



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

March 30, 2005

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby", written over a light blue rectangular background.

PUBLIC MEETING NOTICE

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on April 7 and 8, 2005.

Thursday, April 7, 2005

11:00 a.m. – All Regents – State Capitol Building

- Posters in the Rotunda: A Celebration of Undergraduate Research
- Program at Noon

1:00 p.m. – Box lunch – 1820 Van Hise Hall

1:30 p.m. - Committee meetings as follows:

Education Committee

1820 Van Hise Hall

Business and Finance Committee

1920 Van Hise Hall

Physical Planning and Funding Committee

1511 Van Hise Hall

Friday, April 8, 2005

9:00 a.m. – Board of Regents

1820 Van Hise Hall

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

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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Revised BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, April 7, 2005
1820 Van Hise Hall
1220 Linden Drive, Madison
1:30 p.m.

11:00 a.m. All Regents – State Capitol Building

- Posters in the Rotunda: A Celebration of Undergraduate Research
- Program at Noon

1:00 p.m. Box Lunch – 1820 Van Hise Hall

1:30 p.m. Education Committee

- a. Approval of the minutes of the March 10, 2005, meeting of the Education Committee.
- b. Approval of requests to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.b.]
- c. UW-Milwaukee Charter School: Inland Seas School of Expeditionary Learning.
[Resolution I.1.c.]
- d. Delegation to UW System President to Appoint UW Colleges Interim Campus Deans.
[Resolution I.1.d.]
- e. Report of the Senior Vice President for Academic Affairs:
 - (1) Allied Health Accreditation;
[Resolution I.1.e.(1)]
 - (2) Implementation of s.36.11(22)(b), Wis. Stats.: Report on orientation programs and information provided to students on sexual assault and sexual harassment;
[Resolution I.1.e.(2)]
 - (3) Implementation of s.36.25(14m)(c), Wis. Stats.: 2004 Minority and Disadvantaged Student Annual Report;
[Resolution I.1.e.(3)]
 - (4) Facilitating Undergraduate Research and Scholarship: Successes and Challenges;
 - (5) Plan 2008 Update: Educational Quality Through Racial and Ethnic Diversity.
- f. Additional items that may be presented to the Education Committee with its approval.

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$5,977,637 for fiscal year July 1, 2005, to June 30, 2006, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

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

REQUESTED ACTION

Approval of resolution I.1.b., a request to the trustees of the William F. Vilas Trust Estate for \$5,977,637 for fiscal year 2005-2006 for the support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.

DISCUSSION

The attached document contains the responses to the trustees' request and details how the proposed funds will be expended. It has seven components: (a) continuation of Trustee-approved programs, UW-Madison (\$3,409,447); (b) expansion of Trustee-approved programs,

UW-Madison (\$310,000); (c) one-time-only program allocations, UW-Madison (\$2,197,200); (d) a request from UW-Madison that, pursuant to Article 5 of the Deed of Gift and Conveyance, one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program, identified as the Microbial Sciences Building (estimated cost, \$100 million); (e) support for the *Learning from the Masters – Preparing Professional Musician/Educators* program, UW-Milwaukee (\$18,490); (f) request to fund Vilas Research Professor in the Department of English, UW-Milwaukee (\$40,000); and (g) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan, UW-Milwaukee (\$2,500).



March 16, 2005

President Kevin Reilly
University of Wisconsin System
1720 Van Hise Hall
CAMPUS

Dear President Reilly:

I am submitting the following request for funds from the Vilas Trust Estate for fiscal year July 1, 2005 to June 30, 2006 for the University of Wisconsin-Madison.

A. CONTINUATION OF APPROVED PROGRAMS

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

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

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

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

William Cronon – Vilas Research Professor
of History and Geography, College of Letters and
Science, and Gaylord Nelson Institute for
Environmental Studies

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

Office of the Chancellor

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706-1380

Morton Gernsbacher – Vilas Research Professor
of Psychology, College of Letters and Science

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

Judith Kimble - Vilas Research Professor
of Biochemistry and Medical Genetics, College of
Agricultural and Life Sciences and Medical School

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

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

Paul Rabinowitz – Vilas Research Professor
of Mathematics, College of Letters and Science

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

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

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

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

4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for eight (8) Vilas Professors: Berkowitz, Bird, Goldberger, Hermand, Keisler, Lardy, Mueller, Vansina at \$2,500 each		20,000
7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: 2005-06 GUEST ARTISTS		25,850

8.	17 Vilas Associates in the Arts and Humanities		541,812
9.	15 Vilas Associates in the Social Sciences		531,895
10.	14 Vilas Associates in the Physical Sciences		581,643
11.	6 Vilas Associates in the Biological Sciences		150,085
12.	One-time special funding for Vilas Research Professors:		
	David Bethea (3rd year of 6-yr request-\$30,000/yr)	30,000	
	Ching Kung	60,000	
	Howard Weinbrot	8,000	
	Erik Wright (postponed from 2004-05)	15,000	
	Sau Lan Wu	<u>132,662</u>	245,662
13.	Continuation of 1998 and 2002 Expansion of Approved Programs:		
a.	940 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		376,000
b.	400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		240,000
<u>Total Continuation Request</u>			<u>\$3,409,447</u>

B. EXPANSION OF APPROVED PROGRAMS

1.	Vilas Life Cycle Research Grant program (justification of new program attached)		310,000
<u>Total Expansion Request</u>			<u>\$310,000</u>

C. ONE TIME ONLY PROGRAM ALLOCATIONS

1.	5,493 additional undergraduate scholarships of \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance, for all undergraduates eligible for need-based grants to offset tuition increases attributable to budget cuts in 2004-05 and 2005-06. This is requested for approval consistent with one-time allocations previously made.		2,197,200
<u>Total One Time Only Program Allocations</u>			<u>\$2,197,200</u>

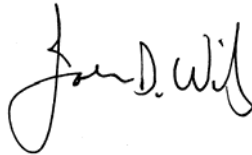
D. FACILITY CONSTRUCTION FUND (MICROBIAL SCIENCE)

Pursuant to Article 5 of the Deed of Gift and Conveyance, we request that one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program which we have

identified as the Microbial Sciences Building. It is our plan to seek this allocation pursuant to Article 5 for five years. This is the fifth year of our request. The estimated cost of the facility is \$100 million. Construction is anticipated in the period 2004-06. A summary of the project was provided to the Trustees at the April 2001 meeting.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "John D. Wiley". The signature is fluid and cursive, with the first name "John" being more prominent and the last name "Wiley" following in a similar style.

John D. Wiley
Chancellor

Attachments

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

Supporting material for Agenda Item I.1.b., Requests to Trustees of the William F. Vilas Trust Estate, may be obtained by contacting the Board of Regents Office.

Phone: 608-262-2324

Fax: 608-262-5739

The University of Wisconsin-Milwaukee
Office of Charter Schools Contract with
Inland Seas School of Expeditionary Learning

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Learn the Seas ~ America, Inc., to establish the Inland Seas School of Expeditionary Learning.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS CONTRACT WITH
LEARN THE SEAS ~ AMERICA, INC.
d/b/a INLAND SEAS SCHOOL OF EXPEDITIONARY LEARNING**

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that Learn the Seas ~ America, Inc., be granted a charter to operate a public school known as the Inland Seas School of Expeditionary Learning.

Inland Seas will be UW-Milwaukee's ninth charter school. The Office of Charter Schools undertook an extensive review process that began in May of 2004. The review included an in-depth analysis of the Inland Seas Prospectus by the UW-Milwaukee Charter School Board and a three-step review of the Inland Seas Charter School Application by the UW-Milwaukee Charter Application Review Committee. The UW-Milwaukee Charter School Board, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools recommend approval of the charter school contract to allow Inland Seas to begin operating as a charter school in the fall of 2005.

REQUESTED ACTION

Approval of Resolution I.1.c., approving the Charter School contract with Learn the Seas ~ America, Inc., to operate a public school known as the Inland Seas School of Expeditionary Learning.

EDUCATIONAL PLAN

The development of the Inland Seas School of Expeditionary Learning was initiated by Learn the Seas ~ America, Inc., a non-sectarian, education provider. Inland Seas will occupy an unused portion of the COA Youth and Family Center campus located at 909 E. North Avenue. Learn the Seas ~ America Inc. is a Wisconsin, non-stock, not-for-profit corporation in good standing under Chapter 181 of the Wisconsin State Statutes and 501(c)(3) of the Internal Revenue Code. The school will be a Local Education Agency (LEA) and will act as its own school district.

