



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

December 1, 2004

TO: Each Regent

FROM: Judith A. Temby

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

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on December 9 and 10, 2004.

Thursday, December 9, 2004

10:30 a.m. - Expanding Baccalaureate Degree Completion in Wisconsin

- UW/WTCS Transfer Progress Report
- Committee on Baccalaureate Expansion

1820 Van Hise Hall

All Regents Invited

11:30 a.m. - Box Lunch

12:00 p.m. - UW System Inclusivity Initiative

1820 Van Hise Hall

All Regents Invited

1:00 p.m. - Education Committee meeting

1820 Van Hise Hall

Business and Finance Committee meeting

1920 Van Hise Hall

Physical Planning & Funding Committee meeting

1511 Van Hise Hall

Friday, December 10, 2004

9:00 a.m. - Board of Regents meeting

1820 Van Hise Hall

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

Persons with disabilities requesting an accommodation to attend are asked to contact Judith Temby in advance of the meeting at (608) 262-2324.

Information regarding agenda items can be found on the web at <http://www.uwsa.edu/bor/meetings.htm> or may be obtained from the Office of the Secretary, 1860 Van Hise Hall, Madison, Wisconsin 53706 (608)262-2324.

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Expanding Baccalaureate Degree
Completion in Wisconsin

BOARD OF REGENTS

Resolution A:

Be it resolved that, the UW System Board of Regents extends its appreciation to Committee Co-Chairs, Regent Charles Pruitt and Regent Brent Smith, and the members and staff of the Committee on Baccalaureate Expansion (COBE) for their examination of the issues relating to increasing the number of baccalaureate degree holders in Wisconsin, their recommendations for expanding access to educational opportunities for Wisconsin residents, and the collaborative spirit with which the Committee conducted its work.

Be it further resolved that, the Board endorses the Committee's recommended strategies and implementation plan recognizing the importance of ongoing communication and collaboration with all the stakeholders in order to ensure the successful implementation of the recommended strategies and the success of our students.

In addition, the Board recognizes that improving the state's economy requires a partnership between government, business and industry, labor, and education and, therefore, endorses efforts by the Presidents of the UW System and the Wisconsin Technical College System and the COBE Co-Chairs to work with the Governor and legislative leaders to further develop and provide support for the role of the state's higher education systems in this important and critical endeavor for the economic vitality of Wisconsin.

EXPANDING BACCALAUREATE DEGREE COMPLETION IN WISCONSIN

EXECUTIVE SUMMARY

BACKGROUND

In November and December, 2003, the University of Wisconsin Board of Regents approved a set of six proposed initiatives designed to enhance credit transfer opportunities between the University of Wisconsin System and the Wisconsin Technical College System. The WTCS Board also approved these initiatives. Since that time, both Systems have worked diligently to implement the proposed initiatives in order to improve access to educational opportunities for Wisconsin citizens, and to expand the number of baccalaureate degree holders in the state.

One of the initiatives that was approved involved the creation of a joint UW System-WTCS committee to explore baccalaureate degree expansion. The Committee, described below, has met numerous times since April, 2004, and is preparing to issue its final report to the Presidents of the UW System and the Wisconsin Technical College System in January 2005. A summary of that report follows, including proposed recommendations for expanding the number of baccalaureate degree holders statewide.

REQUESTED ACTION

Approval of Resolution A, endorsing the work and the recommendations of the Committee on Baccalaureate Degree Expansion, and the continued collaboration between the University of Wisconsin System, the Wisconsin Technical College System, and the state to enhance Wisconsin's economic future.

DISCUSSION

The state of Wisconsin lags behind neighboring states in terms of the proportion of residents who have completed baccalaureate education. Both the University of Wisconsin System and the Wisconsin Technical College System recognize that increasing the level of educational attainment of Wisconsin residents will provide a more competitive labor pool to promote public service and economic growth and vitality in Wisconsin; develop citizens able to participate in an increasingly diverse and global society; and contribute to the quality of life and economic stability for all people in Wisconsin.

To this end, the University of Wisconsin Board of Regents and the Wisconsin Technical College System Board appointed a joint committee of board members, senior administrators, faculty, and students called the Committee on Baccalaureate Expansion (COBE). In meeting the requirements of the sixth part of the resolution passed by the Board of Regents in December 2004, this committee's charge was to examine the number and nature of baccalaureate degree

holders in Wisconsin as compared with other states, determine why Wisconsin is lagging behind, and recommend cost effective and collaborative strategies to provide access and opportunities to expand the number of baccalaureate degree completers in the state.

It is clear, however, that the educational systems can not do this work alone or in isolation. Increasing the number of baccalaureate degree holders must be coupled with opportunities for meaningful employment that will keep these graduates in the state and attract other graduates to the state. Therefore, this effort must be a partnership with state and local government, business and industry, labor, and other sectors that can together help achieve our goals. Since producing graduates is a fundamental purpose of higher education, the educational sector can and should put its focus on the supply side of this equation.

RECOMMENDATIONS

UW System Administration recommends approval of Resolution A.

RELATED REGENT POLICIES

University of Wisconsin System Academic Information Series #6 (ACIS-6.0 revised); Regent Resolutions 8759 and 8775.

Joint UWS/WTCS Committee on Baccalaureate Expansion

Report Summary

December 2004

BACKGROUND

A vibrant state economy depends, in part, upon its ability to transition to a knowledge-based economy. An economy built on the acquisition and application of knowledge is the driving force for new technologies, businesses, and industries. Key indicators of a successful shift to the new economy are the proportion of jobs requiring at least baccalaureate level education and the proportion of adults age 25 and over who are baccalaureate degree holders. Together, these measures give an indication of labor market demand for higher education and the ability of the state's workforce to meet that demand. Currently, Wisconsin lags behind the national average on both measures.

To put this in some perspective, Wisconsin currently ranks 9th among the states in the percentage of its population 25 years or older who hold an associate's degree, but 30th among states in the percentage with a bachelor's or higher-level degree. Just to move the state's baccalaureate degree ranking to the national average would require Wisconsin to produce or attract more than 72,000 additional college graduates. Currently, Wisconsin produces approximately 28,000 graduates each year.

Wisconsin's continued ability to compete successfully in the regional, national, and global marketplace will depend on our ability to mobilize our technical colleges, public university system, and private colleges and universities to both increase the educational attainment of our workforce and foster the creation of new jobs in the knowledge economy. How well Wisconsin's colleges and universities can adapt to meet these changing needs in the workplace will play a significant role in determining the long-term economic prosperity and vitality of the state.

It is clear, however, that the educational systems can not do this work alone or in isolation. Increasing the number of baccalaureate degree holders must be coupled with opportunities for meaningful employment that will keep these graduates in the state and attract other graduates to the state. Therefore, this effort must be a partnership with state and local government, business and industry, labor, and other sectors that can together help achieve our goals. Since producing graduates is a fundamental purpose of higher education, the educational sector can and should put its focus on the supply side of this equation.

PROCESS

To this end, the University of Wisconsin Board of Regents and the Wisconsin Technical College System Board appointed a joint committee of board members, senior administrators, faculty, and students called the Committee on Baccalaureate Expansion (COBE). This committee's charge was to examine the number and nature of baccalaureate degree holders in Wisconsin as compared with other states, determine why Wisconsin is lagging behind, and recommend cost effective and collaborative strategies to provide access and opportunities to expand the number of baccalaureate degree completers in the state.

This effort has involved examining data on degree production in Wisconsin versus other states, reviewing strategies used in other states to enhance degree production, and seeking input from decision makers and stakeholders in Wisconsin. It has also involved considering strategies to expand access to new or existing degree programs, developing recommendations about specific strategies for the two Systems to pursue, and identifying a process for implementing these recommendations.

The Committee was guided by a set of principles that established the vision and focus for its work, and a framework for its recommendations. These principles include the following:

- **Enhance student success:** Irrespective of the specific initiatives the Committee recommends to increase the number of baccalaureate degree holders in Wisconsin, the preparation and success of students must be the primary focus.
- **Focus on quality:** In the efforts to increase the number of baccalaureate degree holders in Wisconsin, the quality of the state's postsecondary educational programs and the educational enterprise as a whole must be maintained or enhanced.
- **Multifaceted approach:** Increasing the number of baccalaureate degree holders in Wisconsin requires a multifaceted approach that includes experimenting with new kinds of educational programs and degrees as well as exploring new ways to structure the state's educational institutions, deliver instruction, communicate with prospective students, parents, and employers, and provide access and encourage retention and graduation for working adults, low and moderate income students, and persons of color.
- **Market-driven solutions:** Labor market demand and student need should inform efforts to create additional opportunities to complete a baccalaureate degree. These efforts should foster and encourage the state's workforce to seek further education and training over the course of their careers and for personal enrichment.
- **Supply and demand:** Increasing the number of baccalaureate degree holders in Wisconsin through educational initiatives must be accompanied with efforts to create more meaningful employment opportunities that will keep baccalaureate degree holders in, and attract other baccalaureate degree holders to Wisconsin.
- **Long-term commitment:** The development of recommendations and an implementation strategy are just the first steps in the process. The state's two public postsecondary systems have made a long-term commitment to monitor implementation of the recommendations, evaluate these alternative approaches to increasing student access, retention, and completion of baccalaureate degree programs, and promote widespread adoption of successful strategies.
- **Securing additional resources:** The ability to appropriately pilot or implement the recommended initiatives, and subsequently expand the successful initiatives to attract and graduate a significant number of additional students, will require sufficient new financial and human resources.
- **Assessing progress:** Any initiatives selected for pilots or implementation should include an assessment component to gauge their impact on increasing the number of baccalaureate degree holders in Wisconsin.

RECOMMENDED STRATEGIES

In developing its recommendations, the Committee placed a priority on identifying innovative and cost effective ways to expand access to higher education in ways that would meet the educational needs of working adults, students of color, and low to moderate income students. With 16 technical colleges in the Wisconsin Technical College System (WTCS), 13 four-year campuses, 13 two-year campuses, and a statewide Extension program in the University of Wisconsin System (UWS), and numerous private colleges, Wisconsin offers a high degree of access to postsecondary educational opportunities for traditional college-age students. Nevertheless, opportunities for working adults to complete a baccalaureate degree within these institutions are somewhat limited. Similarly, persons of color and students from low to moderate income families are underrepresented in many of the institutions.

This emphasis led the Committee to propose a set of 13 strategies that include developing new or expanding access to existing degree completion options, promoting efforts to improve retention and graduation through increased outreach and financial aid, and encouraging efforts to increase awareness and availability of new and existing postsecondary educational opportunities. Any one strategy alone is unlikely to produce a significant number of additional baccalaureate degree holders, but a combination of these strategies implemented over time may have significant results. While some of these initiatives can be implemented at the individual campus level, others better lend themselves to a systemwide or statewide approach.

Specific strategies include:

- A. Baccalaureate of Applied Science or General Studies for Career Advancement:** Develop UWS degree completion programs in Applied Science or General Studies targeted to working adult students with an Associate Degree who want or need a general baccalaureate degree for their career advancement.
- B. Baccalaureate Degree Completion Programs in Fields with High Student and Labor Market Demand:** Develop new or expand existing UWS baccalaureate degree completion programs (2+2 or similar models) in areas of high student and labor market demand.
- C. Expand Availability of Existing UWS Baccalaureate Programs to WTCS and UW Two-Year Institutions:** Offer UWS baccalaureate degree programs in specific majors to students at WTCS and UW College campuses who are unable to attend a four-year institution.
- D. Associate of Science Degree Programs:** Develop career-focused, pre-major associate of science degree programs within WTCS liberal arts colleges that are aligned with specific UWS majors.
- E. Collaborative Degree Programs:** Develop collaborative (1+1, 1+3) degrees between WTCS and UWS institutions with WTCS providing 30 credits of instruction that would partially satisfy UWS general education requirements upon transfer to a UW College or UWS baccalaureate institution.
- F. Reduce Financial Barriers for Low Income Students:** Make increased financial aid a high priority in budget requests of both the WTCS and the UWS. Undertake long-term planning efforts with the WTCS and the UWS to address increasing access and retention of low income students by removing the financial barriers to higher education in Wisconsin.
- G. Graduation Completion Project:** Identify, encourage, and provide incentives to students who have completed a substantial portion of credit requirements but have dropped out of college, to come back and complete their degrees.
- H. Comprehensive Access Gateway to Learning:** Develop statewide communication and outreach strategies to inform prospective students, parents, and employers about educational opportunities in Wisconsin.
- I. Credit for Non-Traditional Learning Experiences:** Develop a coordinated mechanism to assess and assign college credit for learning gained through work, military service, and other educationally related experiences.
- J. Alternative Delivery Options and Coordination:** Explore systemwide and statewide approaches to developing, coordinating, and promoting on-line learning and other delivery alternatives to residential, on-campus degree programs.
- K. Pre-College Programs:** Assess, enhance, and promote pre-college programs to determine how best to encourage underserved populations to aspire to and prepare for college.

- L. Early Assessment and Intervention Programs to Promote College Readiness:** Develop and implement early assessment and intervention programs to encourage high school students to assess and enhance their preparation for postsecondary education.
- M. Expanded Academic and Career Advising Initiatives:** Expand academic and career advising programs and services, such as those focused on helping students make successful transitions within and between postsecondary institutions, to support and encourage retention to degree completion.

IMPLEMENTATION

In the course of its deliberations, the Committee identified a number of signs that point to important changes in how the two Systems are meeting the educational needs of the state. These include increased collaboration between the UWS and the WTCS at all levels including the governing boards, system staff, college administrators, and faculty; increased interest and engagement of the UWS and the WTCS in nurturing and supporting a vibrant economy for Wisconsin; and increased awareness and support for collaborative efforts already occurring at the colleges and universities within and between the two Systems. Implementation of the Committee's recommendations should build on these collaborative efforts to better meet the needs of students, employers, and the state as a whole.

During the development of the recommendations, the Committee asked the UWS and WTCS institutions to indicate their current involvement or potential interest in pursuing one or more of the proposed strategies. Based upon this information, the Committee concluded that several of the initiatives could commence during the 2005-07 biennium. These strategies focus on developing new degree completion options or expanding access to existing programs, and promoting efforts to improve retention and graduation through increased outreach and financial aid. Some of the other strategies will require preliminary work by faculty and staff to evaluate and update existing efforts so that when resources become available, these strategies could more readily be implemented in the future. Still others will require additional work by faculty and administrators from the UWS and the WTCS to build support and understanding of ways the strategies can best be implemented. The Committee recommends that, as part of the implementation process, institutions set up pilot projects to determine the viability of some of the initiatives before investing significant resources in their full development.

The Committee further recommends the creation of a joint UWS/WTCS committee to oversee the implementation of these strategies. The charge for this committee would be to coordinate and oversee the development of pilots, organize further study of several recommended strategies, and plan for the evaluation and implementation of other initiatives.

The Committee fully realizes that implementation of its recommendations will require funding. In some instances, reallocation of existing resources may be sufficient to fund initial piloting and program design work. For other recommendations, such as the financial aid initiative and other strategies to support student success, the UWS and the WTCS are seeking additional state funding in their 2005-07 biennial budget requests. Fully implementing any of these strategies at levels that would have a significant impact on student access, retention, and baccalaureate degree completion, however, will require the infusion of additional funds from the state and other potential sources.

PROJECTIONS

Predicting the actual number of additional baccalaureate degree holders that any of the Committee's recommended strategies might yield is difficult at this time. The Committee hopes that by implementing pilot projects across a broad range of alternative strategies and institutions more can be learned about the potential yield, costs, and challenges associated with implementing these strategies.

The Committee's work suggests that adopting strategies that would increase the number of students enrolling in the UW System to complete the last two years of a baccalaureate degree could, over time, help to close the gap in educational attainment bringing Wisconsin closer to the national average. By 2010, Wisconsin would need to produce about 72,000 more college graduates just to equal the national average for the percentage of baccalaureate degree holders in the state's population age 25 and over. As the table below indicates, to close 10% of the gap by graduating 7,200 more baccalaureate degree holders over a ten year period, the UW System would need to enroll an additional 2,200 upper division students each year. Similarly, to close 50% of the gap, the UW System would need to enroll an additional 11,100 upper division students each year for ten years.

Closing the Gap: Increasing the Proportion of Baccalaureate Degree Holders in Wisconsin		
Percentage of Gap between Wisconsin and U.S. Average	Additional Annual Upper Division Enrollments Required	Total Additional Graduates Expected (after ten years)
10%	2,220	7,200
25%	5,550	18,000
50%	11,100	36,000

The added costs of serving these additional UW System students would need to be funded through a combination of tuition and state GPR funding. At current levels, the GPR support needed to serve each additional student is about \$4,200 a year. The estimated annual increase in GPR support needed by the UW System just to close 10% of the gap in educational attainment would be about \$9.3 million.

These projections further assume that there is sufficient demand for the initiatives recommended in this report. While Wisconsin ranks 30th among the states in the percentage of its population who hold a bachelor's or higher-level degree, it ranks 9th in the percentage of its population who have completed an associate degree. This group of associate degree holders may provide a sufficient market for a number of the recommended initiatives.

CONCLUSION

Implementation of a combination of approaches to expand access to educational opportunities could significantly increase the number of baccalaureate degree holders in Wisconsin. However, increasing the number of baccalaureate degree holders is only part of the solution. Closing the gap in educational attainment in Wisconsin must be a joint effort of the state's higher education systems, business and industry, labor, state and local government, and others. Producing additional college graduates must be accompanied with the creation of more job opportunities to keep these graduates in Wisconsin and attract additional college graduates to the state. The Committee's education-based initiatives must be connected to job creation initiatives to help Wisconsin move toward a knowledge-based economy that requires and rewards a higher level of educational attainment. Together, these efforts will lead to greater economic vitality for Wisconsin.

**UW/WTCS Joint Committee on Baccalaureate Expansion (COBE)
Committee Roster**

Charles Pruitt
Committee Co-Chair
UW System Regent

Brent Smith
Committee Co-Chair
WTCS Board President

Roger E. Axtell
UW System Regent

Allen Kehl
WTCS Board Member

Eileen Connolly-Keesler
UW System Regent

Mary Quinnette Cuene
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Senior Vice President
UW System

Kathleen Cullen
Assistant Vice President
Wisconsin Technical College System

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Chancellor
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President
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UW Colleges

Deborah Mahaffey
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Wisconsin Technical College System

Robert Sedlak
Provost & Vice Chancellor
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Acting Director
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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, December 9, 2004
1820 Van Hise Hall
1220 Linden Drive, Madison
1:00 p.m.

10:30 a.m. All Regents

- Expanding Baccalaureate Degree Completion in Wisconsin
 - UW/WTCS Transfer Progress Report
 - Committee on Baccalaureate Expansion
- [Resolution A]

11:30 p.m. Box Lunch

12:00 p.m. All Regents

- UW System Inclusivity Initiative

1:00 p.m. Education Committee

- a. Approval of the minutes of the November 4, 2004, meeting of the Education Committee.
- b. Discussion: All-Regent Sessions:
 1. Expanding Baccalaureate Degree Completion in Wisconsin;
 2. UW System Inclusivity Initiative.
- c. Report of the Senior Vice President for Academic Affairs:
 - (1) Announcement of 2005-06 Sabbatical Assignments;
 - (2) Overview of Accreditation Requirements for Allied Health Professions;
 - (3) Annual Program Planning and Review Report.
- d. Program Authorization – First Reading: B.A./B.S. in International Studies, UW-River Falls.
- e. Program Authorizations – Second Reading:
 1. B.A. in Actuarial Science, UW-Milwaukee;
[Resolution I.1.e.(1)]
 2. B.S. in Special Education, UW-Stout;
[Resolution I.1.e.(2)]
 3. Master of Public Health, UW-Madison.
[Resolution I.1.e.(3)]

Additional items:

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

UW SYSTEM FACULTY SABBATICAL ASSIGNMENTS 2005-2006

EXECUTIVE SUMMARY

BACKGROUND

Under provisions of s. 36.11(17), Wis. Stats., sabbatical assignments of up to one year may be granted to instructional faculty in order to recognize and enhance teaching efforts and excellence. Prior to 1984, although the UW System was authorized to grant faculty sabbatical leaves, the number could not exceed three percent of the eligible faculty. Under those conditions, a total of 141 sabbaticals were possible. In the 1983-84 Legislative session, the Governor and State Legislature recognized the need to expand the sabbatical program and lifted the three percent limitation.

Formal announcement of those faculty members receiving sabbatical assignments is made annually at the December meeting of the Board of Regents.

REQUESTED ACTION

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

DISCUSSION

Purpose

The purpose of the UW System Faculty Sabbatical Program is to provide in-depth study opportunities for selected faculty members. Sabbaticals offer the opportunity for faculty in all disciplines to develop new directions and knowledge in their fields and incorporate them into their classroom activities.

In the February 2004 Sabbaticals Guidelines, the Board of Regents asked institutions to continue to give consideration to proposals that: (1) support the mission of the faculty member's institution; (2) emphasize interdisciplinary scholarship; (3) promote collaborative activities; (4) enhance international education; (5) promote the application of technology to instruction and distance education; or (6) reflect the Board's commitment to promoting the scholarship of teaching and learning. These priorities, and other issues of compelling interest, are demonstrated in the attached summaries. All of the sabbatical summaries demonstrate the essential academic work of the creation of new knowledge through research, and all of the sabbatical projects support some aspect of the institution's mission, whether through teaching, research, and/or service. There are many ways in which new knowledge is advanced to students, and different disciplines do this in different ways. This new knowledge will result in books, new or updated undergraduate and graduate courses, symposia, and web-based curricular models, just to name the most frequently identified direct outcomes of these intensive periods of research.

Sabbaticals enable UW institutions to maintain quality by renewing the vibrancy of the teaching and scholarship of faculty members. Sabbaticals are also a highly effective tool in keeping UW System institutions competitive when recruiting and retaining quality faculty members. Without

sabbaticals, UW campuses would be at an enormous competitive disadvantage. Virtually all institutions of higher education in the United States, both public and private, offer sabbaticals.

Process, Eligibility and Selection

Sabbaticals are faculty reassignments for one or two semesters, during which time faculty members engage in work on a well-specified project and must meet the expectations and requirements of the sabbatical program. To be eligible for a sabbatical, the faculty member must have completed six or more years, or the equivalent, of full-time instructional service in the system, have not taken a sabbatical during the previous six years, and agree to return to the institution for at least one year following the leave. Preference is given to those who have not had a leave, regardless of source of funding, in the previous four years. Faculty must demonstrate to the university that they have completed the work they set out to do, and fulfilled the expectations and requirements of the program.

The UW System Faculty Sabbatical Program is competitive. Each UW System institution undertakes an annual competition in which faculty must apply and be accepted into the program. Sabbatical proposals undergo a rigorous review process. UW Chancellors select professors for sabbaticals following approval by appropriate faculty and administrative committees, which scrutinize the proposed sabbatical projects and how they will benefit students when the faculty member returns to the classroom. The Board of Regents reviews the list of faculty chosen for sabbaticals.

Following institutional selection procedures established in conformance with ACPS #3.3, The Faculty Sabbatical Program, 264 faculty members have been selected to receive sabbatical leaves during 2005-06, 140 of whom will be gone for one semester and the remaining 124 for the academic year. Of these totals, 36 percent are women, and 12 percent are minorities.

Cost

There is no additional cost to the institutions for the faculty sabbatical program. Instructional responsibilities of those on leave are assumed by colleagues, by instructional staff or visiting faculty funded from salary savings or by rescheduling courses. Current UW System policy provides that a faculty member may take a sabbatical leave for one semester and receive financial support at any level up to full compensation for that period; those on leave for the academic year may receive up to 65 percent of full compensation for that period, in accordance with institutional policies. As a rule, the salary savings generated by full-year leaves are used to cover replacement costs.

RELATED REGENT POLICIES

ACPS #3.3, The Faculty Sabbatical Program.

2005-2006 SABBATICALS

Name & Rank	School or Department	Term	Purpose
University of Wisconsin-Eau Claire			
Stephen Drucker Associate Professor	Chemistry	05-06	In collaboration with a group of undergraduate student researchers, I have recently published significant new findings on the properties of photoexcited molecules; i.e., molecules exposed to carefully conditioned laser light. We would like to explore more complex photoexcited molecules and eventually generalize our initial findings, but this requires increased access to state-of-the-art instrumentation, as well as contiguous stretches of time for implementation. A \$240,000 NSF-shared instrumentation grant recently awarded to UW-Eau Claire, coupled with the sabbatical opportunity to do research full time, present the ideal set of resources to accomplish these goals in my laboratory.
Max Garland Associate Professor	English	SEM I	This proposal is for sabbatical leave to further revise and complete a second, full-length manuscript of poetry, much of which deals with the emergence of early notions of spirit and religious awareness in childhood, and tracing those early perceptions through the deepening experiences and contradictions of adult life. I also plan to continue and expand a series of community workshops and short courses on literature, with particular emphasis on helping make contemporary poetry more accessible and available to interested readers and writers outside of the university.
Mary C. Iribarren Professor	Foreign Languages	SEM II	The main goal of this sabbatical is to acquire oral and writing proficiency in the Basque language, because Basque influence is a central focus of my scholarly work on Spanish. A secondary goal consists of gathering phonetic data for research on phonetic influences on the Spanish language that will constitute the core of a course proposal.

Name & Rank	School or Department	Term	Purpose
Michaelene P. Jansen Professor	Adult Health Nursing	SEM II	The goal of the proposed sabbatical is to provide an opportunity for professional development in the area of chronic pain in the elderly. Specific aims include expanding current knowledge related to assessment of chronic pain in the elderly, and exploring multidisciplinary approaches to manage their pain. Anticipated outcomes include serving as an additional content expert and resource for the undergraduate and graduate nursing programs, as well as developing a proposal for a comprehensive plan for improving function in elderly people with chronic pain.
Theresa Kemp Associate Professor	English	05-06	Working through paired “case studies” drawn from late medieval and early modern England, <i>Indicting Early English Women</i> provides a comparative exploration of how visual and verbal texts figured two sorts of women’s non-violent behavior—heresy and inheritance disputes—as criminal. In addition to examining the textual productions (e.g., writings but also commissions for written and visual texts) of civil and ecclesiastical authorities, the book incorporates those of the few women who likewise responded textually to produce alternative, dis-incriminated identities for themselves. Intersecting the fields of medieval and early modern literature and history, as well as Women’s Studies, my project stimulates dialogue about periodization, textuality, and human agency.
Fred King Professor	Chemistry	05-06	The objectives of the sabbatical are three-fold. The first two involve extending ongoing investigations on three-electron systems, and research on the properties and applications of the Hilbert transform. The third objective is to carry out external proposal preparation on some new directions emerging from the aforementioned topics.
Greg Madden Associate Professor	Psychology	SEM II	I will spend a semester at the University of Exeter (UK) engaged in collaborative research with Dr. Stephen E. G. Lea. Dr. Lea is one of the world's leading experts in behavioral economics (the topic of my most recent NIH grant). Dr. Lea and I will engage in collaborative research and will work to complete a conceptual paper.

Name & Rank	School or Department	Term	Purpose
Steven Majstorovic Associate Professor	Political Science	SEM II	Serbia's southern province of Kosovo presents the problem of a seemingly intractable conflict that can only be resolved with a zero sum approach in which one side or another (Serbian or Albanian) stands to gain a great deal while the other is marginalized. Ongoing proposals for conflict resolution have addressed whether Kosovo should become independent, remain a part of Serbia, or continue to exist in a netherworld of military occupation by NATO troops and European governmental and intergovernmental organizations. This project examines the continuing process of Eastern European integration into the European Union and how the momentum from this process can offer an alternative for the Kosovo predicament by fashioning a European framework for political, social, and economic integration that transcends the problematic issue of greater state sovereignty versus regional independence.
Marc McEllistrem Associate Professor	Chemistry	05-06	A one-year sabbatical is requested to advance the PI's research of gallium nitride surfaces and enable a collaboration with chemistry faculty at the University of Minnesota working in the emerging field of molecular electronics. Samples, to be grown using a reactor at UW-Eau Claire that will be refurbished as part of the proposed sabbatical activities, will be examined using microscopes available at the U of M. In addition to expanding the PI's expertise in microscopic tools used in nanotechnology, the proposed sabbatical will offer an opportunity for the PI to learn a new field of nanoscience while teaching students and faculty about scanning tunneling microscopy, and serve as the basis for an instrumentation proposal to the NSF to support a new microscope for use by UW-Eau Claire faculty and industrial collaborators.
Cheryl Muller Associate Professor	Chemistry	05-06	This sabbatical project is focused on the real world applications of organic and industrial chemistry. A series of case studies for the organic chemistry lecture sequence will be developed from pharmaceutical syntheses and other industrial applications. Development of expertise in industrial chemistry will qualify another instructor to teach industrial chemistry, establish internships for Chemistry with Business Emphasis majors, and include real world chemistry in community outreach projects.

Name & Rank	School or Department	Term	Purpose
Gretchen Peters Associate Professor	Music and Theatre Arts	05-06	The goal of this sabbatical project is to write a book addressing urban musical culture in late medieval France, which will represent the culmination of fifteen years of scholarship that began with my doctoral dissertation research. It would be based upon extensive past archival research, as well as new research that would be carried out during the sabbatical year. The book would address such issues as civic patronage of music, freelance activities of musicians, the organization of the profession of minstrelsy, and the socio-economic status of minstrels.
Lori Rowlett Associate Professor	Philosophy/ Religious Studies	05-06	My work will elucidate the social construction and metaphorical significance of so-called "sacred prostitution" in the Hebrew Bible and in ancient Israelite culture. The word for prostitute, zonah, is confused in some biblical passages with the word qadeshah, meaning holy woman or priestess. The confusion of terms has led to the assumption that the religions of the Canaanites and other neighboring ancient people employed temple prostitutes who took part in sexual rites to raise money for the temples. Making the matter more complex is the use of the term zenut (prostitution, from the same root as zonah) as the primary metaphor in the Hebrew Bible for religious infidelity, as in the phrase, "whoring after other gods," something the people of ancient Israel often were accused of by their prophets. There is no tangible evidence, however, for actual sexual rituals in Canaanite temples.
Eva L. Santos-Phillips Associate Professor	Foreign Languages	05-06	I am seeking sabbatical support to research, study, and analyze films from Puerto Rico and the United States that include Puerto Rican women characters in the roles of mother and daughter. The filmmakers of the films in this project are women who have had little access to mainstream film industry. My project will make a contribution to the scholarship of Puerto Rican and Spanish Caribbean Studies, global and feminist studies, and the teaching of Spanish American and U.S. Latino/a films and the Spanish American Diaspora.

Name & Rank	School or Department	Term	Purpose
Wilson Taylor Professor	Biology	05-06	I am requesting a year-long sabbatical to work on an ever-expanding data base of collaborative research on the timing and true nature of the organismal colonization of the Earth's land surface. My research will include writing a manuscript on controversial Cambrian spores with my colleagues at Boston College, and discussing this manuscript with a colleague in Sheffield (who holds a very different opinion) while viewing his collections. In addition, recent research has suggested a new group of plants that may have been involved with this event, so I am accepting an invitation to work with the world expert on the hornworts in order to fully survey and publish on the spores of this modern group of land plants.
Evan Weiher Associate Professor	Biology	SEM I	This sabbatical will provide time to work on my NSF-funded project "Multivariate controls on community assembly and ecosystem processes," work with a leader in advanced multivariate statistical analyses at the USGS National Wetlands Research Center, work with a leader in investigating the role of phylogeny (evolutionary history) in affecting present-day community composition at the University of California - Berkeley, and work with a new statistical program which I am helping to develop with the San Diego Supercomputer Center at the University of California-San Diego.
Rama Yelkur Associate Professor	Management and Marketing	SEM I	Country of origin studies are appropriate in a product-market where fierce competition exists between domestic and foreign-made products. Australia is a country that is quite open to foreign products, it also has a small economy and population making it more vulnerable to foreign competition. This project involves research, attending classes and observing the international business programs at Southern Cross University, Lismore, Australia. Attending international business classes will help enhance my classes upon my return to UW-Eau Claire, and observing the international business programs at Southern Cross University will help me revitalize the international programs at UW-Eau Claire.

