, and permit additional pilots under current Board review process.

Rationale: Some per credit models are already in place (UW-Stout began in Fall 2002; the UW-Superior graduate summer programs in education have been in place for a few years), and a study of their effects would be vital. This would allow additional institutions to move to per credit tuition and provide information as to the impact on time-to-degree and credits-to-degree.

Recommendation 9(B): Conduct an assessment of a modified plateau approach for tuition, before considering whether to go to a per credit tuition on a systemwide basis. Include a survey of other universities for their experiences in implementing per credit and various plateau tuition policies, especially as these experiences pertain to effects on time-to-degree, credits-to-degree, and retention.

Rationale: An additional option between the current plateau (per credit below 12 credits, no further charge for the 12th through 18th credits, and per credit for 19th credit and above) and full per credit is a modified plateau which would begin a credit level somewhere between 12 and 18 credits. Institutions have differing average credit loads carried by students, and should be free to customize a plateau more in keeping with their students' typical experience.

10. Cohort Tuition.

In a cohort tuition system, differing tuition rates are charged to specific subsets of student populations. Typically, a cohort tuition policy might establish a rate for all new freshmen, with or without a predetermined annual percentage increase, such as the rate of inflation, for four-five years. Each new freshman class would be charged a higher tuition than the previous one.

Cohorts may be based on a variety of criteria including residency status, class standing or credits earned, years enrolled, traditional or nontraditional student status, or even declared major. Institutions have many options in determining the tuition they will charge to each cohort, including a set rate, specific dollar or percentage increases, and an indexed percentage increase. Cohort tuition does not generally apply to segregated fees or room and board charges, which are a significant part of the cost of education.

Recommendation 10(A): Eliminate for undergraduates. Professional schools, including the Medical School, could bring forward proposals if accompanied by thorough studies and fiscal projection modeling.

Rationale 10(A): While this model has some attractions in terms of tuition cost predictability for students and parents, it also has potential serious revenue effects. Regents expressed concerns about the subsidizing of upper division students by incoming freshmen. Neither Colorado nor Illinois adopted this approach after serious consideration, and both went to a differential tuition initiative instead.

If and when it would be seriously considered, it is recommended that the approach be one of a commitment to second through fourth year tuition increases no higher than the higher education price index. An absolute “no increase” policy would seriously jeopardize the overall revenue base for instruction, given the very regular and cyclical nature of GPR base budget reductions in this State. Before moving to a pilot, intensive modeling needs to be done to assure that any individual campus’ or the System’s general tuition revenue base will not be eroded.

Recommendation 10(B): Professional schools, including the Medical School, could bring forward proposals if accompanied by thorough studies and fiscal projection modeling.

Rationale 10(B): The Medical School is exploring this model. Given student concerns about unpredictability of costs and therefore final debt load in this and other higher cost professional programs, and given the relatively more self-contained nature of their revenue streams versus those supporting the undergraduate mission, the Board is open to presentation of a detailed study and proposal if and when the University deems this is appropriate.

11. Develop a Tuition Revenue Growth Strategy that is Coupled with Higher Aid.

By reducing the GPR subsidy to students from higher income families and increasing the subsidy to lower income students, the affordability of education is equalized. This option would ensure that low income students are "held harmless" from increases in tuition, and would provide increased equity in pricing among all income groups. Currently, low tuition and state GPR dollars subsidize high income resident students who have the ability to pay a higher tuition rate. Additional tuition revenue generated by this option would increase the support per student, which is currently below the national average, and allow UW System institutions to increase funding for quality improvement programs.

Recommendation: Eliminate.

Rationale: Regents raised concerns about the ability to “engineer” affordability in ways that would be equitable and would not leave out the middle class student.

12. Non-Resident Alumni Children's Legacy Tuition.

This proposal offers a tuition differential or reduced rate (- \$3000 per year below the standard nonresident rate) to children of nonresident alumni (defined as degree recipients of any UW System institution who currently reside out-of-state and are U.S. citizens). In all cases, the tuition charged would exceed 100% of the cost of educating the student. This proposal is designed to address a brain gain need, by increasing the number of nonresident students on our campuses without reducing resident access. It is hoped that, by furthering alumni loyalty and inter-generational ties to our institutions, the potential for active involvement as well as related fund raising opportunities will grow.