The mission of the Inland Seas School of Expeditionary learning uses “seas” education as the organizing focus to prepare Milwaukee youth for “life and life's journey” by “ensuring academic achievement and college readiness, developing skillful learners, leaders, and collaborators through service to others, and involving youth as global citizens of our ocean planet.”

Inland Seas is a high school program for 180 to 200 students in grades 9-12. The school will begin with a ninth grade class of approximately 40 to 50 students in September of 2005. The curriculum will follow the guidelines of the Expeditionary Learning Outward Bound comprehensive school reform model as identified by the U.S. Department of Education and will draw extensively from the school's wilderness classroom – the Great Lakes and the oceans. Fieldwork, voyages, internships, service projects, and physical training will be combined with internet-based coursework. Fieldwork and projects will range from intensive, shore-based core studies, to a semester-at-sea on an offshore school vessel. Marine and maritime topics will be the organizing thread of the curriculum.

The school has planned a unique profile that includes:

1. A school schedule where classes run from 8:30 a.m. to 4:30 p.m., five days a week, and 9:00 a.m. to 12:00 noon on Saturdays.
2. A two-year interdisciplinary geography/oceans sequence that integrates science, social studies, and humanities.
3. No credit earned for grades in core subject areas below a C-.
4. Monthly college visits beginning in the ninth-grade year.
5. Expeditionary Learning voyages at sea beginning in the ninth-grade year, and culminating in an elective month-long research voyage in the senior year.
6. Marine technology sequence, encompassing boat design, weather, navigation, seamanship, and systems.
7. Required Sea Corps Internship Field Initiative (SCI FI) of at least 30 hours as well as two summers of an approved enrichment program such as volunteer work or courses. SCI FI encompasses field work or apprenticeships focused on an area of the student's interest or career aspirations.
8. Same-sex crew advisories.
9. Explicit strategies to involve the family in each student's success, beginning at the initial school interview with the question, “What is your dream for your child?”

Graduation requirements are as follows:

Each student shall complete with a satisfactory grade or higher the required academic curriculum requirement in order to graduate. Courses each have their own proficiency requirements.

Four years Humanities (Social Studies & Literature)

Geography/Oceans (grades 9-10)

United States History (grade 11)

Senior seminar, AP English, AP History or college courses

Four years Math

Algebra I

Geometry

Algebra II

Grade 12 Math Elective

Two years of foreign language

Three years laboratory science

Biology I (grades 9)

Intro. to Marine Science (grade 10)

Chemistry (grade 11)

Elective: Physical Oceanography (grade 12)

One or more Advanced Placement (AP) or college courses. For example:

AP English

AP Biology

AP Calculus

AP U.S. or World History

Four years Physical Education (unless waived)

1 year Studio or Performing Arts

Field Work Requirements:

Two summers of approved enrichment programs with documentation

30 hours Sea Corps Internship Field Initiative (SCI FI)

Additional Competency Requirements:

Pass WKCE required tests.

Demonstrate proficiency in use of technology to achieve learning goals.

Demonstrate proficiency in writing and defending a persuasive essay.

Demonstrate proficiency in public speaking in English.

Complete and present an autobiography of at least 20 pages.

Complete portfolio requirements.

Demonstrate leadership and service through a senior project.

ELEMENTS OF THE CONTRACT

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

1. Article One – Definitions - Key terms of the contract.
2. Article Two – Parties, Authority and Responsibilities.
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: a) school governance; b) measuring student progress; c) methods to attain educational goals; d) licensure of professional personnel; e) health and safety; f) admissions; g) discipline; h) insurance standards and other topics.
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee’s oversight responsibilities.
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.

11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

The attached contract represents the final phase of the chartering process for the Inland Seas School of Expeditionary Learning to be chartered under Wisconsin law.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

CHARTER SCHOOL CONTRACT

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

AND

LEARN THE SEAS – AMERICA, INC.
(d/b/a the Inland Seas School of Expeditionary Learning)

CHARTER SCHOOL CONTRACT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
(d/b/a the University of Wisconsin-Milwaukee)
AND
LEARN THE SEAS – AMERICA, INC.
(d/b/a the Inland Seas School of Expeditionary Learning)

This Contract is made this __ day of _____, by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), P.O. Box 413, Milwaukee, WI 53201, and Learn the Seas – America, Inc. (d/b/a Inland Seas School of Expeditionary Learning) (“Grantee”), located at 750 N. 18th Street, Suite 130, Milwaukee, WI 53233.

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

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

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

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

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

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

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

Whereas, the Parties (as defined below) have successfully negotiated this Contract as a charter school contract in accordance with s. 118.40, *Wisconsin Statutes*, and in particular, the provisions specified under sub. (1m)(b) 1. to 14. and sub. (2r)(b), and additional provisions as authorized by sub. (2r)(b);

NOW THEREFORE,

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

ARTICLE ONE

DEFINITIONS

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

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.

- (5) “Charter School” and “School” and “ISSEL” mean a school to be known as the Inland Seas School of Expeditionary Learning, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,
 - (a) The first day shall be the day after the event, such as receipt of a notice,
 - (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
- (8) “District” means the First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Grantee” means Learn the Seas – America, Inc. or “LSA”, a nonprofit nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (10) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee (d/b/a Inland Seas School of Expeditionary Learning), through their designated representatives.
- (11) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.
- (12) “School Board” means the Board of Directors of Learn the Seas – America, Inc.

ARTICLE TWO

PARTIES, AUTHORITY AND RESPONSIBILITIES

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

Section 2.2 Board of Regents.

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

- (3) The Chancellor may conduct research as set forth in Article Eight and elsewhere in this Contract.

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

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

ARTICLE THREE

OBLIGATIONS OF GRANTEE UNDER SECTION 118.40, WISCONSIN STATUTES

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

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

Learn the Seas - America, Inc.

- (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:

The LSA Board of Directors assumes fiscal and policy responsibility for the Inland Seas School of Expeditionary Learning. The Board has appointed William J. Nimke as the School's Executive Director. As Executive Director, Mr. Nimke has primary responsibility for fulfilling the School's mission and will report directly to the Board of Directors. The Board of Directors, with the advice of the Executive Director, will appoint Jill Frey as the Instructional Leader. As Instructional Director, Ms. Frey will have primary responsibility for the instructional personnel of the School and the day-to-day operations and procedures related to the instructional program of the School, including but not limited to, the coordination, supervision and evaluation of instructional personnel. In other words, the Executive Director has responsibilities that are primarily "business" in nature; the Instructional Leader has responsibilities that are primarily "instructional" in nature. A more detailed description of the responsibilities of these two top managerial positions is attached hereto as Appendix D.

In the event there is a change in the Executive Director or the Instructional Director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Charter School agrees to notify the Office immediately of the change.

- (3) A description of the educational program of the School:

The Inland Seas School of Expeditionary Learning shall provide the educational program set forth in Sections 7.00 and 8.00 of its Application, which are attached hereto as Appendix C.

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

The Inland Seas School of Expeditionary Learning shall use the methods described in Sections 7.00 and 8.00 of Application, which are attached hereto as Appendix C, to enable students to attain the educational goals listed in sec. 118.01, Stats.

- (5) The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured:

The Charter School shall, on behalf of the District, administer the examinations under ss. 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office in such form as the District shall customarily transmit such data.

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

The **Inland Seas School of Expeditionary Learning** is the major program initiative of Learn the Seas ~ America, Inc. Learn the Seas ~ America, Inc. (LSA) a Wisconsin nonprofit nonstock corporation, has been established to serve as a dynamic educational community for the scholarship and character development of adolescent youth through marine education activities. LSA is governed by a Board of Directors as set forth in LSA's Articles of Incorporation and Bylaws. The Board of Directors provides ongoing guidance for planning, operation, and evaluation of the School's programs consistent with the Articles of Incorporation and Bylaws.

As described in Section 3.1(2) of this Contract, the LSA Board of Directors has appointed the Executive Director, William Nimke, who has primary responsibility for fulfilling the School's mission. The Executive Director will have overall operations responsibility for the School, including advisories, Saturday programs, micro-enterprises, family support programs and community partnerships. As described in Section 3.1(2) of this

Contract, the Executive Director will delegate instructional supervision to an experienced Instructional Leader.