Name & Rank	School or Department	Term	Purpose
Jerry Young Professor	Music and Theatre Arts	SEM II	The purpose of this study project is to gain both musical skill and knowledge in jazz performance styles and improvisation. The outcome on the UW-Eau Claire campus will be to provide exemplary jazz performance on the tuba and to be able to provide quality instruction in this important art form to students who study the euphonium and tuba (instruments NOT included in traditional jazz groups). Beyond our campus, the intention is to provide an inspirational model experience for "older" music artist/teachers of any instrumental discipline that will encourage them to acquire the same knowledge and skill to benefit their own students and educational setting.

University of Wisconsin-Green Bay

Clifford Abbott Professor	Information & Computing Science	SEM II	Professor Abbott proposes to create online resources for teaching and learning the Oneida language. The major goal of this project is to provide access to information about the Oneida language to both individuals and groups; increase learning options for students; and, consistent with the Wisconsin Idea, share his expertise within the other UW institutions. This project also involves the application of technology to instruction and the international effort to produce models and mechanisms to fight for the preservation of the world's endangered languages.
Angela Bauer-Dantoin Associate Professor	Human Biology	05-06	Professor Bauer-Dantoin's sabbatical project consists of the preparation of a text on women's Biology. The availability of a comprehensive textbook for the study of women's biology will enhance the student learning experience and provide students with a resource for understanding a wide range of topics related to women's health. It will also greatly enhance the quality of Professor Bauer-Dantoin's courses providing more depth and weaving interdisciplinary themes into the course and classroom discussions.

Name & Rank	School or Department	Term	Purpose
Cathrine Henze Associate Professor	Humanistic Studies	05-06	Dr. Henze's proposal is to create a book, <i>Original Music in Shakespeare's Play</i> , that serves as a foundation for teachers, performers (in theater and music), and scholars "reinserting" playable editions of the original music in Shakespeare's plays. The book will be useful to virtually all teachers of Shakespeare's plays particularly teachers who want to integrate a course on his plays with his music. The project also provides an example of how UW-Green Bay's special mission as an interdisciplinary institution can come alive in research and the classroom. Finally, it is hoped that live theatrical performances that involve music will more effectively engage students and foster their life-long learning.

University of Wisconsin-La Crosse

Mike Haupt Professor	College of Business Administration - Economics Department	05-06	Dr. Haupt proposes to provide the first detailed analysis of the financial history of a professional baseball franchise using a unique data set. A recently discovered similar data set for a team in the Negro League will allow him to make comparisons between teams in segregated leagues. The research is directly applicable to the Economics of Sports and Entertainment course that he regularly teaches.
Jess B. Hollenback Associate Professor	College of Liberal Studies - History	05-06	The purpose of the sabbatical is to research and write <i>A Short Big History: How Natural History Can Illuminate Human History</i> , a broadly interdisciplinary world history book that will place the history of human cultures within the much vaster perspectives of: (1) cosmic history; (2) Earth's geological history; and (3) the history of life on this planet, producing a learning tool for use by a broad range of undergraduate students.
Michael Jackson Associate Professor	College of Science and Allied Health – Physics	05-06	Dr. Jackson will investigate the high-resolution infrared spectrum of atoms/molecules found in interstellar space. The work will be conducted in the Physics Laser Laboratory on the UW-La Crosse campus as well as at Oxford University, where he will work with world-renowned molecular spectroscopists. A result of this work will be the improvement of several advanced classes in physics. He will also be able to start offering high-tech internships in laser physics to the UW-La Crosse students.

Name & Rank	School or Department	Term	Purpose
Eric R. Kraemer Professor	College of Liberal Studies – Philosophy	SEM II	<i>Making Natural Adjustments: Re-evaluating Traditional Philosophical Problems Within the Bounds of Modern Naturalism</i> is an exploration of the consequences of contemporary philosophical naturalism for important areas of the discipline of philosophy and UW-La Crosse's curriculum in philosophy, including epistemology, philosophy of religion, and ethics.
Carol D. Miller Associate Professor	College of Liberal Studies – Sociology and Archaeology	SEM II	<i>Community Effects of Foreign Ownership in a Paper Mill Town in Wisconsin</i> is an analysis of the effects of foreign ownership (by Stora Enso of Finland of the paper mill in Niagara, Wisconsin) on the community. The goal of the sabbatical is to publish a book-length manuscript and contribute to economic policy analysis in the state of Wisconsin.
Mary E. Morzinski Professor	College of Liberal Studies – English	05-06	<i>Proficiency in American Sign Language</i> is a study of American Sign Language leading to certification and with the goals of enriching the linguistics curriculum and assisting the university in meeting its legal requirements under the Americans with Disabilities Act. An additional interpreter from the faculty ranks will offer academic and programming opportunities for students and the community at large.
Bernadette Taylor Associate Professor	College of Science and Allied Health – Microbiology	SEM II	Dr. Taylor will work with physicians and researchers from Allergy Associates (La Crosse, WI) and the School of Veterinary Medicine, UC-Davis, to test the effectiveness of skin inoculation of a low dose flu vaccine and compare results with the standard vaccination technique of delivering vaccine to a muscle. The sabbatical will allow Professor Taylor to analyze the immune responses to each vaccination. In addition, the study will enhance the high-tech training in the immunology courses at UW-La Crosse, and provide abundant future research projects for both undergraduates and graduate students.
James L. Theler Professor	College of Liberal Studies – Sociology and Archaeology	SEM I	<i>The Environmental Setting of Ancient Native Americans: Assessment of Land Snails as Proxy Indicators of Past Environments</i> will lead to the completion of a decade-long interdisciplinary study to establish a framework for using tiny land snail shells from archaeological and paleontological sites as proxy indicators of past environmental conditions, providing valuable insights for UW-La Crosse archaeology courses and on-site projects.

Name & Rank	School or Department	Term	Purpose
Todd Weaver Associate Professor	College of Science and Allied Health – Chemistry	SEM II	Dr. Weaver will focus on protein structure and function within toxic bacteria. More specifically, Dr. Weaver plans to work on the physical structure of toxic bacteria in collaboration with a group at the Mayo Clinic, and use this new information to enhance components of two technology-oriented biochemistry courses, CHM 325 and CHM 417.

University of Wisconsin-Madison

Leonard Abbeduto Professor	Dept. of Educational Psychology	05-06	I will develop a two-semester, graduate level course on teaching at the undergraduate level. The first semester will focus on relevant research and theory, use of technology, methods of assessment, and practices of exemplary instructors. The second semester will focus on course planning and implementation. This course will better prepare our graduate students for their faculty roles.
Nicholas Abbott Professor	Dept of Chemical and Biological Engineering	05-06	My sabbatical year is organized to achieve two principal goals. The first goal is to begin writing a graduate level textbook on biomolecular interfaces. The second is to develop a comprehensive set of lecture notes on Liquid Crystals and incorporate them into my teaching of the course "Advanced Colloid and Interface Science."
Arnold Alanen Professor	Dept. of Landscape Architecture	SEM I	Wisconsin has a broad array of cultural landscapes which include parks, campuses, and agricultural districts. I will undertake an in-depth inventory and assessment of such places to provide landscape architecture students with examples that can be considered in their academic and professional careers and incorporate into the research courses LA 260 and 677.
Martha Alibali Professor	Dept of Psychology	05-06	My sabbatical goal is to broaden my knowledge about mechanisms of change in evolutionary biology and historical linguistics. I will spend part of my time at the Nijmegen Gesture Center in the Netherlands and at the University of Chicago. I will read extensively and audit courses in these areas. This new knowledge will inform my theoretical work about developmental change, enrich my teaching of developmental psychology (560, 411, 960, 733), and enable me to offer a new graduate seminar.

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Mary Anderson Professor	Dept. of Geology and Geophysics	05-06	I request a sabbatical leave to experiment with heat transport models and to apply them to our field area in northern Wisconsin. I will incorporate instruction on the use of heat flow models in future offerings of my transport modeling course (Geology 727).
James Andreoni Professor	Dept. of Economics	SEM II	Over the past five years, the new field of behavioral economics has taken hold of the profession, as evidenced by the recent awarding of the Nobel Prize in Economics to Danny Kahneman, a psychologist. I plan to use my sabbatical to expand my knowledge of behavioral economics and to develop courses for both undergraduate and graduate students in that area.
Robert Asen Associate Professor	Dept. of Communication Arts	05-06	My project will analyze debates over proposals to "privatize" Social Security for a book project titled "Invoking the Invisible Hand." The analysis will focus on policy debates in government forums conducted during the past ten years and continuing through the present day. This research will bolster my teaching in the areas of political communication, public policy and deliberation, and contemporary rhetorical theory including CA 562, CA 610 and CA 670.
Bernadette Baker Associate Professor	Dept. of Curriculum and Instruction	05-06	I will redesign two graduate course syllabi (Curriculum Planning and Proseminar in American Curriculum Theory, 1890-present) and develop a new course (International Curriculum Studies). Also, I plan to complete a new book on curriculum history and post-coloniality that can be used in my courses.
David Becker Professor	Dept. of Art	SEM I	My sabbatical proposal concerns the study and application of artistic anatomy in regard to aging and various vices; examining the effects of aging, disease, bad eating habits, and lifestyle on the visual human body. More specific information, as to characteristic changes of the body, will be incorporated into my anatomy lectures. This will be additional resource material for art students interested in non-idealized human form.

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Florence Bernault Professor	Dept. of History	SEM II	I am applying for a sabbatical in order to achieve two goals; first, to complete my book manuscript on "Struggles for the Sacred: A History of Witchcraft and Cannibalism in Equatorial Africa, 19th-20th Century"; and second, to develop a new undergraduate course on Modern African Cultures. These projects are related, as both endeavor to illuminate and explain fundamental transformations in the religious imagination and popular cultures of contemporary Africa.
Susan Bernstein Professor	Dept. of English	05-06	I am requesting a sabbatical for research and teaching development. The main objective is to complete my book "Evolution Figures." This work will provide a foundation for the development of more courses on science, popular culture, and literary studies. Also, I plan to update or develop courses on Victorian periodicals, the serial form of the novel, and theories of popular culture in relation to transatlantic magazine culture.
Matthew Bershady Associate Professor	Dept. of Astronomy	05-06	I propose a year's leave to develop new programs in observational cosmology and instrumentation, with residence at the South African Large Telescope and the University of Toronto. I will learn how to make stars "stop twinkling," apply such technology to developing new instruments for SALT and WIYN telescopes to measure the expansion of the universe, and develop undergraduate and graduate curricula, including a graduate seminar on adaptive optics.
Robert Bickner Professor	Dept. of Languages and Cultures of Asia	SEM I	I plan to write a scholarly analysis to accompany my completed translation of "Lilit Phra Law," the oldest extant indigenous, pre-modern, Thai language narrative text. When completed my work will be a major contribution to the study and teaching of the literature, history, and culture of mainland Southeast Asia.
John Booske Professor	Dept. of Electrical and Computer Engineering	05-06	I propose to develop online (web) teaching materials to facilitate instruction in higher level ECE courses (especially ECE 520), to design engineering curriculum innovations to respond to daunting emerging national and international societal challenges, and to expand my professional expertise in applications of electromagnetic engineering by starting new research collaborations on this campus and in other universities and industry.

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Stefania Buccini Professor	Dept. of French and Italian	SEM II	I will continue my research on the motive of solitude in selected literary genres (poetry, autobiography, letters and essays) in Italian literature between the end of the Enlightenment and the inception of Romanticism. This project will build upon and greatly enhance course materials for the Department of French and Italian. I am planning to teach Italian 450, a course open to both graduate and undergraduate students, on the topic of solitude in early modern Italian literature.
James Bucklew Professor	Dept. of Electrical and Computer Engineering	SEM I	New research directions for graduate students and book projects (monographs and textbooks) including a textbook in Statistical Signal Processing which would be used in ECE 830 will be accomplished.
Stephen Bunker Professor	Dept. of Sociology	SEM II	I request a sabbatical to study how sensitivity to local environments shape place-specific technological innovations. I will do this through close analysis of irrigation systems in high, steep mountains. This will strengthen both my teaching and my research on ecological aspects of the world economy, particularly as I try to develop courses for undergraduates.
Nicholas Cahill Associate Professor	Dept. of Art History	05-06	My proposed research will be on the history of terraced cities in ancient Anatolia, Turkey. This work will enable me to enhance courses such as Art History 405, Cities and Sanctuaries in ancient Greece, and develop a new graduate seminar.
Colleen Capper Professor	Dept. of Educational Leadership & Policy Analysis	SEM II	I will examine the efforts of leaders in schools and districts that have significantly raised the achievement of typically marginalized students and who have eliminated programs that segregate students. I will identify the skills and knowledge that enable these leaders to make these differences in their schools, and explore pedagogical practices for preparing school leaders that increase leader capacity to make equity-based changes in their educational settings. This will result in the re-design of two department courses (Educational Leadership 735, Leadership for Inclusive Schooling 835) and enlarge my pedagogical expertise in teaching diversity- and equity-related topics.

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Michael Connors Associate Professor	Dept. of Art	SEM I	This sabbatical will improve my undergraduate teaching by allowing me time to research and develop an internet component to my courses. The impact of wireless-based communication technologies is significantly altering the classroom landscape. A virtual classroom component will enhance the quality of my course offerings. Courses enhanced include Art 356 (Print Production Techniques), Art 636 (Computer Augmented Printmaking), and Art 448 (Digitography).
Mark Covalesski Professor	School of Business	05-06	The primary purpose of my sabbatical program is to enhance my instructional activities. I will be revising and updating my graduate Strategic Cost Management course (AIS 771) for the Master in Accounting Program. I will also be developing a similar course for the MBA Program.
Narra Cox Associate Professor	Dept. of Professional Development and Applied Studies	SEM I	The primary goal of this leave is to develop my scholarship on the topic of "health education and social justice." Expected outcomes include development of a continuing education non-credit workshop, a credit course, and manuscripts (Teacher's Manual and a peer-reviewed article) based on this scholarship. A secondary goal is to increase my Spanish-language proficiency.
Thomas Cox Professor	Dept. of Agriculture and Applied Economics	05-06	Regional value chain management strategies provide a means to increase the profitability of small/medium agricultural firms and to enhance the viability of their associated rural communities. I propose to study extant regional production/marketing value chains to better understand their diversity, strengths/shortcomings, and business structures and to incorporate the results into my teaching of AAE 421, The Marketing of Agricultural Products.
Wendy Crone Associate Professor	Dept. of Engineering Physics	05-06	This sabbatical proposal includes several visits to other institutions to broaden existing, and establish new collaborations for research, teaching, and outreach. The planned work will support ongoing outreach efforts in nanotechnology and teaching efforts in the Engineering Physics Nanoengineering Option. It will directly impact the course in Micro- and Nanoscale Mechanics (EMA 601). Additionally, several experimental techniques related to nanomechanics and biomechanics will be investigated.

Name & Rank	School or Department	Term	Purpose
David Danaher Associate Professor	Dept. of Slavic Languages	05-06	I will spend nine months in the Czech Republic to develop my professional qualifications as a teacher and researcher of Czech language and literature. During this time I will: develop curricular materials for Czech instruction; pursue my on-going requalification as a specialist in Czech literature; develop a monograph course on a Czech author; and lay the groundwork for future research in Czech literature.
David DeWitt Professor	Dept. of Computer Sciences	05-06	I propose to spend one semester of my sabbatical at Berkeley and one semester at Stanford. Both have very strong database groups with faculty members whose interests have significant overlap with my own work on database query optimization and execution. In addition, both groups have recently revised their introductory data base courses. This will lead to the design for a new database curriculum, a new introductory course, and revising CS 564 and 764.
Stanley Dodson Professor	Dept. of Zoology	SEM I	The purpose is to engage in an intensive study and research for the revision of my successful text "Introduction to Limnology," which is currently used in Zoology 315 and 316. The book answers the call from limnologists around the world who were unsatisfied with overly-technical, turgid, dry texts, and looking for a book suitable for large diverse undergraduate courses.
James Donnelly, Jr. Professor	Dept. of History	05-06	I wish to combine the preparation of a new course on Catholicism in modern Europe with the completion of a book project on the cult of the Virgin Mary and the evolution of modern Irish Catholicism. The Religious Studies Program seeks such a course, and this new offering will also fill a significant gap in the curriculum of the History Department.
Patrick Eagan Associate Professor	Dept. of Engineering Professional Development	SEM II	Pending Fulbright funding, I have been invited by Professor Stevels of the TU-Delft to work on a project entitled "Managing Eco Design in Multi-national Companies." This opportunity affords me the chance of evaluating TU-Delft's unique Design for Sustainability program as a possible model for the College of Engineering. In addition to working on the cutting edge of eco-design, the sabbatical makes it possible to connect with the leaders in environmental engineering working on wastewater, storm water, and fish passage design, which directly affects my outreach work on campus.

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Mark Ediger Professor	Dept. of Chemistry	05-06	I will develop new, interdisciplinary research directions concerning crystallization and deformation of amorphous glassy materials. I propose to spend part of my sabbatical at the University of Sydney, Australia, developing a new research collaboration. This sabbatical will help prepare me to teach Chemistry 654 and, by developing connections to additional real world materials issues, improve my teaching at the undergraduate level.
Ellery Eells Professor	Dept. of Philosophy	SEM I	I would like to survey and assess the more recent developments in philosophical decision theory and game theory, and offer "state of the art" courses in this area to undergraduate and graduate students. The work would allow me to enhance research and literature in this area.
Julia Evans Associate Professor	Dept. of Communicative Disorders	SEM I	As a visitor at the Center of Research in Language at UCSD, I will be able to enhance my understanding of cognitive neuroscience, computer modeling, and functional brain imaging methodologies as they apply to research on language development and disorders. This will enable me to redesign my undergraduate and graduate courses in language development/disorders to include these advances in neuropsychology.
Mikhail Feldman Associate Professor	Dept. of Mathematics	SEM I	I plan to visit the Mathematical Sciences Research Institute (MSRI), Berkeley, CA., and Northwestern University, Georgia Tech, and Met Office in the UK. These visits will help me collaborate with those who are doing current research in my area, as well as to continue my research on nonlinear partial differential equations and free boundary problems and their applications. This will help me to further develop and improve the graduate course on Partial Differential Equations, and develop a topics course on applications of nonlinear elliptic equations to models of compressible fluid/gas dynamics and atmosphere/ocean motion.
Cecilia Ford Professor	Dept. of English	05-06	The sabbatical will support me in consolidating four years of research on women's participation in professional meetings. Positive outcomes will include an original scholarly volume presenting my research to an interdisciplinary readership, "Talking Change: Learning from Women's Participation," and new materials for my undergraduate course in gender and language (cross-listed with Women's Studies).

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Katrina Forest Associate Professor	Dept. of Bacteriology	SEM II	The challenge of teaching Bacteriology 668 is to make the inherently physical methods of structural biology clear to students of biology. In addition to my own field of x-ray crystallography, structural biology embraces scattering techniques with which I am much less familiar. I thus request the opportunity to improve my theoretical understanding of small angle x-ray scattering and neutron scattering and to gain hands-on experience in neutron diffraction at the FRM-II neutron reactor during a sabbatical leave at the Max Planck Institute in Garching, Germany.
Cary Forest Associate Professor	Dept. of Physics	05-06	I will perform research with collaborators at the Max Planck Institute for Plasma Physics in Garching, Germany, and teach several lecturers at the Ludwig Maximilian's Universitat. My research focus will be in two areas: current transport and microwave heating of electrons in magnetically confined plasmas used for nuclear fusion research; and studies of magnetic field generation in planets and stars (plasma astrophysics). Observing the German education system will improve the instructional component of my teaching.
Michael Fox Professor	Dept. of Hebrew and Semitic Studies	SEM II	My main project will be the preparation of a critical, eclectic edition of the book of Proverbs for the Oxford Hebrew Bible. Text criticism is taught in the advanced Biblical text courses in the Hebrew Department and used in a number of dissertations. Students will be invited to work on some of the same issues as the proposed project.
Charles Franklin Professor	Dept. of Political Science	05-06	This project combines daily polling, TV advertising, news coverage, and candidate appearances to produce the most comprehensive analysis of the dynamics of elections from Labor Day to Election Day. The analysis of the 1996, 2000, and 2004 campaigns will provide students in Political Science and Communications (i.e.: Political Science 218 and 467) analysis, data, and explanations of how campaigns sway voters.
Diana Frantzen Associate Professor	Dept. of Spanish and Portuguese	SEM I	For this research project, grammatical structures used in selected Spanish literary texts will be examined to determine how these structures convey meaning. This project will demonstrate how linguistic analyses of texts contribute to the learning of a foreign language. Also, materials developed during the project will be incorporated into Spanish linguistics courses such as Applied Spanish Linguistics and Teaching Methodology.

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Mimmi Fulmer Professor	School of Music	SEM I	I plan to advance my skills as a performer and teacher by premiering a multi-media interdisciplinary opera at the University of Michigan in fall 2005. I will carry back hands-on information about the frontier of technology, music, and drama to my students in voice and opera.
Aristotle Georgiades Associate Professor	Dept. of Art	05-06	I am proposing a sabbatical to investigate new methods of integrating artwork into the public domain in several areas of the U.S. and in Europe. This will enrich and broaden my own professional work in the area, and result in an expansion of the curriculum of the seminar I teach called "Public Domain." It is my hope that a variety of examples or "case studies" could be compiled and used to augment the information I now use. I would like to use this newly updated material to expand the focus of the current graduate seminar to include undergraduates.
Morton Gernsbacher Professor	Dept. of Psychology	SEM II	I aim to better understand the neural mechanisms underlying the control of volitional upper limb movement; to translate that knowledge into a better understanding of the difficulty in volitional limb control that I have observed in children (with autism); and to develop a course on volitional movement and impairment which will integrate into the Cognition and Cognitive Neuroscience graduate curriculum.
Maribeth Gettinger Professor	Dept. of Educational Psychology	05-06	I will use my sabbatical to develop a stronger focus on early intervention in the School Psychology Program and incorporate content addressing early assessment and intervention into three courses in school psychology (315-541, 315-742, 315-740). Students in related disciplines often enroll in these courses, thus the benefit of strengthening content related to early intervention will extend to students in departments outside of Educational Psychology.
Daniel Gianola Professor	Dept. of Animal Sciences	SEM II	I plan to begin work on a second edition of the book "Likelihood, Bayesian and MCMC Methods in Quantitative Genetics," by D. Sorensoen and D. Gianola, 2002. I will also begin preparation of a text on the application of finite mixture models to biology. This will support graduate teaching of quantitative genetics at the cutting edge.

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Arthur Glenberg Professor	Dept. of Psychology	05-06	I will study at the Max Planck Institute in Munich, Germany, and in the laboratory of Giacomo Rizzolatti at the University of Parma, Italy, learning to use transcranial magnetic stimulation. As a result, members of my laboratory (many from the UW's Undergraduate Research Scholars program and the summer PREP program) will be able to participate in interdisciplinary research. I will incorporate expanded discussion of interdisciplinary research into my undergraduate courses.
Mary Gomez Professor	Dept. of Curriculum and Instruction	SEM II	This sabbatical proposal aims to respond to the following questions; What does being Hispanic/Latino mean for one's success in the elementary education program and UW-Madison, and how do Hispanic/Latino students perceive, understand, and experience our program? As a faculty member and director of the first school-based practicum enrolled by students in the program, I aim to make pedagogical changes in our program, and then create a training program for faculty and teaching assistants to implement these changes—to better serve students of color on campus who are enrolled in the elementary education program. Courses enhanced are C&I 368 (Teaching Reading), C&I 369 (Teaching Language Arts), and C&I 422 (Teaching Children's Lit.).
Stith Gower Professor	Dept. of Forest Ecology and Management	05-06	The objectives of the sabbatical are to revise the book "Applications of Physiological Ecology to Forest Management" by J.J. Landsberg and S.T. Gower to become a useable textbook for my forest ecology class (FOR 550). The second objective is to develop an introductory undergraduate course "Forest Ecosystems of the World" that will be converted into a UW web-based course in the future.
Mary Elizabeth Graue Professor	Dept. of Curriculum and Instruction	05-06	I will analyze data from a large-scale evaluation study of Wisconsin's class size reduction program (SAGE). I will work to describe relations among teaching and administrative practices and student achievement, focusing on what works and for whom. This analysis will inform my work in the UW Elementary Teacher Education Program including C&I 425, 726, and 717.

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Jan Greenberg Professor	School of Social Work	05-06	I am the PI/co-PI on three NIH longitudinal studies investigating the impact of care-giving on the parents of adults with disabilities. I will write up study findings for publication and prepare an NIH continuation grant. In addition, there has been accumulating evidence on the effectiveness of new mental health treatments. I will take course work on these treatments, which will allow me to update and enrich our mental health curriculum.
David Griffeth Professor	Dept. of Mathematics	SEM II	I will pursue several projects with Madison as home base, visiting collaborators at the University of Minnesota, the Santa Fe Institute, the University of Michigan, and various campuses of the University of California. A book at the introductory graduate level on threshold growth dynamics and research on mathematical models for traffic flow are planned. This will be the basis for a Math 833 topic's seminar. Courses to be enhanced by my research include Math 130, 131, and 132.
Matthew Hitchman Professor	Dept. of Atmospheric and Oceanic Sciences	SEM II	I propose to take a sabbatical in the United Kingdom at Cambridge and Reading Universities to collaborate on chemical transport issues relevant to climate change and to enhance my AOS/IES 171 course, Global Change: Atmospheric Issues and Problems, with a view toward publishing a textbook.
William Hoyt Associate Professor	Dept. of Counseling Psychology	05-06	My most important methodological work is in applications of generalizability theory (GT). An issue that hinders researchers from using GT is their unfamiliarity with its use of variance components, and unclarity about how generalizability coefficients derived from GT studies relate to classical (correlational) reliability coefficients. My primary goals are: (a) to assimilate recent work on connections between variance component analyses and correlational analyses; (b) to integrate this perspective into my ongoing research programs applying GT to psychometric analyses of other-ratings, and (c) extend this framework to psychometric analysis of self ratings. Courses enhanced include CP 950 (Research Methods in Counseling) and CP 954 (Research Methods II).

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Steven Ingham Professor	Dept. of Food Science	SEM I	I will improve my knowledge of the food safety regulatory process by taking online university food law courses, interning with the Wisconsin meat inspection office, and visiting key federal regulators. The sabbatical will enable me to better teach Wisconsin food processors how to comply with food safety regulations affecting them.
Harvey Jacobs Professor	Dept. of Urban and Regional Planning	SEM II	I will undertake research on non-U.S. land use and environmental policy so as to: (i) initiate a new course with a specific non-U.S./global focus; (ii) create a semi-formal Minor Option B in property studies; and (iii) update the course offerings I currently provide such as Land Use Policy and Planning.
Janet Jensen Professor	School of Music	SEM I	I would like to develop expertise in two alternative styles of string playing: electric instruments and folk music. I plan to develop pedagogical curricula in related technology, and acquire technical skills. I would also study Scandinavian fiddling and the folk instrument “nyckelharpa.” This ancient instrument offers insights into the evolution of bowed instruments, and the process of skill acquisition is central to string pedagogy. This sabbatical would also be used to prepare a symposium honoring the life and work of Marvin Rabin, tentatively scheduled for spring 2006.
Stephen Kantrowitz Associate Professor	Dept. of History	05-06	My research reconstructs the political and ideological world of the northern abolitionist radicals of the Civil War Era. It will reshape my regularly offered courses by broadening their coverage of northern society, antislavery, and the comparative history of post-emancipation societies; it will introduce students to a new range of primary sources; and it may lead to innovative new courses.
Shanti Kumar Assistant Professor	Dept. of Communication Arts	05-06	The sabbatical is for working on a book manuscript on Ramoji Film City (RC) in Hyderabad, India, which is considered to be the largest film city in the world. The book will evaluate how and why foreign and domestic film makers are tapping into RFC’s one-stop-shop of outdoor locations and indoor studios to produce hybrid mediascapes that resemble prominent cultural landscapes from all over the world. This book project will also benefit my teaching by enabling me to teach courses about the recent trends in the Indian cinema industry.

Name & Rank	School or Department	Term	Purpose
Ullrich Langer Professor	Dept. of French and Italian	SEM I	I will complete a book-length project on the relationship between renaissance literature and the concept of pleasure, as defined in classical and early modern moral philosophy. I intend to expand and adapt my materials for teaching at the undergraduate and graduate levels here, such as French 271.
Alexander Lazarian Associate Professor	Dept. of Astronomy	05-06	Progress in computing has shown that the picture of magnetic turbulence that dominates the astronomical literature is incorrect. During the intended sabbatical leave, I plan to work on a book on astrophysical turbulence to be used by students for a number of courses given in the Astronomy Department (Astronomy 700 and 720), as well as develop an interdisciplinary course for graduate students in Physics, Astronomy, and Engineering.
Jean Lee Professor	Dept. of History	05-06	I request a sabbatical leave to complete a two-volume analysis of the role and importance of Mount Vernon in the development of the American Nation, 1783-1865. Drawing upon the research and analysis for this project, I will offer a new, advanced undergraduate seminar (History 600) on historical memory and the early Republic. Secondly, I will develop a document-based component for my undergraduate lecture course on the Revolution (History 344). In these courses students will use the rich records associated with Mount Vernon to explore topics of national significance.
David Loewenstein Professor	Dept. of English	05-06	I am applying for a year-long sabbatical to complete a full draft of a cross-disciplinary book entitled "Writing and Persecuting Heresy in Early Modern England." This book examines how perceptions and fears of heresy and heretics fueled bitter cultural conflicts and powerful anxieties manifested in a wide range of literary, religious, and political texts from the English Reformation to the English Revolution. I plan to design a new course on Literature, Religion and Toleration in Early Modern England.

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Monica Macaulay Professor	Dept. of Linguistics	05-06	My research involves aspects of the Menominee language. Projects will include work on a dictionary of Menominee, research on Menominee morphology (word structure), and a translation of Menominee letters from 1938-1940. This will enhance my teaching of introductory and advanced morphology classes, my Survey of North American Indian Languages, and a topics class on the structure of Menominee. It will also provide graduate and undergraduate students with invaluable training in data collection and analysis.
Sally Magnan Professor	Dept. of French and Italian	SEM II	The study examines how students in France develop their ability to speak French and how that development relates to self-perceptions of personal identity. Findings will be used to reframe French 227, which precedes study abroad; to develop a new graduate course on immersion learning; and be shared with study abroad advisors.
David McDonald Professor	Dept. of History	SEM II	I plan to do research on Russian culture, politics and diplomacy during the month before the Great War, to explain Russia's entry into the conflict and to offer a broad picture of the empire on the eve of its collapse. This research will enrich an existing undergraduate seminar and create two new advanced undergraduate courses. The materials created could also be used in a course on Russia from 1905 until 1917.
Julie Mead Associate Professor	Educational Leadership and Policy Analysis	SEM I	I request leave for fall semester 2005 in order to update three law courses I teach (305-840, 305-940, and 305-842) in light of the No Child Left Behind Act and the reauthorization of the Individuals with Disabilities Education Act, so that students have the opportunity to fully understand these two Acts.
Mary Metz Professor	Dept. of Educational Policy Studies	SEM II	My purpose is to read, reflect, and write about the impact of new state and federal policies on school organization and on teaching as an occupation. I teach graduate courses (EPS 635 and 736) directly on both these subjects and undergraduate courses (EPS 300 and 500), in which these topics form part of the substance of the courses.
Daniel Meyer Professor	School of Social Work	05-06	My two goals are to: (1) transform reports on welfare policy into academic articles and use in teaching my graduate-level Social Policy Courses; and (2) sharpen my teaching through adapting/updating my current courses and prepare a new course, either a FIG on US Poverty, a Ph.D. course on applied quantitative methods, or M.S.S.W. course on spirituality and social work.