There is a basis for differential nonresident tuition levels. There is variation within the broad category of nonresidents relative to tuition. Based on a compact, Minnesota residents pay a differential tuition, lower than other nonresidents, to attend University of Wisconsin System institutions. In addition, each year, the Board of Regents (based on statutory authority given under the Tuition Award Program) also exempts from nonresident tuition up to 200 students at UW-Parkside and up to 150 students at UW-Superior, in programs identified as having surplus capacity.

Recommendation: Make a priority for further study and possible pilot. The Regents stipulate that, as part of System enrollment management policy, any nonresident alumni legacy enrollments would be above, and not in replacement of, resident students.

Rationale: This step has merit in the present environment, given substantial increases in nonresident undergraduate tuition at the same time as the State wishes to increase in-migration of college graduates. A number of Chancellors have expressed interest in piloting this program. A pilot would help to assess its actual impact at one or two institutions, before moving to a systemwide level and risking possible tuition revenue loss.

13. Move Toward More Self-Supporting Tuition for Adults & Professional Programs.

There are increased numbers of working adult and non-traditional students at UW System institutions. As a result, there is a need for courses at more convenient locations, at times that do not coincide with work hours, and which are directly related to occupational needs. To defray the increased costs inherent in providing this expanded access, many colleges and universities are turning to self-supporting tuition, in which the student pays at least 100 percent of the cost

of the course to cover the additional services provided, as well as niche programs which provide specialized courses, targeted towards a specific market.

As part of Enrollment Management 21 (EM-21), the Board delegated authority to the UW System President to approve institutional requests to charge service-based tuition and fees for graduate and other adult programs.

Recommendation: Move forward immediately. If any further quick study is needed, it should incorporate for the Board a recommendation and discussion of specific policy levers (including innovative approaches to faculty overload compensation), reporting (on enrollments in these programs), and funding incentives.

Rationale: This has been strongly encouraged by the Regents and by System revenue sharing policy. Nonetheless, institutions are moving very cautiously. Given the current fiscal environment and the need for more adults with bachelor's degrees in Wisconsin, it is more important than ever.

14. Encourage More Aggressive Movement into Offering of E-Learning Programs.

Higher education can become a state export opportunity and a way to serve more Wisconsin adults. Wisconsin's adult population is under-represented among bachelor's degree holders compared with the national average. This is a significant drawback for the state's future economic development. Increased E-Learning Programs may also hold potential for additional revenue.

Recommendation: Make a priority for action and ongoing evaluation. Require regular reports to the Board of Regents from the EGOLL (Executive Group on On-Line Learning) group on their progress in implanting the EGOLL goals, including a report as part of the annual Instructional Technology/Distance Education Report.

Rationale: E-Learning programs offer opportunities for promoting access and enhancing revenues. Market research and internal program review are necessary to determine demand, establish price, and insure as best possible that costs for program development are commensurate with anticipated revenues. Aggressive online program development by involved UW institutions should be supported through a combination of enhanced tuitions and internal re-allocation where appropriate. At the same time, such programs should not be done at the expense of diverting ongoing base resources from the undergraduate instructional mission.

15. Consider More "Corporate College" Efforts.

There are growing national opportunities to provide additional educational services to businesses. This alternative could assist with the State's economic development

efforts and would produce a potential opportunity for additional revenue for the UW System.

Recommendation: Make a priority for action and ongoing evaluation.

Rationale: UW-Milwaukee has long had a successful executive MBA program and has worked in partnership with Northwestern Mutual to deliver onsite training; UW-Madison recently began an executive MBA program also, along with a customized engineering master's degree. UW-Fox Valley and UW-Platteville have partnered to meet corporate demand for a regional engineering completion program. Learning Innovations provided customized corporate training modules for Famous Footwear and other clients. The Comprehensive universities offer a number of smaller, customized programs. But these efforts are still on the margin.

16. Modify the current tuition policy goal to recommend that the System move over the long term toward a goal of reaching 95 percent of the peer midpoint for resident undergraduate tuition (the earlier goal was 100 percent).