Parents will be involved in many aspects of ISSEL, including an invitation to participate in the LSA Advisory Assembly on a non-dues paying basis. The LSA Advisory Assembly will be a non-voting group that provides input and guidance for the Board of Directors. Furthermore, the Board of Directors, the Executive Director and the Instructional Director will solicit and involve parents in many aspects of the School, including recommendations for policy setting. For example, LSA will distribute a survey each Spring to collect climate, satisfaction, and suggestion data from parents, students and staff. There will also be opportunities for written and oral feedback by parents and community representatives at various School sponsored events, including the twice annual student exhibition of portfolios.

- (7) Subject to Applicable Law, the qualifications that must be met by the individuals to be employed in the School:

LSA will insure that the staff meets any and all requirements in state statutes and administrative rules. Instructional staff will hold active licenses or permits to teach, issued by the Department of Public Instruction. Further selection criteria for instructional staff include:

- demonstrated experience in a content area;
- preferred minimum of three years urban teaching experience at the high school level;
- strong interpersonal skills;
- a willingness to join our learning community as a co-learner and serve as a role model for students;
- and a deep commitment and understanding of the mission and vision of ISSEL and LSA.

All employees will be expected to adhere to the requirements for employment described further in its School Charter, including background screening pursuant to Section 4.3 of this Contract, and the School's personnel policies. At all times, employees will be expected to conduct themselves in a manner consistent with the highest standards of personal character and professionalism, with youth, parents, co-workers, and any and all members of the public that have affinity with LSA and ISSEL.

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

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

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

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

The Inland Seas School of Expeditionary Learning shall comply with all applicable Federal, State, and local health and safety requirements. LSA shall ensure that all of its pupils comply with Wisconsin immunization requirements.

Furthermore, ISSEL will partner with a community health care provider for student wellness services. ISSEL will seek the following collaborative arrangement from the provider:

- Coordinate and implement a wellness promotion program for students (and their families);
- Establish referral links with medical providers in the community; and
- Participate periodically in the educational programming of the School, particularly in the areas of physical and mental health and social services.

The Inland Seas School of Expeditionary Learning shall provide a learning environment and workplace that is free from threat and safe for all employees, students, their families, visitors, and guests as set forth in Section 9.00 of its Charter Application, which is attached hereto as Appendix C, and further described in its Operations Manual, Personnel Manual, and Student/Family Handbook.

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

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

ISSEL will recruit from Milwaukee Public School (“MPS”) District-wide area schools that continue through eighth grade. ISSEL will tap on the many contacts of our community organizations which offer youth programs, including YMCA, Boys and Girls Club, the Milwaukee Community Sailing Center, and others. In addition to planned family focus groups and worksite informational sessions, ISSEL will also hold similar sessions during evenings and weekends to meet the needs of working parents.

ISSEL will not discriminate against any students on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning ability, in its admissions practices (WI STAT. 118.40(4)(b)(2)). In addition, ISSEL will

endeavor to achieve a racial and ethnic balance that reflects the Milwaukee Public School district.

ISSEL will publicize through metropolitan, as well as neighborhood, newspapers in the Milwaukee area. Fliers about the school will be distributed at area libraries, music stores, restaurants, and churches.

(10) The requirements for admission to the School:

The students who are enrolled in the Inland Seas School shall reside in the City of Milwaukee and shall be eligible for enrollment in the School program only if the student meets one of the criteria set forth in sec. 118.40(2r)(c), Stats.

Preference in admission may be given to continuing students and their siblings and to children of current employees of the Inland Seas School.

If more students apply for admission than can be accommodated, the Inland Seas School shall admit students on the basis of a lottery.

The Inland Seas School shall maintain student data base information pertaining to each ISSEL student, including, but not limited to the student's name, address, home phone number, place and date of birth, parent(s) or guardian, immunization records, school of last attendance, number of siblings, and emergency contacts.

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

The Grantee shall submit audited financial statements of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, to the Office annually beginning after the first full school year. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. In addition, the Grantee shall submit to the Office, with the audited financial statements, a list of expenditures in each of the following categories and subcategories:

(a) Total Revenue

- (1) State aid
- (2) Federal aid
- (3) Other

(b) Total Expenditures

- (1) Instruction
- (2) Pupil services including special education

- (3) Instructional support including curriculum development,
library/media and faculty/staff development
- (4) School board
- (5) Administration
- (6) Facilities
- (7) Transportation
- (8) Food service
- (9) Debt service
- (10) Uncategorized

(12) The procedures for disciplining students:

The Inland Seas School shall adhere to the procedures for disciplining students as set forth in Section 9.04 of its Charter Application, which is attached hereto as Appendix, and further explained in its Operations Manual and Family/Student Handbook.

Specifically, before a student can be suspended or expelled, the Instructional Leader must (1) notify the student and the student's parent/guardian in writing of the alleged violation, (2) schedule a hearing, (3) inform the student's parent/guardian by letter of the date, time, and place for the hearing, and (4) hold the hearing. At the hearing, the Instructional Leader will examine the evidence. Following the hearing, if the Instructional Leader decides to suspend or expel a student, the student and parent/guardian will be notified in writing, along with the reasons therefore. If the student and the parent/guardian disagree with the suspension or expulsion, they may appeal the decision to the LSA Board of Directors, or its designee (which may not be the Instructional Leader), within ten school days. The LSA Board of Directors, or its designee, will issue a written decision on the appeal within ten school days of receiving it. In addition, Section 118.31, Wisconsin Statutes, which prohibits corporal punishment of pupils, shall apply to the Charter School.

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

Under s. 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend a school operated and managed by the Milwaukee Board of School Directors.

(14) A description of the school facilities and the types and limits of the liability insurance that the School will carry:
Grantee shall provide the Office with evidence of a lease or ownership of the School premises in accordance with the provisions of Section 7.4 of this Contract.

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

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

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

F. School Leader's Errors & Omissions

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

The Grantee shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

A. Workers Compensation	Statutory Coverage
B. Commercial General Liability	
Each Occurrence Limit	\$1,000,000
General Aggregate	\$1,000,000
Products-Completed	
Operations Aggregate	\$1,000,000
C. Automobile Liability	
Combined Single Limit	\$1,000,000

In addition, for high risk subcontractors providing the following services: air charter, asbestos abatement, building construction and remodeling, custodial, daycare, elevator maintenance, manual food service, medical services, recreational services/high risk entertainment, refuse transportation and disposal, security, and transportation of people, the Grantee shall require subcontractors to provide a certificate of additional coverage for the coverage and in the amounts described in the UW-System Risk Management Manual, the relevant portion of which is attached hereto at Appendix A. Should Grantee be unable to obtain proof of insurance as required in this subsection from a particular subcontractor, Grantee may seek a written waiver of the above provisions from the University's Risk Manager by directing such a request to the Office.

For the purposes of this subparagraph, "subcontractor" is defined as any third party or entity with which Grantee contracts for the provision of goods or services related to the school, whose employees or representatives will have face-to-face contact with students, staff, or the school site, and which subcontractor is not expressly covered by the Grantee's own liability insurance coverage as described above.

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

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

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

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

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

ARTICLE FOUR

ADDITIONAL OBLIGATIONS OF THE GRANTEE

Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with Applicable Law, which may change from time to time and which may include, but is not limited to:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. ss. 1681 et seq.;
- (3) Age Discrimination Act of 1985, 42 U.S.C. ss. 6101 et seq.;
- (4) Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. s. 794 and the Americans with Disabilities Act, 42 U.S.C. ss. 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. ss. 1400-1485 et seq.
- (6) 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C. ss. 1221-1234i;
- (8) Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;
- (9) Asbestos Hazard Emergency Response Act, 15 U.S.C. ss. 2641-2655; and

- (10) No Child Left Behind Act of 2001 and its implementing regulations, 20 U.S.C. 6301 to 6578, 34 C.F.R. § 200.

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, Grantee shall cooperate with those actions and comply with those requirements.

To the extent that the No Child Left Behind Act of 2001 (the “NCLB”) is applicable to the Charter School, the Grantee agrees that the Grantee will comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the NCLB or its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if Grantee is identified for school improvement, and meeting the highly qualified teachers and paraprofessional requirements.