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Nancy Mladenoff Assistant Professor	Dept. of Art	05-06	I plan to develop a new course on Painting and Mixed Media Installation, as well as do further research for an Advanced Painting Theory/Criticism Seminar for undergraduate art majors. I will also expand my own professional research which is directly tied to my new course proposals through one of two fall residencies in Europe, where I will be developing the photographic and installation aspects for two large-scale projects involving "nature."
Gilead Morahg Professor	Dept. of Hebrew and Semitic Studies	SEM II	I will study the major social themes in the novels of A.B. Yehoshua and the manner in which Yehoshua deploys narrative and figurative structures in order to create thematic meaning. Work on this project will also provide an opportunity to update my course on Israeli Fiction in Translation (Hebrew 347).
Lisa Naughton Associate Professor	Dept. of Geography	05-06	I intend to spend two semesters at Columbia University's Center for Environmental Research as a Visiting Fellow. This will serve as my academic "home base" during the year while I (a) write up my previous research (likely in book format); and (b) travel to Uganda to conduct field research on new strategies for integrating biodiversity conservation with poverty alleviation. I will also draw from my field research in Uganda during my sabbatical period to enliven and deepen my teaching of Geography 339, 434, and 538.
P. Martin Nystrand Professor	Dept. of English	SEM I	I am applying for a sabbatical for fall semester in order to write a book, "The Semiotics of Influence," which is a sociocultural history of composition studies investigating the history and social context of empirical writing research as it unfolded in North American during the 1970s and 1980s. The project will directly contribute to English 700 and 900.
Hakki Ogelman Professor	Dept. of Physics	SEM II	The proposal is to re-structure the "Energy" course I teach in the Physics Dept. for the conditions of a developing country like Turkey. I will eventually offer a textbook in English (which can be translated into Turkish) making the point that development does not require energy waste and environmental destruction.

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Emiko Ohnuki-Tierney Professor	Dept. of Anthropology	SEM II	The purpose of the sabbatical is to develop two undergraduate courses and one graduate course on food and wars. I taught two courses- Anthropology of Food and Anthropology of Nationalism, Patriotism, and Modern Wars- on an experimental basis and they were well received by undergraduates. Both topics are of enormous importance, for different reasons. A new graduate course, Anthropology of Political Symbolism, will also be developed as a course on social theory.
Donald Passman Professor	Dept. of Mathematics	SEM I	I plan to work on research that will change the way I teach my graduate Ring Theory course. Also I plan on finishing my worksheets to be used in a projects-oriented approach to teaching undergraduate Abstract Algebra.
John Perepezko Professor	Dept. of Materials Science and Engineering	SEM I	During the fall semester of 2005, I propose to visit the Institut fur Nanotechnologie within the Forschungszentrum Karlsruhe in Germany in order to continue research collaboration with colleagues and to develop a funded collaborative research project. I plan to develop new lecturers on the fundamentals of nanostructured materials for undergraduate and graduate level courses.
J. Paul Peter Professor	Marketing	05-06	The purpose of the proposed sabbatical is to improve my teaching of an advanced marketing research course (Marketing 810, Advanced Topics in Marketing Research) and to develop a new course in marketing strategy (Marketing 460). These areas will also be studied for opportunities for possible future research.
Cyrena Pondrom Professor	Dept. of English	SEM I	The relationship of T.S. Eliot to gender issues has been a contested site since the poet's legal suppression of John Peter's homoerotic reading of "The Waste Land" in 1952. Today some "queer critics" claim that much of Eliot's work manifests repressed homoeroticism, while traditional Eliot scholars reject all suggestions of such claims. I plan to complete a research project entitled "T. S. Eliot and the Performativity of Gender," which will contribute to my teaching classes on T. S. Eliot and Modern Poetry.

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Pamela Potter Associate Professor	School of Music	05-06	I plan to complete a book manuscript on the history of musical life in twentieth-century Berlin, and continue my research on Nazi aesthetics in the arts and literature. The former project grows out of two seminars taught at the UW (German 236 and Music 911). The latter project on Nazi aesthetics grows out of a lecture course (German 278) taught over the past several years. The work will enhance these courses and lead to the development of further interdisciplinary courses on German culture and music.
Lincoln Quillian Associate Professor	Dept. of Sociology	05-06	My sabbatical will be used to elaborate a model of how biased perceptions of the characteristics of ascriptive social groups contribute to inequality, especially racial inequality. The sabbatical will also be used to develop a related mid-level undergraduate course on inequality in American society.
Arun Ram Professor	Dept. of Mathematics	05-06	One of the main problems in Combinatorial Representation Theory is to find a purely combinatorial (elementary and non geometric) formula for Kazhdan-Lusztig polynomials (polynomials that describe the symmetry and the visible components of geometric objects with respect to two different views: from the origin and from infinity). Recent work on (path) models for infinite dimensional representations of Lie groups (symmetry groups that look flat at any point) is yielding information about these elusive polynomials. Some of the experts in this field (Francesco Brenti, Corrado DeConcini and Claudio Procesi) are at the University of Rome where I propose to spend time in residence. Courses to be enhanced include Math 221, 521, and 741.
Stephanie Robert Associate Professor	School of Social Work	05-06	My goals are to: (1) develop course modules for my graduate courses that address (a) content on social and economic determinants of health, and (b) how to translate this knowledge into policy and practice; (2) continue my own research on social and economic determinants of health; and (3) improve my skills in translating knowledge into policy and practice.

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Jean-Pierre Rosay Professor	Dept. of Mathematics	05-06	During the sabbatical, I plan to continue my existing productive collaborations in the field of complex analysis with faculty members in Sweden, Spain, Florence, and Slovenia. The research will have a direct effect on the graduate course Math 823 (Several Complex Variables) and incorporate the recent work of Professor Forstneric of Ljubljana, among others.
Douglas Rosenberg Associate Professor	Dance Program	05-06	The main focus of my sabbatical will be to conduct research in the area of dance made for the camera or screendance. The research will support the completion of a book on the subject, and allow me to generate substantial teaching materials for my courses such as "Survey of Interarts and Technology," in the dance program.
Mark Saffman Associate Professor	Dept. of Physics	05-06	I plan to visit the Niels Bohr Institute in Copenhagen, Denmark, and The Australian National University in Canberra, Australia. I will work on experiments in quantum optics, macroscopic entanglement, and nonlinear optics. These tabletop experiments concern fascinating aspects of quantum and classical physics that have the potential for incorporation into our classroom and laboratory curricula. Through discussions with colleagues and active participation, I will seek ways that we can modernize and enrich our teaching curriculum such as Ph-308, Ph-625, or Ph-407.
Frank Salomon Professor	Dept. of Anthropology	SEM I	Peruvian fieldwork and comparative research combine to place the Andes' enigmatic knotted-cord script (khipu) into a broad "ethnography of writing." A 300 level course on ethnography of literacy, intended to serve the Education School and students with a Classics major or various area studies majors, as well as anthropologists, will result.
Larry Samuelson Professor	Dept. of Economics	05-06	I propose to spend 2005-06 at the University of Pennsylvania working with coauthors to complete a project on the economics of long-run relationships and to develop a new project on non-price resource allocation mechanisms. Both topics are mainstays in my courses (i.e.: Economics 101, 521, 711-713, 805), which will be reshaped and revitalized by the research.

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Joan Schmit Professor	School of Business	05-06	The sabbatical will be used to study two fields at the Princeton University's Law and Public Affairs program: (1) risk perceptions across cultural and demographic characteristics; and (2) the relationship between liability systems and governmental health/welfare programs. In addition, a better understanding of these two fields will allow me to prepare students for more effective risk management practices in a global economy.
David Schwartz Professor	Dept. of Chemistry	05-06	I direct a training program in the genomic sciences and head a large laboratory that trains graduate students in the field. My proposed sabbatical is aimed at enhancing the information technology aspect of what I teach, as well as my ability to offer a more modern and broad range of topics to my students in courses such as "Genomic Science."
William Sethares Professor	Dept. of Electrical and Computer Engineering	05-06	Much of my work focuses on the temporal and rhythmic relationships between biological/perceptual aspects of the human auditory system and the sound machines (musical synthesizers, effects units, drum machines, musical computer software, etc.) we engineer. My hope for this sabbatical year is to write a book "Rhythm and Transforms" (working title) which will help bring this field to maturity. This book will play a key role as a text in the electro acoustics curriculum (especially ECE 401) and will help to establish the UW acoustics program as one of the premier music-technology centers in the country.
Dhavan Shah Professor	School of Journalism and Mass Communication	SEM I	My two goals for this leave period are to finish a book concerning media effects on civic and political engagement in America, and to update my knowledge of emerging strategic communication strategies and tactics involving digital technologies and message delivery. The latter will be particularly useful in my undergraduate teaching at the 300 and 400 level.

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Jude Shavlik Professor	Dept. of Computer Sciences	05-06	My teaching and research area is artificial intelligence, particularly the subfield called machine learning. My plan is to increase my understanding of inductive logic programming (ILP), which uses a much richer representation of data and learned models than is typically used. The center for ILP research is Europe and I plan to go to the Paris area, visiting leading groups there and elsewhere in Europe. Obtaining a deeper understanding of ILP will improve my teaching of CS 540 (Intro to Intelligence) and CS 760 (Machine Learning), as well as my occasional teaching of CS 838's (Special Topics).
Edwin Sibert Professor	Dept. of Chemistry	05-06	I propose to spend the sabbatical in Barcelona, Spain, working with Professor Rossend Rey at the Politecnica de Catalunya. We propose to investigate the vibrational dynamics of molecules in the liquid phase. During this period I will also travel to the Complutense in Madrid and work to improve the UW science student exchange program between Madison and that University.
Bradley Singer Associate Professor	Dept. of Geology & Geophysics	05-06	My sabbatical will comprise three components. First, in order to write a textbook based on my Geology 610 course, "Geochronology, Time Scales, and Rates of Geologic Processes," I will spend part of the year compiling and editing materials into electronic format, and begin organizing the textbook. Second, I will conduct field work abroad for several NSF-supported research projects underway. Third, I applied for a Fulbright Scholarship. If successful, I will spend three months at the National Laboratory at Gif-sur-Yvette, France, in 2006.
Stephen Small Professor	Human Development and Family Studies	05-06	My plan for sabbatical leave involves several projects spanning both my resident and Extension appointments which will enhance my contributions to the instructional programs of each. They include developing educational materials, websites, and training related to science-based, prevention programs and practices, helping develop a new graduate course on Prevention and Human Sciences, and completing my text, "Bridging the Gap: Making Research Relevant," to be used in HDFS 872.

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Elliott Sober Professor	Dept. of Philosophy	SEM II	I am requesting a sabbatical for Spring 2006 to complete a book I've been working on, "The Epistemology of Evolution." This book will examine the logic of how hypotheses in evolutionary biology are tested. It will also examine the argument from the perspective of intelligent design. Courses enhanced are Philosophy 523 (Philosophy of Biological Sciences) and 520 (Philosophy of Natural Sciences).
Amy Stambach Associate Professor	Dept. of Educational Policy Studies	05-06	I plan to study the impact of American Christian evangelism on struggles over education in present-day eastern Africa. This work will contribute to three graduate-level courses that I teach: (1) African Education: Past, Present, Future (EPS 750); (2) Gender Issues in International Education Policy (EPS/WS/Lafollette 805); and (3) Anthropology and Education (EPS/Anthro 970).
James Steakley Professor	Dept. of German	05-06	My book project, "Studies on Early Twentieth-Century Gay/Lesbian Literature of Germany and Its Role in the Rise of National Socialism," examines the role of homoeroticism in the spread of Motional Socialist thinking and aims to shed new light on the persistent stereotype of the "homosexual Nazi." My research will facilitate the design of a new undergraduate course on the culture of the Weimar Republic and the rise of fascism.
Jeffrey Steele Professor	Dept. of English	SEM II	Using current geographical theory, I will be examining the literary strategies used by nineteenth-century American writers to conceptualize urban experience. This research will enable me to develop a new course: "Writing the City: Nineteenth-Century New York," which will combine literary, urban, and material culture studies.
James Stewart Professor	Dept. of Curriculum and Instruction	SEM II	My research has generated insight into pre-college science students' reasoning abilities when they engage in model-based inquiry. Results have been used to improve science teaching at the pre-college level. I will use this sabbatical to develop instructional materials on model-based inquiry for use in secondary and elementary science methods courses, C&I 372 (Teaching Science in Pre-school through Middle School), and the C&I 390 series (Teaching Science in Middle and High School).

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Michael Streibel Professor	Dept. of Curriculum and Instruction	05-06	I will redesign three graduate courses to incorporate issues of digital visualization technologies into educational research. Instructional benefits are greater awareness of what other disciplines are doing with visualization issues in their research methodologies and broadening the context of educational research to include visualization and visual culture. Courses enhanced will be C&I 700 (Critical Analysis of Computers in Education), C&I 800 (Photography as a Research Method), and a seminar course C&I 900 on Research Methods.
Gregory Tripoli Professor	Dept. of Atmospheric and Oceanic Sciences	SEM I	The purpose of the sabbatical is to rewrite a new nonhydrostatic modeling system (NMS) for UW-Madison, which will include massively parallel technology and data assimilation technology (models used by AOS researchers). Also, I plan to participate in a NASA experiment and possibly visit Antarctica which would benefit teaching observation technology.
Manon Van de Water Associate Professor	Dept. of Theater and Drama	05-06	The proposed book "Theater for Youth in the Netherlands: Plays, Purposes, and Politics" will be a unique comparative resource for U.S. Theater for Youth scholars, practitioners, and pedagogues, offering alternative pedagogical strategies and theories as well as artistic methods. The comparative data and updated research will be used in courses T&D 362 (Drama in Education), T&D 426, 525, and 526.
Stephen Vaughn Professor	School of Journalism and Mass Communication	SEM II	Using new research from four book manuscripts dealing with new media and society that I have completed since 2000, I want to improve classes I offer in journalism and communication history (i.e., J560, J819, and J919) and develop at least one new course on new media technologies and their relationship to journalism and mass communications. I also hope to move on three long-term research projects now underway.
(V) Giri Venkatarmanan Associate Professor	Dept. of Electrical and Computer Engineering	05-06	It is conventional wisdom that failure is an integral part of the learning process, but it is rarely tapped as a systematic pedagogic tool in formal engineering education. This project is aimed at developing, using, and assessing educational materials for an undergraduate course in power electronics that centrally incorporates the study of failures in the engineering process as a study vehicle.

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Bruce Wampold Professor	Dept. of Counseling Psychology	05-06	This leave involves continuing my research on the efficacy of psychotherapy, primarily by revising my book, "The Great Psychotherapy Debate," and transferring the conclusions from this research into the practice of psychotherapy by working with various managed care and employee assistance programs. Knowledge about the efficacy of psychotherapy is central to most of the courses I teach. This project will improve my instruction and lead to curricular changes as the field changes. Courses enhanced include Coun Psy 900 (Practicum in Counseling Psychology), Coun Psy 951 (Research in Individual Interventions), and Coun Psy 800 (Counseling Theories).
John Wild Professor	Business Dept.	05-06	My sabbatical will be directed at reading and research in both (1) fundamental accounting analysis and valuation; and (2) international business and accounting. This will include work on current research projects and the development of new research projects. A second objective is to develop and enhance instructional materials related to the new MBA business program, including the core accounting course AIS 700.
Andrew Wolpert Associate Professor	Dept. of Classics	SEM II	My book, "The Jury in Democratic Athens," examines how ordinary jurors who sat on Athenian courts were represented in oratory, drama, and philosophy. It will allow me to extend my use of these sources in Classics 477 and History 303, and focus more on the experiences of ordinary individuals in my teaching of ancient Greece.
Richard Zeldin Associate Professor	School of Human Ecology/Human Development	05-06	Youth-adult partnership in community change is a salient issue in the field of youth development. I propose to engage in diverse scholarship (delivery of national workshops, participation in demonstration projects, and research synthesis) to gain greater insight on the issue. Subsequently, I will develop curriculum teaching materials for community practitioners, while concurrently, adapting the three graduate classes that I instruct (HDFS 762, Adolescence and the Family; HDFS 766, Youth in community and Policy Context; and Community-Based Research, Evaluation and Consultation I and II).

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Hongming Zhang Associate Professor	Dept. of East Asian Languages and Literature	SEM I	The mechanism of language change is one of the central issues in the study of human languages. I will work for a new hypothesis that is called "morphosyntactic diffusion" during my sabbatical. I will test and expand the theory by applying it to the study of Chinese tone sandhi and prove that the diffusion theory is by nature a theory of language change with variation and selection as its foundation. The result of the research will be incorporated into EA 431/432, EA 631/632, and EA 931 seminars.

University of Wisconsin-Milwaukee

Nidal Abu-Zahra Associate Professor	Materials Engineering	05-06	The aim of this proposal is to establish a new research direction for the application in the Nano-technology field, specifically in the area of nanomaterials processing and characterization.
Margo Anderson Professor	History	05-06	The project for this sabbatical is an historical analysis of the theory and practice of statistical confidentiality in the context of the development of the U.S federal statistical system since 1900.
Brian Armstrong Associate Professor	Electrical Engineering	05-06	The purpose of this sabbatical leave is for a visiting scholarship position with an established group working in Photogrammetry and Optical Spatial Sensing, and to explore and develop research collaborations in this area.
Dennis Bennet Professor	Chemistry	SEM I	The purpose of this sabbatical leave is to author a book on the fundamentals of X-ray structural determination. The book will provide the scientific community with a text/handbook containing the elements of the single crystal structure determination experiment.
Vytaras Brazauskas Assistant Professor	Mathematical Sciences	SEM I	The purpose of this sabbatical leave is to provide time and opportunity to conduct research on prediction of health insurance losses. This project will employ theory of robust statistics to develop reliable and accurate estimators of actuarial risk measures that are used in health insurance modeling.

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Mary Buley-Meissner Associate Professor	English	SEM II	The purpose of this sabbatical leave is to co-edit an essay collection on "Hmong American Studies: An Introductory Reader." The essay collection would be the first of its kind to be published and would meet the growing demand in undergraduate and graduate programs nationwide for up-to-date scholarship on Hmong and Hmong American history, heritage, and culture.
Buddy Edward Burgess Professor	Dance	SEM II	(1) On behalf of our Department, I want to maintain and expand our connection to the American College Dance Festival Association (ACDFA). (2) As a member of the Society of Stage Directors and Choreographers, I intend to partake of selected professional development opportunities (offered by SSDC) in New York to continue to strengthen choreographic, directorial and collaborative theater skills. (3) While in New York, I will observe and absorb current innovations in dance, theater, and music theater. (4) Finally, I will conduct research on the personal artistic opportunities that exist in Milwaukee, as well as author an outline for an original multi-disciplinary work for the theater to eventually include dancers and alums of our program.
Avik Chakrabarti Associate Professor	Economics	SEM I	The purpose of this sabbatical leave is to further ongoing research in the area of international trade and investment. This research will have positive implications for the graduate and undergraduate courses.
Kyoung Ae Cho Associate Professor	Visual Art	05-06	The purpose of this sabbatical leave is to pursue a three-part strategy for addressing research projects that further develop studio investigations; continuation of active participation in national and international art venues; and the enhancement of teaching contributions.
Helena Curtain Associate Professor	Curriculum & Instruction	05-06	The purpose of this sabbatical leave is the development of a comparative study examining practices in integrating language and content in language immersion programs in the United States and abroad. The study will result in a book on such successful pedagogical practices.
Margery Deutsch Associate Professor	Music	SEM II	This sabbatical leave will allow for the continued research into effective training methods and new repertoire for orchestral musicians and student conductors. I will be guest conducting, doing clinics and master classes, and observing rehearsals and conducting classes throughout the United States.

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Margaret Duncan Professor	Human Movement Sciences	SEM I	The purpose of this sabbatical leave is to continue research in the area of obesity in the Human Movement Sciences. Anticipated outcomes of the leave are to produce articles for publication which may become the bases of a book. Also, I will contribute to the proposed Center for the Study of Obesity, especially the future interdisciplinary work for which funding is sought.
Peter Dunn Associate Professor	Biological Sciences	05-06	The purpose of this sabbatical leave is to continue data collection for a National Science Foundation-(NSF-) funded research project and to develop new web-based instructional materials for classes in behavioral ecology. I will also spend time at the University of Melbourne in Australia developing and enhancing international collaborations and learning new teaching methods.
Dave Edyburn Associate Professor	Exceptional Education	05-06	This sabbatical is to provide for an extended period of time to engage in reading, writing, and reflection, as well as facilitation of new research and development projects and grant writing. I will devote time to activities involving journal editorship, grant-funded research, and a series of professional development activities.
Valeria Errante Associate Professor	Music	SEM II	The sabbatical leave will allow for performing in operatic performances in Chicago and Milwaukee, and recital and chamber music performance in New York City, Kiel, and Copenhagen. I will also be recording in Rochester, New York.
Alison Ford Associate Professor	Exceptional Education	SEM I	I will undertake a study in the supply of teachers needed for students with severe disabilities and use it collaboratively with public school/partnership districts to develop a long-term plan in addressing the reasons for the acute shortage of certified special education teachers, especially in urban school districts.
Jane Gallop Professor	English	SEM I	This sabbatical leave will be used to work on a book entitled, "The Ethics of Close Reading."
Craig Guilbault Professor	Mathematical Sciences	SEM I	I will pursue several research related projects to include: (1) work on final stages of co-authored study of compactifications of manifolds; (2) strengthening expertise in the field of geometric group theory; (3) completion of an advanced paper which will be incorporated in a book on manifold topology.

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George Hanson Associate Professor	Electrical Engineering	SEM II	This sabbatical leave will help me strengthen my research program and develop teaching curricula in the area of nanoelectronics, in particular, on electromagnetic effects at nanometer scales (nanoelectromagnetics). I will visit the Technical University of Denmark in Grenoble, France, to work with researchers on modeling nanoelectromagnetics for carbon nanotube applications.
James Hazard Professor	English	SEM II	The sabbatical leave will be used to accept the nomination for the James Merrill Writer in Residence Award, with residency in Stonington, Connecticut. Planned writing projects will include short stories, fiction, and narrative essays eventually leading to publication.
Fred Helmstetter Professor	Psychology	SEM I	I am requesting sabbatical leave in order to allow me to focus my attention on several issues related to my research. I will use the time away from my other university duties to: (1) Complete a series of theoretical reviews and empirical papers to be published in peer-reviewed neuroscience journals. (2) To expand my knowledge of biochemistry and molecular biology through individualized research with collaborators and possible formal coursework. (3) Continue to develop my program of research in human brain imaging and cognitive neuroscience. The results of this sabbatical should include several written works, successful renewal of my current research grants on human brain imaging, and technical advances in our molecular work which will allow us to remain competitive for continued funding in this area.
William Holahan Professor	Economics	SEM I	Research on the economics of urban sprawl is a continuation of my research on the more general proposition that many urban problems are related to inefficient pricing. This work will benefit my department, university, and city. The department will benefit from publications; students will benefit from the inclusion of important topics in their courses, and the community will benefit from application of economics to local problems.
Reinhold Hutz Professor	Biological Sciences	SEM II	The specific purpose of this leave is to allow me to pursue a new investigation requiring bench laboratory work. Data generated from this work would allow me to present abstracts at the next conferences of the International Primatological Society in Kampala, Uganda in 2006; and at a site yet to be determined in 2008.

Name & Rank	School or Department	Term	Purpose
Gregory Jay Professor	English	05-06	During my sabbatical year I will continue researching and writing about the representation of lynching. This work will include analyses not only of African American literature, but of texts by Melville and Faulkner, and of films by Oscar Micheaux and popular cultural images such as that of King Kong. My aim is to produce a book length study that combines “close readings” of representation with theoretical analyses of the cultural politics involved in the discourse on lynching. This study will build on the work done by scholars such as Trudier Harris but range more widely both in terms of the kinds of materials studied and the framework of theoretical and critical questions approached.
Judith Kenny Associate Professor	Geography	05-06	My research-related plans for the sabbatical year include: (1) the completion of a monograph titled <i>Power and Place in the British Raj’s Madras Presidency</i> ; and (2) the development of grant proposals to major funding agencies such as NSF or NEH to support my continued research on Milwaukee’s public housing, (titled <i>Milwaukee’s Experiments in Public Housing</i>). As a third component of my sabbatical, I intend to develop an undergraduate/graduate level course on feminist theory and geographic research, titled Gendered Geographies. The combined effect of these three efforts will be to contribute scholarly work in the area of geographic thought and the built environment, and to incorporate a course on feminist theory into our curriculum for the benefit of undergraduates and graduate students in the department and college.
Joyce Kirk Associate Professor	Africology	05-06	The purpose of the sabbatical is to complete the documentation and description of the <i>Rites of Passage</i> training process and its impact on the youth and adult alumni in the United States. These findings will be published as a book entitled <i>Rites of Passage and African Americans in Contemporary Society</i> . This study will be conducted with the express purpose of securing extramural funding, which will enable the research findings to be the basis for a pilot project to promote curriculum changes in the public and private school systems in Milwaukee, WI.

Name & Rank	School or Department	Term	Purpose
Lian Li Associate Professor	Physics	05-06	The four principal objectives for my proposed sabbatical leave are: (1) to develop collaborations in the multidisciplinary area of nano science, with emphasis on spintronic device fabrication; (2) to prepare proposals to obtain extramural funding to establish a nano device fabrication facility here at UWM; (3) to strengthen my international collaborations at Peking University; and (4) to develop an advanced graduate course in spintronics.
Jeffrey Merrick Professor	History	05-06	I will focus on the figures of the king as father and the husband/father/master as king in public and private disputes about the use and abuse of authority during the first years of the reign of Louis XVI (from May 1774 to May 1776). I will explore a wide range of sources (royal, ecclesiastical, and parliamentary documents, pamphlet literature, collections of news and gossip, physiocratic and philosophic texts, police and judicial records), analyze the circulation and manipulation of this complex model in political context, and locate my work within the framework of ongoing debates about the ideological origins of the French Revolution.
Devendra Misra Professor	Electrical Engineering	SEM I	This proposal is for developing the research and instructional programs in the area of microsensors and smart devices. The proposed plan includes visiting The NSF-Nanoscale Science and Engineering Center facility and also the Micro and Nanotechnology Laboratory of the UIUC. Since literature on the Microsensors and smart devices is currently available mostly in the form of research publications, it is difficult to introduce the subject formally in the curriculum. Therefore, I plan to conduct a thorough search of the literature and prepare the instructional material as well. Research collaboration in this area will also be explored.
Edith Moravcsik Professor	Foreign Languages & Linguistics	05-06	I have scheduled two projects for my sabbatical year, both in the area of language typology. The first semester, I will complete a paper entitled "Explaining Language Universals," to be published in <i>The Oxford Handbook of Linguistic Typology</i> , edited by Jae Jung Song. In the second semester, I will take up a specific grammatical topic – infinitives – and carry out a cross-linguistic study on the occurrence and specific properties of this syntactic construction.

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Jane Nardin Professor	English	05-06	I am planning to write five articles, which may eventually form the genesis for two book projects. One of the books, I envision, deals with the most socially critical aspects of Jane Austen's novels, the other with the relationship between medicine, especially psychiatry, and modernist fiction.
Terry Nardin Professor	Political Science	05-06	My primary goal during the sabbatical year will be to draft a book on the theory of international justice. Drawing upon several years of research in the history of ideas about justice among nations, I hope to work out a systematic theory of justice at the international level. I will also be doing some research and writing on Oakeshott's political thought, continuing a line of research begun with a book on Oakeshott that I wrote during a previous UWM sabbatical leave.
Mark Netzloff Associate Professor	English	SEM II	A sabbatical in spring 2006 will help me to continue research on my current book-length project, <i>Before the Grand Tour: English Travel and Migration in Early Modern Europe, 1570-1640</i> . In addition, I am under contract with Ashgate Publishing for a critical edition of John Norden's <i>The Surveyor's Dialogue</i> (1607), a text that has been of growing interest to scholars working in fields ranging from the history of science to early modern economics.
Stacey Olier Associate Professor	Sociology	SEM I	I propose to take a sabbatical semester in order to complete and write up research on nursing assistants in nursing homes. Out of this research, I plan to write about the reorganization of care work in nursing homes, how nursing home nursing assistants balance work and care, and the problem of retention of low-wage care workers.
Kathryn Olson Associate Professor	Communication	05-06	In this project, <i>A Case Study of American Collective Memories' Revision and Use as a Community Resource</i> , twenty years of teaching and research on contemporary presidential rhetoric and campaigns is combined with the quest for empowering people to responsibly and effectively support or challenge generally accepted versions of public opinions and events. This research will make a unique contribution to the interdisciplinary collective memory literature by approaching the phenomenon as a dynamic community resource. It analyzes the ways in which the formation and reformulation of collective memories regarding a single, relatively recent, well-documented event is a humanistic resource for uniting and guiding communities as well as providing the means for resisting their use or revision.

Name & Rank	School or Department	Term	Purpose
Ronald Perez Associate Professor	Mechanical Engineering	05-06	The purpose of this sabbatical leave is twofold: (a) to advance new areas of research in Intelligent Control of Space Vehicles; and (b) to acquire new perspectives for developing innovative courses that are relevant to cutting-edge technology. I plan to spend my sabbatical leave under the sponsorship of the National Space Development Agency (NSDA) of Japan at the Guidance and Control Technology Laboratory in the Tsukuba Space Center. In addition, I will visit several universities in Japan to become familiar with their educational system and establish contacts that could help UW-Milwaukee enhance its mission.
Ceil Pillsbury Associate Professor	Business Administration	SEM I	On my sabbatical I propose to spend time in North Carolina working with Ernst and Young on the Internal Control audits now required as a part of the Sarbanes-Oxley legislation. In addition to participating as a member of the audit team, I will be conducting joint research with an audit partner on the information content of the new required reports on the quality of companies' internal controls that are legislated by Sarbanes-Oxley.
Kevin Renken Associate Professor	Mechanical Engineering	SEM I	A one-semester sabbatical leave is requested to conduct university-industry research with a German firm that has previously established an "Industrial Research Agreement" with UWM. The research will involve the application of Electro-Osmotic Technology to the problems of toxic-waste site clean up and accidental and intentional releases of airborne chemical, biological, and radiological (CBR) agents.
Paula Rhyner Associate Professor	Communication Sciences & Disorders	05-06	This sabbatical leave will allow me the time needed to develop and implement a collaboration model for the UWM-MCFI partnership that will facilitate research and teaching within an educational setting for children and adults with disabilities and their families. Anticipated outcomes are: (1) development of a model for effective collaboration among key UWM faculty members and between UWM and a community agency that serves the target population (i.e., MCFI); (2) identification of strategies for effective implementation of the collaboration model; and (3) pilot implementation of the collaboration model.

Name & Rank	School or Department	Term	Purpose
Linda Sabatini Associate Professor	Health Sciences	SEM I	I am requesting approval for a sabbatical to participate in a CDC-sponsored Career Development Opportunity (CDO) in the Genomics and Disease Prevention Program. The proposed sabbatical would provide the opportunity for additional training in the area of genetic susceptibility to disease. It would allow me to expand my research activities in this important area, develop new collaborations, and enhance my ability to attract extramural funding.
Denis Sargent Professor	Visual Art	05-06	I am requesting a full-year sabbatical leave to pursue a creative research project utilizing both digital media and painting, integrated into ongoing studio investigations. This project will have important applications for my continuing studio research as well as curricular applications and benefits for my students and the department.
Aaron Schutz Associate Professor	Educational Policy & Community Studies	SEM II	This sabbatical will help me complete a book-length manuscript, <i>Education for Social Action: Beyond John Dewey</i> .
Amanda Seligman Assistant Professor	History	SEM II	The goal of the sabbatical leave is to produce two articles (the history of block clubs in Chicago; the history of the Organization for a Better Austin). This project will result in a series of articles, possibly for an anthology, or a synthetic account of the history of community organizing in the United States, with Chicago as a focus.
Gil Snyder Associate Professor	Architecture	SEM II	The primary focus of this proposal involves the investigation of constructive techniques employed in the detailing of the architectural enclosure to achieve an energy-efficient design. The purpose of this research is to investigate the similarities and differences in approach to the resolution of architectural enclosure detail issues, with great specificity, in England, Germany, and France. This will be accomplished through examination of primary source documents from selected architectural artifacts identified for their advances in sustainable architecture. This research will feed directly back to my teaching and will also serve as a resource for professional practice locally.