Recommendation: Make this policy change effective immediately; implementation remains long term.

Rationale: Other policy targets (such as executive salaries) are at 95 percent of the midpoint or the median. This would bring the tuition policy into alignment, and would explicitly reinforce a goal for resident undergraduate tuition, to undergrad quality.

GPR Funding/Strategies

17. Full Compact With the State.

A compact between the State and the University is a negotiated arrangement, whereby the State provides a commitment to certain annual increases in GPR funding over a fixed period of years in return for strong performance outcomes and accountability. In addition, the State often increases operating flexibilities for the University. In order to maintain predictability and continuity of funding, these agreements often include a commitment that the State would exempt the University from budget cuts in future biennia.

Recommendation: Defer for longer-range consideration.

Rationale: Regents have concluded that this is not feasible in the current State fiscal environment. The report noted that four out of the five known universities with a current compact have experienced budget reductions the 2001-02 year, nonetheless.

18. Alternative Agreement with the State: Use a Quality Control Strategy to Preserve Funding Per Student, by Spelling Out Ways that the University Will React to Budget Shortfalls.

This variation on a full compact establishes an agreement whereby the State recognizes mutually acceptable ways for the University System to handle budget shortfalls. The purpose of such an agreement would be twofold: first, to preserve educational quality and second, to permit an understanding with the State about consequences of budget cuts, so that proper planning and implementation can occur.

Recommendation: Eliminate. The Board needs the flexibility to respond to each unique fiscal situation. This does not mean that the standard metric is discredited, but that other contingencies would permit customized solutions when appropriate.

Rationale: The recent Board action to suspend admissions in response to budget cuts, and the resulting discussions with legislators and the Governor, make it clear that such an understanding should be regularized.

19. Compact Component: Revenue Control (full rather than limited tuition continuing appropriation; ability to keep interest earnings on tuition revenue).

Currently, the tuition continuing appropriation limits rate increases for resident undergraduate tuition (the category of student furthest below peer midpoints) and gives the Board of Regents authority to establish rates of tuition increase for all other student categories. Nonetheless, recent state budgets have further capped resident rates and required sizeable add-on rate increases for nonresidents, superceding even this limited Board of Regents' statutory authority. This variation on a full compact establishes a full (rather than the current limited) tuition continuing appropriation, and the authority to keep tuition interest earnings rather than credit those earnings to the State General Fund. This approach would permit the Regents to manage tuition increases fairly for all students, while maintaining the Board's policy of reasonable and predictable tuition rate increases. The authority to keep interest earnings could result in smaller future rate increases and/or the ability to fund student priorities not permitted by the State budget.

Recommendation: Move forward immediately as recommendations in the next budget process.

Rationale: This would permit full Regent authority over tuition rates, allowing the Regents to manage tuition increases fairly across categories of students, considering distance from peer midpoints while also maintaining the Board's tuition policy goal of reasonable and predictable tuition rate increases.

20. Compact Component: Enrollment Purchase.

This variation on a full compact provides a standard biennial budget methodology for the State to determine whether additional GPR should be appropriated specifically for additional enrollments in the second year of a biennium. First year enrollment increases require that the Universities “bet on” the appropriation of additional funding, since admissions decisions are made well before the passage of the biennial budget.

Recommendation: Defer. If this is to be considered in the future, it should be modified to specify that the Board would offer a plan of customized enrollment increases within its current enrollment management plan and/or compatible with institutional capacity.

Rationale: The Business & Finance Committee expressed concern that this open-ended enrollment increase opportunity each biennium could: (1) cause the State rather than the Board to make System enrollment policy; and (2) could exceed capacity at specific institutions, with resulting operating and capital budget implications.

21. Compact Component: Lump Sum Budgeting for Compensation and New Initiatives.

This variation on a full compact permits the UW System to streamline its requests for compensation and operating funds, either by combining them into one single sum with allocation authority left to the Board of Regents, or by reducing the justification and approval processes now in place for both compensation and operating budget requests. As a result, the State would provide the University System with a single sum of money, to cover both the unclassified compensation cost increases and all other budget initiative requests with one appropriated amount. The Board is then given discretion to allocate the total dollars between compensation and other needs.