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

Section 4.3 Background Screening. The Grantee shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee or volunteers, to teach or otherwise to have access to pupils until the Grantee or its designee investigates and determines that there is nothing in the disclosed background of the employee or volunteer which would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee or agent, including volunteers. For purposes of this Section, “volunteer” shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the Charter School.

Section 4.4 Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements, regarding certification and qualifications of employees of public schools, including but not limited to, s. 118.19 and s. 121.02, Wisconsin Statutes, certification of school personnel. The Grantee shall provide to the Office a copy of all faculty and staff certification reports filed with the Wisconsin Department of Public Instruction and showing that such personnel are licensed as required by this section or have applied for licensure from the Department. The Grantee or its designee shall make available to the Office, upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

Section 4.5 [Omitted]

Section 4.6 Administrative Fee.

- (1) The Grantee shall pay to the University annually an administrative fee to reimburse the University for the actual direct and indirect costs of administering this Contract during each period of July 1 to June 30 during the Term of this Contract, which actual costs shall include but not be limited to execution of the University's oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.
- (2) Not later than May 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University's best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under s. 118.40(2r)(e), Wisconsin Statutes.
- (3) In addition, not later than August 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University's actual total expenditures for administering the Contract, as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year financial statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this

Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

Section 4.7 Student Activities Fees and Rental Fees.

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

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

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

Section 4.10 Access to Charter School Records. Subject to Applicable Law, Grantee shall grant any designee(s) of the Chancellor upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records, at any time within normal business hours during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the staff of said school.

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

prepared in accordance with “Generally Accepted Accounting Principles” (GAAP).

In addition, at the same time the audit report is submitted to the Office, the Grantee shall provide to the Office a report of the Charter School’s expenditures in each of the categories and subcategories listed in Section 3.1(11). In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies’ expenditures on behalf of the Charter School.

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

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

ARTICLE FIVE

JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

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

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

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

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

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

Section 5.3 Performance Evaluation of Certain Subjects.

- (1) The University shall evaluate the performance of the Charter School in the areas of leadership, strategic planning, student, stakeholder, and market focus, information and analysis, process management, and organizational performance results as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program. A description of the specific measures that shall be used to evaluate such areas shall be provided to the Grantee annually, no later than 60 days prior to the start of each academic year.
- (2) The Grantee shall provide to the University the following required reports, at the times described below:
- (a) Strategic Plan. The Grantee must provide a strategic plan to the University by August 1 prior to the first year of the operation of the Charter School. The strategic plan should specify the mission and

vision of the school, identify the target population of students, and establish strategic goals for the development of the school. The Grantee shall resubmit the strategic plan to the Office upon each revision. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract.

- (b) School and Organization Profile. No later than October 1 of each school year, the Grantee shall submit to the Office a school profile which provides general information about the school and its operations.
- (c) Annual School Accountability Plan. No later than July 1 of each school year, the Grantee shall submit to the Office for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School has not made Adequate Yearly Progress (“AYP”) under the NCLB, as determined by the State of Wisconsin, this plan shall include a detailed description of the Grantee’s plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year.
- (d) Annual School Accountability Progress Report. No later than July 1 of each school year, the Grantee shall submit a school performance report to the Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report shall include a description of how the Charter School is or is not meeting the State of Wisconsin’s definition of Adequate Yearly Progress under the NCLB and, if the Charter School has not made AYP in the past, a detailed description of the Charter School’s compliance with the responsive and/or corrective requirements of the NCLB in the prior year.

ARTICLE SIX

NOTICES, REPORTS AND INSPECTIONS

- Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 30 immediately preceding the beginning of each such academic year.
- Section 6.2 Other Notices.
 - (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School board of directors.

- (2) Governmental Agencies. Grantee shall immediately notify the Office when either Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.
- (3) Legal Actions. The Charter School shall immediately report to the Office any material litigation or formal legal proceedings alleging violation of any Applicable Law with respect to the Charter School.

Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office shall reasonably deem necessary to confirm compliance by Grantee and the Charter School with the terms and conditions of this Contract.

Section 6.4 Omitted.

ARTICLE SEVEN

MISCELLANEOUS PROVISIONS

Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 7.2 Code of Ethics. A member of the School Board, and any of the officers of the Grantee directly related to the implementation of the terms and conditions of this Contract (together “the board members”) shall be subject to the following code of ethics.

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

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

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

or her immediate family or any organization with which the board member is associated.

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

(b) Provided that the board member is not in a position to approve or influence the Grantee's decision to enter into such contract or lease and that the procedures set forth in Section 7.2 are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in the paragraph (a) to the Office prior to executing such contract or lease.

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

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

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

Section 7.6 Open Meetings. The Grantee specifically agrees that the following meetings shall be open to the general public:

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

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

ARTICLE EIGHT

PROVISIONS FACILITATING UNIVERSITY RESEARCH

Section 8.1. Research. The Parties agree that the University may seek information from the Grantee and the Charter School for purposes of research. Prior to conducting such research, the University shall seek Grantee’s prior written approval which will not be unreasonably withheld. Information relevant to such research shall include, but not be limited to, the following:

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

pupil's first enrolling in the Charter School, a one-time examination designated by the University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School. The results of any such examination shall be promptly shared with Grantee.

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

ARTICLE NINE

REVOCATION OF CONTRACT BY THE UNIVERSITY

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

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under s. 118.01, or have failed to achieve Adequate Yearly Progress, as determined by the State of Wisconsin pursuant to the federal No Child Left Behind Act, for 3 consecutive years;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;
- (4) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract; or
- (5) The Charter School has failed materially to comply with Applicable Law;

- (6) The Charter School has violated section 118.40, Wisconsin Statutes; or
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 9.2 Procedures for The University's Revocation.

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

ARTICLE TEN

TERMINATION BY THE GRANTEE

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

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

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

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

(b) If such results of the review and the Chancellor's determination are not delivered to Grantee in writing within 30 days after the Chancellor receives Grantee's notice, Grantee's notice shall be deemed an approved basis for termination.

- (3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in Grantee's notice under Section 10.2(1).

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

ARTICLE ELEVEN

TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on the date of the execution of this Contract and continue until June 30, 2010. During the third full academic year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for Grantee the subjects of the review at least 3 months prior to the beginning of the third full school year of the operation of the Charter School. The University shall complete the review and shall issue a written report by the end of the third full school year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with Grantee.

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

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

Appendix A: Part 4.D of the UW System Risk Management Manual, Vendor Certificates of Interest

Appendix B: Statement of Performance Measures and Required Reports

Appendix C: Sections 7, 8 and 9 Incorporated From Grantee Application dated November 9, 2004

Appendix D: Responsibilities of Executive Director and Instructional Director

Section 11.4 Applications of Statutes. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities or

obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

- Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, Grantee shall hold harmless and indemnify the University against any and all liability whatsoever for injury to or death of any person or persons, or for loss of or damage to any property occurring in connection with or in any way incident to the Grantee's performance of its obligations under this Contract.
- Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.
- Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.
- Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.
- Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.
- Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee: William J. Nimke
Executive Director
Learn the Seas – America, Inc.
2042 West Ranch Road
Mequon, WI 53092

To Office: Robert Kattmann
UWM Office of Charter Schools
Enderis Hall 582
P.O. Box 413
Milwaukee, WI 53201

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

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

FOR GRANTEE:

William J. Nimke
Executive Director,
Learn the Seas – America, Inc.

Date

FOR THE UNIVERSITY:

Carlos E. Santiago
Chancellor

Date

APPENDIX A

Part 4.D of the UW System Risk Management Manual on Vendor Certificates of Insurance is attached hereto.

APPENDIX B

Statement of Performance Measures and Required Reports

APPENDIX C

Sections 7, 8 and 9 Incorporated From Grantee Application dated November 9, 2004

APPENDIX D

Responsibilities of Executive Director and Instructional Director

Delegation to UW System President Authority to
Appoint UW Colleges Interim Campus Deans

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon recommendation of the President of the Board of Regents, the University of Wisconsin System President is delegated the authority to appoint and set the salary of University of Wisconsin Colleges Interim Campus Deans.