Name & Rank	School or Department	Term	Purpose
Rachel Spilka Associate Professor	English	SEM II	This sabbatical leave is so that I can complete the full manuscript of a contracted book for Lawrence Erlbaum by a June 2006 deadline. The book is <i>Technical Communication Intersections: Integrating Theory, Research, Teaching, and Practice</i> , co-written with Dr. Dave Clark. What is learned from researching and writing this volume will be integrated into other undergraduate and graduate courses in professional writing.
Keith Sverdrup Professor	Geosciences	SEM II	The purpose of this sabbatical is to modify and update existing earthquake location algorithms so that they make use of the most accurate earth travel-time models. I originally wrote these algorithms as part of my doctoral dissertation and they have not been updated since then (1980). I should be able to use the revised programs to study the relative locations of earthquakes in any region of the world.
Kyle Swanson Associate Professor	Mathematical Sciences	SEM II	Currently, there is no ability to run advanced global atmosphere/ocean circulation models at UWM, in spite of ample computer resources. The primary goal of this sabbatical will be to develop the capability to run such models in-house and to use that capability to leverage extramural support.
Trudy Turner Professor	Anthropology	SEM II	The purpose of the sabbatical will be to accumulate information on behavior, group size, group location, and diet of vervet monkeys living in environments that differ in altitude, rainfall, temperature, and plant communities in the Blyde River Nature Reserve in South Africa. This research is part of my long-term research agenda. It will also afford me the opportunity to establish research and educational opportunities abroad for UWM students.
Andre Tyson Associate Professor	Dance	SEM I	My sabbatical request objectives will be continuing education and choreographic research in dance encompassing educational and artistic elements vital to my productivity as a full-time faculty member. I plan to go to New York and re-immense myself in the practical application of various aspects of the study of dance. Instruction of dance requires that an instructor/choreographer stay conversant with the many changes and trends in the dance profession. Dance is a constantly evolving art form, and I too must evolve with it.

Name & Rank	School or Department	Term	Purpose
Harry Van Oudenallen Professor	Architecture	SEM I	During the course of the sabbatical semester I intend to perform research on multi-family housing prototypes from countries where the cost of energy is significantly higher than in an American context. I plan to increase my understanding of the relationships of energy, government, culture, and construction.
Kathleen Wheatley Associate Professor	Spanish & Portuguese	05-06	I am requesting a full academic year sabbatical leave in order to complete two projects. The first relates to my role as Spanish Language Coordinator and member of the UW System Spanish Placement Test Development Committee by organizing a UW System Spanish Summit in the spring of 2005 where representatives of each UW campus will discuss the policies and procedures that affect students. The second project will expand upon my research interests in the historical evolution and dialect variation of Spanish, to encompass the Judeo-Spanish dialect of the Jews of Spain before their expulsion in 1492.
Linda Whittingham Associate Professor	Biological Sciences	05-06	The purpose of my sabbatical is two-fold; to expand my research and to learn about a new web-based program to provide students with extensive feedback on their work even in high enrollment courses.
Merry Wiesner-Hanks Professor	History	05-06	I am applying for a full-year sabbatical to work on two projects. One will be writing the third volume in the new <i>Cambridge History of Europe series, Early Modern Europe, 1450-1789</i> , a series from Cambridge University Press. This will be a 180,000 word survey intended for upper-level history classes. The second is to work with Houghton-Mifflin to design a web-based version of <i>Discovering the Western Past: A Look at the Evidence</i> .

Name & Rank	School or Department	Term	Purpose
Frank Wilson Associate Professor	Sociology	05-06	The goal of this sabbatical is to conduct statistical and library research relevant to understanding how recent macroeconomic, urban development/redevelopment, and public policy changes are affecting race relations across metropolitan areas and communities. I will: (1) update my statistical database and analyses of metropolitan area demographic, economic, and housing changes between 1990 and 2000; (2) develop case studies which identify the relationships of public policy and local action; (3) publish at least two or three papers out of this research; (4) develop new teaching and curriculum resources and pedagogies that will inform issues of urban inequality, race relations, and community renewal.
Charles Wimpee Associate Professor	Biological Sciences	SEM II	This sabbatical will allow me to pursue studies aimed at increasing our understanding of the evolutionary diversity, ecology, and molecular genetics of marine bioluminescent bacteria. The activities proposed will be carried out in St. Petersburg, Florida (collection and isolation of bacteria), my laboratory at UWM (fingerprinting and molecular hybridization studies), and at the WATER Institute (cluster analysis in collaboration with Dr. Sandra McLellan).
Douglas Woods Associate Professor	Psychology	SEM II	During the sabbatical year, I will complete an application for a career enhancement award from the National Institutes of Health and two edited texts. The completion of these projects will benefit UWM by potentially increasing long-term grant funding and increasing recognition of the campus.
Hong (Iris) Xie Associate Professor	Information Studies	05-06	The objective of the sabbatical is to work on a book entitled "Interactive Information Retrieval in Digital Environments," which develops a theoretical framework for information retrieval (IR) interaction and further discusses its implications in IR systems design and evaluation at digital age.
Vladislav Yakovlev Associate Professor	Physics	05-06	This sabbatical leave is requested to conduct research in the field of single-molecule spectroscopy. I will be able to learn new techniques and research methods directly from the leading experts in this area of research, extensively supported by NIH. The information and research materials collected will also serve the purpose of enriching the context of "Introduction to Biophysics course" and promote the development of new graduate level courses.

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University of Wisconsin-Oshkosh			
Helen Bannan Associate Professor	Women's Studies	05-06	This sabbatical project has two focal points and intended outcomes: (1) an analytical biography of Jessie Jack Hooper and her career as a political activist; and (2) an analysis of the 1920s reform of federal and state Indian law and policy to improve living standards of Wisconsin's Indians.
John Bowen Associate Professor	Geography	SEM I	The purpose of this sabbatical is to write a book about the impact of air transportation upon economic, social, political, and medical geography.
James Chaudoir Professor	Music	SEM II	The purpose of this sabbatical is to compile a collection of existing and newly created multiphonics and other extended techniques with workable fingerings for the modern recorder.
Robert Cimera Associate Professor	College of Education and Human Services (COEHS)	05-06	The purpose of this sabbatical is to research the current best practices related to diagnosing and teaching children with autism and autism-spectrum disorders resulting in a manuscript entitled <u>Autism Does NOT Mean "Stupid!": A Guide For Parents and Teachers.</u>
Jeanie Grant Moore Associate Professor	English	05-06	This new extended project will revise a book-length manuscript connecting the political reign of Elizabeth I and the politics of the Shakespearean stage.
Daniel Lehrmann Associate Professor	Geology	SEM II	This sabbatical will enable the proposer to pursue two related research objectives concerning the evolution of ancient marine carbonate systems: (1) Develop a new research program on the mechanisms controlling evolution and architecture of Miocene reef systems in Java Indonesia; and (2) Complete field work in South China on the causes of the end-Permian mass extinction and marine conditions during re-diversification of life following the extinction.
Roberta Maguire Associate Professor	English	SEM I	The purpose of this sabbatical is to complete a book manuscript focusing on the work of Albert Murray, an 88-year-old novelist, cultural critic, and authority on the blues and jazz.
Stephen Makar Associate Professor	College of Business Administration (COBA)	SEM II	This sabbatical involves an in-depth study of the theoretical, practical, and empirical implications of accounting choice for currency risk management practices.

Name & Rank	School or Department	Term	Purpose
Richard Masters Associate Professor	Art	SEM I	The purpose of this sabbatical is to execute a series of large-scale, photo-realistic drawings, depicting Eastern Asian cityscapes. Depending on size and complexity, eight to twelve individually framed pieces will be completed.
Ava McCall Professor	College of Education and Human Services (COEHS)	SEM I	During this sabbatical, the proposer will do extensive professional reading in social studies education, including studies of exemplary teaching and research factors that support and impede expert teaching. This sabbatical will build upon previous research and will result in three manuscripts for publication.
Timothy Paulsen Assistant Professor	Geology	SEM II	The purpose of this sabbatical is to determine the stress field history of the McMurdo Volcanic Group in Antarctica, building upon previous research and synthesizing and assessing the significance of the data.
George Philip Professor	College of Business Administration (COBA)	SEM II	The purpose of this sabbatical is: (1) to gain professional development in computer networking, hardware, and system software; and (2) to develop teaching materials for database and software development courses.
Frances Rauscher Associate Professor	Psychology	05-06	The purpose of this sabbatical is to develop a book to scientifically evaluate the effects of music instruction on cognition, health, and social behavior.
Lakshmi Tatikonda Professor	College of Business Administration (COBA)	SEM I	During this sabbatical, the proposer will: (1) do extensive reading and research on cost management techniques, specifically, the Lean concept, integrating these concepts, tools and techniques into existing cost management courses; and (2) complete the Certified Financial Manager (CFM) exam.

University of Wisconsin-Parkside

Name & Rank	School or Department	Term	Purpose
Simon Akindes Associate Professor	Teacher Education	05-06	This qualitative inquiry in Bénin, grounded in cultural studies, critical pedagogy, and Braudel's historical concept of "longue duree," seeks to make meaning of the intersection of teachers' lives and the larger cultural environment, and how they interface with their work. The study will be conducted primarily through in-depth interviews of elementary, middle and high school teachers in Bénin and Côte d'Ivoire, and through school observations. This project links directly to our Teacher Education Department mission regarding diversity in the program.
Alan Goldsmith Associate Professor	Art	05-06	I will be using the time of my sabbatical developing skills in Maya, a complex 3D modeling and animation tool, in order to add these skill sets to my existing classes and classes that will become essential with the ramping up of the new Digital Arts Major. In addition, I will be renewing and upgrading skills in programs and computer operating skills with the software and computers we use in our labs. Finally I will be working on digital photography and developing a course in order to offer courses in this area as well.
Susan Haller Associate Professor	Computer Science	05-06	On her sabbatical, Dr. Susan Haller proposes to conduct research on natural language processing at the University of Illinois, Chicago, with Dr. Barbara Di Eugenio. She will develop a tutoring system on basic data structures and algorithms. She will also develop a new course on web services programming for the Computer Science Department at her home institution, the University of Wisconsin – Parkside.
Megan Mullen Associate Professor	Communication	SEM II	My proposed sabbatical will be devoted to the completion of an ongoing project, an examination of the role played by the very earliest local cable television systems in the United States in the formation of the modern cable industry. The emphasis is the role of localism and regionalism in the industry's formation. The goal of the sabbatical year is a completed book manuscript.

Name & Rank	School or Department	Term	Purpose
Judith Tucker-Snider Associate Professor	Theatre Arts	05-06	I plan to study theatrical make-up techniques in California at the Kryolon Studios in San Francisco and Joe Belasco in Los Angeles; to study computer-drawing programs Painter 8 and Photoshop; to meet with and set up intern possibilities (acting, directing, design, stage management, and technical) for our students at prestigious west coast theatre and opera companies such as ACT in San Francisco, San Francisco Opera, Berkley Rep, South Coast Rep, etc.; and to explore setting up a specialized semester of study in England concentrating on Costume and Make-Up Design.
Zhemine Wang Associate Professor	Business	SEM II	I'm requesting a one-semester (spring of 2006) sabbatical leave to conduct extensive international accounting research. Such research would allow me to build an international perspective (which is one of the critical missions of our business education) into the accounting curriculum at UW-Parkside. The information collected during my sabbatical leave should also result in refereed journal publications, which is also a critical component of the School's mission.

University of Wisconsin-Platteville

Martha Drummond Associate Professor	Humanities-English	SEM II	Professor Drummond proposes to conduct research and complete an interdisciplinary book and CD about ancient and medieval technology. Dr. Drummond's application of technology to instruction will include comparing several international education texts to reveal their technological contexts.
Osama Jadaan Professor	General Engineering	SEM II	Professor Jadaan proposes to use collaborative and interdisciplinary activities, and international education as emphases to develop a course on probabilistic design and life prediction of Micro-Electro-Mechanical structures. This course would be taught in Germany and at UW-Platteville. Dr. Jadaan is also proposing to perform background research and write grants for submission to federal and industrial agencies.

Name & Rank	School or Department	Term	Purpose
Prathivadi Ravikumar Professor	Mechanical & Industrial Engineering	SEM I	Professor Ravikumar proposes to prepare and publish a textbook focusing on manufacturing processes, economics, mechanics, design integration, and engineering problems. He will share the content of this book through the use of application of technology to instruction and distance education.
Nancy Turner Associate Professor	Social Sciences - History	05-06	Professor Turner proposes to research and write a book-length study of Christian theologians' attitudes towards Jews and Judaism in the late Middle Ages that will later be published. Additionally, Professor Turner will be including interdisciplinary activities and international travel to conduct research on the life of the German-Jewish astronomer Themo Judei.

University of Wisconsin-River Falls

Name & Rank	School or Department	Term	Purpose
Betty Bergland Professor	History	SEM II	Professor Bergland proposes to complete a book proposal and finish a manuscript that brings together research examining the relationships between indigenous peoples and Norwegian immigrants in the Midwest. Included in the sabbatical period are planned research trips to northern Iowa to examine county archives on Norwegian settlements and a trip to the National Archives in Washington, D.C. Professor Bergland is recognized for her scholarly work in this area and has been invited to serve on panels and roundtables at scholarly conferences. This project relates well to Professor Bergland's teaching assignments that focus on women's history, immigrant and ethnic history, and U.S. history. The projects' focus on the immigrant experience and the challenges of differing cultures can make a significant contribution to UW-River Falls' diversity initiative. UW-RF students include many with Northern European ancestors, as well as students of color, whose families are more recent immigrants.
Ian Williams Professor	Geology	SEM II	Professor Williams will use this sabbatical to prepare a web-based textbook to present a clear and simple account of the geological processes that are active during the formation and erosion of a mountain chain and the geological materials that are produced by this complex process. The particular content has been selected because it is poorly and unevenly treated in most textbooks. Time-dependent processes will be illustrated using the unique conventions of the "comic book" style. The graphic format is well-suited to this type of content because it is capable of expressing temporal changes easily. The illustrations will consist of photographs from geological fieldwork. The completed textbook will be posted as a pdf file on the course website for Introduction to Geology and will be one of the texts used in the course. This format is intended to increase students' motivation to study the materials, thereby enhancing learning and increasing comprehension. Assessment of learning outcomes from this resource will be incorporated into the Introduction to Geology course using a pre- and post-test format.

Name & Rank	School or Department	Term	Purpose
Randy Johnston Professor	Art	SEM II	Professor Johnston plans to conduct research in Australia and Japan to study the different cultural perspectives of woodfiring in ceramic kilns, specifically how this ancient technology and aesthetic have re-emerged in the mid to late twentieth century, and from Australia to the United States. Work in Australia would include collaboration with Dr. Owen Rye and Janet Mansfield, working in a studio and producing a finished body of ceramic work. Professor Johnston has been invited to present lectures at these colleagues' universities. In Japan, Professor Johnston plans to collaborate with Ken Matsuzaki who is working with a new technique to develop surface colors and texture. As an active ceramic artist, Professor Johnston has mentored several undergraduate art students in this medium, working collaboratively with students in developing this art form and building a wood fired kiln. Under his tutelage, the ceramic program at UW-River Falls has gained regional, national, and international prominence. The research accomplished during this leave will be brought back to the UW-River Falls classroom and the larger art community.

University of Wisconsin-Stevens Point

William C. Davidson Professor	Communication	SEM II	The purpose of this sabbatical is a comprehensive revision of <i>You and Your Speeches</i> (a public speaking textbook). The new text will: (1) reflect the most recent research and state of our knowledge about human communication in a public context; (2) use more current examples and illustrations; (3) incorporate exercises and discussion items so students can better apply the concepts addressed in each chapter. These changes will result in a text that is more beneficial to our students because of its updated materials.
Richard M. Dubiel Professor	Communication	SEM I	This project will determine the early founders of Alcoholics Anonymous (AA) in Newfoundland, Canada, with particular attention paid to the source of their AA message. Much of this will be the interpretation of varieties of storytelling, following the heavily oral folkways of AA. There are two traditions within AA, one from New York, the other from Akron, Ohio. It will be of interest to other AA historians to note which tradition prevailed in Newfoundland and possibly why this occurred.

Name & Rank	School or Department	Term	Purpose
Robert Erickson Professor	Art & Design	05-06	The purpose of this sabbatical is to research and develop a new series of artworks that will depict unusual and intriguing landforms associated with coastal areas. The majority of the time will be spent researching this new subject matter and then incorporating it into a series of paintings, drawings, and prints. I will also be applying to four artist residencies in the United States, Canada, and Norway, to assist in making this work.
Anne-Bridget Gary Professor	Art & Design	SEM II	In my home studio, I will create a series of ceramic clay sculptures, involving water, shrine imagery, rubber latex as coating for a raw clay, with mirrors, photographs, and writing. These approximately twelve groupings will be inspired and based on my study of world religions, especially Shinto Buddhism, with its basic rituals of worship. These “installation” pieces will allow the viewer in the gallery to come into them, invited through writing nearby, to explore parts of themselves possibly new to them – the idea of kneeling down, looking into a mirror, etc., will add to the viewer’s experience. This book will create an environment of quiet interaction and contemplation.
James M. Haine Professor	Business and Economics	SEM II	This application is for a one-semester sabbatical to develop an additional new junior/senior level elective course in international business law. In addition, workshops and seminars in this topic will be developed for presentation to central Wisconsin businesses. Such programs would be sponsored by the UW-SP Extension office. Further, professional presentations and papers could be created from these research results.
Jane P. Jones Professor	Health Promotion & Human Development	SEM II	According to Centers for Disease Control statistics, college students share the alarming national trends of increased weight and decreased activity. These trends increase the risk of diabetes and cardiovascular disease. The first stage of this project is to identify behavior change strategies effective for risk reduction in college students. The second stage is to develop an academic course in which students will reduce or control risk factors. A third step is to develop a follow-up plan to help students maintain the changes during their college careers.

Name & Rank	School or Department	Term	Purpose
Nancy LoPatin-Lummis Professor	History	SEM I	The Great Reform Act of 1832 revolutionized the process of electoral politics in Great Britain by creating an independent electorate. The Whigs, the political party responsible for drafting the Reform Act and securing its passage through Parliament, hoped to enact additional reform measures, but needed to maintain control of Parliament to do so. Whig leaders selected veteran political manager and attorney, Joseph Parkes, to help them do that by securing Whig electoral victories. This project will look at the work of Joseph Parkes, how he innovated electioneering by creating ideological platforms, linking local and national electoral interests, and establishing a system of election management that was a forerunner of the modern political party system.
David L. Ozsvath Professor	Geography/ Geology	SEM I	My objective is to conduct a spatial analysis of fluoride concentrations in the groundwater of Marathon County, a region where many private water-supply wells draw groundwater from fluoride-bearing bedrock. Accomplishing this objective will require me to: (1) obtain fluoride concentrations for private water-supply wells from the Marathon County Health Department; (2) obtain well constructors' reports for the private wells for which fluoride data are available from the Wisconsin Geological and Natural History Survey; and (3) create a GIS database consisting of fluoride concentrations, private well depths, and type of bedrock to allow spatial analysis of the data. One outcome of this project will be a map showing areas where the bedrock is likely to yield fluoride concentrations that exceed the safe drinking water standard of 4 mg/L.

Name & Rank	School or Department	Term	Purpose
Robert N. Rosenfield Professor	Biology	05-06	Information on the movements of birds from their geographic origin of birth to where they will breed as adults (i.e., dispersal behavior) is vital for conservation efforts of most bird species. I propose to write a technical paper for publication on the ecology of dispersal behavior in two Cooper's Hawk (<i>Accipiter cooperii</i>) populations from British Columbia, Canada, and Wisconsin. This proposed work is part of my continuing six-year collaborative effort of studying this ecological theme in breeding Cooper's Hawks on Vancouver Island, British Columbia, and my ongoing 25-year study of the natural history of this bird of prey in Wisconsin. I am requesting a year-long sabbatical, but will reduce my request for leave from teaching to one semester if I cannot procure supplemental funds that allow for an entire academic year of sabbatical activity.
Axel Schmetzke Associate Professor	University Library	SEM II	Just as people using wheelchairs can get around in the physical environment only if it was built without barriers, so can people with certain "print disabilities" access electronic information sources only if these were properly designed. While previous studies concerned with online accessibility have focused on web pages and commercial online databases, the proposed research project will concentrate on digital collections, which campus libraries nationwide are producing at an ever-increasing rate. Relying on phone surveys, policy analysis, and specialized tools to evaluate accessibility, the proposed study will explore: (a) the level of awareness about accessible design among the creators of digital collections; (b) the actual accessibility of the gateway pages leading up to the individual documents; and (c) the accessibility of the documents themselves. The findings, along with a discussion of best practices, will be published in a refereed library journal and presented at professional conferences in order to raise awareness about this issue and to offer guidance to digital collections developers.

Name & Rank	School or Department	Term	Purpose
James Stokes Professor	English	05-06	The region of England known as East Anglia is home to most of the surviving English plays of the pre-Shakespearean era. East Anglia also possesses one of England's greatest collections of local documentary records for the study of early drama. The purpose of my sabbatical is to gather, edit, analyze, and publish a definitive collection of dramatic material from those records as a book in the Records of Early English Drama series, University of Toronto Press. My objectives in the project are: to complete my on-site research of the documents; to edit and otherwise prepare my findings for publication; and to write the analytical essays and numerous apparatuses that form part of the book.
Steven M. Wright Professor	Chemistry	05-06	This project focuses on developing aspects of students' critical thinking skills and a deep understanding of chemistry concepts by providing students with a unique study guide for use in their general chemistry course. The study guide will be written using a data-driven/societal issues approach to help students "think with" chemistry concepts. Students are encouraged to draw conclusions and make decisions based on acceptable theories of chemistry and/or good data.
Eric Yonke Professor	History	05-06	This sabbatical seeks to update and revise the Peace and International Studies program by adding new topics and material to the survey courses (PAX 200 and HIST 102), by examining Peace and International Studies curricula at leading colleges and universities, and by generating two new courses that provide more interdisciplinary offerings for UWSP students. The sabbatical focuses specifically on Human Rights as a topic of study and scholarly inquiry, which is of common interest to both programs. The sabbatical should provide a new course on the development of human rights and a new course on the development of international justice, as well as new learning units for the introductory survey courses.

Name & Rank	School or Department	Term	Purpose
University of Wisconsin-Stout			
Abel Adekola Professor	Business	05-06	Dr. Adekola will teach, supervise Ph.D. theses and conduct research at either the International School of Management in Kaunas, Lithuania (through a Fulbright Scholarship), or at the Federal University of Technology, Owerri, Nigeria. Lecturing in Lithuania would provide experience of the business environment within the Baltic States region and would be linked to the teaching of international management and leadership in less developed countries. Work in Nigeria would aid the Federal University to align its business curriculum with UW-Stout's Business Department to serve as a foundation to pursue an academic collaboration between the two institutions.
Anne Antonippillai Associate Professor	Math, Statistics & Computer Science	SEM II	Dr. Antonippillai's project will be conducted in two locations, namely, Menomonie and the United Kingdom. She will research pedagogy involving Basic Set Theory and Deductive Reasoning Methods of Mathematical Logic, and develop topic materials for delivery through Problem-Based Learning.
Alan Block Professor	School of Education	SEM II	Professor Block will study the pragmatisms of Joseph Schwab, John Dewey, and Mordecai Kaplan, to explore each scholar's thought concerning education. He will pursue Schwab's own psychological and philosophical development in light of the influences of the pragmatist philosophies of John Dewey and Mordecai Kaplan and Schwab's own sense of Judaism.
Steven Deckelman Associate Professor	Math, Statistics & Computer Science	SEM I	Dr. Deckelman will visit the Mathematical Biosciences Institute (MBI) at Ohio State University, whose purpose is to foster collaboration between mathematicians and biologists. His experience will benefit both students and biologists at UW-Stout by having a mathematician with experience in mathematical biology, and will be valuable to the newly approved Bioinformatics concentration.

Name & Rank	School or Department	Term	Purpose
David Fly Assistant Professor	Technology	SEM I	Assistant Professor Fly will specialize in technology commercialization with an emphasis on technology incubators, which incubate or startup technical companies. This will enhance the Stout Technology Incubator by establishing simpler procedures for companies to involve students in their projects, exploring success stories of other incubators starting companies via their graduating students, and conducting strategic planning with the advisory board to ensure continued success.
Amy Schlieve Associate Professor	School of Education	SEM II	Dr. Schlieve will devote time to the norming and validation of <i>Children's Parenting Inventory</i> , designed to assess the parenting and child-rearing behaviors of abusive parents, and <i>Education Opportunities Index</i> , a one-of-a-kind index to access disability awareness in post-secondary education. This would result in two nationally normed and validated inventories and opportunities for submission to juried publications.
Mitchell Sherman Professor	Psychology	SEM I	Professor Sherman's sabbatical goal is to develop a set of teaching materials for the Human Resource Management course that will meet the criterias of being easy to read and to use; engaging the student; making extensive use of web-based materials; covering areas important on the Professional in Human Resources exam; being acceptable to all instructors; and incorporating the best teaching materials, practices, and ideas for all current HRM instructors.
Donna Stewart Professor	Industrial Management	SEM II	Professor Stewart will upgrade personal knowledge to better meet current department and student needs in the areas of Production, Operations Management, and Inventory Control. This will be accomplished through research, reading, personal interviews with professionals in this discipline, and involvement in professional organizations.

Name & Rank	School or Department	Term	Purpose
Linards Stradins Associate Professor	Technology	SEM I	Associate Professor Stradins' overall sabbatical theme is to develop knowledge and experiences in the field of microchips that are produced to function as microprocessors and used extensively in cellular communication, automotive, aerospace, toys, manufacturing, and consumer electronics applications. This experience will allow for the development of a mathematical or empirical model that can be used to more efficiently design and manufacture microchip fabrication tooling. The results will also be applicable towards improving the design, development, and fabrication of micro-electro-mechanical systems.

University of Wisconsin-Superior

Robert Beam Professor	Business & Economics	05-06	The purpose of the sabbatical is to research and publish on the latest developments in the fields of Public Policy Economics, including General Systems Theory, International Monetary Relations, and Business Cycle Forecasting.
Gail Craig Associate Professor	Teacher Education	SEM II	The purpose of the sabbatical is to create three case studies based on primary research in rural inclusive education. Data will be gathered from the elementary, middle, and high school levels in consultation with the Council for Exceptional Children in both Wisconsin and Minnesota. Case studies will be incorporated into courses preparing pre-service general educators and graduate students preparing to be special educators, and will be submitted for possible publication.
Gary Johnson Assistant Professor	Human Behavior & Diversity	SEM II	The sabbatical is to be used by Mr. Johnson to finish the requirements for his doctoral program at the University of Minnesota. His research topic of integrating American Indian culture throughout the public school curriculum and learning environment will be published in book form by UCLA press upon its completion.

Name & Rank	School or Department	Term	Purpose
Christopher Kemnitz Associate Professor	Biology & Earth Sciences	05-06	This sabbatical will be used to pursue training in nursing through the Accelerated Online Nursing Program offered by the University of Wisconsin-Oshkosh. The goal in pursuing clinical training and licensure as a registered nurse is to improve effectiveness as an advisor, teacher, and scholar in the health care area. This will serve students majoring in the biological sciences, our general student population, and students specifically interested in completing prerequisite courses for medical school, nursing school, and other health paraprofessional programs.
Gloria Toivola Professor	History Politics & Society	SEM I	This sabbatical will be used to: conduct research on the relationship of complexity theory to the study of public organizations and/or the electoral process; acquire computer skills to generate analysis of political behavior; and write on the flaws of American representative “democracy.”

University of Wisconsin-Whitewater

J. Michael Allsen Associate Professor	Music	SEM II	The project is a critical edition of 21 Latin-texted musical works of the 1420s and 1430s, centered on the works of two composers, Arnold and Hugo de Lantins. The edition will be proposed to A-R Editions for inclusion in their <i>Recent Researches in the Music of the Middle Ages and Early Renaissance</i> series. This project directly supports the teaching of courses in music history and the interdisciplinary course World of The Arts.
Tom Bramorski Professor	Management	05-06	Dr. Tom Bramorski will participate in the development of curriculum and teach global supply chain management (GSCM) program courses at Lingnan University in Hong Kong. Additional proposed activities include offering seminars for faculty and students and conducting workshops for managers from local industries. These opportunities will be used to gather materials to write business cases focusing on problems faced by United States businesses that develop supply chains and move manufacturing and service operations to China. These activities stress international education.

Name & Rank	School or Department	Term	Purpose
Zohreh Ghavamshahidi Professor	Political Science	05-06	The request for sabbatical is associated with the duties of a Fulbright Lecturing Award for September 2005-June 2006 at Amman University in Jordan. This is in anticipation that the Fulbright award will be received. Dr. Ghavamshahidi will teach graduate and undergraduate courses in international relations, law, conflict resolution, comparative politics, and Women's Studies. She will also direct graduate student theses, assist with curriculum development, and set up faculty/staff and community seminars at Amman University in Jordan.
David Goldblum Associate Professor	Geography & Geology	SEM I	Since 1999, Dr. Goldblum has received five research grants focusing on the impact of changing climate on the forest community of central Ontario, Canada. Data from five field seasons and approximately 2,000 tree cores has been partially analyzed leading to five national and international conference presentations and two peer-reviewed publications. However, many facets of this project await further analysis. Specifically, he wishes to further explore changes to tree growth rates since 1850 and forest response to modeled climate change over the next 100 years; submit a paper for publication in a peer-reviewed journal; and integrate research methods into courses at UWW by writing two laboratory exercises.
Nomsa Gwalla-Ogisi Professor	Special Education	SEM II	Dr. Gwalla-Ogisi plans to pursue an area of interest to improve educational outcomes for culturally diverse students with Emotional/Behavioral Disorders (EBD) and their families. She will spend the sabbatical time planning and implementing phase one of a three-phase project to identify, synthesize, and validate evidence-based and culturally responsive practices for learners with EBD and their families. The last two phases of the project will be articulated and written as a Federal Grant Proposal that will include partners from UW-Whitewater and several institutions.
Joseph Hogan Associate Professor	Languages & Literatures	05-06	Dr. Hogan's short term goal is to revise a number of conference papers into three essays, which he will submit for publication. His long term goal is to publish a book on the crises of identity and agency reflected in contemporary life writing. The papers he will be revising and the reading he will be doing all fit into this project and have direct application to his teaching.

Name & Rank	School or Department	Term	Purpose
Elizabeth Kim Associate Professor	Languages & Literatures	05-06	Dr. Kim proposes to complete an article on literary representation of early 18 th century white slave captivity along the Barbary Coast within the scope of five novels written by the prolific and popular British novelist Penelope Aubin (1679-1731). Her study will focus on how Aubin's subject position categories—first as a Catholic in a staunchly Anglican nation, second as a woman in an era of codified gender restrictions—informed her fictionalized treatment of her European Christian captives at the hands of their Muslim oppressors. More largely, this study, along with two previously published articles, will set the groundwork for a book project on early modern British women's location in the complicity/resistance dialectic with regard to British colonialism. The knowledge gained will directly inform and enrich the teaching of two courses in British literature.
Alison Townsend Associate Professor	Languages & Literatures	SEM II	The goals of Dr. Townsend's sabbatical are: (a) to complete a second book of poetry, <i>Persephone in America</i> , based on contemporary re-tellings and feminist reinterpretations of the Demeter and Persephone myth, with special attention to feminine initiation and the ways that popular culture, multicultural versions of the Persephone story and myth can inform and enlarge autobiography; and (b) complete a memoir, <i>Crowning Glory</i> , about women and depression. This work will enrich courses in a variety of areas including Creative Writing and other courses in the Writing Emphasis Program.
L. Roger Yin Associate Professor	Information Technology & Business Education	SEM I	The purpose of Dr. Yin's proposal is to improve teaching and scholarship in an increasingly mission-critical area of modern computing information security and assurance. It is imperative for the author, a lead instructor in the renewed and focused Network Infrastructure program, to study the impacts of information and assurance solutions at both personal and organizational levels.

Name & Rank	School or Department	Term	Purpose
University of Wisconsin Colleges			
Karl Kosler Professor	Mathematics	SEM II	Noncommutative rings naturally occur in a wide variety of mathematical settings. A major problem in ring theory is to determine what ring extensions of a noncommutative ring R preserve important properties of R . This project deals with <i>fully semiprimary Noetherian</i> (FSN) rings and their finite extensions. The goal of the project is to identify the finite extensions of an FSN ring that are again an FSN ring. The results will yield new concrete examples in this important class of rings. The audience for this work consists of specialists representing major universities in Canada, Mexico, Southeast Asia, and the United States. The work will involve collaboration with colleagues from Loyola University and the University of Manitoba.
Alexei Krioukov Associate Professor	Mathematics	05-06	Professor Krioukov's project involves researchers from the University of Wisconsin-Madison, Oxford University (England), and Concordia University (Canada). The goal is to investigate the significance of the principle of functional relativity in mathematics, physics, and philosophy of science. The principle stems from a series of recent publications by Professor Krioukov where the author introduced a new mathematical formalism for dealing with infinite-dimensional Hilbert spaces. The formalism provides a new way of describing the quantum-mechanical behavior of microscopic particles in curved space-time. Professor Krioukov will deliver several talks at the above named universities. In particular, a series of talks will be delivered at an educational and research seminar for undergraduate and graduate students and researchers at the department of philosophy of UW-Madison. The project has strong interdisciplinary, collaborative, international, and teaching components; it will contribute to the author's standing as a scholar and a teacher, and strengthen institutional ties across UW campuses and abroad.