Recommendation: Make a priority for further study.

Rationale: The State review and approval processes for compensation and operating budgets could be simplified and made more unified or concurrent, while still providing compliance with agreed-upon methods for justifying compensation increases.

22. Compact Component: Expanded Coverage Within Standard Costs to Continue.

This variation on a full compact seeks a broader, State-accepted definition of “Standard Costs to Continue,” to provide predictable funding for normal operational costs in core areas such as library acquisitions, postage increases, internet usage costs, and operating budget preventive maintenance staffing of new buildings as they come online.

Recommendation: Move forward immediately. Direct the Associate Vice President for Budget & Planning to negotiate with the Department of Administration on a new model, for incorporation into the 2003-05 biennial budget request. Consistently use an accepted and clearly defined definition of preventive maintenance, and distinguish it from capital budget deferred maintenance, another pressing and interlocked university priority. Make clear to the State that preventive maintenance is a high and urgent priority for the University System.

Rationale: The State eliminated the enrollment funding formula for the UW System in the early 1980's. Since that time, the UW System has had to use the state's program budgeting format, which requires a series of discrete requests in various program areas (instruction, research, student services, etc.). The results have been: under-funding in terms of GPR per student in comparison with the national average; a steadily reduced share of overall GPR funding; an ongoing narrowing of acceptable requests to exclude more and more core costs of higher education. This situation must be improved, for the sake of educational quality.

23. Affordability Compact.

This variation on a full compact ensures that the State increases WHEG, Lawton, and AOP financial aid appropriations at the same rate as tuition increases. The University and State work together to address issues of rising student debt-load, the increasing share of loans rather than grants in financial aid, and other affordability concerns. This option would mirror the Board of Regents' endorsement of the linkage of state financial aid appropriation increases to tuition increases.

Recommendation: Move forward immediately, through the next biennial budget or separate legislation.

Rationale: The Board has endorsed the linkage of state financial aid appropriation increases with tuition increases by resolution in its last several biennial budgets.

24. Encourage Greater Campus Use of the Differential Tuition Option to Meet Unfunded But High Priority Student Needs.

GPR and tuition funds have not met many important needs noted by students on our campuses. The Board of Regents' Study of the UW System in the 21st Century encouraged UW System institutions to propose and implement differential tuition rates for unique programs for which there is strong demand and/or which have special operating costs. A number of campuses have adopted differential tuition to fund such high priority student needs. The Board should consider encouraging additional use of this option.

Recommendation: Move forward immediately, using the established process of System review, Board review with student input, and final Board action in each annual budget.

Rationale: Appropriated GPR and tuition funds have not met many important needs for student educational quality, and the per student support is well below the national average. At the same time, access to the UW System is one of the highest in the 50 states. This important fiscal tool, endorsed by the state through the tuition continuing appropriation, has achieved many successes on those campuses adopting it.

Strategies to Improve Efficient Degree Completion

25. Tuition and Other Strategies to Improve Efficient Degree Completion.

Improving retention and decreasing credits to degree and time to degree are priorities of the Board of Regents. These actions would result in a greater number of college graduates and the availability of additional enrollment slots for new freshmen and transfers. Strategies to encourage efficient degree completion can be a significant method of achieving these goals.

Recommendation: The President of the UW System should study a number of tuition, financial, and other strategies to decrease total credits to degree, and bring forward a plan for implementation of such strategies for Board consideration at its December 2002 meeting. Strategies to be considered might include: an excess credits surcharge; a repeat course surcharge for courses repeated in which the student already has a passing grade; and other strategies. Any proposals should consider the effects on retention and access, and not work at cross purposes with these goals. The plan should incorporate work being done in the Education Committee on retention initiatives. It is recognized that some of these strategies, if effective, would not increase revenue but would change behavior, leading to more enrollment slots available. This would permit a more efficient use of state and student resources.

Rationale: As state dollars become less available, and state economic development needs dictate the need for continued high access, any means that will more efficiently use existing state and student dollars, while improving credits to degree and retention, should be seriously considered.