**DELEGATION TO UW SYSTEM PRESIDENT AUTHORITY
TO APPOINT UW COLLEGES INTERIM CAMPUS DEANS**

EXECUTIVE SUMMARY

BACKGROUND

On October 5, 2001, the University of Wisconsin Board of Regents adopted Resolution 8457, which delegated to the President of the UW System certain personnel matters in order to free Regent meeting time for more policy-oriented discussions. It has recently been determined that one additional delegation regarding the appointment and setting of the salary of Interim Campus Deans for the University of Wisconsin Colleges' campuses should have been included in the earlier request for delegated authority. The Board of Regents is now asked to consider the additional delegated authority.

REQUESTED ACTION

Approval of Resolution I.1.d., delegating to the University of Wisconsin System President the authority to appoint and set the salary of University of Wisconsin Colleges Interim Campus Deans.

DISCUSSION

The Campus Dean at each of the thirteen two-year UW Colleges acts as both Dean and Chief Executive Officer of the campus. In order to ensure continuity of leadership in these critical positions, it is often necessary to act quickly to appoint an Interim Dean in the case of a vacancy. Hence the request for the expansion of the President's delegated authority.

The Board of Regents will retain the appointing authority for UW Colleges Campus Deans, as they have now. This request is only for delegation to the UW System President the authority to appoint Interim Campus Deans.

RELATED REGENT POLICIES

Regent Policy 87-15, *Delegation of Authority to President For Personnel Actions*.

Regent Resolution 8457, adopted 10/05/01.

Minimizing Credits-to-Degree and Costs in UW System
Allied Health Professional Degree Programs

EDUCATION COMMITTEE

Resolution I.1.e.(1): Whereas, the University of Wisconsin Board of Regents is concerned that policy makers setting degree credentialing requirements for entry-level allied health professionals consider, along with the required academic preparation of the professional, the cost to the student and the State, the impact on the ability of minority and disadvantaged students to pursue allied health careers, and the ability of the state to meet the needs of its citizens for health services professionals, be it resolved that the University of Wisconsin System work to ensure that requirements for UW System allied health programs provide the necessary preparation for allied health professionals while minimizing credits-to-degree and costs for students in allied health programs.

MINIMIZING CREDITS-TO-DEGREE AND COSTS IN UW SYSTEM ALLIED HEALTH PROFESSIONAL DEGREE PROGRAMS

EXECUTIVE SUMMARY

BACKGROUND

Over the past several months, the Board of Regents Education Committee has taken up the topic of appropriate entry-level degree requirements for students in UW System allied health programs. In addition to taking action on several allied health programs that had come before the Committee in its regular business as stewards of program review and approval, the Committee asked for and received a review of the degree- and accreditation-related requirements in the allied health professions offered at UW System institutions. Throughout the review process, the Committee's concerns have remained consistently focused on the following areas:

- The rationale for changes in credit and/or degree requirements for entry into allied health fields;
- The potential impact of increased requirements on students' ability to pursue allied health programs;
- The impact on affordability if the degree requirements, number of credits, and/or time-to-degree increase;
- The possibility that increased requirements and/or time-to-degree may further limit access for minority and disadvantaged students already underrepresented in these areas; and
- The impact on meeting the need for new practitioners in allied health fields facing shortages.

As a result of these discussions, the Committee asked for a set of recommendations from the Office of the Senior Vice President that would address these concerns in ways that were realistic, constructive and student-focused.

REQUESTED ACTION

Approval of Resolution I.1.e.(1), recommending that the requirements for UW System allied health programs provide the necessary preparation for allied health professionals while minimizing credits-to-degree and costs for students in allied health programs.

DISCUSSION

The UW System Office of Academic Affairs has identified the following two areas within its purview of responsibility by which to minimize credits-to-degree and costs for students in allied health programs:

1. Senior Officials from UW System Administration and the institutions, along with faculty and staff in relevant disciplines, will consult with higher education, professional and accreditation organizations of which they are members, to discuss ways in which higher education institutions might speak collectively and thereby wield more influence on accreditation agencies in order to ensure appropriate entry-level degree requirements in allied health professions.
2. UW System Administration will consult with the provosts and deans of all UW System allied health professional schools and programs to: 1) identify approaches to preventing increased entry-level degree requirements, unless such changes are based on compelling evidence of need, as they pertain to their specialized accreditation agencies; and 2) ensure that requirements for UW System allied health programs provide the necessary preparation for allied health professionals while minimizing credits-to-degree, and thereby costs, for students in allied health programs.

By undertaking the activities listed above, the Board of Regents and the UW System will work to demonstrate their commitment as advocates of students and stewards of systemwide program array, development, and review.

RELATED REGENT POLICIES

Regent Policy 87-1, *Principles on Accreditation of Academic Programs*

Regent Resolution 3734, adopted 3/6/87.

Regent Resolution 7874, adopted 3/5/99

Implementing s.36.11(22)(b), Wis. Stats.,
Relating to Information Provided to Students
on Sexual Assault and Sexual Harassment

EDUCATION COMMITTEE

Resolution I.1.e.(2):

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

**UNIVERSITY OF WISCONSIN SYSTEM
REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT
2004 Annual Report**

EXECUTIVE SUMMARY

BACKGROUND

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

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

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

This law was enacted in April 1990; this is the fifteenth report to be compiled for the Legislature since its enactment. This report is shared each year with the Board of Regents Education Committee and then forwarded to the Legislature.

Wisconsin Statute 36.11(22) also requires that each UW institution annually report to the Wisconsin Office of Justice Assistance, statistics on sexual assaults and on sexual assaults by acquaintances of the victims that occurred on each campus during the previous year. At the request of the Board of Regents Education Committee, this report also includes statistical information that is sent separately to the Department of Justice Assistance.

REQUESTED ACTION

Adoption of Resolution I.1.e.(2), authorizing the University of Wisconsin System Report on Sexual Assault and Sexual Harassment for the 2004 calendar year to be forwarded to the Legislature.

DISCUSSION

Each UW institution provided to the UW System Office of Academic and Student Services information on the methods used to disseminate information to students on sexual assault and sexual harassment. In addition, they submitted examples of best practices in programming or

services that assist student victims of sexual assault or harassment, and that offer education or training in protective behaviors and sexual violence prevention. The summaries provided do not include every event, program, or initiative related to sexual assault at an institution. Rather, they indicate programs and services identified by the institution as their best practices or most notable efforts during the previous year.

RELATED REGENT POLICIES

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

UNIVERSITY OF WISCONSIN SYSTEM REPORT ON SEXUAL ASSAULT AND SEXUAL HARASSMENT 2004 Annual Report

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

Section 36.11(22)(1), Wisconsin Statutes, specifies that the materials provided should include the following information:

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

This report summarizes the primary methods used by each institution to comply with s.36.11(22)(1), Wisconsin Statutes. The summaries are not exhaustive of all efforts underway at the institutions. Instead they summarize the programs institutions have identified as their “best practices” to respond to victims of sexual assault and provide information about sexual assault and its prevention to all students.

Overall, UW System institutions are (1) continually updating and improving the scope and quality of information provided to students; (2) integrating presentations, small group discussion of the issues and interactive dramatizations relating to sexual violence into new student orientation; (3) providing the educational and resource information required by Wisconsin statute 36.11(22) on the web or in print form; and (4) offering educational programs addressing the topic in a wide range of venues, including residence halls, students unions, classrooms, student organization gatherings, and private housing facilities.

SEXUAL ASSAULT STATISTICS

Wisconsin Statute 36.11(22) requires that each UW institution annually report to the Wisconsin Office of Justice Assistance, statistics on sexual assaults and on sexual assaults by acquaintances that occurred on each campus during the previous year. In addition, the statute requires that information on programming and prevention be reported annually to the Board of Regents and forwarded to the Legislature.

At the request of the Education Committee of the Board of Regents, this report was supplemented to include the statistical information that is required to be sent to the Wisconsin Office of Justice Assistance. The statistics are of the reported incidents of sexual assault on “campus” and in an area defined by each institution as “off-campus.” Although the statute only requires data regarding assaults on campus, the UW System has always provided data regarding

the sexual assaults it is aware of that occur off-campus as well. UW System institutions use institutionally specific definitions for “off-campus” in order to make reporting criteria clear. Since 2002, UW System institutions have defined “off-campus,” for the purposes of this report, as an institutionally defined area off-campus where substantial numbers of students live or congregate. The “campus” definitions used by all UW System institutions correlate with another report that each institution is mandated to make to the Department of Education in compliance with the federal Jeanne Clery Act 20 U.S.C. §1092[f].