Name & Rank	School or Department	Term	Purpose
Alan Parker Professor	Biology	SEM II	My proposal addresses the priorities of collaboration and international education. I have been doing field research on higher fungi throughout Wisconsin for 27 years. Thousands of hours of field collecting and laboratory work have resulted in extensive data of unique scientific value. A sabbatical would allow me time to write a book synthesizing my long-term research. This publication would be a major contribution to the knowledge of fungi biodiversity in North America and be useful worldwide. A sabbatical will enhance my continued collaboration with a Swedish mycologist to compare fungi from this region with those in Northern Europe. In all of my courses, I emphasize the critical roles a large diversity of fungi play in nature and the great interdisciplinary importance of fungi to humans in medicine, chemistry, plant pathology, and other disciplines. My research provides a wealth of examples I use to enrich my teaching of various course topics.
Mark Peterson Associate Professor	Philosophy	05-06	Professor Peterson plans to complete a manuscript on environmental ethics. This project meets the interdisciplinary, collaborative, and international criteria, and has strong potential for use in distance education. It will allow him to update and improve the content of an ongoing interdisciplinary studies course in Environmental Geology and Ethics, and will open the possibility of offering Environmental Ethics as an online course where it can be integrated with collaborative degree programs in environmental studies both in the UW Colleges and with our sister institutions. This project will clearly enhance his work with students here at home, as well as provide the time to reestablish professional and institutional ties with environmental scholars and NGO's in Europe (among them the <i>Swedish Society for Nature Conservation</i> , Latvia's <i>Green Library</i> , <i>Coalition Clean Baltic</i> , and <i>Baltic 21</i>), and closer to home (<i>Environmental Justice Associates</i> on the Wolf and Fox River clean-ups).

Name & Rank	School or Department	Term	Purpose
Donald E. Hanna Professor	Educational Communication	05-06	Professor Hanna's study addresses how learning technologies affect the structure, organization, curricula, pedagogy, and institutional strategies in international settings. He will explore the elements of leadership necessary for developing and sustaining new and emerging organizational models in China and Thailand that relate to the implementation of learning technologies in higher education. The results of the experience will be integrated into Professor Hanna's teaching in continuing education, higher education, and curriculum and instruction.

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Sabbaticals By Semester And Academic Year, 2005-2006

Institution	Semester I	Semester II	Academic Year
Eau Claire	3	5	9
Green Bay	0	1	2
La Crosse	1	4	4
Madison	24	25	60
Milwaukee	16	17	25
Oshkosh	5	5	4
Parkside	0	2	4
Platteville	1	2	1
River Falls	0	3	0
Stevens Point	3	5	5
Stout	4	4	1
Superior	1	2	2
Whitewater	2	3	4
Colleges	0	2	2
Extension	0	0	1
Totals	60	80	124

SABBATICALS BY GENDER AND RACE

Institution	Males	Females	Minorities
Eau Claire	9	8	3
Green Bay	1	2	0
La Crosse	6	3	0
Madison	77	32	9
Milwaukee	33	25	10
Oshkosh	8	6	0
Parkside	3	3	2
Platteville	2	2	1
River Falls	2	1	0
Stevens Point	10	3	0
Stout	6	3	2
Superior	3	2	1
Whitewater	5	4	3
Colleges	4	0	0
Extension	1	0	0
Totals	170	94	31
Averages	64%	36%	12%

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PROGRAM REVIEW AND PROGRAM PLANNING IN THE UNIVERSITY OF WISCONSIN SYSTEM

December 2004

I. Introduction

The University of Wisconsin System Administration Office of Academic and Student Services (ACSS) prepares an annual report on program planning and review to provide an overview of academic program activity across the UW System. This year's report outlines new program planning and approval over the past five years. It should be noted that with few exceptions, all new academic programs are developed through the reallocation of resources between existing programs in an effort to respond to the changing needs of students and the state. The report also includes information on institutional activity directed at maintaining high quality academic programs.

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

- New program planning and approval;
- Institutional reviews of on-going programs;
- Accreditation reviews in 2003-04; and
- Program array management and continuous improvement.

II. New Program Planning and Approval Process

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

A. Entitlement to Plan

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

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

ACSS reviews the proposal and, if it appears to have merit, circulates the request to the institutional Provosts for comment. These comments may lead to further consultation with the requesting institution and other institutions to explore how the program fits into systemwide program array and possible collaborative efforts. The request for entitlement to plan is then either granted, deferred for further development, or denied.

Since July 1, 2000, the Office of Academic and Student Services has granted 35 entitlements, returned six to the institution for further development, and denied one. Nine entitlement requests either expired or were withdrawn. Currently, there are three entitlement requests pending. Of the entitled programs, 15 have been implemented and three are authorized but not yet implemented.

B. Authorization to Implement

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

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

The program proposal undergoes several levels of review, including: review by external consultants; by appropriate governance bodies; and by a three-person Program Review Committee that consists of a representative of UW System Administration and two representatives of the institution. If the program proposal receives positive reviews from the governance groups and the Program Review Committee, the Committee recommends that the Provost of the institution seek authorization to implement the program. The Provost submits the authorization proposal and related materials to ACSS, where a decision is made as to whether the program warrants submission to the Board of Regents. Following a positive decision, the program is presented to the Education Committee and the Board of Regents for approval. During the past five years, 32 programs were authorized by the Board for implementation.

C. Implementation by the Institution

Once authorized to implement the program, the institution sets an implementation date. Campuses sometimes choose to delay implementation, and, on occasion, a campus makes a decision not to go forward with an authorized program because of changed circumstances. Of the 31 programs that were authorized by the Board for implementation during the last five years, 48 have been implemented.

D. Joint Review

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

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

E. Summary

The following table shows summary data on the number of entitlements to plan granted by ACSS, authorizations to implement approved by the Board of Regents, the number of programs implemented, and the number of joint reviews completed for academic years 2000-01 through 2004-05. For purposes of this tally, the academic year begins on July 1 and ends on June 30.

	2000-01	2001-02	2002-03	2003-04	2004-05
Entitlements	11	5	10	6	3
Authorizations	5	7	9	7	3
Implementations	21	6	8	4	9
Joint Reviews	4	3	3	4	0

*to November 19, 2004

From July 1, 2000, to date, 35 programs received entitlement to plan, including 18 programs at the baccalaureate level, 12 at the master's level and five at the doctoral level. The Board of Regents authorized 31 new programs for implementation during this five-year period, and the institutions implemented 48 new programs.

Since the Board mandated the joint review process in 1981, a total of 138 joint reviews have been completed. In a number of cases, changes and improvements recommended during the joint review process have been incorporated into the continuing programs. Academic programs may also be discontinued as a result of the five-year joint review. Since 1981, five programs have been discontinued as a result of this review. There are currently 54 new

programs that are scheduled to initiate joint review over the next five years, and 30 joint reviews in progress.

III. Institutional Program Review

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

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

During 2003-04, 75 program reviews were completed, resulting in the discontinuation of one program that was merged into another, three conditional continuations, and a moratorium on new enrollments in one program. Of the program reviews that began in or before 2003-04, 102 are currently in progress.

Among the key specific substantive areas addressed in the campus program reviews undertaken were:

- Pedagogy and Curriculum
 - Undergraduate student research;
 - International perspective;
 - Dedication to diversity;
 - Capstone course;
 - Sequencing of courses enhancing student success;
 - Service learning and service to community;
 - Internships; and
 - PI 34 compliance.
- Faculty
 - Mentoring of new faculty;
 - Loss of faculty positions;
 - Student/faculty ratio; and
 - Shortage of teaching staff.
- Resources
 - Classroom technology;
 - Equipment and laboratory capacity;
 - Graduate student support;

- External support; and
- Academic and career advising.
- Assessment
 - Scores on national exams;
 - Admission to graduate school;
 - Focus on student learning outcomes;
 - Creation of advisory councils; and
 - Portfolio assessment.
- Efficiencies
 - Graduation rates;
 - Credits to degree;
 - Overlap and articulation of program content;
 - Articulation with two year institutions; and
 - Flexible programming and innovative delivery.

IV. Program Accreditation

UW System institutions undergo both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas and focuses on the whole institution as it defines itself. Specialized accreditation addresses a specific program or programs within an institution.

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

Currently, about 228 UW System programs are eligible for accreditation by recognized specialized accrediting organizations. Thirteen UW institutions hold specialized accreditations, ranging from two at UW-Parkside, to 84 at UW-Madison.

UW institutions annually report accreditation activity to ACSS. In 2003-04, UW institutions reported the completion of 27 specialized accreditations. In the past three years, 112 accreditation reviews have been completed, including institutional accreditations. There are 30 accreditation reviews scheduled to begin in 2004-05.

V. Program Array Management and Continuous Improvement

The process of program planning and review undergoes continuous improvement in response to new needs and experience. The Office of Academic and Student Services relies on both internal and external advisory groups to provide guidance and ongoing oversight for program planning. For example, the Program Planning Team, consisting of representatives from ACSS, OPAR and market research, undertook a variety of initiatives during the 2003-04 academic year. For some initiatives, the Academic Planning and Review Advisory Committee provided advice and additional review. This committee is composed of provosts and their representatives.

A. Consortial Degree Programs

Several institutions are involved in ongoing planning for consortial degree programs. In addition to the program faculty, this very challenging process involves individuals with expertise in financial aid, financial administration, admission/registration, and student services. The models that are developed by the working groups will be shared on a website.

B. Revisions of Academic Program Budget Guidelines

In response to requests from faculty and staff at two institutions, a working group was formed to clarify the instructions for completing the program proposal budget format. The working group was guided and advised by institutional representatives and the revised guidelines are now available on the program planning website.

C. Guidelines for UWS Programs Offered outside the United States

Representatives from ACSS and the General Counsel's office have worked together to prepare documents to offer guidance to those UW institutions who are considering entering into agreement with international entities for the delivery of academic courses in locations outside of the United States. These draft guidelines have been reviewed by the Program Planning Team and Review Advisory Committee, and by representatives at several institutions. The documents are undergoing final editing. Once completed, the guidelines and checklists, with model agreements and contracts, will be posted to aid institutions in their planning.

D. Program Review Workshop

On April 8, 2004, over 60 representatives from UW System institutions met in Madison to discuss academic program review. The focus of the workshop, which featured an opening address by Dr. Cecilia Lopez of the North Central Association Higher Learning Commission, was the link between student learning, assessment, and program review. Models of good practice were discussed and Dr. Lopez worked with imitational teams to evaluate their current processes.

VI. Conclusion

This report partially demonstrates the dynamic character of UW System program array. The continual addition and deletion of academic programs, and the regular cycles of program review and modification, are clear indications that the institutions of the UW System are aware of, and responding to, the need to maintain academic relevance and excellence in a continuously evolving world. However, only a small part of institutional program activity involves the creation of new academic programs. Resources are constantly shifted among continuing programs. In the current environment, institutions are forced to cut back or eliminate programs to absorb budget cuts. While such decisions are always difficult ones, deliberate and comprehensive academic program planning and review are critical during a period of declining resources, as the System seeks to assure the continuation of a vibrant array of quality academic programs that meet the needs of students and the state.

NEW PROGRAM AUTHORIZATION
B.A./B.S. in International Studies
UW-River Falls
(Initial Review)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a major in International Studies at the University of Wisconsin-River Falls is presented to the Board of Regents for initial review. As stipulated by ACIS-1.0 revised, this program proposal will be on the agenda for the February, 2005, meeting for a second review, at which time the Board will take final action on this request. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The institution and System Administration will conduct that review jointly, and the results will be reported to the Board.

The faculty and staff at UW-River Falls recognize the important and growing need to prepare students for careers in a world that is characterized by increasing internationalization and globalization. Since summer 1995, a minor in International Studies has been available at UW-River Falls. From an initial enrollment of six students, the program has expanded to a current enrollment of 100 students and additional growth is expected. The proposed program will build on that established success and will provide students with the option of majoring in International Studies.

REQUESTED ACTION

No action requested at this time

DISCUSSION

Program Description

The proposed B.A./B.S. in International Studies will be offered through the International Studies Program, an interdisciplinary program that draws upon faculty and courses from all the colleges at the University. It is housed administratively in the College of Arts and Sciences; students can complete the major within the Colleges of Agriculture, Food, and Environmental Sciences; Arts and Sciences; or Education and Professional Studies. The program will have these components:

- First, students must complete a set of carefully selected required courses designed to provide a firm understanding of the critical international issues confronting global society, to develop both the research and analytical skills necessary to evaluate international phenomena from an interdisciplinary perspective, and to develop effective communication skills.

- Second, students complete directed electives. These courses allow students to pursue additional training in areas of particular relevance to their career plans, for example, business, economics, or political science.
- Third, the students will be required to study abroad to obtain first-hand experience in a foreign culture.
- Finally, students will acquire basic foreign language skills.

Program Goals and Objectives

The primary mission of the International Studies Program is to create global awareness by providing students with the intellectual skills and substantive knowledge necessary to meet the global challenges of the 21st Century. By the completion of the international studies major, graduates will be able to:

1. Identify the key agricultural, economic and business, geographic, historical, social/cultural, and political condition and trends at the global level, and the linkages to the domestic and international levels;
2. Demonstrate first-hand experience with at least one other foreign culture and way of life;
3. Collect, assess the value of, and apply information to the study of international issues;
4. Evaluate critically global issues from an interdisciplinary perspective;
5. Communicate effectively in written, oral, and electronic contexts;
6. Organize and complete independent inquiry and analysis; and
7. Demonstrate an intermediate-level competency in a second language, equivalent to at least two years' of college-level work.

Relation to Institutional Mission

The increasing internationalization of the world cannot be ignored. This is reflected in the UW-River Fall's Mission Statement: "The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study, and travel abroad." In spring 2004, the University's Faculty Senate approved a requirement that all students complete at least one course dealing with global perspectives. This new requirement and the proposed program complement and reinforce each other.

This proposed program also addresses UW System objectives. UW System has indicated broad support for internationalization of the curriculum. The 2003-2004 Accountability Report indicated "the long-term goal of the UW System is to increase the proportion of bachelor's degree recipients who have studied abroad to 25 percent." The most recent UW System International Education Strategic Plan draft indicates that "The International Education Mission of the University of Wisconsin System is to strengthen the global and international dimensions of teaching, learning, research, and service throughout the System."

Diversity

A primary goal of the proposed major is to expose students directly to diverse cultures. Outcome two states, “By the completion of the international studies major, graduates will be able to . . . demonstrate first-hand experience with at least one other foreign culture and way of life.” While this outcome is focused on the international level, it is also accurate to portray the on-campus, domestic components of the program as contributing to the exposure of students to diversity. They enroll in courses taught by faculty with a wide range of ethnic, professional, and cultural backgrounds. One of the external reviewers, noted, “Among the strengths of the proposal are its reliance on the university’s standing investment in a diverse faculty with wide ranging expertise.” The international studies minor has attracted a diverse student body. Informal observation indicates that at least five percent of the students are African-American, Hispanic, or Asian-American, and approximately 80 percent are women. These figures are near or above the average campus percentages of students in those categories.

UW-River Falls also has a long-standing commitment to assist students from all backgrounds, including those with disabilities. The proposed major requires a study-abroad experience, and accommodations have been made in the past to facilitate full participation by students with a variety of disabilities. Students can petition for an alternative academic substitution for the study-abroad requirement, such as an internship with a recent immigrant group, for situations wherein study abroad might be too problematic.

Need

UW-River Falls is located in the St. Croix Valley region in western Wisconsin. St. Croix and Pierce counties are among the fastest growing areas of the entire state. This development, combined with expanding economic activity in the region, is increasing the demand for university graduates in general and for graduates with international studies in particular. Local demand for the proposed program has been documented through annual surveys of students enrolled in the international studies minor. More than half of the currently enrolled 100 students indicate that they would either choose to major in international studies or would have chosen to major if the program had been available when they were freshmen.

Comparable Programs

Seven UW System institutions have international studies majors and five have alternatives, such as the Latin American Studies program at UW-Eau Claire. None of the four UW System institutions close to UW-River Falls has an international studies major. Because of the strong regional demand, the proposed major is unlikely to affect enrollment levels at other UW System institutions.

UW-River Falls’ non-Wisconsin competition is based primarily in the state of Minnesota. According to the staff in the UW-River Falls Admissions Office, the primary competition comes from Mankato State, Metro State, St. Cloud State, the University of Minnesota, and, to a lesser extent, Winona State. Of these, only the University of Minnesota and Winona State have international studies programs. It appears likely that the proposed program would create an

advantage in recruiting and retaining regional students who have an interest in international studies.

Collaboration

UW-River Falls has been successful working on international programs with other institutions in the past. For instance, it is a founding member of a successful collaborative study-abroad program, Wisconsin in Scotland, with UW-Eau Claire, UW-La Crosse, UW-Stout, and UW-Superior. This program involves sharing teaching, administrative, and other responsibilities and pooled resources to provide equipment and library resources. Recently, UW-River Falls became a participant in the Eur-Am Center for International Education's L'Abbey program in Pontlevoy, France, a consortium that provides students the opportunity to study abroad for a semester or year. The proposed program will build on and expand these collaborative relationships. The University will continue to explore possibilities for sharing programs and expertise with other UW institutions in the international area.

Use of Technology/Distance Education

Technology will be integrated into the curriculum in several ways. First, several of the required courses are taught using technology. Students in the senior seminar will be required to use PowerPoint presentations, and statistical software packages such as SPSS will be available for their use. In addition, extensive use of web technology and, potentially, distance education can help international studies students access experts and information from across the globe.

Academic and Career Advising

Academic and career advising for majors will occur in several ways. Members of the International Studies Program Advisory Committee, whose members are drawn from various colleges and departments, will be available to students for advising. Students in the major will be able to consult with one or more faculty members with a background similar to their interests. The advisors in the Career Services Office staff can provide numerous resources to the students in the major. Also, the chair of the International Studies Program will be available regularly to assist all students in the program with both academic and career advising.

Projected Enrollment (5 years)

	Implementation Year	2nd Year	3rd Year	4th Year
New students admitted	20	15	15	15
Continuing Students	0	18	30	41
Total enrollment	20	33	45	56
Graduating Students	0	0	8	15

The figures in the columns for years two and beyond reflect anticipated attrition.

Assessment and Program Evaluation

Assessment will be conducted each spring by the International Studies (INTS) Program Advisory Committee under the direction of the Program's chair. Several mechanisms will be used:

- Annual surveys, qualitative and quantitative, of graduating students conducted by the International Studies Program;
- Annual focus group discussions with graduating students;
- Assessment of learning outcomes in program courses through the use of examinations, essays, and presentations conducted by various faculty and staff; and
- Annual exit interviews with graduating seniors conducted by the International Studies chair.

When outcomes of the assessment processes indicate a need to modify components of the program, the program advisory committee will oversee a collaborative interdisciplinary revision process. Some changes can be instituted using regular program review processes. Other changes will involve dialogues with the relevant department faculty and related deans to attain the appropriate modifications or change the curriculum of the INTS Program.

Evaluation from External Reviewers

Two educators with substantial experience in international studies reviewed the program proposal. They concurred that the proposed major fills an important need for the University and region. One reviewer commented on the “practical feel” of the program with links to “agriculture and business in addition to the conventional political science aspects of International Studies.” He indicated this is reflective of a national trend to “include academic fields where there may be career connections for international studies.” Both reviews commented on the strength of the faculty and staff and the rigorous curriculum.

Resources Needs

The International Studies Program already has available \$20,586 that supports the existing minor. This includes resources to purchase library materials, provide staff for international studies courses, purchase supplies and pay expenses, and provide 1/8 reassigned time for the chair. With the exception of a required senior seminar and an introduction to global economics and business course, which will be staffed through a planned reallocation of faculty within the College of Business and Economics, all the courses included in the major are part of the International Studies Program's curriculum already serving the minor. Another \$5,382 will be needed to provide reassigned time for the chair for administrative and advising responsibilities in the first year of the new major. An additional \$5,382 will be needed within three years to provide a senior seminar in international studies. Additional internal reallocations may be made if enrollment demands require it.

Three-year Estimated Costs and Income

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel:						
Fac/Acad Staff	3/8	\$16,146	½	\$21,528	½	\$21,528
Grad Assistants		NA		NA		NA
Classified Staff		NA		NA		NA
Non-personnel:						
S&E		\$2,250		\$2,250		\$2,250
Capital Equipment		NA		NA		NA
Library		\$2,190		\$2,190		\$2,190
Computing		NA		NA		NA
Subtotal		\$20,586		\$25,968		\$25,968
ADDITIONAL COSTS (Specify)	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	1/8	\$5,382	0	\$0	1/8	\$5,382
Non-personnel		NA		NA		NA
Other		NA		NA		NA
Subtotal		\$5,382		\$0		\$5,382
TOTAL COSTS		\$25,968		\$25,968		\$31,350
CURRENT RESOURCES						
GPR		\$20,586		\$25,968		\$25,968
Gifts and Grants		\$0		\$0		\$0
Fees		\$0		\$0		\$0
Other		\$0		\$0		\$0
Subtotal		\$20,586		\$25,968		\$25,968
ADDITIONAL RESOURCES						
GPR Reallocation from academic program funding		\$5,382		\$0		\$5,382
Gifts and Grants		\$0		\$0		\$0
Fees		\$0		\$0		\$0
Other (Define)		\$0		\$0		\$0
Subtotal		\$5,382		\$0		\$5,382
TOTAL RESOURCES		\$25,968		\$25,968		\$31,350

RECOMMENDATION

No action requested at this time.

RELATED REGENT POLICIES

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

Program Authorization (Implementation)
B.A. in Actuarial Science
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in Actuarial Science.

**NEW PROGRAM AUTHORIZATION
B.A. in Actuarial Science
UW-Milwaukee
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

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

Actuarial science has been offered as a sub-major within the Department of Mathematical Sciences for over twenty years. The curriculum was designed to prepare students for several examinations from a series administered by The Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS). The exams are critical to advancement in actuarial careers, and nearly all entry-level jobs in the field require that applicants have passed at least one of the exams. Until the year 2000, the first few exams were based solely on mathematical and statistical knowledge, and the sub-major provided the necessary preparation. The exams, however, underwent a major structural reorganization in 2000. In addition to preparation in calculus, probability theory, and statistics, students now need a background in finance and economics. In 1999, the Department redesigned the sub-major not only to incorporate the new knowledge required but also to include more liberal arts courses that employers of actuaries indicated were desirable.

As a sub-major, the actuarial science program has not had high visibility outside the Department to the detriment of potential students and of those who would hire our graduates. Internally, because students are listed simply as math majors, the Department has been unable to track the successes of the actuarial students. In addition, since the 1999 redesign of the sub-major, the program no longer fits within the definition of a mathematics major. This proposal establishes actuarial science as a distinct major to reflect more clearly to potential employers the nature of the major and to improve visibility of the program for both students and employers.

REQUESTED ACTION

Approval of Resolution I.1.e.(1), authorizing the implementation of the B.A. in Actuarial Sciences, UW-Milwaukee.

DISCUSSION AND RECOMMENDATION

Program Description

The major in actuarial science will be administered by the Department of Mathematical Sciences. It will require a minimum of 32 credits in preparatory coursework and at least 28 credits of advanced coursework leading to a Bachelor of Arts from the College of Letters and Science. The preparatory work for the major will include calculus, computer science/information systems, statistics, business administration, and economics. The advanced work will include nineteen credits of mathematics and/or mathematical statistics, six of economics, and three of finance. In addition, students must meet all College requirements for the B.A. degree. The program will have a number of prerequisite course sequences. To complete the program in eight regular semesters, students will need a mathematics placement level that allows them to begin with pre-calculus or a higher math course. About 30 percent of entering UW-Milwaukee students achieves this level. Students needing additional math courses will still be able to complete the program in four years by taking coursework during the summer.

Program Goals and Objectives

The primary goal of the proposed major is to graduate students prepared for careers as actuaries. While enrolled in the program students will learn the knowledge and skills necessary to pass the first two actuarial exams. Once students graduate, their education will provide the groundwork for them, through self-study, to complete the subsequent actuarial exams in order to advance in their careers. The program is designed to produce students able to demonstrate the following learning outcomes:

- The ability to apply standard methods of probability, statistics, economics, and finance at the level required by the Society of Actuaries; and
- Strong skills in oral and written communication, and critical thinking.

Relation to Institutional Mission

The proposed program makes a major contribution to fulfilling UW-Milwaukee's mission of providing access to educational opportunities for disadvantaged segments of the state's population. This program was designed intentionally to be accessible to students whose high school experiences may not have prepared them to begin their math studies at the level of calculus. A majority of this student population comes from inner city and rural areas. The UW-Milwaukee program will provide opportunity for students to enter a profession that is in great demand and that provides a good income, thereby strengthening the diversity of the workforce in this profession.

Milwaukee is a major center for the insurance industry in the Midwest. This actuarial program will contribute significantly to the UW-Milwaukee mission of addressing the city's economic needs by responding to the demand from area firms for more graduates with actuarial expertise. The shortage of qualified actuaries in the Milwaukee area has prompted area firms to pursue a variety of cooperative arrangements with UW-Milwaukee, including supporting student interns. Companies view internships as opportunities both to conduct prolonged interviews with potential employees, and to form a bond with candidates they hope will return after graduation.

Diversity

UW-Milwaukee is committed to increasing the diversity of its student body. Like many technical and science fields, actuarial science has not attracted women or minorities in proportion to their numbers in the general population. The field has made some progress in attracting more women students and, currently, about a third of the students in the actuarial sub-major are women. There are few students, however, from ethnic or racial minority groups. Attracting students from such groups is a challenge due to national competition for those with the above-average mathematical skills that the program requires. To address this challenge, the program, hopes to “grow its own” by giving pre-calculus students the opportunity to pursue actuarial science even though they may not have attended high schools that offered advanced math opportunities.

The Department of Mathematical Sciences has a number of initiatives designed to attract diverse students and faculty members to its programs. A \$396,000 NSF grant, held jointly with the College of Engineering and Applied Science, provides financial support to entering freshmen from under-represented groups who wish to study math, computer science, or engineering. The Department also offers the Math Placement Enhancement Project (PEP) program to help students improve their math placement level. Additionally, the Department participates in the Milwaukee Mathematics Partnership, which was established to increase the number of Milwaukee Public School graduates with the math skills needed to succeed in technical fields such as actuarial science. The Department also provides students with information about minority scholarships, such as those offered by the Society of Actuaries and the Casual Actuarial Society. The program will work with the Student Accessibility Center to ensure that students with documented disabilities receive appropriate accommodation.

The program also has a strong commitment to the recruitment and promotion of women and minority faculty and staff members, although the national pool of minority candidates in mathematical sciences is extremely small. Within the Department of Mathematical Sciences, two of the eleven faculty members hired in the past ten years are women. A woman currently serves as Department chair. The elevation of the program to an independent major will make it more attractive to highly qualified individuals if, in the future, the Department is seeking replacement faculty/staff members. The program’s commitment to attract a more diverse student population, as well as a more diverse faculty and staff are complementary goals.

Need (Market Research)

State-level projections indicate that Wisconsin and Ohio will experience demand for actuaries that will be above the national average. The Bureau of Labor Statistics includes actuarial consulting industries among those experiencing the fastest employment growth nationally through 2010. In June 2004, the Society of Actuaries Job Link listed 193 openings in the previous sixty days. In addition to the interest from local firms, students have also expressed interest in this major. At UW-Milwaukee’s annual Open House, approximately twenty students per year have requested information about actuarial sciences, more than for all other math options combined.

Comparable Programs

While SOA exams require a degree of uniformity among actuarial programs, there are differences between the proposed program and others in the state and region. Only two programs in the state, UW-Milwaukee and UW-Madison, are designated “Undergraduate – Advanced” by SOA in a ranking system based on the programs’ coverage of topics on the first two professional exams. The UW-Milwaukee program is housed in the College of Letters and Science and results in a liberal arts degree, while the UW-Madison program is housed in the School of Business. As a liberal arts program, the UW-Milwaukee program requires courses that emphasize the development of skills in communication and critical thinking that employers hiring actuaries tell the program they are seeking.

Four UW institutions (UW-Eau Claire, UW-Platteville, UW-Superior, and UW-Whitewater) have actuarial programs designated “Undergraduate – Introductory.” There are 68 comparable programs in North America, nineteen of them in the Midwest, including one at the University of Minnesota. The Minnesota program requires students to complete a double major in mathematics and actuarial science, and therefore has a more prescribed curriculum than the UW-Milwaukee program, giving students less flexibility in designing their programs of study.

Collaboration

Insurance firms in the Milwaukee area have a history of providing financial support to the program, through scholarships and internships, due to their interest in assuring a strong pool of actuarial graduates. The new major will continue extensive collaboration with Milwaukee insurance companies through these internship opportunities. Students may elect to have their internships count toward degree credit, and the program will provide information to students about opportunities with the participating companies.

One reviewer suggested establishing a five-year program in which students would earn a baccalaureate from UW-Milwaukee and a master’s degree from UW-Madison. The Department of Mathematical Sciences would be interested in this collaborative arrangement; and, in the future, if there is student interest in continuing to the Master’s level, UW-Milwaukee will initiate conversations with UW-Madison about possibilities for a five-year program.

Use of Technology/Distance Education

Current math, statistics, and finance courses incorporate computer technology for problem-solving, and several courses have been set up with online lecture notes and other materials. There are no plans at the present time to develop this program for distance education.

Academic and Career Advising

The Department’s associate and assistant chairs will be the primary academic advisors for the program concerning the general major requirements. Students specializing in actuarial

science will be assigned an advisor from among the faculty members associated with that program. Building on the Mathematical Sciences Department's long experience in career advising, the program will communicate regularly with actuarial majors through an email reflector to provide career guidance. Additionally, the students' Actuarial Club sponsors campus visits by actuaries and recruiters who provide current career information.

Enrollment Projections (5 years)

Within five years, the program plans to achieve its target enrollment of thirty students, with ten to twelve graduates per year. This number is what the program can accommodate with current resources.

Year	2005	2006	2007	2008	2009
New	10	10	10	11	12
Continuing	7	11	15	15	18
Total	17	21	25	26	30
Graduating	5	6	8	8	12

Assessment and Program Evaluation

The program will establish measures to determine if students are meeting the identified learning outcomes, and will compare the measures to student data collected in student portfolios consisting of final exams, projects from advanced courses in mathematics/statistics, economics, and finance; samples of writing from required humanities and social science courses and computer projects. Student and faculty questionnaires in capstone and upper-division courses will provide additional ongoing assessment information. For students completing internships, the program will collect, from both students and employers, reports on the internship experience. All of this information will be reviewed annually by the program faculty committee in order to monitor and evaluate the program. In addition, the program could benefit by knowing how students fare on actuarial examinations. Currently, the SOA does not report student scores on actuarial exams to their home institutions. However, the program will initiate a dialog with SOA on the possibility of securing exam scores in the future. There is no formal accreditation of actuarial programs at the present time.

Evaluation from External Reviewers

The proposal was reviewed by two actuarial science professors at other institutions. Both reviewers affirmed the demand for trained actuaries and gave the proposed program positive evaluations. One described the program as "well thought out," indicating that it would "effectively prepare students for an entry-level position." This reviewer also noted that the program's "advanced level coursework[,] . . . a combination of rigorous mathematics, mathematical and applied statistics, economics and business[,] . . . is an appropriate foundation for actuarial science, [but] . . . also serves as a basic set of courses for a major some universities would call 'financial engineering'[, with the result that] the major will have broader appeal than simply those interested in actuarial science." Both reviewers suggested making explicit a suggested timetable for students to take the actuarial exams. The program will work with

students on an individual basis to determine when they are ready to take the first two actuarial exams.

Resource Needs

Resources for the major are already in place; no additional resources are requested. The “current costs,” listed below, indicate the resources currently devoted to the actuarial science sub-major. FTE calculations for personnel are based on an estimated percentage of time that faculty and staff devote to activities associated specifically with this program. Salary costs include a three-percent increase each year.