UW-La Crosse Differential Tuition for
Academic Excellence Initiatives

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System and the students and Chancellor of the University of Wisconsin-La Crosse, the Board of Regents approves the differential tuition rates for all UW-La Crosse students beginning in the Fall Semester of 2003-04.

**DIFFERENTIAL TUITION FOR ACADEMIC
EXCELLENCE INITIATIVES
UW-La Crosse**

BACKGROUND

In its *Study of the UW System in the 21st Century*, the Board of Regents approved flexibilities for tuition setting. UW-La Crosse proposes establishing a special tuition for Academic Excellence Initiatives.

REQUESTED ACTION

The Board is asked to approve a differential tuition for all students at UW-La Crosse beginning in the 2003-2004 academic year. Tuition for all students will increase \$20.00 per semester (\$40.00 per year) the first year. This amount will increase to \$26.00 per semester (\$52.00 per year) in 2004-2005 and continue to increase annually in flat rate amounts equal to a 3 percent increase per year. The program will be evaluated annually. This differential fee will be re-evaluated for continued academic excellence support, in consultation with student government, after Spring Semester of 2008.

DISCUSSION AND RECOMMENDATIONS

UW-La Crosse proposes to raise all students' tuition rates \$40.00 more than the full-time rate in the next academic year (2003-2004) and increase this to \$52.00 for the following academic year (2004-2005). Rate increases for 2005-2006 through 2007-2008 would be in pre-determined flat rates calculated at an increment of 3 percent above the previous year's amount. The program will come up for review and reauthorization following the 2007-2008 academic year. The estimated revenue for the first year (2003-2004) is \$297,500 and for the second year (2004-2005) is \$387,500.

UW-La Crosse has gone through an extensive strategic planning process in the last year and a half. The Strategic Planning and Budget Committee is expected to present the results of that effort to the Chancellor by the summer of 2003. Among the directions identified in the strategic planning process are:

- **Academics**, including a goal to "Create a culture of teaching, scholarship and creative activity, and service conducive to excellence and quality,"
- **Student Development**, including a goal to "Expand and enhance advising and mentoring programs,"
- **Diversity**, including a goal to "Build a campus culture that fosters recruitment and retention of a diverse administration, faculty, staff and students," and
- **Globalization**, including a goal to "Develop opportunities for global interaction."

The proposed student differential tuition is aligned with the strategic plan in that it will provide direct financial support for the following four areas:

1. **Undergraduate Research.** The current UW-La Crosse undergraduate research program will have an additional funding period as a result of these additional resources. Students would receive stipends for undergraduate research projects conducted during the summer term. The result will be more student participation in this important academic endeavor.
2. **Advising.** Students will receive a significant increase in available advising hours as a result of this funding. Professional and peer advisors would be added to support student advising needs particularly for those who are “undecided” in their majors. All students, however, will have access to and benefit from these additional advising hours. The result will be reduced time to degree and fewer overall average credits taken by students.
3. **Diversity.** This funding will add to the campus efforts in recruiting and retaining a more diverse student body. Additional funds will support a diversity resource center. The outcome will be a more diverse and more prepared student body for the world they are a part of.
4. **International Education.** These funds will provide stipends for international students coming to UW-La Crosse and for those students studying overseas. The individuals receiving the stipends will participate in formal activities sharing their cultural backgrounds and experiences with UW-La Crosse students. This will result in more international students coming to UW-La Crosse, more students studying abroad, and in a greater appreciation and understanding of cultures around the world. The outcome will be better prepared students for the global community.

The UW-La Crosse Student Senate approved a resolution for this differential tuition proposal by a 23-6-4 vote. Students will comprise a majority of members of an oversight committee that will establish priorities, allocate funds to those priorities, and conduct program evaluations. Each year, there will be progress reports for the Student Senate and university on the previous year’s activities.

RELATED REGENT POLICIES

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

UW-Superior Differential Tuition for
Library Initiatives

BUSINESS AND FINANCE COMMITTEE

Resolution:

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

**UNDERGRADUATE DIFFERENTIAL TUITION
FOR LIBRARY INITIATIVES
UW-Superior**

BACKGROUND

In its "Study of the UW System in the 21st Century," the Board of Regents approved flexibility for the setting of tuition. UW-Superior proposes establishing a special tuition for library initiatives with an immediate emphasis on the Jim Dan Hill (JDL) Library operation and support structure.