Sexual assault statistics in this report are based on reported incidents. It is extremely difficult to know how the number of reported incidents relates to the actual number of assaults occurring. The American College Health Association, the Wisconsin Department of Justice, local law enforcement agencies and national organizations that do research on sexual violence are in agreement that sexual assault is a seriously under-reported crime. Nationally, studies have shown that only 28 percent of victims reported sexual assaults to the police (*Criminal Victimization 2000: Changes 1999-2000 with Trends 1993-2000*. Bureau of Justice Statistics, U.S. Department of Justice, June 2001). Similarly, a study in 1997 of students at twelve colleges and universities found that only 22 percent of rapes and 18 percent of sexual assaults were reported to any authority or office (Sloan, J.J., Fisher, B.S., & Cullen, F. T., 1997, “Assessing the student right-to-know and campus security act of 1990.” *Crime & Delinquency*, 43(2), 148-168).

As shown in the statistical summary on the next page, the number of sexual assaults reported to the UW System has not varied significantly during the last three years. The reported numbers from 2004 are quite similar to those from 2002. What is most significant about these numbers is that they likely represent only a small percentage of the numbers of sexual assaults occurring. The American College Health Association-National College Health Assessment 2004 study found that 5.9 percent of college women had experienced rape or attempted rape in the prior year, and 11.9 percent reported unwanted sexual touching. Based on an ACHA study and others reaching similar conclusions, on a campus of 10,000 students, 595 college women will experience unwanted sexual contact each year and 295 will experience rape or attempted rape. This suggests that underreporting continues to be an ongoing and serious problem on UW System campuses. All UW System institutions are well aware of the problem of underreporting and are doing what they can to raise the profile of sexual assault in order to encourage victims to seek assistance.

INSTITUTIONAL STATISTICS ON REPORTED SEXUAL ASSAULTS, UW SYSTEM¹
Calendar Year 2004

CAMPUS	CAMPUS ² [subset involving acquaintances]	OFF-CAMPUS ³ [subset involving acquaintances]	TOTAL [subset involving acquaintances]
Eau Claire	1 [1]	5 [5]	6 [6]
Green Bay	2 [2]	1 [1]	3 [3]
La Crosse	7 [7]	6 [5]	13 [12]
Madison	16 [12]	44 [31]	60 [43]
Milwaukee	5 [4]	30 [16]	35 [20]
Oshkosh	6 [5]	5 [4]	11 [9]
Parkside	1 [1]	0 [0]	1 [1]
Platteville	3 [3]	7 [3]	10 [6]
River Falls	2 [2]	12 [10]	14 [12]
Stevens Point	12 [11]	0 [0]	12 [11]
Stout	3 [3]	6 [2]	9 [5]
Superior	1 [0]	0 [0]	1 [0]
Whitewater	11 [11]	9 [8]	20 [19]
Colleges	0 [0]	0 [0]	0 [0]
Extension	0 [0]	0 [0]	0 [0]
System Total	70 [62]	125 [85]	195 [147]

SYSTEMWIDE STATISTICS ON REPORTED SEXUAL ASSAULTS, UW SYSTEM
Calendar Year 2002, 2003, 2004

Year	CAMPUS ²	OFF-CAMPUS ³	TOTAL
2002	83 [68]	107 [79]	190 [147]
2003	70 [53]	66 [33]	136 [86]
2004	70 [62]	125 [85]	195 [147]

¹ Sexual assaults as defined by Wis. Stats. §940.225 and §948.02.

² “Campus” for this report combines reports from the three geographic categories of “campus”, “non-campus” and “public property” as defined by the federal Jeanne Clery Act 20 U.S.C. §1092[f].

³ “Off-campus” for this report is a region specified by each institution based on the criteria that it identifies for a region surrounding the campus, but not controlled by the institution, where most students typically live or congregate.

Systemwide Initiatives

This year (2004-05), the UW System administered its first systemwide survey on alcohol and other drug abuse (AODA). This survey includes two questions on sexual violence. One question asks if, since the beginning of the school year, the student has been pressured by someone else “to go farther than you wanted to go sexually?” The second question asks if, since the beginning of the school year, the student has pressured someone else “to go farther than that person wanted to go sexually?” The questions include the explanation that “the pressure might have been arguments or some kind of physical force (arm twisting, holding you down) or threat of physical force.” Each question is followed up with another which asks if either party was under the influence of alcohol or drugs at the time.

These two questions will be of significant help to the UW System in providing baseline data on the prevalence of sexual violence on UW campuses. This is important since national statistics indicate that the reported incidents are well below the number of sexual assaults that would be predicted by national studies in higher educational settings, or for the general public. With these baseline data for each campus, and with regular follow-up surveys every several years, the UW System will have a way to begin to assess if actual incidents are increasing or decreasing.

In 2004, the Wisconsin Coalition Against Sexual Assault (WCASA), sponsored its first ever conference on *Sexual Violence and the College Campus*. UW System was pleased to collaborate with WCASA in the planning and support for this event. It was attended by students, staff or faculty representatives from every UW System institution, as well as individuals from the state’s private colleges and the Wisconsin Technical College System. WCASA intends to offer this conference on an annual basis and has also hired a staff person to serve as liaison to the higher education community. UW System staff are pleased to be part of the planning group again for the September 2005 conference. For the 2005 conference, the group is proposing to invite individuals from the California Coalition Against Sexual Assault (CALCASA) to talk about their 2004 report which establishes statewide standards of practice for sexual assault prevention and response at California institutions of higher education. The planning group intends for WCASA’s 2005 conference to set the stage for considering whether the establishment of statewide standards of practice for higher education institutions would be a useful approach for Wisconsin.

INSTITUTIONAL SUMMARIES

Sexual assault is a complicated social problem and institutional prevention efforts use a range of approaches in an effort to understand the problem, educate students, encourage reports, and change behaviors in order to prevent incidents. The following institutional summaries of best practices present examples of this range of strategies, including: educating students on the relation between alcohol and sexual aggression; offering non-alcohol programming; providing educational programming on what constitutes sexual assault; training students to identify high-risk situations and danger signals within relationships; building connections with community prevention/response agencies and local police; actively encouraging reporting by victims following a sexual assault; and establishing reporting/investigative processes that do not re-victimize those who have been sexually assaulted.

UW-Eau Claire

A new Victim Services Coordinator was hired in October. The Coordinator held over thirty meetings with people on and off campus related to sexual assault prevention. She spoke in eleven classes on campus, and sent an outreach poster mailing to all faculty making herself available for presentation in their classes. The Victim Services Coordinator has conducted interviews for: TV 10, TV 13 (twice), TV 18, The Flipside, and the Women's Studies Newsletter.

Printed articles written about the Center for Awareness of Sexual Assault (CASA) and sexual assault prevention appeared in local newspapers. CASA sponsored a two-day booth in the student union to get information out about sexual assault prevention and victim resources at UW-Eau Claire.

There is ongoing collaboration among CASA and The Sexual Assault Task Force, WCASA, local law enforcement, Sacred Heart's SANE program, Crime Victim Witness Program, Student Senate, and other student groups. CASA has over 20 on-call volunteers and an additional 50 volunteers that help with outreach and presentations. Campus staff work closely with Sexual Assault Nurse Examiners at Sacred Heart Hospital. This collaboration includes training for first response professionals, such as Resident Assistants, University Police, and Residence Hall Directors.

The Activities and Programs Office has annual, mandatory educational programming for sororities regarding sexual assault, alcohol and rape drugs. The fraternities, through their membership and participation in the National Inter-fraternity Council, receive educational materials related to such issues as "No Means No" and other sexual assault areas of concern (alcohol abuse, uncontrolled parties, risk management).

Athletics worked collaboratively with campus partners helping to fund, through the NCAA grant, the "He Said/She Said" presentation and heavily promoted student-athletes/teams to attend the event. Additionally, at an athletic staff meeting, information was shared regarding the CASA services, location, contact, etc., to the coaches and support staff. Several teams invited CASA to speak about services available and issues related to sexual assault.

All participants in the First Offender Alcohol Education Program are required to complete a unit on sexual assault that focuses specifically on the role of alcohol in sexual assault. The section includes a video, interactive exercises, and written information. The Counseling Services website (which receives 50,000 hits per month) has extensive information on sexual assault. Additionally, sexual assault prevention information is available at the "Store Front" information wall outside of Counseling Services.