BUDGET Estimated Total Costs and Income

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel				1		
Fac/Acad Staff	3.33	\$194,425	3.33	\$200,258	3.33	\$206,266
Grad Assistants	.50	\$10,400	.50	\$10,712	.50	\$11,033
Classified Staff	.10	\$2,780	.10	\$2,863	.10	\$2,949
Non-personnel						
S&E		\$2,000		\$2,000		\$2,000
Capital Equip.		0		0		0
Library		0		0		0
Computing		\$500		\$500		\$500
Subtotal		\$210,105		\$216,333		\$222,748
ADDITIONAL COSTS (Specify)	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Nonpersonnel						
Subtotal		\$0		\$0		\$0
TOTAL COSTS		\$210,105		\$216,333		\$222,748
CURRENT RESOURCES						
GPR		\$210,105		\$216,333		\$222,748
Subtotal		\$210,105		\$216,333		\$222,748
ADDITIONAL RESOURCES						
GPR Reallocation (specify from where)						
Gifts and Grants						
Fees						
Subtotal		\$0		\$0		\$0
TOTAL RESOURCES		\$210,105		\$216,333		\$222,748

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(1), authorizing the implementation of the B.A. in Actuarial Science, UW-Milwaukee.

RELATED REGENT POLICIES

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

Program Authorization (Implementation)
B.S. in Special Education
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.e.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Special Education.

**NEW PROGRAM AUTHORIZATION
Bachelor of Science in Special Education
University of Wisconsin-Stout
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Bachelor of Science in Special Education (B.S.-S.E.) is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Stout and System Administration will conduct that review jointly, and report the results to the Board.

In August, 2004, new rules for teacher licensure went into effect, known as PI 34. Both students and teacher education programs must meet the new licensing requirements of PI 34. The PI 34 education rules make available a new cross-categorical certification (in cognitive, learning, and emotional/behavioral disabilities) for special education teachers. The B.S.-S.E. has been planned and developed to prepare students for this cross-categorical certification, a teaching field with a severe shortage of personnel in Wisconsin and the nation. UW-Stout has prepared teachers certified in special education-cognitive disability since the early 1970's via a concentration in the B.S. Vocational Rehabilitation program, and has faculty with appropriate expertise and credentials to offer the new program.

REQUESTED ACTION

Approval of Resolution I.1.e.(2), authorizing the implementation of the B.S. in Special Education, UW-Stout.

DISCUSSION

Program Description

The program objectives, curriculum, and assessment plan are informed by: the Council for Exceptional Children (CEC) international standards and the Wisconsin Content Guidelines for Cross-Categorical Special Education; the Wisconsin knowledge, skills, and disposition standards for teachers; and the UW-Stout Conceptual Framework of standards of essential knowledge, skills, and dispositions for all teachers. The curriculum will prepare teachers of students with cognitive (CD), emotional/behavioral (E/BD), and/or learning disabilities (LD). The curriculum includes general education content (46 credits), professional education pedagogy common to all Stout education programs (19 credits), and special education pedagogy (59 credits). This program retains

a primary emphasis on cognitive disability, as PI 34 requires an emphasis in one disability category.

The Special Education program is intricately related to the general education curricula and all other education programs at UW-Stout, and shares curriculum with the Vocational Rehabilitation and School Counseling programs. The rehabilitation resources available at UW-Stout allow incorporation of competencies needed by special educators to adequately prepare special needs students for a successful transition from school to adult life. The special education faculty works closely with the arts and sciences faculty to ensure student acquisition of the necessary content in language arts, math, arts, social studies, and the sciences.

Program Goals and Objectives

The goal of the program is to prepare teachers with demonstrated evidence of the knowledge, skills, and dispositions delineated in the Wisconsin Teaching Standards, the UW-Stout framework for teaching, and the Wisconsin Content Guidelines for Cross-Categorical Special Education. Abbreviated program objectives include:

- Articulate the historical, legal, and philosophical foundations of special education.
- Describe the etiology, development, and characteristics of students with and without exceptionalities.
- Conduct, interpret, communicate, and use the results of formal and informal assessments of students with disabilities.
- Develop individualized learning and transition goals.
- Demonstrate research-supported instructional strategies.
- Design and maintain learning environments that enhance student learning and compensate for learning deficiencies.
- Plan, develop, and modify academic, affective, and career/transitional curricula for students with disabilities.
- Demonstrate content knowledge and pedagogical skills in teaching and in supporting the teaching of reading and language arts, math, arts, social studies, and science to students with disabilities.
- Communicate, consult, and collaborate with school and community personnel to enhance the education and transition of students with disabilities.
- Practice within the Council for Exceptional Children Code of Ethics.

Relation to Institutional Mission

The proposed major in Special Education is consistent with the UW-Stout mission to prepare professional educators. As noted in the mission, “The University offers undergraduate and graduate programs leading to professional careers in industry, commerce, education, and human services.” Also consistent with the UW-Stout mission, the program would address the societal need for an increased number of special education teachers, and would provide preparation consistent with the changing societal need for special educators who can teach across categories of disabilities: “UW-Stout is

characterized by a distinctive array of programs leading to professional careers focused on the needs of society . . .”

Diversity

The percentage of minority students enrolled in the current special education concentration is consistent with the percentage of minority students enrolled at UW-Stout. Because students of color are over-represented in the population of K-12 students enrolled in special education programs, and under-represented in the special education teaching profession, the program director will work closely with the school relations and student services offices to emphasize recruitment of students of color. It is hoped that the increased visibility of the major and the excellent job market for special education teachers with cross-categorical certification will enhance these efforts.

Minority faculty/staff represent slightly over 11 percent of the School of Education full-time faculty/staff. The Special Education curriculum exceeds the UW-Stout Ethnic Studies requirements by including one course specifically devoted to multicultural content, two courses that integrate appreciation and understanding of cultural groups, and two courses that include a significant multicultural component.

Need (Market Research)

The proposed B.S.-S.E. program will address the severe special education teacher shortage by preparing teachers to deliver special education services to middle childhood through adolescent youth with a variety of disabling conditions, following the standards established by the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), and the Wisconsin Department of Public Instruction (DPI). There is a chronic and enduring shortage of special education teachers throughout the United States. This stems from a long-term imbalance between supply and demand. According to the U.S. Department of Labor Occupational Outlook Handbook, “employment of special education teachers is expected to increase faster than the average for all occupations through 2010, spurred by continued growth in the number of special education students needing services, legislation emphasizing training and employment for individuals with disabilities, and educational reforms requiring higher standards for graduation.” The need to replace special education teachers who switch to general education, change careers altogether, or retire will lead to additional job openings. While there is a shortage of teaching personnel in all disability areas, there is an even greater demand for teachers prepared to teach across a variety of disabling conditions. In order to meet this need, Wisconsin DPI processes hundreds of emergency special education licenses each year to individuals not certifiable but teaching in special education.

Comparable Programs

Most UW-System universities offer one or more areas of special education certification, but in northwestern Wisconsin, only UW-Eau Claire offers a special education major. Two other universities are currently offering cross-categorical certification programs but there are no other cross-categorical certification programs in northwestern Wisconsin at this time.

UW-Stout will continue to work closely with the Minnesota Department of Education to ensure that Stout teacher education graduates are certifiable in Minnesota. Minnesota is one of the few states that still certifies only by category of disability. The courses that meet Minnesota Developmental Disability (comparable to Wisconsin Cognitive Disability) certification have been retained in the program so UW-Stout graduates are eligible for that K-12 certification. The program will be submitted to the Minnesota Department of Education for review in regard to student eligibility for Learning Disability and Emotional/Behavioral Disability certification in addition to Cognitive Disability.

Collaboration

Because of the severe shortage of fully certified special education teachers regionally and nationally, there is a need for more special education programs in Wisconsin. All of the UW System institutions collaborate on transfer of coursework, but UW-Eau Claire, UW-River Falls, and UW-Stout make a concerted effort to facilitate transfer of comparable courses among institutions so that students who may not be able to take a course at one institution in any given term, may take it at a sister institution.

Use of Technology/Distance Education

In addition to traditional on-campus offerings, and beginning in year two of implementation, the Special Education courses will be delivered as weekend courses on a rotational basis, allowing individuals with discreet categorical licensure to complete the requirements for cross-categorical special education. A transcript review will be done with all applicants to determine their individual program plan. These offerings will be coordinated with Stout Solutions and Continuing Education and will begin fall 2006. One course will be offered per semester. A needs analysis will be conducted during the 2004-05 academic year to determine the location for the weekend courses.

UW-Stout initiated a wireless laptop environment four years ago and technology continues to be integral to the learning environment at Stout. All UW-Stout students are provided and trained in the use of a laptop computer that includes software utilized by all students and specific to their major. All education majors maintain electronic portfolios in which they organize and present evidences of their attainment of the knowledge, skills, and dispositions essential for beginning teachers. Education majors demonstrate evidence of their instructional technology skills by participating in asynchronous learning; utilizing special education software to demonstrate skills such as developing

curriculum, designing learning environments, and writing individual education plans; and preparing powerpoint presentations. Students in this new major will be required to present electronic portfolio evidence of their use of instructional technology in their Teacher Work Sample artifacts. Additionally, special education majors are required to present evidence of the use of adaptive technologies such as augmentative communication devices and mobility aids.

Academic and Career Advising

The Special Education Program Director meets with all new students and their families as a group during the summer registration/orientation day to provide general career and program information. New students are assigned a freshman advisor who works with them throughout their first year. During the second semester, students transition to a Special Education faculty advisor who provides both group and individual advisement. The Program Director is integrally involved with assessment of students at each School of Education Benchmark review. The Program Director meets individually with students who do not successfully fulfill the benchmark requirements and develops a remediation plan or counsels the students regarding other alternatives.

Career and program advisement also occurs in the introductory special education class, including special education teacher guest speakers, job vacancy searches, initial development of teaching portfolios, and development of four-year plans. Special Education students also meet individually with the Program Director throughout their senior year to assure that they are on track for graduation and to receive additional career guidance. Students are contacted by the Co-op and Placement Services Office and offered the services of that office during their junior-senior years.

Projected Enrollment

Year	Implementation Year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	25	30	35	40	40
Continuing students		18	41	67	85
Total enrollment	25	48	76	107	125
Graduating students				18	41

Assessment and Program Evaluation

The proposed major in Special Education is a performance-based program. Candidates' knowledge, skills, and dispositions are systematically assessed throughout the program and decisions are made at three critical benchmarks regarding each student's continuation. The assessment system is aligned to the UW-Stout conceptual framework, Wisconsin Teacher Standards, Wisconsin Guidelines for Special Education-Cross-Categorical, and the program curriculum. It involves multiple measures over time of progressively more complex performance tasks. While knowledge is primarily assessed via traditional exams and grades, skills and dispositions are assessed via student

performance and behaviors. Sources of evidence of successful performance include degree audits, interviews, portfolio assessment, scores on the Praxis I Pre-professional Skills Test and the Praxis II Content Exams, and cooperating teacher recommendations. An annual “assessment in the major” report summarizes the outcomes of the student assessment process and delineates how the results inform program or curricular changes. For example, feedback from the trial administration of the Praxis II Content Exam resulted in a revision of the program to require additional general education courses.

Program review occurs through the periodic Wisconsin DPI accreditation review, the annual follow-up studies of program graduates and their employers, the formal Program Review that occurs on-campus every seven years, and regular feedback from members of the program advisory committee. These program reviews provide essential information for program improvement. For example, student, cooperating teacher, and employer feedback indicating a lack of consistency and value of pre-student teaching field experiences resulted in incorporating a teaching work-sample requirement in each experience. Feedback from follow-up studies indicating graduates’ need for increased technology skills resulted in the integration of instructional and assistive technology in numerous courses, as well as the implementation of the electronic portfolio system. The new program will be reviewed five years after implementation.

External Reviewers

The proposal was reviewed by two consultants. Both reviewers endorsed the following aspects of the proposal: strong case for the need for the program and demand due to critical shortage of special education teachers; strong rationale for program at UW-Stout based on curriculum already in place and critical mass of faculty; support for the alignment of the curriculum to the UW-Stout mission/plan, the *No Child Left Behind* criteria, and the national and state standards for all teachers and special educators; support for the collaboration with other education programs as well as arts/sciences, and other programs in the state; support for consistency with NCATE criteria; appropriate balance of general and professional studies; strong outcomes-based assessment model; clearly identified expected knowledge, skills, and dispositions; appropriate field experiences; and appropriate implementation plans. Neither reviewer noted proposal weaknesses. One reviewer provided a recommendation relative to documentation that will need to be maintained as the program is implemented per NCATE review criteria.

Resource Needs

As displayed in the Budget Format, 2.40 FTE are currently devoted to the existing special education program. All of the existing FTE will be applied to the new major. The new coursework that is required for this program requires an additional .60 FTE beginning in fall, 2005. The .60 FTE will be reallocated within the School of Education and is possible due to a reduced need for education foundation courses caused by curriculum changes. Additionally, .40 FTE of the current resources now used to employ two part-time adjunct special education staff will be added to the reallocated .60 to allow hiring a full-time person. A search will be conducted in 2004-2005 for the fall, 2005, hire of a new tenure-track faculty member who is certified in cross-categorical or at least

two categorical areas of special education, childhood-adolescence, and has a minimum of three years of teaching experience

Current clerical support is appropriate for the new program. The operating budget for the current special education program is sufficient for ongoing support of the new program. Those resources will be used to purchase new diagnostic tools for learning and emotional/behavioral disabilities.

Beginning in year three, certification courses will be offered through Continuing Education to allow former graduates with cognitive disability certification to complete the additional coursework needed for cross-categorical certification in cohort groups. Customized tuition will provide the revenue needed to hire .50 adjunct faculty to teach in the outreach sites.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(2), authorizing the implementation of the B.S. in Special Education, UW-Stout.

RELATED REGENT POLICIES

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

BUDGET FORMAT
Estimated Total Costs and Income

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.40	\$112,210	3.00	\$144,004	3.00	\$148,324
Graduate Assistants						
Non-instructional Academic /Classified Staff	.33	\$6,630	.33	\$6,828	.33	\$7,032
Non-personnel						
Supplies & Equipment		\$9,132		\$11,463		\$9,687
Capital Equipment						
Library						
Computing						
Subtotal		\$127,972		\$162,295		\$165,043
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	.60	\$27,600			.50	\$18,000
Graduate Assistants						
Non-instructional Academic /Classified Staff					.20	\$3,978
Non-personnel						
Supplies & Equipment		\$2,331				
Capital Equipment						
Library						
Computing						
Subtotal		\$29,931				\$21,978
TOTAL COSTS		\$157,903		\$162,295		\$187,021
CURRENT RESOURCES						
GPR		\$127,972		\$162,295		\$165,043
Gifts and Grants						
Fees						
Subtotal		\$127,972		\$162,295		\$165,043
ADDITIONAL RESOURCES						
GPR Reallocation		\$29,931 reallocated within the School of Education.				
Gifts and Grants						
Fees						
Other: customized tuition for distance education delivery						\$21,978
Subtotal		\$29,931				\$21,978
TOTAL RESOURCES		\$157,903		\$162,295		\$187,021

Program Authorization (Implementation)
Master of Public Health
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution I.1.e.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Public Health.

NEW PROGRAM AUTHORIZATION
Master of Public Health
University of Wisconsin - Madison
(IMPLEMENTATION)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Master of Public Health (M.P.H.) degree in Public Health is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Madison and System Administration will conduct that review jointly, and report the results to the Board.

The M.P.H. is a twelve-month multidisciplinary program designed to provide professional education in public health. The M.P.H., a collaborative effort across UW-Madison's schools and colleges, is targeted to health care professionals. The proposed M.P.H. will expand the Wisconsin public health workforce at a time when the demands of urgent public health issues—exemplified by national security issues, obesity-related health problems, West Nile Virus, SARS, Chronic Wasting Disease, and influenza—are expanding. The M.P.H. is supported by an existing core of Population Health department faculty, as well as selected program faculty from Family Medicine, Biostatistics and Medical Informatics, Nutritional Sciences, Nursing, Pharmacy, Veterinary Medicine, the LaFollete School of Public Policy, Social Work, and other departments across the UW-Madison campus. The program is also supported by public health professionals and agencies across the state, who will be partners with the M.P.H. on the advisory board and for student preceptorships. The Wisconsin Partnership Fund (approved by the Board of Regents in April, 2003, to administer gift funds from the conversion of Blue Cross/Blue Shield stock) has approved financial support for this program. Graduates of the M.P.H. will contribute in academic settings, governmental health agencies, and the private health sector where their expertise will align with the evolving need to apply public health oriented approaches to urgent public health problems.

REQUESTED ACTION

Approval of Resolution I.1.e.(3), authorizing the implementation of the Master of Public Health, UW-Madison.

DISCUSSION

Program Description

The proposed M.P.H. is a twelve-month, 36-credit program for those with a baccalaureate degree and at least two years of full-time post-baccalaureate health-related experience or education. Students will take courses from the five core curriculum areas (biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences)

and from several elective areas (ethics, public health informatics, cultural competence, genomics, communication, community-based research, global health, policy and law). Students will integrate what they have learned by completing a clinical practicum project (an eight-to-twelve week preceptorship with an M.P.H. partner organization) and a synthesizing capstone project in public health.

Program Goals and Objectives

The objectives of the program are: to provide to students a core curriculum in public health concepts and skills and to build the public health workforce of Wisconsin; to build skills to participate in community-based clinical health services and population-based research; to encourage collaborative graduate education for students across the health sciences; to build an understanding of multidisciplinary approaches to public health problems; and to enable students to combine training in their primary health care discipline with training in public health. M.P.H. students will build expertise with the following key public health issues: prevention of epidemics and the spread of disease; protection from environmental hazards; prevention from injury; promotion and encouragement of healthy behaviors; response to disasters and assistance to communities in recovery; and ensuring the quality and accessibility of health services. The M.P.H. will provide learners with specific knowledge, skills, and attitudes; monitoring health status and identifying community health problems; diagnosing and investigating health problems and health hazards; mobilizing community partnerships to identify and solve health problems; enforcing laws and regulations that protect health and ensure safety; evaluating the effectiveness, accessibility, and quality of personal and population-based health services; and researching for new insights and innovative solutions to health problems.

Relation to Institutional Mission

The proposed M.P.H. will engage UW-Madison faculty and staff who are active in research, teaching, and outreach programs with a public health focus. The proposed M.P.H. closes a long-standing gap in UW-Madison's ability to support the public health workforce of Wisconsin. Implementation of the M.P.H. is one of the Medical School's priorities in eventually becoming an integrated School of Medicine and Public Health. The Medical School is mandated to support public health initiatives through the generous gift from the sale of Blue Cross/Blue Shields stock, now administered in the form of the Wisconsin Partnership Fund. The purpose of the conversion of these funds "is to promote public health initiatives that will generally benefit the Wisconsin population." The M.P.H. is one element of the plan to promote such health initiatives.

Diversity

The Medical School has developed a comprehensive plan for increasing diversity in the student, faculty, and staff through the work of the Center for the Study of Cultural Diversity in Healthcare (C.D.H.). The M.P.H. will make use of the recruiting and retention initiatives provided by C.D.H. Financial aid for targeted populations of students is one strategy. In addition, the M.P.H. is designed to serve underserved populations (for example, urban, rural, and tribal populations) and includes curricular elements focused on developing cultural competence.

Need

The Institute of Medicine (I.O.M.) has concluded that U.S. public health workers need additional training to meet new challenges posed by globalization, medical advances, and an aging and increasingly diverse population. A Wisconsin Division of Public Health survey supported the demand for more formal, statewide training in public health. Surveys of students enrolled in UW-Madison programs such as Medicine, Nursing, Public Policy, Environmental Toxicology, Law, Veterinary Medicine, and Pharmacy confirmed a strong interest in an M.P.H. program. Statements of need also came from public commentary obtained for Blue Cross/Blue Shield during statewide listening sessions.

Comparable Programs

UW-La Crosse offers the only other M.P.H. in the UW System. The mission and the focus of the La Crosse program is community health education—addressing quality of life through health education and health promotion. The goals of the program are: to prepare individuals to be proficient community health educators; to plan, implement, and report research; and to actively engage in joint planning and partnership with relevant community partners. In contrast, the UW-Madison M.P.H. will focus on elements of monitoring, diagnosis, and intervention. We envision the UW-La Crosse and UW-Madison efforts to be complementary and that the programs will work jointly to prepare a Wisconsin workforce trained in all aspects of public health. We anticipate that the proposed M.P.H. degree will not compete with, nor dilute the quality or quantity of applicants to the UW-La Crosse M.P.H. program, which has a distinguished national reputation and ranks sixth among all M.P.H. programs nationwide. We will work collaboratively with UW-La Crosse to ensure that prospective applicants distinguish between the purpose, content, and expected outcomes of our respective M.P.H. programs.

The UW-Eau Claire program in Environmental Health and the UW-Milwaukee program in Health Sciences and Nursing have some overlap in content, but do not provide the focus of the proposed M.P.H. The Medical College of Wisconsin delivers an M.P.H. which is exclusively for physicians. Elsewhere in the Midwest, there are M.P.H. programs at the University of Michigan, University of Minnesota, and in Illinois (University of Illinois, Chicago and Rockford). These programs are too far away to serve students who are enrolled in or are new graduates of health-related programs at UW-Madison.

Collaboration

The M.P.H., as designed, requires collaboration across the UW-Madison campus: Population Health Science, Biostatistics and Medical Informatics, Family Medicine, Nursing, Pharmacy, Veterinary Medicine, the LaFollete School of Public Policy, and others are contributors. The M.P.H. Academic Advisory Committee and the M.P.H. Community Advisory Committee will include representation from Wisconsin's institutions and agencies that have interests in public health. Examples include the UW-La Crosse Community Health Programs, the Division of Public Health, the Department of Public Instruction, and the Great Lakes Inter-Tribal Council.

Use of Technology/Distance Education

M.P.H. students will learn to use technology effectively in their work environment. Technology will be used throughout the curriculum to enhance communication and learning using web-based delivery and other asynchronous formats. Once the program is established, we plan to expand the offering to a distance-delivery format. We will explore the potential for collaboration with UW-La Crosse on distance education offerings.

Academic and Career Advising

Academic and career advising will be provided by program faculty and staff who have experience working with mid-career professionals and prospective students contemplating transitions, and are sensitive to the special attributes of these learners. The strong program connections with the state-wide network of public health professions and the culminating experience (preceptorship/capstone) will be a conduit for career exploration and placements.

Projected Enrollment (5 years)

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	25	30	35	40	40
Continuing students	0	0	0	0	0
Total enrollment	25	30	35	40	40
Graduating students	25	30	35	40	40

For this twelve-month program, the students enter and graduate in one year.

Assessment and Program Evaluation

Assessment of program goals will include formative, process, and summative components. Formative evaluation activities will focus on student learning and satisfaction with the curriculum using data from student surveys and focus groups. Process evaluation will focus on quantitative review of program elements, for example recruiting and admissions, progress-to-degree, and graduation rates. Summative evaluation will focus on specific program objectives and learning outcomes and will use a variety of methods, for example exit surveys or review of student work in the preceptorship or capstone experience. The M.P.H. program will seek accreditation from the Council on Education for Public Health (C.E.P.H.). C.E.P.H. specifies criteria for accreditation and outlines a rigorous process for evaluating content and quality of the instructional, research, and service aspects of the programs that seek accreditation.

Evaluation from External Reviewers

External reviewers identified the proposed curriculum, the quality of the faculty, and the timeliness of the proposal, given the increasing need for health care professionals to have public health expertise, as areas of strength.

Resource Needs

Resource needs include salary support for faculty and teaching assistants to teach the core curriculum, including newly recruited and current faculty who will adjust their teaching loads to teach the five core courses (\$180,000 new funds plus some reallocation of effort). Two of the five core courses are new courses (Health Services and Principles of Public Health); the other three (Biostatistics, Epidemiology, and Environmental Health) are existing courses that will be revised to meet the needs of the M.P.H. Faculty time expended for the M.P.H. program is considered a cost of the program as faculty in the Medical School are expected to align their teaching and research with funding sources. Existing courses that meet the elective requirements will be taught by existing faculty, as usual, and are funded by a reallocation of effort (costs estimated at \$180,000). An amount of \$40,000 is allotted to fund lecturers from outside the university, as well as any support needed for community faculty partners for the preceptorships. The budget provides for 2.0 FTE for support staff, including a program administrator and portions of two other staffers who work with faculty on advising, admissions, recruiting, student progress monitoring, website development, preparing course material packets, assessment and program evaluation, and communicating with students about the program and the curriculum. A faculty member will function as the program director and devote 30 percent time to these academic and program oversight responsibilities. The budget includes \$182,000 for these non-instructional salaries. Approximately \$10,000 will be allotted to supplies and expenses to cover the non-personnel costs, which include copying, publications, web charges, travel and recruiting, and costs of connecting with partner organizations.

The existing home of the Population Health Department in the Wisconsin Alumni Research Foundation building and new instructional space in the Sciences Learning Center (opened in the fall of 2004) provide sufficient instructional, research, computer, library, and other facilities for M.P.H. program needs. M.P.H. program needs from these sources are estimated at \$10,000 for computer resources and \$100,000 for library resources and are funded as a reallocation of resources to this program.

The initial funding and ongoing base support of the program is provided by an allocation from the Wisconsin Partnership Fund (Blue Cross/Blue Shield grant).

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.e.(3), authorizing the implementation of the Master of Public Health, UW-Madison.

RELATED REGENT POLICIES

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

UW-Madison
Master of Public Health (Medical School) Program Budget

		First Year		Second Year		Third Year			
		2004-05		2005-06		2006-07		2007-08	
CURRENT COSTS	FTE	\$	FTE	\$	FTE	\$	FTE	\$	
Personnel									
Faculty - existing core courses	1.5	\$135,000	1.5	\$139,050	1.5	\$143,222	1.5	\$147,518	
Faculty - elective courses	1.5	\$135,000	1.5	\$139,050	1.5	\$143,222	1.5	\$147,518	
Instructional Staff	0								
Graduate Assistants	2.0	\$60,000	2.0	\$61,800	2.0	\$63,654	2.0	\$65,564	
Academic Staff - Noninstructional	0								
Classified Staff - Noninstructional	0								
ALL PERSONNEL	5.00	\$330,000	5.00	\$339,900	5.00	\$350,098	5.00	\$360,600	
Non-Personnel									
Supplies and Expenses		\$0		\$0		\$0		0	
Capital Equipment		\$0		\$0		\$0		0	
Library (est \$730 per student)		\$0		\$18,250		\$21,900		\$25,550	
Computing (~\$150 per student)		\$0		\$3,750		\$4,500		\$5,250	
CURRENT SUBTOTAL		\$330,000		\$361,900		\$376,498		\$391,400	
ADDITIONAL COSTS	FTE	\$	FTE	\$	FTE	\$	FTE	\$	
Personnel									
Faculty									
Faculty - new core courses	1.3	\$117,000	1.3	\$120,510	1.3	\$124,125	1.3	\$127,849	
plus 33% fringe benefits		\$38,610		\$39,768		\$40,961		\$42,190	
Program Director	0.3	\$36,000	0.3	\$37,080	0.3	\$38,192	0.3	\$39,338	
plus 33% fringe benefits		\$11,880		\$12,236		\$12,603		\$12,982	
Instructional Staff	0.5	\$40,000	0.5	\$41,200	0.5	\$42,436	0.5	\$43,709	
Graduate Assistants	1.0	\$30,000	1.0	\$30,900	1.0	\$31,827	1.0	\$32,782	
plus 25% fringe benefits		\$7,500		\$7,725		\$7,957		\$8,195	
Academic Staff - Noninstructional	1.5	\$82,500	1.5	\$84,975	1.5	\$87,524	1.5	\$90,150	
plus 33% fringe benefits		\$27,225		\$28,042		\$28,883		\$29,749	
Classified Staff - Noninstructional	0.5	\$15,000	0.5	\$15,450	0.5	\$15,914	0.5	\$16,391	
plus 44% fringe benefits		\$6,675		\$6,875		\$7,082		\$7,294	
ALL PERSONNEL	3.80	\$412,390	3.80	\$424,761	3.80	\$437,504	3.80	\$450,629	
Non-Personnel									
Supplies and Expenses		\$10,000		\$10,000		\$10,000		\$10,000	
Capital Equipment									
Library									
Computing									
SUBTOTAL		\$422,390		\$434,761		\$447,504		\$460,629	
TOTAL COSTS		\$752,390		\$796,661		\$824,002		\$852,029	
CURRENT RESOURCES									
GPR Reallocation		\$329,860		\$361,455		\$375,740		\$390,319	
Gifts and Grants									
Fees									
Other									
SUBTOTAL		\$329,860		\$361,455		\$375,740		\$390,319	
ADDITIONAL RESOURCES									
GPR Reallocation									
Gifts and Grants - Wisconsin Partnership Fund		\$422,530		\$435,206		\$448,262		\$461,710	
Fees									
Other									
SUBTOTAL									
TOTAL RESOURCES		\$752,390		\$796,661		\$824,002		\$852,029	

Salaries are adjusted by 3% annually to reflect possible increases; fringe benefits are not included.
 Explanatory notes follow on the next page.

UW-Madison
Master of Public Health (Medical School) Program Budget

Current Costs:

Faculty: Medical School faculty will teach the core curriculum. Three of the core courses are existing courses that will be modified for the M.P.H. Faculty from across campus will enroll M.P.H. students in existing elective courses with an estimated contribution of 1.5 FTE. Calculations assume an average salary of \$90K.

Graduate Assistants: An estimated 2.0 FTE support the existing courses.

Library: The M.P.H. program will use existing library resources. Based on 2003 General Library expenditure of \$30M, and 41,500 student enrollment, the average library cost per student was \$730.

Computing Costs: The Medical School estimates a \$150 allowance for direct computing expenses per student.

Capital Equipment and Computing - M.P.H. students will make use of existing capital and computing resources, but a per student amount is difficult to estimate.

Additional Costs:

Faculty: Two new courses are required in the core curriculum and will be funded from the WPF.

Instructional Staff: \$40,000 is budgeted for lectures from public health experts who will teach portions of courses.

Program Director and support staff: \$181,000 is estimated for these positions and will be funded from the WPF.

Resources:

\$422,530 of direct program expenses will be funded from the Wisconsin Partnership Fund (WPF).

The balance of the program costs are distributed across existing courses and facilities.

I.2. Business and Finance Committee Meeting

Thursday, December 9, 2004
1920 Van Hise Hall
1220 Linden Drive

10:30 a.m. All Regents

- Expanding Baccalaureate Degree Completion in Wisconsin
 - UW/WTCS Transfer Progress Report
 - Committee on Baccalaureate Expansion
- [Resolution A]

11:30 a.m. Box Lunch

12:00 p.m. All Regents

- UW System Inclusivity Initiative

1:00 p.m. Business and Finance Committee Meeting – Room 1920 Van Hise Hall

- a. Approval of Minutes of the November 4, 2004 meeting of the Business and Finance Committee
- b. Critical Nature of State Funded Infrastructure for Research
- c. Financial Impact of Faculty Turnover
- d. Business of the Committee
 - (1) Report on State Imposed Costs
[Resolution I.2.d.(1)]
 - (2) Report on Continuing Appropriations
[Resolution I.2.d.(2)]
- e. Trust Funds
 - (1) Ella Seitz Bequest – Request to Expend Principal
[Resolution I.2.e.(1)]
 - (2) Follow Up to Annual Trust Funds Forum
- f. Report of the Vice President
- g. Closed session to consider trust fund matters as permitted by s.19.85(1)(e) *Wis. Stats.*

2003-04 UW SYSTEM
REPORT ON STATE IMPOSED COSTS
ADDED TO RESIDENT UNDERGRADUATE TUITION

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2003-04 Report on State Imposed Costs Added to Resident Undergraduate Tuition for submission to the Secretary of the Department of Administration.

**UNIVERSITY OF WISCONSIN SYSTEM
2003-04 REPORT ON STATE IMPOSED COSTS ADDED
TO RESIDENT UNDERGRADUATE TUITION**

BACKGROUND

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

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

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

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

REQUESTED ACTION

Approval of the following resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the submission of the 2003-04 Report on State Imposed Costs Added to Resident Undergraduate Tuition for submission to the Secretary of the Department of Administration.