REQUESTED ACTION

The Board is asked to approve a differential tuition for undergraduate students at UW-Superior beginning the 2003-04 academic year. Undergraduate tuition will increase \$75 per semester (\$150 per year).

DISCUSSION AND RECOMMENDATIONS

UW-Superior proposes to raise all undergraduate tuition rates each semester by \$75. The differential fee will be prorated for part-time students. The fee increase would begin in the fall semester of 2003. This differential fee will be re-evaluated for continued academic excellence support, in consultation with student government, after Spring Semester of 2008. The estimated annual income is \$330,000.

In Fall of 2002, leaders of the Superior Student Government initiated a proposal to enhance operating funds for the Jim Dan Hill Library. Acquisitions budgets have been deteriorating for a number of years based upon annual inflation rates exceeding budget increases. Students are seeking alternative resources off-campus to fulfill their information needs. A student referendum was conducted on March 5th and 6th which approved the Library differential tuition referendum on a majority vote.

The additional tuition would provide funds to maintain UW-Superior's academic excellence by:

- upgrading electronic desktop delivery of articles so that users can request copies of articles not in Jim Dan Hill Library and have the copies sent to the user's campus e-mail address,
- enhancing the electronic reserves management system allowing faculty to add their own materials, monitor copyright compliance, and provide more efficient service,
- upgrading the facility's wireless network. The library currently has two access points and one notebook available for use in the JDL. The wireless network allows Library users to access the campus network without having to

find a network outlet in the building. An expanded wireless network with accompanying laptops will allow additional access without installing more wires and conduit to an already burdened wiring system.

- expanding users' access to indexes online as well as the full-text of books and journals online. This will allow the library to provide discipline specific resources that are currently outdated in the Arts and Sciences, Business, Ecology and Botany, General Science, Language and Literature, and Biology.
- supplementing the acquisitions budget. The cost of journals increases each year due to annual inflation of 8-10 percent. For 2002-03 the Library cancelled nearly all print titles that were available via the online databases/full-text to provide funds for the purchase of discipline specific books. Acquisitions budgets have been inadequate for a number of years; the largest number of books were last purchased in the late 1970s to early 1980s.
- expanding student assistance funding. During the budget reform of 2002, the library lost a significant amount of student assistant funding that resulted in contracted library hours and reduced student access. Additional resources from the differential tuition proposal will be used to restore the critical student assistance funding with an accompanied restoration of library operating hours.
- updating furnishings, equipment, and workstations within the library--much of which dates back to the original construction project. A planned cycle of annual replacement for ergonomic student work stations, equipment, and furniture will greatly enhance the viability of the library.

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

Each year, the Provost and Vice Chancellor will prepare a progress report of the previous years' activities and plans for changes or enhancements to the program. The Provost will present the report to the Executive Officers of the Superior Student Senate for their review.

RELATED REGENT POLICIES

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

I.3. Physical Planning and Funding Committee

Thursday, June 5, 2003
Union – E260
UW-Milwaukee

10:00 a.m. All Regents

- Budget Update
- The Scholarship of Teaching and Learning: The National and State Scenes

12:00 p.m. Lunch and Keynote Address

- The Impact of Scholarships and Financial Aid

1:00 p.m. Physical Planning and Funding Committee– Union – E260

- a. Approval of Minutes of May 8, 2003 Meeting
- b. Report of the Assistant Vice President
 - Building Commission Actions
 - Additional Items
- c. UW-Milwaukee: Current Campus Projects
- d. UW-River Falls: Child Care Center Budget Increase
\$476,000 Program Revenue Supported Borrowing
[Resolution I.3.d.]
- x. Additional items which may be presented to the Committee with its approval

Authority to Increase the Scope and
Budget of the Child Care Center Project,
UW-River Falls

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to increase the scope and budget of the Child Care Center project by \$476,000 Program Revenue Supported Borrowing for a revised total project cost of \$1,076,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action June 2003