UW-Green Bay

In 2004, UW-Green Bay Student Government recommended that a Campus Security Task Force be formed with a Student Climate Director. The underlying principle of this Task Force is that responsibility for safety issues be shared among students, administration, and campus police. The Task Force takes a proactive approach and makes recommendations to the Student Senate regarding policies, programming, safety, communication, and campus grounds. The Security

Task Force is an important link in connecting students, faculty/staff, and community members, and allows students direct input into the safety and security of their campus environment.

UW-Green Bay's Director of Public Safety and one campus counselor are members of the Coordinated Community Response Team (CCR). This program connects all of the key members involved in sexual assaults in one format. The mission statement of the CCR team reads: "The purpose of the Brown County Sexual Assault CCR team is to create a partnership of community agencies that will confront and work cooperatively to end sexual violence in our community and ensure that the rights, dignity and safety of victims are our top priorities." Members of this team include local counseling centers, area police departments, schools, hospitals, a sexual assault center, a family violence center and others, including staff from UW-Green Bay. In early 2004, the Team developed a *Sexual Assault Response Best Practices Handbook of Brown County* to provide consistent guidelines for responding to sexual assault in a coordinated way throughout the entire county. It is a victim-centered response plan. The CCR addresses county-wide safety issues, training programs, preventive programming and reporting requirements. This allows for UW-Green Bay staff to work with community agencies to reach goals of improving victim support, county-wide communication, consistent response to assaults, prevention efforts, Sexual Assault Nurse Examiners (SANE) coverage at local hospitals, and training.

UW-La Crosse

Representatives from several areas on campus meet monthly with La Crosse community agencies to develop guidelines, protocols, and programs to create a safer environment on campus and in the community and to assist students who have been victims of sexual assault. This cooperative approach has led to stronger working relationships with Sexual Assault Nurse Examiners (SANE nurses) at both community medical facilities and with the La Crosse Police Department, more specifically with a Sergeant who specializes in sexual assault investigations.

A campus-wide network of staff and services exist to assist students. The Student Health Center and Counseling and Testing collaborate to provide a seamless approach to addressing survivors' needs and questions. A team of Student Development and University Police staff are mobilized to provide support and assistance as needed and requested by the student.

Programmatic efforts to educate students about sexual assault, reporting processes and available resources include orientation, UWL 100 classes, Reach and Share Peer Educators, and programs presented in the halls. The Promoting Awareness and Victim Empowerment (PAVE) chapter continues work on creating a supportive environment for victims and is also involved in programming. Men United Against Sexual Assault (MUASA) also provides programming and peer education on campus and works to change the culture. Student Association, through the Social Justice and Women's Issues subcommittees, have implemented a media program to educate fellow students about sexual assault and reporting information.

Residence Hall staff go through detailed training in sexual assault response and reporting during pre-school in-service training. In an effort to expand this training, a web-based tutorial has been created so that members of the campus may become aware that sexual assault exists and is a problem on campus. It is presently being piloted with the staff of Student Development and it will eventually be used to educate all faculty and staff about the issues that accompany sexual assault so that they will be able to better support and educate students.

UW-Madison

The Student Advocacy and Judicial Affairs component of the Dean of Students Office, provides on-going advocacy and assistance for student victims. A member of the staff presented university departments information about employees' obligations to report information regarding sexual assaults and resources for victims/survivors of sexual assault.

A Rape Crisis campus-based counselor provides individual counseling and a drop-in support group for students, faculty, and staff affected by sexual assault.

The fraternity and sorority community partnered with Promoting Awareness Victim Empowerment (PAVE) to create educational workshops for their members on the topic of sexual assault for all first-year members of the fraternity and sorority system.

University Health Services (UHS), in partnership with Dane County, sponsored an apartment safety campaign in order to improve tenant/landlord relationships and increase student safety in their apartments.

A sexual assault awareness pamphlet written by the Campus Police is available throughout campus to include safety tips and law enforcement contact information.

UW-Milwaukee

The UW-Milwaukee Norris Health Center Health Educator trains Peer Health Educators who conduct sexual assault workshops in the Union and in the Residence Halls. Health Center Staff also provide workshops for faculty and staff on responding to a sexual assault victim.

The Women's Resource Center (WRC) provides direct services and informational resources related to sexual assault, and sponsors educational and skill-building programs in the areas of safety and violence prevention. All members of the WRC staff are involved with creating a welcoming and safe environment in the Center for survivors of sexual assault, providing supportive listening, and making referrals to campus and community support resources.

The UW-Milwaukee Police offer workshops on personal safety and sexual assault prevention to students and staff several times during the school year.

UW-Oshkosh

The Dean of Students staff meets monthly with representatives from Residence Life, the Counseling Center, the Student Health Center, University Police and the Campus Violence Prevention Project to review current sexual assault cases. The group discusses possible support/counseling/assistance for the victim and sanctions/procedures for the accused.

Sexual assault services available at the Student Health Center include informational brochures, STD counseling and testing, emergency contraception, outreach educational programs, and referral as necessary. The Health Center now has two SANE (sexual assault nurse examiners) nurses who are able to offer legal rape exams. In addition, a protocol and flow sheet

for handling victims of sexual assault has been developed that will ensure that all options and resources are utilized and made available to the student.

Campus for Awareness and Relationship Education (CARE) is a peer education program focusing on awareness and prevention of sexual assault. In addition to serving as a campus resource on the topic of sexual assault and date/acquaintance rape, CARE staff and volunteers offer presentations that are available to all university student groups, classes, and community organizations.

The Counseling Center staff advise CARE and provide educational and therapeutic services to students who experience sexual assault. The Center provides a safe and confidential setting for victims to discuss their options, find support and overcome the consequences of sexual assault. The Center works collaboratively with the Student Health Center, Dean of Students Office, Residence Life staff, and the University Police to meet students' needs. Victim Advocates provide victims with support and information about the legal and disciplinary options for dealing with dating or domestic violence, stalking, sexual assault, or sexual harassment. Advocates also go with victims and speak up for their rights in any community or campus actions they might choose to pursue; provide them with ongoing support and information through 24-hour crisis support; attend medical or legal appointments with them; and help with "safety planning." Safety planning includes helping file restraining or no-contact orders, and making changes in residence hall or classes to avoid contact with the person who hurt them.

The Campus Violence Prevention Project, located in Dempsey Hall, provides students with supportive services regarding sexual assault, sexual harassment, stalking, and dating and domestic violence. The staff provides prevention training to individual students, groups, staff and faculty.

Men's Educational Network for Campus Awareness and Relationship Education (MENCARE) is an initiative whose main objective is to open an extensive line of communication encouraging men to speak out against violence towards women on the University of Wisconsin-Oshkosh campus. The aim of this initiative is to inspire more men to take a stand against men's violence and to play an active role in promoting healthy, vibrant relationships. MENCARE is a resource for men who are currently in need of direction in order to help those women around them who have dealt with or are currently dealing with unhealthy relationships. In the past year, three posters with photos of men who "speak out" against violence towards women have been distributed throughout campus. These photos include male students; staff and administration; male students and the Chancellor; and fraternity members and staff advisors.

UW-Parkside

UW-Parkside received a grant for Violence Against Women on Campus (VAWC) from the U.S. Department of Justice Office of Violence Against Women. Under this grant, Advocates Supporting Parkside and Educating for Non-violence (ASPEN) has been developed. ASPEN serves two primary objectives: as an advocacy program for victims of sexual assault, dating/domestic violence, stalking, and sexual harassment; and as an educational program for the university. ASPEN offers the opportunity for all faculty, staff, and students to be trained as

advocates and/or educators on the issues of sexual assault, dating/domestic violence, and stalking.

As a result of the VAWC grant, policies and protocols to serve victims of crime are being reviewed campus-wide. In some cases, protocols will be developed where none exist and in others, the protocols will be updated.

All police officers at UW-Parkside receive training in responding to sexual assaults using a coordinated community response model that involves the Kenosha County District Attorney's Office, Kenosha social service agencies, and the Wisconsin Office of Justice Assistance. This training enables officers to provide a better response to victims and to ensure that victims receive all available services.