DISCUSSION

There were no unfunded state imposed costs added to resident undergraduate tuition rates for the 2003-04 academic year.

RELATED REGENT POLICY

None.

2003-04 UW SYSTEM
REPORT ON CONTINUING APPROPRIATION
AUTHORITY

BUSINESS AND FINANCE COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2003-04 Continuing Appropriation Report for submission to the Legislature.

UNIVERSITY OF WISCONSIN SYSTEM 2003-04 CONTINUING APPROPRIATION REPORT

BACKGROUND

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

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 2003-04, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose.

REQUESTED ACTION

Approval of the following resolution:

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

DISCUSSION

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

Wisconsin Act 9 required the Board of Regents to report annually, beginning on December 15, 2000, the amount by which actual expenditures in the previous fiscal year, in this case 2003-04, exceeded the amount in the schedule for that appropriation in the previous fiscal year. The report should include the purposes for which the additional revenues were spent and the amount spent for each purpose. This is the fifth such report. The first report was provided to the Board of Regents on December 7, 2000.

2003-04 expenditures in the Academic Student Fee appropriation for the University of Wisconsin System were \$704,767,674. The amount printed in the schedule, 2003 Wisconsin Act 33, s. 20.285 (1)(im) for 2003-04 for Academic Student Fees, was \$667,024,900. The difference was \$37,742,774, which consists of expenditures in the following major categories:

Fiscal Year 2002-03 Encumbrances	\$9,047,641
Fee Share of the Utility Shortfall	\$1,546,283
Fringe Benefits/Health Insurance	\$3,142,827
Delayed 2001-03 Pay Plan for Classified Staff	\$3,772,886
Enrollment Related Expenditures	\$20,233,137
Total	\$37,742,774

Fiscal Year 2002-03 Encumbrances

During the 2002-03 fiscal year \$9,047,641 in tuition dollars were encumbered but not spent. The actual expenditures occurred during the 2003-04 fiscal year.

Fee Share of the Utility Shortfall

Utility costs exceeded budgeted amounts during the 2003-04 fiscal year. The fee share of the additional costs was \$1,546,283.

Fringe Benefits/Health Insurance

The fee share of fringe benefit increases due to the delayed 2001-03 Classified Pay Plan and health insurance increases were unknown at the time the Chapter 20 Statutory Fee level was set for the 2003-05 biennium. The fee share of the additional costs was \$3,142,827 in 2003-04.

Delayed 2001-03 Pay Plan for Classified Staff

The Joint Committee on Employee Relations' approved 2001-03 contractual increases and parity adjustments for Classified staff were unknown at the time the Chapter 20 Statutory Fee level was set for the 2003-05 biennium. The fee share of the increases paid out in 2003-04 was \$3,772,886.

Enrollment Related Funding

UW System institutions received additional tuition revenues due to higher than expected enrollments. Expenditures totaling \$12,175,187 were made in order to serve these additional students. Self-supporting academic programs grew at several institutions, resulting in additional revenues and expenditures totaling \$8,057,950. Examples include UW-Madison's credit outreach, UW-Platteville's distance learning, UW-Stout customized instruction, UW-Whitewater's online MBA, and UW-Milwaukee's eBusiness, executive MBA, and other academic programs.

RELATED REGENT POLICY

None.

Principal Expenditure
UW System Trust Funds
Ella M. Seitz Bequest

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System, the Chancellor of UW-Madison, and the Dean of the University of Wisconsin Medical School, the principal and income balances of the Ella M. Seitz bequest become available for spending for research space in the Interdisciplinary Research Center.

**UW SYSTEM TRUST FUNDS
REQUEST FOR PRINCIPAL EXPENDITURE
Ella M. Seitz Bequest**

EXECUTIVE SUMMARY

BACKGROUND

In the event a donor gives no direction as to the use of principal, current Regent policy requires that all quasi-endowments greater than \$250,000 be identified as designated endowments. As a designated endowment, only the income from the trust is made available for expenditure. If an exception to this restriction is desired, whether at the time of initial acceptance or at a later date, a request must be submitted to the Vice President for Finance for consideration at the next meeting of the Business and Finance Committee. Only those requests that are consistent with the spirit of the Regent policy and the intent of the donor will be approved.

REQUESTED ACTION

Approval of request for principal expenditure.

DISCUSSION

A bequest of approximately \$1.7 million has been received from the estate of Ella M. Seitz for the benefit of the University of Wisconsin-Madison Clinical Cancer Center. The will of Ms. Seitz states the following:

"TWO: All the rest of the property which I own at my death is hereby given to the UNIVERSITY OF WISCONSIN CLINICAL CANCER CENTER, Madison, Wisconsin. I impose no use or trust upon said bequest."

With the support of Chancellor Wiley, Dean Farrell of the University of Wisconsin Medical School is requesting an exception to the Regent policy, thereby allowing expenditure of principal. Dean Farrell's letter of July 16, 2004 supports this request as follows: "These funds will be held for funding of UW Comprehensive Cancer Center space in the Interdisciplinary Research Center (IRC). The IRC is part of the overall Healthstar project . . . The gift will help expedite the construction of this urgently needed facility. The Medical School has received a total of \$14 million in Federal grant support from the Department of Health and Human Services and the National Cancer Institute for construction of new cancer research space in the IRC. The grants carry a one-to-one matching provision. The \$1.7 million from this gift will be used to help meet that match requirement. This usage of the funds has been discussed with Forrest Hartmann, attorney for the estate, who is very supportive of using the funds for the cancer portion [of the] IRC.

Currently, the single most important research need for the Medical School is additional research space. We have previously requested other gifts going to Healthstar to be treated as quasi-endowment and will continue to do so in the future. The entirety of these gifts, principal and earnings, will be needed to help fund the IRC, as the vast majority of funding for this facility will come from philanthropy. As done with previous gifts, we will select an appropriate naming opportunity to go along with this gift."

RELATED REGENT POLICIES

Resolution 8930 of 11-5-04: Quasi-Endowments over \$250,000.

I.3. Physical Planning and Funding Committee

Thursday, December 9, 2004
Van Hise Hall
1220 Linden Drive, Madison

10:30 a.m. All Regents

- Expanding Baccalaureate Degree Completion in Wisconsin
 - UW/WTCS Transfer Progress Report
 - Committee on Baccalaureate Expansion [Resolution A]

11:30 p.m. Box Lunch

12:00 a.m. All Regents

- UW System Inclusivity Initiative

1:00 p.m. Physical Planning and Funding Committee Meeting – Room 1511

- a. Approval of the Minutes of the November 4, 2004 Meeting
- b. Report of the Assistant Vice President
 - Building Commission Actions
 - Governor's UW-Madison Initiative
 - Other
- c. UW-Madison: Authority to Modify the Marshfield Farm Land Agreement [Resolution I.3.c.]
- d. UW-Madison: Authority to Increase the Budget of the Microbial Science Project [Resolution I.3.d.]
- e. UW-Madison: Authority to Increase the Budget of the Central Campus Utility Improvements Project [Resolution I.3.e.]
- f. UW-Milwaukee: Authority to Execute an Easement to the Town of Richfield, Washington County, Wisconsin, for Right-of-Way Purposes [Resolution I.3.f.]
- g. UW-Milwaukee: Authority to Increase the Budget of the Lapham North Wing Remodeling Project [Resolution I.3.g.]

- h. UW-Platteville: Authority to Construct a Dairy Center Project (Design Report)
[Resolution I.3.h.]
- i. UW-Stevens Point: Authority to Increase the Budget of the DeBot Center Kitchen and Dining Upgrade Project
[Resolution I.3.i.]
- j. UW System: Program Revenue Maintenance and Repair Projects
[Resolution I.3.j.]
- k. UW System: 2005-07 Capital Budget Revisions and Additions
[Resolution I.3.k.]
- x. Additional items that may be presented to the Committee with its approval

Authority to Modify the Marshfield Farm Land
Agreement, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to amend a land agreement between the Board of Regents and the city of Marshfield for the UW-Madison Marshfield Agricultural Research Station in Marshfield, Wisconsin to (1) remove a 50-foot wide by 300-foot long strip of land on a parcel currently leased by the university from the city of Marshfield and (2) authorize a Fourth Amended Memorandum of Agreement to an existing option to purchase land to allow the university to retain an additional four acres, for a total of 16 acres, at the Marshfield Agricultural Research Station headquarters.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: University of Wisconsin-Madison
2. Request: Requests approval to amend land agreement between the Board of Regents and the city of Marshfield for the UW-Madison Marshfield Agricultural Research Station in Marshfield, Wisconsin to (1) remove a 50 ft. wide by 300-ft long strip of land on a parcel currently leased by the university from the city of Marshfield and (2) authorize a Fourth Amended Memorandum of Agreement to an existing option to purchase land to allow the university to retain an additional four (4) acres (for a total of 16) at the Marshfield Agricultural Research Station headquarters.
3. Description and Scope of Project: This request will amend the existing land agreement between the Board of Regents and the city of Marshfield to allow the city to develop the 50 by 300-foot wide strip of land on the northern half of a 40 acre parcel located directly west of the station headquarters complex on Yellowstone Drive. The strip of land is next to the city's Nikolai Industrial Park and will be used to provide railroad access to the site.

The 50 by 300 foot strip is part of a 40 acre parcel leased from the city of Marshfield. The lease, executed in November 1999, assures a minimum of 10 years use by the university. The land is used to grow feed crops in support of the Agricultural Research Station's dairy cattle research. The city's request for the 50 foot strip will have a minimum impact on the use of the parcel by the university.

In exchange for granting the city's request, the city has agreed to amend the city's option to purchase an additional 140-acre parcel of Regent owned land for long term development of the Nikolai Industrial Park. The option excludes approximately 12 acres containing the agricultural research station headquarters complex. The research station is now requesting an additional four (4) acres to be excluded land for a new total of 16 acres. The additional acreage will insure an adequate site for continued long term operation of the Marshfield Station headquarters.

Both amendments have been approved by the Marshfield Common Council and administration of the College of Agricultural and Life Sciences.

4. Justification: The Marshfield Agriculture Research Station is located in the state's largest dairy population area adjacent to the city of Marshfield and is primarily focused on the dairy and feed crop industry.

The city of Marshfield would like to provide railroad access to its Nikolai Business Park to assist business opportunities in the area. The ideal location for the railroad access is

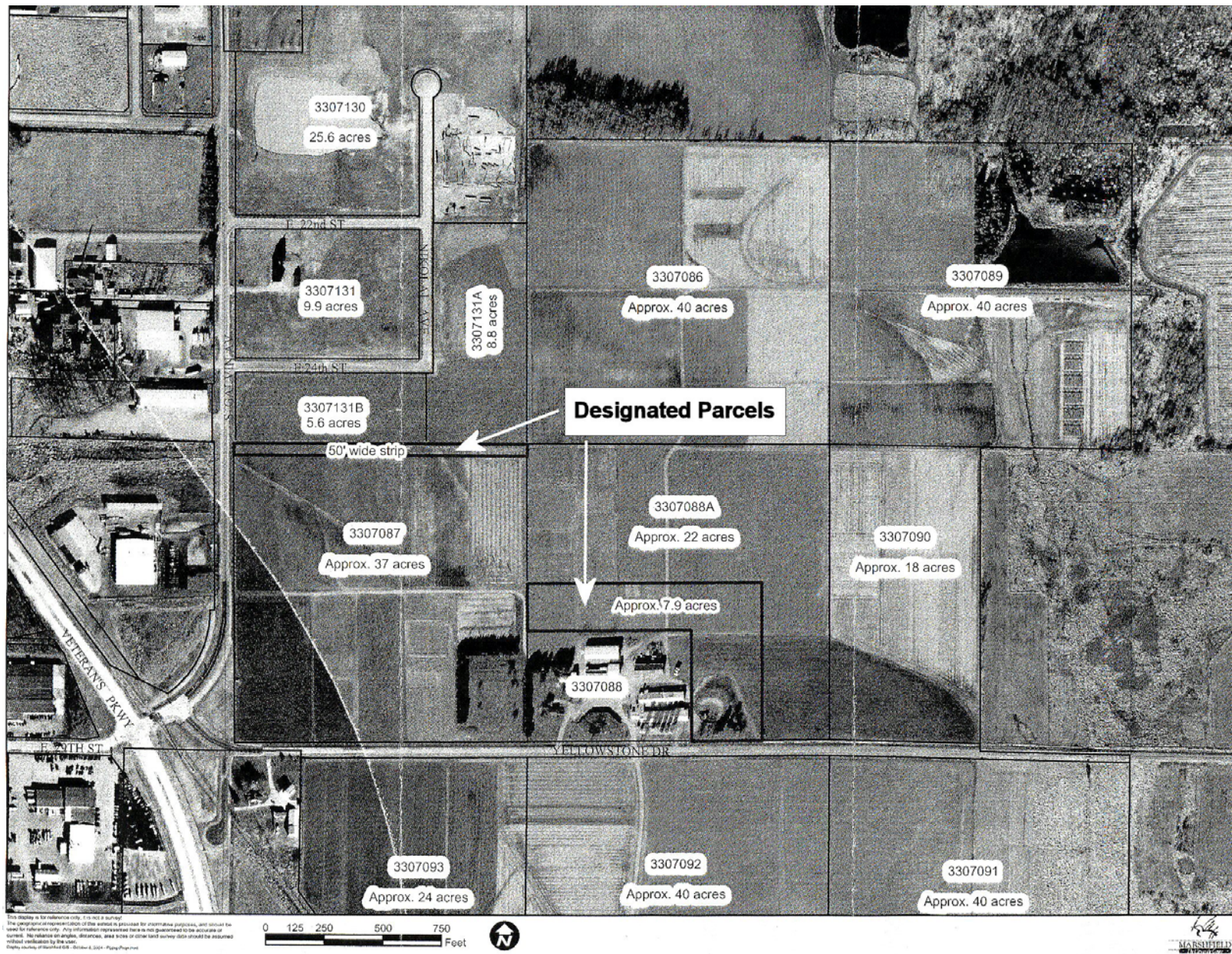
the 50 by 300 foot strip of land on the northern edge of a parcel leased by the university from the city. Allowing the city use of the strip of land will have a minimal impact on research station operations and will continue to foster a positive relationship between the university and the city.

Currently, the university and the United States Department of Agriculture (USDA) are involved in joint ventures to investigate dairy management practices and technologies to reduce adverse environmental impacts of dairying. The USDA is constructing facilities valued at \$15 million on the university's Marshfield property which have an annual federal operating budget of approximately \$4.5 million. The proposed amendment to retain 16 acres at the headquarters site will ensure enough land to meet the station's long term needs.

5. Budget: None.

6. Previous Action:

<p>April 2, 2004 Resolution 8828</p>	<p>Granted authority (a) for the officers of the Board of Regents to lease building sites at the north and south elements of the UW-Madison Marshfield Agricultural Research Station (ARS), Marshfield, Wisconsin to the United States Department of Agriculture (USDA), through June 30, 2028, (b) to allow the USDA to demolish an existing dairy barn, milk house, and eight silos at the south site and construct and own a new laboratory/office building to house the Institute for Environmentally Integrated Dairy Management (IEIDM) which is a federal, state, and university partnership, and (c) to allow the USDA to construct and own the balance of the heifer research facilities at the north site.</p>
<p>December 7, 2001 Resolution 8486</p>	<p>Approved the Design Report and authorized the construction of the Marshfield Integrated Dairy–Phase I project, at an estimated total project cost of \$1,800,000 (\$900,000 General Fund Supported Borrowing and \$900,000 Gifts/Grants).</p>
<p>December 8, 1995 Resolution 7085</p>	<p>Authority was granted to execute a Memorandum Agreement with the city of Marshfield and Wood County on behalf of the College of Agricultural and Life Sciences for the exchange of lands and leasehold interests to accommodate the future needs of the city of Marshfield and the College of Agricultural and Life Sciences at its Marshfield Agricultural Research Station.</p>



12/10/04

I.3.c.

Authority to Increase the Budget of the
Microbial Sciences Building and Parking
Structure Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget of the Microbial Sciences Building and Parking Structure project, by \$13,507,864 (\$1,548,793 General Fund Supported Borrowing–BioStar, \$10,274,000 Gifts/Grants and \$1,685,071 Program Revenue Supported Borrowing) for a revised total project cost of \$120,552,270 (\$47,048,793 General Fund Supported Borrowing–BioStar, \$2,930,406 General Fund Supported Borrowing from Project 04A1W; \$64,774,000 Gifts/Grants, and \$5,799,071 Program Revenue Supported Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to increase the budget of the Microbial Sciences Building and Parking Structure project, by \$13,507,864 (\$1,548,793 General Fund Supported Borrowing – BioStar, \$10,274,000 Gifts/Grants and \$1,685,071 Program Revenue Supported Borrowing) for a revised total project cost of \$120,552,270 (\$47,048,793 General Fund Supported Borrowing-BioStar, \$2,930,406 General Fund Supported Borrowing from Project 04A1W; \$64,774,000 Gifts/Grants, and \$5,799,071 Program Revenue Supported Borrowing).
3. Description and Scope of the Project: This project constructs a 190,000ASF/330,000 GSF building as part of the BioStar Initiative, a ten-year program to support biotechnology research, development, and education in the state of Wisconsin. The new building will be located at the intersection of Babcock and Linden Drives, the site of the existing E.B. Fred Hall. The project includes demolition of the 93,600 GSF Fred Hall.

The proposed building will consist of six floors, a mechanical penthouse, and a basement. The building will be organized into two wings oriented along Linden and Babcock Drives. The north wing is formed into a “U” shape by three laboratory blocks and associated offices oriented around atrium space. The atrium will open to the east with a glazed exterior wall facing Hiram Smith Hall, creating a public plaza between the new building and Smith Hall. The south wing will be formed by two parallel lab blocks running east to west also oriented around atrium space.

The building includes a vivarium, mechanical spaces, and a four-level subgrade parking structure for approximately 150 vehicles.

This project also includes utility work on Babcock Drive (from Observatory to Linden) which was originally included in the Central Campus Utility Improvement Project. The design and construction of this work was added administratively by the Division of State Facilities in April of 2004, and will be accomplished without delaying the project schedule. The work was combined to save the state construction costs, minimize construction congestion on campus, and utilize the optimum route for the utility to cross the building site.

4. Justification of the Request: Construction of the Microbial Sciences Building on the UW-Madison campus is a key component of the State of Wisconsin BioStar Initiative. The BioStar program will provide the infrastructure necessary for maintaining and strengthening basic and applied research programs in departments specializing in the biological sciences, thereby ensuring the preeminence of Wisconsin in the field of biotechnology.

The Microbial Sciences Building provides an unprecedented opportunity to replace inadequate, inefficient, and substandard facilities and to strengthen and coordinate the microbial sciences at UW-Madison. It will house the research, teaching, and outreach activities of the three core microbial sciences departments on campus: Bacteriology, the Food Microbiology and Toxicology/Food Research Institute (College of Agricultural and Life Sciences), and Medical Microbiology and Immunology (Medical School). The building will serve as the center for coordinating research, instruction, and outreach activities in microbiology, immunology, and food safety. It will allow for the enhancement of programmatic collaborations and provide new linkages for educating undergraduate, graduate, and professional students.

Bids for this project were opened on October 20, 2004. The lowest base bid exceeded the approved amount by more than \$14,000,000. Bids were close and there would be no significant benefit gained from rebidding the project as designed. Construction costs have risen much faster than historical inflation would have predicted since the project budget was established.

In order to avoid a severe reduction in project scope and to complete the project, the university has identified \$11,744,000 of additional private funds, \$1,685,071 of additional program revenue bonding, and plans to use \$1,548,793 of existing BioStar GPR. Approximately \$1,000,000 in scope reductions have been identified including modest reductions in the quality of architectural finishes, deletion of some movable equipment items, deletion of some fixed laboratory equipment, alterations to laboratory casework, modifications to the RO water system piping arrangement, and air handling unit modifications.

5. Revised Budget and Schedule:

Construction	\$99,527,570
AE Fees	8,114,900
Other Consulting Fees	253,260
DSF Fees	4,180,160
Contingency	4,936,380
Movable Equipment	3,250,000
Percent for Art	<u>290,000</u>
Revised Total Budget	\$120,552,270

6. Previous Action:

July 2003
Resolution 8711

Approved the Design Report and granted authority to construct the Microbial Sciences Building and Parking Structure project, at an estimated total project cost of \$104,114,000 (\$45,500,000 General Fund Supported Borrowing – BioStar, \$54,500,000 Gifts/Grants, and \$4,114,000 Program Revenue Supported Borrowing.

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Authority to Increase the Scope and Budget of the
Central Campus Utility Improvement Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the scope and budget of the Central Campus Utility Improvement Project by \$3,366,000 (\$3,169,000 General Fund Supported Borrowing–Utilities and \$197,000 City of Madison Water Utility for total revised project budget of \$18,066,000 (\$14,878,000 General Program Revenue Supported Borrowing, \$2,991,000 Program Revenue Supported Borrowing and \$197,000 city of Madison funds).

THE UNIVERSITY OF WISCONSIN SYSTEM
Request for
Board of Regents Action
December 2004

1. Institution: The University of Wisconsin–Madison
2. Request: Request authority to increase the scope and budget of the Central Campus Utility Improvement Project by \$3,366,000 (\$3,169,000 General Fund Supported Borrowing–Utilities and \$197,000 City of Madison Water Utility) for total revised project budget of \$18,066,000 (\$14,878,000 General Program Revenue Supported Borrowing, \$2,991,000 Program Revenue Supported Borrowing and \$197,000 city of Madison funds).
3. Description and Scope of Project: This project will construct utility system improvements that coincide with the construction of the West Campus Cogeneration Facility (WCCF). The project will provide steam, condensate, air, chilled water distribution piping, domestic water, electric and signal ductbank systems from the WCCF north through the Biotron utility corridor to the Observatory Drive Corridor. The utilities will be routed east along Observatory Drive Corridor and then tie into the existing distribution systems along Linden Drive. The project also includes improvements to the high and low pressure steam, condensate and air distribution systems in Linden Drive and the east side of Henry Mall to accommodate increased capacities. New water mains and meter pits will also be installed within the confines of the utility corridors described.

The three factors resulting in the budget increase are: (1) the addition of components not included in the original project scope but identified during design and determined to be necessary to properly complete the project, (2) recent cost increases of construction materials such as steel and concrete, and (3) unexpected costs associated with excavation depths, working around and relocating existing utilities, de-watering, and waterproofing the utility lines.

The additional project scope components are:

- Henry Mall Water Lines – Install a new 12” water line running down the east side of Henry Mall. This includes two new fire hydrants, seven connections to existing laterals, and the abandonment of old 8” and 4” campus water lines in the mall.
- City of Madison Water Main – The city requested that a 12” city water main be installed in Henry Mall and a section of Linden Drive to interconnect existing mains in Linden Drive and University Avenue as part of this project. The funding for this work will be provided by the city.
- Observatory Drive Water Lines – Install a 12” water line from Babcock Drive to Elm Drive along Observatory Drive as well as an additional 12” water line from the Biotron Corridor to Willow Creek.

- Roadway Restoration – The project originally included funds to repair roadways affected by project work. To avoid patching portions of major roadways the project will, where necessary, repave the entire roadway, pave intersections with concrete, and add bike lanes and bus stops. The project will provide a temporary roadway along Observatory Drive to ensure that one lane remains open to traffic.

The additional funding to cover the above items and the unanticipated costs are:

- Additional water main work - \$169,000 (As recommended in a 1995 engineering study.);
- City water main - \$197,000;
- Bike lanes and concrete pavement at intersections - \$250,000;
- Temporary roads on Observatory Drive - \$50,000;
- Utilities routed in Observatory Drive vs. adjacent athletic fields - \$700,000;
- Increased cost of steel and concrete - \$1,225,000;
- Depth of construction and complexities working around existing utilities - \$200,000;
- Unanticipated existing utility relocations and asbestos abatement- \$225,000;
- De-watering and waterproofing issues related to high water table - \$100,000; and
- Additional signal and power interconnections - \$250,000.

4. Justification of the Request: The construction of the new WCCF plant increases the supply of steam, chilled water, and electrical power supplied to the campus distribution systems. The utility distribution system improvements included in this project are essential for the efficient production and distribution of these utilities.

Constructing all water main improvements concurrently in the same excavation area is more cost-effective than disrupting the area again in the future. It avoids duplication of site restoration costs and avoids campus disruption. Campus/city cooperation maintains a good neighbor relationship.

It is most economical to do all roadway improvements when that area of campus is being disrupted by the utility improvement project. Only patching the roadways would result in having to repave the entire area in the near future. Providing concrete pavement at intersections reduces the wear and tear caused by turning buses. Observatory Drive is the only major east/west transportation artery on campus and bikes lanes will improve safety.

Site surveys and geo-technical soil data indicated higher than expected ground water levels, which will result in increased construction costs due to de-watering and waterproofing requirements. Site surveys also identified additional unanticipated conflicts created by fiber optic cables and sewers as well as additional cross-connections will be needed for the existing power and signal distribution systems.

5. Budget: The revised estimated project budget is as follows:

Construction	\$15,100,000
A/E Design Fee	991,000
DFD Fee	683,000
Project Contingency	1,192,000
Energy Management Systems	30,000
Hazardous Material Abatement	70,000
Equipment	0
Percent for the Arts	0
Total Project Cost	\$18,066,000*

*Funds available include: \$197,000 from the city of Madison.

6. Previous Action:

August 22, 2002 Resolution 8582	Recommended enumeration of a UW System Utility Improvement Project, as part of the 2003-05 Capital Budget. The multi-campus utility project included \$22,100,000 GFSB for various utilities on the UW-Madison campus. The State Building Commission subsequently recommended \$16,585,000 (\$13,077,000 GFSB and \$3,523,000 PRB) for UW-Madison campus utilities.
February 6, 2004 Resolution 8789	Granted authority to (1) construct the Central Campus Utility Improvement Project at an estimated total project cost of \$14,700,000 (\$11,709,000 General Program Revenue Supported Borrowing and \$2,991,000 Program Revenue Supported Borrowing), and (2) seek a waiver of s. 16.855 under the provisions of s.13.48(19) to allow a portion of the construction within the WCCF site to be performed by the contractor for the WCCF, if necessary.

Authority to Execute an Easement for
Right-of-Way Purposes, UW-Milwaukee

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted for the President and Secretary of the Board of Regents to execute a permanent 10-foot by 300-foot, .07 acre easement to the Town of Richfield, Washington County, Wisconsin, for right-of-way purposes to accommodate a by-pass lane at a new entry/exit along Hubertus Road.

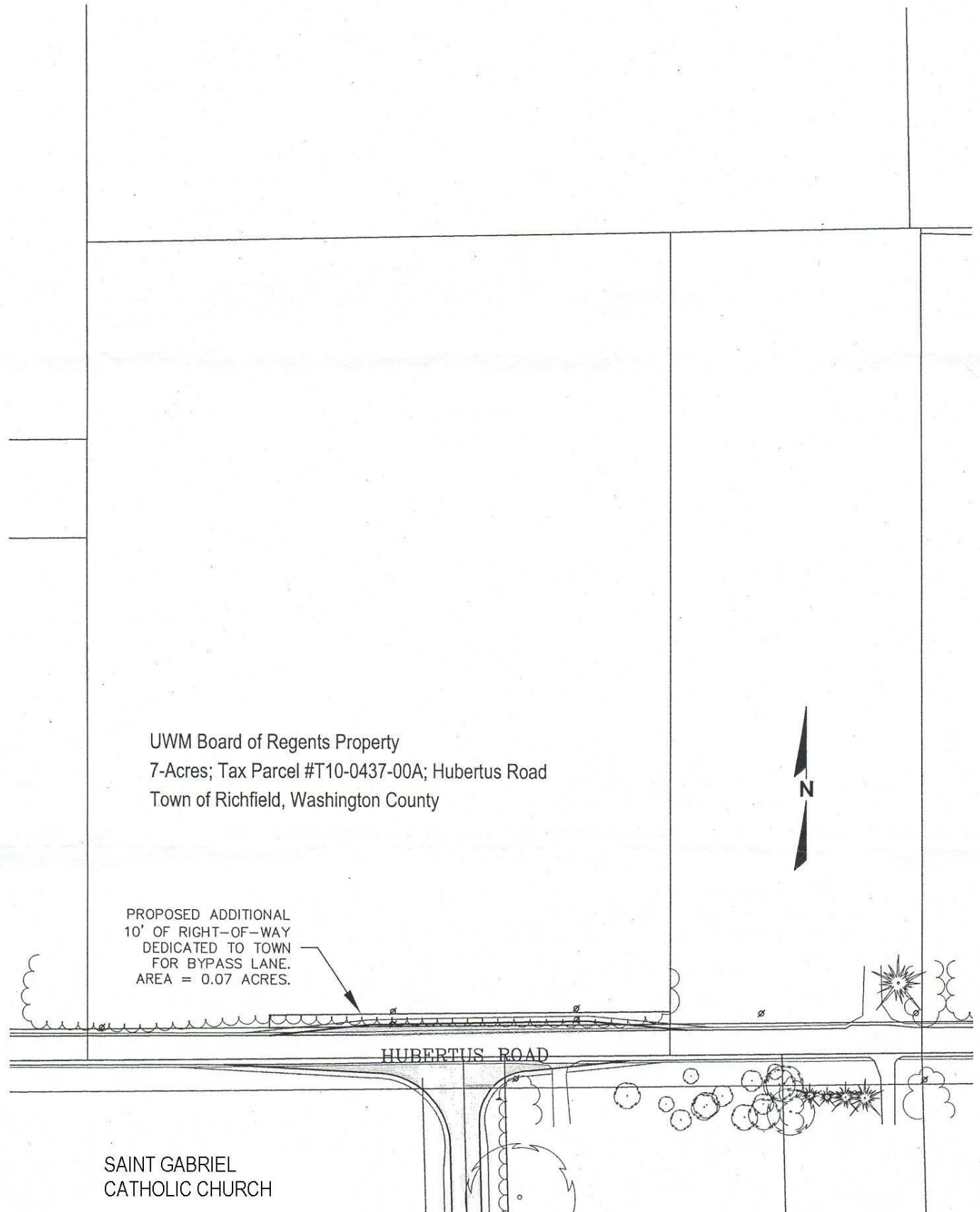
THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Requests authority for the President and Secretary of the Board of Regents to execute a permanent 10-foot by 300-foot, .07 acre easement to the Town of Richfield, Washington County, Wisconsin, for right-of-way purposes to accommodate a by-pass lane at a new entry/exit along Hubertus Road.
3. Description and Scope of Project: Granting this easement will permit the Town of Richfield to construct a proper new entry/exit onto Hubertus Road for the St. Gabriel Parish. The easement will widen the standard sixty-six (66) foot right-of-way by ten (10) feet to provide a by-pass lane on the north side of Hubertus Road directly across from the new St. Gabriel entry/exit. The new entry/exit on Hubertus Road will permit construction of the second entry/exit to parish facilities as required by the township. The easement is along the south edge of a seven-acre parcel gifted to the Board of Regents by the Nature Conservancy in 1972. The parcel is restricted by deed to scientific, educational, and aesthetic purposes. The Nature Conservancy has agreed to permit granting the easement and has confirmed in writing the easement will not invoke the reversionary interest under the deed and constitutes a *de minimus* encroachment on the property.
4. Justification of the Request: This seven-acre parcel of land was given by the Nature Conservancy to the Regents in 1972, and because it is so small has not been used by the university. The UW-Milwaukee has been custodian of the parcel and supports granting the easement. The St. Gabriel Parish has constructed new facilities on property recently purchased on the south side of Hubertus Road directly across from the university parcel. The new church will serve a parish which is the consolidation of three smaller parishes. The Town of Richfield is requiring two entry/exits to the new church property. The parish's property has access to two roads, STH 164 and Hubertus Road, and one entry/exit will be constructed to each roadway. The WisDOT will not permit both entry/exits along STH 164.

Normally the 66-foot Hubertus Road right-of-way would be sufficiently wide to accommodate a by-pass lane, but when Hubertus Road was constructed it was placed on the extreme northern edge of the right-of-way. Since the entry/exit must be on the south side of the road, the by-pass lane must be on the north side, on university-owned land. The attached diagram illustrates the intersection configuration.