1. Institution: The University of Wisconsin-River Falls
2. Request: Requests authority to increase the scope and budget of the Child Care Center project by \$476,000 Program Revenue Supported Borrowing for a revised total project cost of \$1,076,000 Program Revenue Supported Borrowing.
3. Description and Scope of Project: This project will construct a 7,800 GSF Child Care Center on the east edge of the UW-River Falls campus along Cascade Avenue. The Center will provide space for up to 98 children, infant through 12 years. The building will be a single story, wood frame, energy efficient commercial building with child care rooms for infants, toddlers, pre-school aged children, and kindergarteners, plus support facilities such as restrooms, a kitchen, storage rooms, and offices. Construction will include utility extensions for water, sanitary sewer, electricity, communications, and natural gas services from municipal and campus utilities lying adjacent to the site along Cascade Avenue. Site development will provide a loading/unloading area, short-term parking for parents, landscaping, and a fenced playground.
4. Justification of the Request: The current Child Care Center is located in the lower level of the Ames Teacher Education building. The remaining space in Ames was occupied by the College of Education and Professional Studies that vacated the building in the fall of 1999, upon relocation to its new building. The Ames building is scheduled to be demolished during the summer of 2004, to provide a construction site for the New Student Center. To ensure uninterrupted childcare services, a new facility must be available by January 2004, prior to the beginning of the spring term.

The River Falls community is growing rapidly and desperately needs quality child care services. The local Project Child Care office confirmed it would be detrimental to the community if UW-River Falls discontinued child-care operations. UW-River Falls has provided on-site childcare for its students, faculty, and staff for over 20 years. The early childhood program in the College of Education and Professional Studies uses the Child Care Center as an on-campus laboratory for observing and instructing young children. Childcare operations are managed by the College of Education and Professional Studies and staffed by University personnel and students. Elementary education students minoring in Early Childhood use the Center for field experience, practice teaching, and internships. Students studying Pre-Kindergarten use the Center to gain practice in giving lessons and guiding children's explorations of language, math, and art concepts. Students studying Developmental Learning and the Infant/Toddler Curriculum can focus on the physical/motor, cognitive, linguistic, social, emotional, and aesthetic development of children. Additionally, the Communicative Disorders students use the Child Care Center

as a clinical site for studies. As a community outreach, faculty from the Health and Human Performance (H&HP) department have provided a movement and dance program and there is potential for H&HP students to provide programs for the children at the Center.

The 2001-03 Capital Budget included enumeration of \$20,451,800 of Program Revenue Supported Borrowing for a New Student Center Building. Subsequent to enumeration, the Building Commission authorized \$600,000 of Residual Program Revenue Borrowing for the Child Care Center. The 2003-05 Capital Budget recommendation includes a funding increase for construction of the Student Center Building and Child Care Center projects of \$8,334,000.

The original Child Care Center project budget estimate of \$600,000 was based on construction of a 5,000 GSF facility. During project programming and preliminary design it became clear that, in order to support the desired census of 98 children, a building of 7,800 GSF would be required. The revised scope increased the project budget estimate to \$1,133,000. The anticipated \$533,000 increase to the Child Care Center was included as part of the requested 2003-05 Capital Budget increase of \$8,334,000 for the Student Center Building project.

The Child Care Center project was bid May 1, 2003. Bids received resulted in a reduced project budget of \$1,076,000, or \$57,000 less than the projected estimate. The existing Program Revenue Bonding authority for the Student Center Building project, enumerated as part of the 2001-2003 Capital Budget, will be used to fund the requested increase. The remaining authority, plus the additional funding recommended as part of the 2003-05 Capital Budget will provide adequate funding to construct the Student Center Building, which is anticipated to start in the fall of 2004.

A non-allocable revenue stream has been established to provide debt service payments. The UW-River Falls student governance has approved a series of three segregated fee increases beginning in 1998, to support increasing childcare needs. The total \$16.00 per year, per FTE fee will cover debt service on a principle of \$1,076,000 borrowed over 20 years at an annual interest rate of five percent. Operating costs will continue to be paid from user fees. Student rates for childcare have consistently been 75-80 percent of the average rate in the River Falls community while faculty and staff pay an amount comparable to the average rate.