5. Budget: Not applicable.
6. Previous Action: None.



Authority to Increase the Budget of the Lapham
Hall North Wing Remodeling Project,
UW-Milwaukee

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to increase the project budget for the Lapham Hall North Wing Remodeling project by \$1,465,000 General Fund Supported Borrowing—Facilities Maintenance and Repair, for a revised total project budget of \$11,760,000 (\$9,858,000 General Fund Supported Borrowing, \$1,465,000 General Fund Supported Borrowing—Facilities Maintenance and Repair, and \$437,000 Agency Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Requests authority to increase the project budget for the Lapham Hall North Wing Remodeling project by \$1,465,000 General Fund Supported Borrowing–Facilities Maintenance and Repair, for a revised total project budget of \$11,760,000 (\$9,858,000 General Fund Supported Borrowing, \$1,465,000 General Fund Supported Borrowing–Facilities Maintenance and Repair, and \$437,000 Agency Funds).
3. Description and Scope of Project: This project remodels the entire 26,728 ASF of the north wing of Lapham Hall to provide research labs, instructional labs, and offices for biological sciences. All plumbing systems, heating, ventilation, air conditioning and exhaust systems, and electrical and telecommunication systems are renewed, and an automatic sprinkler system is added. A new mechanical equipment rooftop penthouse is constructed to house ventilation equipment. New floor, ceiling, and wall treatments are provided throughout, and windows and exterior doors are replaced with new energy-efficient units. New fume hoods, environmental chambers, and research and instructional equipment are provided.

Bids were received on November 16, 2004. Although the base bids were within the budget, accepting two of the five add alternate bids results in a project that is over the approved budget. Approval to accept the first two add alternates completes the build-out of the basement and second floor, which would otherwise be left unfinished under the base bid work.

4. Justification of the Project: This project is the second of two projects that provide updated facilities for biological sciences in Lapham Hall, which was constructed in 1960. The south wing remodeling project was completed in 2002. A detailed justification of the project was included in the 2001-2003 capital budget materials.

The north wing remodeling project was approved for construction in January 2004 for a total estimated project cost of \$10,295,000. In anticipation of construction, functions in the north wing have temporarily been relocated, leaving the wing 95% vacant at this time. To facilitate relocation of functions from the north wing, and to accommodate new research hires, 4,825 ASF/GSF of remodeling work in the west wing was bid earlier and completed in July 2004. A package that included demolition and asbestos abatement work was bid in July 2004. However, because bids were unfavorable, it was decided to combine rebid this work as part of the remodeling work bid package.

This project was enumerated for construction as part of the 2001-2003 capital budget. Early in design, the budget appeared to be inadequate and value engineering was done to bring the project within budget. During the latter part of 2004, however, the construction industry has experienced unanticipated significant increases in the cost of many basic materials such as steel, concrete, lumber, and fuel for transportation. In August 2004, an updated cost estimate that reflected this recent inflation showed that the project was significantly over budget. Since further value engineering was not possible, a base bid package was developed that was within budget, but deleted program elements that included the completion of two floors of space. The completion of these two floors, along with the inclusion of additional cabinetry, the completion of remodeling work in the lobby, and renovation of the exterior plaza, were bid as add alternates.

Although the base bids were within the approved budget, acceptance of two of the five add alternates, which is essential to provide a functional facility, results in a project that exceeds the budget by \$1,465,000.

The first add alternate finishes the build-out of the second floor, which is left as an unfinished shell space in the base bid. This work includes three wet labs, central research equipment and resource rooms, lab support spaces and faculty offices. The second add alternate finishes the build-out of the basement level, which is left as an unfinished shell space in the base bid. The basement work includes three wet labs, aquaria with behavioral studies labs, and lab support spaces. Without the completion of these spaces, the shell space that remains is non-functional, and would need to be finished at some future date at a higher cost and with further disruption to building occupants. In addition, without completion of these spaces, the expected occupants have only temporary locations, and the research that these spaces were to accommodate cannot occur.

5. Budget:

Budget	%	Cost
Construction		\$8,522,800
A/E Design Fees		957,200
Other Fees		39,400
Contingency	7.9%	671,000
DSF Management Fee	4.0%	369,500
Work By Agency		94,000
Movable Equipment		603,700
Percent for Art	0.25%	28,200
Total Project Cost – North Wing		\$11,285,800
Total Project Cost – West Wing		474,200
TOTAL PROJECT COST		\$11,760,000

6. Previous Action:

August 25, 2000 Resolution 8175	Recommended that the Lapham North Wing Remodeling project be submitted to the Department of Administration and the State Building Commission as part of the University's 2001-03 Capital Budget request at an estimated total project cost of \$10,510,000 GFSB. This project was subsequently recommended for enumeration at a reduced project budget of \$9,858,000 GFSB.
July 10, 2003 Resolution 8712	Authorized construction of the West Wing Remodeling portion of the Lapham Hall North Wing Remodeling project at an estimated total project cost of \$474,200 (\$37,200 GFSB and \$437,000 Institutional Funds).
December 4, 2003 Resolution 8780	Approved the Design Report and authorized construction of the Lapham Hall North Wing Remodeling project at an estimated project cost of \$9,820,800 GFSB. The West Wing Remodeling portion of this project was previously authorized for construction at \$474,200 (\$37,200 GFSB and \$437,000 Institutional Funds), for a combined total project budget of \$10,295,000 (\$9,858,000 GFSB and \$437,000 Institutional Funds).

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Approval of the Design Report and Authority
to Construct a Dairy Center Project,
UW-Platteville

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and the President of the University of Wisconsin System, the Design Report be approved an authority be granted to (1) construct a Dairy Center project at the Pioneer Farm in Platteville, Wisconsin, at an estimated project cost of \$1,825,000 (\$1,725,000 General Fund Supported Borrowing, \$100,000 Agency Funds) and (2) increase the project budget by \$100,000 (Agency Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin-Platteville
2. Request: Requests approval of the Design Report and authority to (1) construct a Dairy Center project at the Pioneer Farm in Platteville, Wisconsin, at an estimated project cost of \$1,825,000 (\$1,725,000 General Fund Supported Borrowing, \$100,000 Agency Funds) and (2) increase the project budget by \$100,000 (Agency Funds).
3. Description and Scope of Project: The Dairy Center Improvement project will replace an existing 8,800 GSF free stall barn and 1,200 GSF milking center with a new 30,852 GSF free stall barn, new milking systems, and new manure handling system. The milking system will include a robotic milking parlor and a traditional milking parlor. The Facility is designed for a 200 head milking cow herd, and greatly improves cow comfort, traffic, and milking operations. Construction of new facilities near the current facility location will provide close proximity to the classrooms of the Technology Center and allow future site construction space for farm growth and obsolescence of current facilities.
4. Justification of the Request: The 430-acre UW-Platteville Pioneer Farm, operated by the School of Agriculture as part of the College of Business, Industry, Life Sciences, and Agriculture supports the vitality of Wisconsin's agriculture. The mission of Pioneer Farm is to provide student on-farm experiences, to evaluate management practices, to conduct applied research, and to serve as a demonstration facility for producers. This project is part of the Wisconsin Agricultural Stewardship Initiative.

A consultant was hired to develop a project scope and complete a Design Report for the Dairy Center. The consultant's assessment relating to the conditions and inadequacies of the Dairy Center indicated that the cost to expand and improve the existing milking parlor would not result in an acceptable facility.

The existing free-stall barn and milking center are deteriorated and inadequately sized to support milking herd growth from the current 90 head to the planned level of 200 head. Additionally, it is not feasible to update and expand the existing free-stall barn and milking center to accommodate new technology available for milking systems and manure handling systems. The existing buildings sacrifice cow comfort and have poor ventilation, floor drainage, and traffic flow.

The new facility will enable the Pioneer Farm, to continue to have a state-of-the-art teaching and demonstration environment.

5. Budget:

Dairy Center Budget	%	Cost
Construction		\$1,465,000
Contingency	6.4%	93,600
A/E Fees	12.4%	182,000
DSF Management	4%	62,000
Plan Review/Testing		7,400
Energy Mgmt. Sys.		15,000
Movable Equipment		0
Total Project Cost		\$1,825,000

6. Previous Action:

August 25, 2000
Resolution 8175

Endorsed the Governor's Agriculture Initiative, including a Dairy/Swine Center Improvements component at \$1,725,000 of General Fund Supported Borrowing, as part of the 2001-03 Capitol Budget. The project was subsequently enumerated at \$1,736,000.

June 7, 2002
Resolution 8554

Conceptual approval granted to accept a gift of a new Swine Center Site and facility that will be constructed and funded by the UW-Platteville Foundation, and authority to use the \$1,736,000 General Fund Supported Borrowing enumerated for the Swine/Dairy Center Improvements projects to fund a revised Dairy Center replacement project

Authority to Increase the Budget of the DeBot
Center Kitchen and Dining Upgrade Project,
UW-Stevens Point

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget of the DeBot Center Kitchen and Dining Upgrade project by \$385,300 Program Revenue-Cash for a revised total project cost of \$970,000 Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin–Stevens Point
2. Requests: Request authority to increase the budget of the DeBot Center Kitchen and Dining Upgrade project by \$385,300 Program Revenue-Cash for a revised total project cost of \$970,000 Program Revenue-Cash.
3. Description and Scope of the Project: This project will renovate three dining rooms and the kitchen during the summer of 2005. Improved access will be provided to the public restrooms. The three serving areas will be converted into one Marche-style serving area with multiple serving “platforms” featuring cook-to-order and hands-on demonstration cooking. Some kitchen functions and production equipment will be consolidated to allow greater efficiencies in both physical and financial resources. A portion of the space will be reconfigured to allow the exhaust canopy to serve a “fresh grille” concept. Some kitchen equipment will be eliminated and storage space relocated. Finishes will include a mix of highly durable materials such as ceramic tile, sheet flooring, and stainless steel and will be accented by techno lighting and breathguards.
4. Justification of the Project: The DeBot Center is the primary residential dining facility for contract meal plans on the UW-Stevens Point campus. Dining revenue is primarily derived from meal plan contracts with on-campus residential students and commissions paid on convenience store cash and point sales. The DeBot Center was last renovated in 1991. At that time, the building mechanical systems were improved, the upper level dining rooms and kitchen enhanced, and a convenience store added. The existing DeBot Center food service facilities have reached the point where improvements are necessary to continue to provide an appropriate environment for meal plan service. The Convenience Store is very popular but extremely cramped, serving almost 1,000 students over a six-hour period nearly every weeknight.

The DeBot Center also serves as the primary summer dining facility for summer camps and programs. The University Center also provides food service for many students during the academic year and summer sessions. A major renovation of the University Center food service facilities will begin during the spring semester in 2006 at which time students using the University Center will be redirected to the DeBot Center. Therefore, it is critical that all work be completed at the DeBot Center in the summer of 2005 so it is fully operational for the 2005-06 academic year and the summer of 2006.

The increase in funding is required to add additional mechanical equipment and increase the capacity of the existing equipment so the facility meets code for occupancy during peak periods.

5. Budget:

Upper Level Dining & Kitchen	
Construction	\$772,000
Contingency	57,400
A/E Fee (12%)	104,700
DSF Fee	34,000
Percent for Art	1,900
Sub-total	<u>\$970,000</u>

6. Previous Action:

<p>March 5, 2004 Resolution 8807</p>	<p>The Board of Regents recommended authority be granted to (1) seek a waiver of s.16.855 under s.13.48 (19) to allow a single contract for design-build remodeling of the DeBot Residential Center Convenience Store at a cost not to exceed \$227,500 Program Revenue-Cash and (2) construct a DeBot Center Kitchen and Dining Upgrade project at an estimated project cost of \$584,700 Program Revenue-Cash.</p>
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Authority to Construct Various Program
Revenue Maintenance and Repair Projects, UW
System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various program revenue maintenance and repair projects at an estimated total cost of \$2,544,620 Program Revenue-Cash.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2004

1. Institution: The University of Wisconsin System
2. Request: Requests authority to construct various maintenance and repair projects at an estimated total cost of \$2,544,620 Program Revenue-Cash.

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MSN	03D2E	Mem Union Main Entry Renv	\$	\$	48,820	\$	\$	48,820
RVF	04K1N	Multi-Res Hall Restroom Renv	\$	\$	1,806,000	\$	\$	1,806,000
FM&R SUBTOTALS			\$	\$	1,854,820	\$	\$	1,854,820

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MSN	04K1D	Kohl Ctr Weight Rm Rmdl	\$	\$	450,000	\$	\$	450,000
PR&R SUBTOTALS			\$	\$	450,000	\$	\$	450,000

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
OSH	04H3F	Woodland Ave. Parking Lot	\$	\$	239,800	\$	\$	239,800
UR&R SUBTOTALS			\$	\$	239,800	\$	\$	239,800

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
DECEMBER 2004 TOTALS	\$	\$	2,544,620	\$	\$	2,544,620

3. Description and Scope of Project: This request constructs various maintenance, repair, renovation, and upgrades through the All Agency Projects Program.

Facilities Maintenance and Repair Requests

MSN – 03D2E – Memorial Union Second Floor Main Entrance Renovation (\$48,820 increase): This project renovates approximately 800 SF of the second floor vestibule and lobby of the Memorial Union, integrating and uniting the recent main lounge and exterior loggia restorations, and restoring the grandeur of the original main entrance. Project work includes selective demolition, replication of original stone architectural elements in pre-cast stone, new marble and marble repair to match original finishes, architectural woodwork, stain, varnish, and plaster work.

A variety of past Memorial Union repair and renovation projects ignored the original design intent and historical nature of the facility. This project corrects past interior design flaws, restores iconic facilities elements, and creates an atmosphere suitable to the "memorial"

tradition of the Union and the high profile campus events held in the facility. The design of this project is coordinated with the facilities master plan which is still under development. The Wisconsin Union Directorate has program revenue-cash and class gifts in hand for this project. This project was previously approved as a Small Project, but recently received bids have exceeded the Small Projects funding limit.

RVF – 04K1N – May Hall and Prucha Hall Restroom/Shower Room Renovation (\$1,806,000): This project completely renovates approximately 5,000 SF of restrooms and shower rooms and 1,150 SF of residence rooms between May Hall and Prucha Hall to create new restroom and shower room pairs on each floor. Project work includes selective demolition and reconstruction (architectural, mechanical, electrical, and plumbing) and hazardous materials abatement.

Communal restroom/shower rooms in May Hall (built in 1963) and Prucha Hall (built in 1960) have leaking shower pans, failing plumbing systems, and marginally adequate ventilation systems. Floor, wall, and ceiling surfaces are increasingly difficult to maintain. Ceramic floor and wall tile continue to fall off and require constant maintenance. Incinerator shafts are no longer used and take up space that can be used in the adjacent restrooms.

Residence Life room assignment policies support co-educational housing and permit both genders to live on the same floor. Converting the existing single restroom/shower area to two smaller restroom/shower combinations facilitates this room assignment option. Similar projects in Stratton Hall and Hathorn Hall resulted in the need to combine existing core space with an adjacent residence room in order to design new restrooms that meet ADA access and fixture count requirements. This project is one of a series of projects to reduce deferred maintenance in residence halls. Students approved a fee increase in 1998 to pay for this and similar projects. No additional fees will be collected to pay for this project.

Programmatic Remodeling & Renovation

MSN – 04K1D – Kohl Center Dining Room and Weight Room Remodeling (\$450,000): This project renovates a weight room, temporary dining room, and three service bays into a 2,285 SF dining room and a 4,250 SF weight room. An existing weight room will be converted into a dining area, and a temporary dining area and adjacent service bays will be converted into a weight room. Project work includes selective demolition and reconstruction (architectural, mechanical, electrical/telecommunications, plumbing, and fire protection).

The existing weight room is not large enough to handle the peak demand for the space, and the temporary dining room (900 SF) restricts the types of events held in the space. The temporary dining room and adjacent service bays are the only spaces large enough to accommodate the expanded weight room. Providing a permanent dining room space allows the athletic clubs the opportunity to grow memberships and services.

Utilities Repair and Renovation Requests

OSH – 04H3F – Woodland Avenue Parking Lot Construction (\$239,800): This project widens the recently vacated Woodland Avenue right-of-way between Elmwood Avenue and Algoma Boulevard into two new parking areas and provides a total of 100 parking stalls. The new parking areas will be divided by an extended pedestrian mall, connecting the main campus to the Arts and Communication complex. Project work includes removal of concrete curb, pedestrian walkway, and street surface; relocation of overhead utilities (electrical and telecommunication) to an underground location, and removal of utility poles.

The Woodland Avenue right-of-way (approximately 31,250 SF) was vacated by the City of Oshkosh Common Council at their May 11th, 2004 meeting. This project implements a piece of the campus master plan which identifies an approximate 900 parking stall deficit. The project also allows a pedestrian connection between the main campus and the Arts and Communication complex by eliminating one of the city street bisectors through campus. This project provides a significant improvement to campus safety and aesthetics, and is an important piece of the overall master plan. Campus parking fees were increased \$30 annually this year in anticipation of the small Woodland Avenue parking lot and the planned 430-car parking ramp. Campus parking fees are scheduled for an additional \$30 annual increase (\$135 total annual cost) next year.

4. Justification of the Request: UW System Administration and Division of State Facilities continue to work with each institution to develop a comprehensive campus physical development plan, which includes infrastructure maintenance planning. After a thorough review of approximately 250 All Agency Project proposals and 520 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.
5. Budget:
\$2,544,620 Program Revenue-Cash – Total Requested Budget
6. Previous Action: None.

2005-07 Capital Budget Revisions
and Additions

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the 2005-07 Capital Budget Revisions and Additions request including the following be submitted to the Department of Administration and the State Building Commission.

1. Revised funding for the \$24,750,000 UW-Madison element of the UW System **Utilities Improvement - Four Campuses** project to be \$21,037,000 GFSB and \$3,713,000 PRSB.
2. A revised scope and budget for the UW-Madison **University Square Development** project to be \$17,000,000 PRSB and \$39,850,000 GFSB for a total budget of \$56,850,000 with release of \$17,000,000 PRSB (student segregated fees) in July, 2005 and release of \$39,850,000 GFSB in July of 2007.
3. Refinements in the UW-Milwaukee **Columbia Campus - Acquisition & Remodeling** project to include an estimated \$112,200,000 total budget with a maximum of \$56,500,000 in GFSB with the balance to be PRSB, and to further recommend the funding be structured to permit implementation of the project during the 2007-09 and 2009-11 biennia.
4. The addition of the UW-Madison **IceCube Research Facility** project to the 2005-07 biennial capital budget for enumeration and construction at a total budget of \$3,850,000 Gifts/Grants.

UNIVERSITY OF WISCONSIN SYSTEM

2005-07 CAPITAL BUDGET REVISIONS AND ADDITIONS

SUMMARY

Since the 2005-07 Capital Budget recommendations were considered by the Board of Regents in August, 2004, additional information has become available for three recommended projects, and an additional project has emerged from a research grant requirement. The budget for the UW-Madison element of the UW System **Utilities Improvement - Four Campuses** is being changed from all GFSB to split the funding between GFSB and PRSB. Additional information makes it clear the utility distribution systems addressed by the project support both GPR and PR facilities, so accordingly the cost of the utility improvements should be shared.

The scope of the **University Square Development** project on the UW-Madison campus has been changed. The level of university participation in the project has been reduced to eliminate university owned student housing and parking in the project. The university is still seeking to purchase a condominium interest in the redevelopment for student health services, a student activities center, and general student services. The housing and parking components will be privately developed and owned.

At the time of the August, 2004 meeting budget information was not yet available for the **Columbia Campus - Acquisition and Remodeling** project at UW-Milwaukee. This revision recommends an estimated \$112.2 million total budget including a maximum of \$56.5 million in GFSB with the balance to be PRSB. It is further recommended the funding be structured to permit implementation of the project during the 2007-09 and 2009-11 biennia as follows:

2005-07	Negotiation of acquisition and preliminary planning to complete a Design Report funded with non-general purpose revenue (PR) cash.
2007-09	Purchase of the property and completion of planning for remodeling.
2009-11	Bidding and construction of remodeling.

It is recommended the UW-Madison **IceCube Research Facility** project be added to the 2005-07 biennial capital budget for enumeration and construction at a total budget of \$3,850,000 Gifts/Grants. The need for this project was not known at the time the biennial budget was assembled for August 2004 Regent action and is necessary to meet research grant requirements. The project constructs a new 23,000 GSF facility at the Kegonsa Research Campus in Stoughton, Wisconsin. The new facility will accommodate production, packaging, and testing functions for the fabrication of research equipment being shipped to the South Pole and used in the IceCube Research Project.

REVISIONS AND ADDITIONS DESCRIPTIONS

UW System **Utilities Improvements – Four Campuses**
\$23,376,000 General Fund Supported Borrowing
4,926,000 Program Revenue Supported Borrowing
\$28,302,000

This is a recommendation to divide the funding of the UW-Madison component of the project between GFSB and PRSB, replacing a portion of the GPR with PR funding. The total of the UW-Madison component (\$24,750,000) remains the same as approved in the biennial budget. The utility distribution systems addressed by the project support both GPR and PR facilities, so accordingly the cost of the utility improvements should be shared. The sharing of costs is based on utility use across the UW-Madison campus resulting in a funding split of \$21,037,000 GFSB and \$3,713,000 PRSB. The total project budget and the UW-La Crosse, UW-Parkside, and UW-Platteville components of the project remain as approved in August, 2004.

Campus	Project	GFSB	PRSB	Totals
MSN	West Campus Utility Improvements	\$21,037,000	\$3,713,000	\$24,750,000
LAC	Electrical Upgrade	443,000	283,000	726,000
PKS	Third Chiller Installation	773,000	401,000	1,174,000
PLT	South Campus Utility Extension	1,123,000	529,000	1,652,000
	Totals	\$23,376,000	\$4,926,000	\$28,302,000

UW-Madison **University Square Development**
\$17,000,000 Program Revenue Supported Borrowing (2005-07)
39,850,000 General Fund Supported Borrowing (2007-09)
\$56,850,000

This is a recommendation to reduce the scope of university ownership interest in a redeveloped university square property by eliminating the student housing and parking components. The university is still seeking to purchase a condominium interest in the redevelopment for student health services, a student activities center, and general student services. The housing and parking components will be privately developed and owned.

This revision requests enumeration in the 2005-07 biennium to allow the university to purchase a condominium interest in the University Square redevelopment with release of \$17,000,000 PRSB (student segregated fees) in July, 2005 and release of \$39,850,000 GFSB in July, 2007. The original total budget was \$111.9 million.

University Square, located on the 700 block of University Avenue, will be redeveloped by Executive Management Incorporated. The development will include space to house student health services, general student services, and student organizations. It will also include privately owned parking, retail, and residential space. The project provides a unique opportunity for the

university and the private sector to cooperate in the redevelopment of the eastern gateway to the University of Wisconsin-Madison campus. The university anticipates ownership and management of the following components:

University Health Services/Student Activities Center (UHS/SAC).

This component will provide consolidated clinical, counseling, and administrative offices for University Health Services and meeting rooms, work areas, and offices for student organizations and the general student body. The University Health Services (UHS) portion (39% of UW portion of the project) will consist of approximately 62,110 ASF/91,460 GSF. The Student Activities Center (SAC) portion (29% of the UW portion of the project) will consist of approximately 44,798 ASF/66,275 GSF, and will consist of offices, meeting rooms, specialized and support spaces.

Student Services: Office of the Registrar, Student Financial Services, Bursar's Office: This component will provide further consolidation of student services along the east campus pedestrian corridor and address existing space shortages and facility deficiencies for three vital student services programs. It begins the process of vacating the A.W. Peterson Office Building for the construction of an addition to the Elvehjem Museum of Art. The Registrar's Office, Student Financial Services, and the Bursar are currently located in substandard and inefficient facilities that hinder their ability to effectively provide services to students. This component (32% of UW portion of the project) will provide approximately 45,728 ASF/72,922 GSF to meet student services needs.

UW-Milwaukee

Columbia Campus – Acquisition & Remodeling
\$ 56,530,000 General Fund Supported Borrowing
55,590,000 Program Revenue Supported Borrowing
\$112,120,000 Total (2007-11)

This recommendation refines the Columbia-St. Mary's Hospital, Columbia Campus (CSM) acquisition and remodeling project. Since regent action on of the biennial budget in August, 2004, budget information not available in August has become available for the project. The UW-Milwaukee is seeking enumeration of the project in the 2005-07 biennium at a total estimated cost of \$112.2 million with a maximum of \$56,530,000 GFSB with balance being PRSB. The UW-Milwaukee (UWM) requests the bonding authority become available as needed to implement the project during the 2007-09 and 2009-11 biennia as follows.

2005-07	Negotiation of acquisition and preliminary planning to complete a Design Report funded with non-general purpose revenue (PR) cash.
2007-09	Purchase of the property and completion of planning for remodeling.
2009-11	Bidding and construction of remodeling.

This recommendation will enable planning for the acquisition and remodeling of the Columbia facilities to proceed in an orderly manner over the next three biennia. Additionally, enumeration at this time will significantly enhance the Regents bargaining position with regard to the current owner and potential partners in the redevelopment of the property. Timing of the planning,

acquisition, and remodeling of the Columbia facilities must be coordinated with the sale of the property by the owner. CSM is a partnership of four hospitals, over 20 clinics, a college of nursing, and several children's schools. CSM's Columbia Campus, immediately adjacent to UWM, is being replaced on another site on the east side of Milwaukee over the next four to five years. The Columbia Campus will then become available for acquisition.

The Columbia Campus on the northwest edges of the UWM campus is 10.9 acres with a 828,000 GSF of building space, which equals 19% of the existing building space on campus. It includes a 788 stall five level parking garage plus 174 surface stalls which is the equivalent of 37% of the parking capacity on campus, including the Klotsche Center Addition scheduled for completion in 2005. A feasibility study with a consulting team of planners, architects, and engineers have examined the condition of the Columbia facilities and evaluated the benefits and implications of acquisition of the property for UWM. Two appraisals have been completed and pre-planning cost estimates prepared for a future construction and remodeling projects. The study will be completed by January 2005 prior to the Department of Administration's final recommendations for the 2005-07 Capital Budget Request.

Campus building space is well utilized. As needs for additional space developed, compression within existing buildings has occurred. The backlog of space needs exceeds 175,000 ASF for instruction, research, and student services. The feasibility study included a conceptual space planning evaluation of the potential of the CSM facilities to accommodate the needs for nearly thirty user groups and identified candidates that could benefit from a CSM acquisition. The feasibility study concluded the overall ASF/GSF efficiency of CSM facilities for UWM use will likely be about 50%, based on minimal renovation and code required modifications. To maximize the potential ASF/GSF efficiency of the Columbia Campus spaces would require higher initial renovation and construction cost. While final decisions were not made in the feasibility study, the possibility was raised that portions of the existing buildings might be removed rather than spending significant amounts to renovate relatively small or inefficient floor plates. The planning that will be conducted in 2005-07 will further develop the space use conclusions of the feasibility study so that a Design Report and renovation construction cost estimates may be presented for the 2007-09 Capital Budget Request.

UW-Madison IceCube Research Facility
\$3,850,000 Gifts/Grants

It is recommended the **IceCube Research Facility** project be added to the 2005-07 biennial capital budget. The need for the project was not known at the time the biennial budget was assembled for August 2004 Regent action. The project constructs a new 23,000 GSF facility at the Kegonsa Research Campus in Stoughton, Wisconsin to house research support space for the IceCube project. The new facility primarily accommodates production, packaging, and testing functions for the fabrication of research equipment being shipped to the South Pole. Other areas within the facility include clean assembly space, offices, and a conference room. The project also includes site work, paving, and utilities necessary to connect the facility to the main Kegonsa Campus.

The IceCube Project is an approximately \$242 million National Science Foundation (NSF) grant-funded international research program that is building a high-energy observatory in the deep ice of the South Pole. When completed, the observatory will search for neutrinos originating from the edge of our galaxy. Neutrinos are sub-atomic particles that result from violent astrophysical events such as exploding stars, gamma ray bursts, and cataclysmic phenomena involving black holes and neutron stars. Analysis of the collected data will further basic scientific understanding of the physical composition and origin of the universe.

In order to collect the data an enormous observatory one cubic kilometer in size is being constructed deep in the ice. This observatory contains approximately 5,600 Digital Optical Modules (DOMs), the majority of which are being produced at the Physical Sciences Laboratory located on the Kegonsa Research Campus.

The large scope of the IceCube Project is placing significant demands on the laboratory for storage, production and engineering/technician staff space. The next two to four years will see a dramatic increase in the production of photon sensors per year for the South Pole Observatory. In order to accomplish this task a new production facility is necessary to handle the additional fabrication work.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 10, 2004
9:00 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the November 4 and November 5, 2004, meeting
3. Report of the President of the Board
 - a. Wisconsin Technical College System update
 - b. Report on the December 8, 2004, meeting of the Hospital Authority Board
 - c. Additional items that the President of the board may report or present to the board.
4. Report of the President of the System
 - a. Presentation by UW-Madison: Research in Science & Mathematics Education is improving Instruction in Schools.
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
 - a. Cancellation of Board of Regents meetings scheduled for January 6 and 7, 2005
9. Communications, petitions and memorials
10. Unfinished or additional business
11. Recess into closed session to consider honorary degree nominations at UW-Milwaukee, as permitted by s.19.85(1)(f), *Wis. Stats.*, and to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*

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

Cancellation of
January 2005 meetings

BOARD OF REGENTS

Resolution:

That the Board of Regents meetings scheduled for January 6 and 7, 2005, be cancelled.

12/10/04

II.8.a.

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

Meeting Schedule 2004-05

2004

January 8 and 9
(Cancelled, circumstances permitting)

February 5 and 6

March 4 and 5

April 1 and 2

May 6 and 7

June 10 and 11 (UW-Milwaukee)
(Annual meeting)

July 8 and 9 (cancelled, circumstances
permitting)

August 19

September 9 and 10

October 7 and 8 (UW-Superior)

November 4 and 5

December 9 and 10

2005

January 6 and 7 (cancelled, circumstances
permitting)

February 10 and 11

March 10 and 11

April 7 and 8

May 5 and 6

June 9 and 10 (UW-Milwaukee)
(Annual meeting)

July 7 and 8

August 18 and 19
(Cancelled, circumstances permitting)

September 8 and 9

October 6 and 7

November 10 and 11

December 8 and 9

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Toby E. Marcovich
Vice President - David G. Walsh

STANDING COMMITTEES

Executive Committee

Toby E. Marcovich (Chair)
David G. Walsh (Vice Chair)
Mark J. Bradley
Elizabeth Burmaster
Guy A. Gottschalk
Jose A. Olivieri
Jesus Salas

Business and Finance Committee

Mark J. Bradley (Chair)
Eileen Connolly-Keesler (Vice Chair)
Charles Pruitt
Gerard A. Randall
Peggy Rosenzweig

Education Committee

Jose A. Olivieri (Chair)
Elizabeth Burmaster (Vice Chair)
Roger E. Axtell
Danae D. Davis
Gregory L. Gracz
Beth Richlen

Physical Planning and Funding Committee

Jesus Salas (Chair)
Guy A. Gottschalk (Vice Chair)
Milton McPike
Brent Smith

Personnel Matters Review Committee

Danae D. Davis (Chair)
Roger E. Axtell
Jose A. Olivieri
Gerard A. Randall

Committee on Student Discipline and Other Student Appeals

Charles Pruitt (Chair)
Milton McPike
Brent Smith
Beth Richlen

OTHER COMMITTEES

Liaison to Association of Governing Boards

Guy A. Gottschalk

Hospital Authority Board - Regent Members

Charles Pruitt
Roger E. Axtell
Peggy Rosenzweig

Wisconsin Technical College System Board

Peggy Rosenzweig, Regent Member

Wisconsin Educational Communications Board

Eileen Connolly-Keesler, Regent Member

Higher Educational Aids Board

Gregory L. Gracz, Regent Member

Research Park Board

Mark J. Bradley, Regent Member

Teaching Excellence Awards

Danae D. Davis (Chair)
Charles Pruitt
Beth Richlen
Jesus Salas

Academic Staff Excellence Awards Committee

Brent Smith (Chair)
Guy A. Gottschalk
Milton McPike
Jose A. Olivieri

Public and Community Health Oversight and Advisory Committee

Patrick Boyle, Regent Liaison

Special Regent Committee for UW-River Falls

Chancellor Search

Charles Pruitt (Chair)
Eileen Connolly-Keesler
Danae D. Davis
Jesus Salas
Brent Smith

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