5. Budget:

Construction	\$882,800
A/E Design and Other Fees	95,000
DFD Management	38,000
Contingency	<u>60,200</u>
Total Project Budget	* \$1,076,000

* Percent for Art is included in the Student Center Building project budget.

6. Previous Action:

August 25, 2000 Resolution 8175	Recommended that the New Student Center Building, estimated at \$20,350,000 of Program Revenue Supported Borrowing, be approved for construction as part of the 2001-03 Capital Budget. (The project was subsequently enumerated at \$20,451,800.)
May 10, 2002 Resolution 8542	Authorized construction of a Child Care Center project at an estimated total project cost of \$600,000 of Residual Program Revenue Supported Borrowing; and approved the increase in the scope and budget of the Student Union project for this purpose.
August 22, 2002 Resolution 8582	Recommended that the Student Center Building – Increase, estimated at \$8,234,200 (\$3,584,000 Program Revenue Supported Borrowing and \$4,650,200 Program Revenue – Cash), be submitted to the Department of Administration and the State Building Commission as part of the University’s 2003-2005 Capital Budget request.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN

June 6, 2003
Union, Wisconsin Room, 2nd Floor
UW-Milwaukee Union
Milwaukee, Wisconsin

9:00 a.m.

II.

1. Calling of the roll
2. Approval of the minutes of the May 8th and May 9th meetings
3. Report of the President of the Board
 - a. Resolution of Appreciation: Regent Emeritus JoAnne Brandes [Resolution II.3.a.]
 - b. Report on the May 21st meeting of the Wisconsin Technical College System Board
 - c. Report on the June 4th meeting of the Hospital Authority Board
 - d. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. UW-Milwaukee Presentation: The Milwaukee Idea: Now more than ever.
 - b. 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
 - a. Resolution of appreciation to UW-Milwaukee [Resolution II.8.a.]
9. Communications, petitions, memorials
10. Unfinished or additional business
11. Elections of officers of the Board of Regents
12. Recess into closed session to consider annual evaluations, as permitted by s.19.85(1)(c), *Wis. Stats.*; to consider a request for board review of a UW-

Extension decision, as permitted by s. 19.85(1)(c)(f), *Wis. Stats.*, and to confer with legal counsel, as permitted by s.19.85(1)(g), *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.

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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

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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

STANDING COMMITTEES

Executive Committee

Guy A. Gottschalk (Chair)
Toby E. Marcovich (Vice Chair)
Gregory L. Gracz
Frederic E. Mohs
Jose A. Olivieri
Jay L. Smith

Business and Finance Committee

Jose A. Olivieri (Chair)
David G. Walsh (Vice Chair)
Mark J. Bradley
Danae D. Davis
Beth Richlen

Education Committee

Frederic E. Mohs (Chair)
Roger E. Axtell (Vice Chair)
Elizabeth Burmaster
Eileen Connolly-Keesler
Beth Richlen

Physical Planning and Funding Committee

Gregory L. Gracz (Chair)
Gerard A. Randall, Jr (Vice Chair)
Nino Amato
Peggy Rosenzweig
Jesus Salas

Personnel Matters Review Committee

Gerard A. Randall, Jr. (Chair)
Roger E. Axtell
Jose A. Olivieri
David G. Walsh

Committee on Student Discipline and

Other Student Appeals

Frederic E. Mohs (Chair)
Elizabeth Burmaster

OTHER COMMITTEES

Liaison to Association of Governing Boards

Guy A. Gottschalk

Hospital Authority Board - Regent Members

Roger E. Axtell
Frederic E. Mohs

Wisconsin Technical College System Board

Guy A. Gottschalk, Regent Member

Wisconsin Educational Communications Board

Patrick G. Boyle, Regent Member

Higher Educational Aids Board

Gregory L. Gracz, Regent Member

Research Park Board

Frederic E. Mohs, Regent Member

Technology for Educational Achievement in Wisconsin Board (TEACH)

Roger E. Axtell, Regent Member

Public and Community Health Oversight and Advisory Committee

Patrick G. Boyle, Regent Liaison

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

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