UW-Platteville

University Counseling Services offers immediate one-to-one counseling to any student involved with a sexual assault. Continuing counseling and referral to external resources as appropriate are made available to students.

A collaborative program between Student Health Services, Student Housing, and University Counseling Services produces informational materials that are posted throughout the campus to make students aware of the resources that exist for victims of sexual assault or harassment.

All residential students attend a living group meeting facilitated by a peer educator from the department of student housing. These peer educators are part of "S.H.A.R.E." (Student Housing Advocates for a Rape-free Environment). These individual living group meetings focus on sexual assault awareness, protective behaviors, the role of men in preventing sexual assaults, and information mandated in Wis. State 36.11(22).

University Police personnel present programs to residential groups and to student organizations regarding sexual assault prevention, protective behaviors, and date-rape drug awareness.

UW-River Falls

Various services are available for victims of sexual assault, most of which are offered collaboratively with organizations in the community. Services include a Sexual Assault Nurse Examiner (SANE) program through which specially trained nurses are available to do evidence collection exams for sexual assault victims at local hospitals and area facilities. The program includes components such as victim support and advocacy, free or reduced cost exams and certain treatment, and support and guidance in follow-up, whether the victim decides to report and/or prosecute or not. The local agency, Turningpoint, provides free confidential assistance to survivors of sexual assault, abuse, and harassment and offers services and support for victims, including support groups.

Medical follow-up after the initial crisis, such as exams, sexually transmitted disease testing, pregnancy testing, and emergency contraception, is provided for University of Wisconsin-River Falls students at two local clinics through contractual agreements with the University of

Wisconsin-River Falls Student Health Services, since there is no clinical health facility on campus. Free counseling services are also available for students through on-campus counselors available through the University of Wisconsin-River Falls Counseling Services.

There is a Campus Sexual Assault Task Force, which includes members from SANE, Turningpoint, the River Falls Police Department, local county Victim-Witness Services, and University of Wisconsin-River Falls Public Safety, Student Health Services, and Counseling Services. The mission of this collaborative group is to ensure that appropriate education, resources, and services surrounding the issue of sexual assault on campus and in the community are provided. The group is currently working on external grant funding to support its mission.

Education and outreach is provided through a variety of means. One example includes bulletin board kits which contain information and resources related to sexual assault, sexual violence, and healthy relationships. These kits are distributed by Student Health and Counseling Services to all residence assistants, and are posted on campus bulletin boards. Another example includes a simulated “house party” event held on campus in the fall in the residence halls for new students. This simulates possible scenarios that could occur as a result of alcohol, such as sexual assault/date rape, and provides follow-up discussion and debriefing with the University of Wisconsin-River Falls staff.

UW-Stevens Point

A local health organization, located near campus but not connected to the university health service, was provided with referral cards and campus materials to provide victims who choose to seek services off campus, with adequate information about their rights as students and services available to them on the campus.

A recent research project examined confidence levels of student residence hall staff in dealing with victims of sexual assault. Based on this research, effective training methods were identified to boost confidence in providing victim advocacy.

A Campus Task-Force on Sexual Assault was formed to enhance efforts to collaborate on reducing campus violence. Members represent campus life, residence life, health promotion, academic departments, campus safety and security, student orientation, local victim advocacy representatives, and students.

A peer education group actively promotes personal safety and community respect programming to raise awareness of sexual assault and prevention efforts. Peers are directly connected to the residence halls through a liaison program.

The Sexual Assault Task Force has enlisted the assistance of a UW psychology professor in developing and administering a sexual experiences survey. The goal of the survey is to establish data on the prevalence of sexual assault for UW-Stevens Point students. The online survey, randomly distributed to 2000 UW-Stevens Point undergraduates, asks questions about their experience with forced or unwanted sexual contact. The results of the survey will be used to inform decision-makers of the extent of the problem and to establish priorities in the campus’s programs and services. The Task Force anticipates administering this survey annually.

UW-Stout

Effective November 2004, UW-Stout established an office on campus where student victims of sexual assault can receive specialized assistance, safety planning, advocacy, and referral services through funding assistance awarded by the U.S. Department of Justice's Grants for Reducing Violent Crimes Against Women on Campus. A professional-level grant coordinator (full-time) is available to meet with students on a one-to-one basis to provide these services. The grant coordinator represents UW-Stout as a member of Dunn County's Combined Community Response Team. Team membership includes the Bridge to Hope (community sexual assault/domestic violence victim service provider), UW-Stout police, Menomonie Police Department, and Dunn County's office of the District Attorney. Team meetings include discussion of service coordination and crisis response for victims, including UW-Stout student victims.

The Counseling Center & Campus Violence Prevention Project sponsors an anger management educational program for fraternity group members. This program includes facilitated discussion with members about remaining aware of internal cues/signals of anger in the context of developing and maintaining healthy dating and other relationships.

Two or more times each year, the Counseling Center uses its announcement board and printed information distribution system to raise awareness of sexual assault prevention and reporting, including the relationship of sexual assault to the consumption of alcohol. The Center posts information on sites located strategically around campus in areas where students stand and wait, e.g., elevators, cafeteria lines, etc.

UW-Superior

Two university Police officers received training in the Rape Aggression Defense (RAD) program and received certification to teach other instructors. During this academic year, three separate courses will provide instruction in this self-defense program to fifty women. The officers have also given instruction to student and professional staff on campus who work in environments where they meet the public, supervise events, and work in unsupervised areas.

During the past year, a campus group of students, faculty and staff have been working to codify the process and procedures for students to report sexual assaults. The work has raised the level of awareness on campus of this problem as one which impacts everyone, not only victims.

The campus houses the offices for the Center Against Sexual and Domestic Violence (CASDA), a non-profit organization that educates, advocates, and shelters victims. The center is staffed 24 hours a day by a professional staff member providing support and protection to victims in need of shelter. The presence and educational programming of this organization on the campus is a benefit to all students and the entire campus community.

One week in each semester is identified as Sexual Assault Awareness Week. A series of programs throughout each of these weeks bring a sharp focus to the problems of sexual assault. The week is advertised all over the campus on bulletin boards and on the electronic media. One feature that has been very popular is the night-time safety walks that are conducted by the

Campus Safety Department. Students and staff walk around the campus and look for people that are intentionally hiding along the route; the experience is intended to make people more aware of their surroundings. Police officers escort the groups and are able to discuss many safety issues.

UW-Whitewater

The campus Sexual Assault Response Team (SART) is composed of 6-12 staff and faculty members who go through an initial 8-hour training and monthly in-service trainings. The members take turns each week carrying a cell phone and resource manual. Most members serve on the team for 2-4 years. While all members are volunteers, the Coordinator position is a permanent staff position. The SARTeam provides information and referral, support, and advocacy to students who have been sexually assaulted; and to staff, faculty, friends, and family members concerned about a sexual assault survivor. This service is available 24 hours per day, 365 days per year. It is free, confidential, and can be anonymous. Services are provided both over the phone and in person. Team members will accompany a sexual assault survivor to the police or hospital if desired.

The SARTeam phone number and web site are a centralized source of information for all students, staff, and faculty. In addition to assisting students in crisis, this team is a full time resource to any students, staff, or faculty with questions about sexual assault. SARTeam members are very familiar with laws, campus disciplinary procedures, and victim services on campus as well as in the community. The team also serves as a campus liaison with law enforcement and service providers in the community. The Coordinator attends Walworth County Domestic Abuse/Sexual Assault Taskforce and Wisconsin Coalition Against Sexual Assault regional meetings.

University Police officers spend a great deal of time in the classrooms and residence halls building rapport and educating students about personal safety. Police officers teach personal safety and awareness in Alcohol and Other Drugs, Sociology, and Criminal Justice classes. They talk to students in approximately 30 New Student Seminars which include students living on campus and commuter students. They train Resident Assistants, SafeWalk volunteers, Student Leadership staff, Student Organization leaders, Academic Advisors, international students and University Center event hosts and building managers. One Police Officer is an active member of the campus Sexual Assault Prevention Advisory Committee and another Police Sergeant is on the Board of Directors for the Wisconsin Coalition Against Sexual Assault.

After conducting a survey to assess student attitudes and behaviors, the Sexual Assault Prevention Coordinator and Students Against Sexual Violence developed 10 sets of text targeting those attitudes and behaviors that put students at greatest risk for being victims or perpetrators of sexual assault. This was followed by a poster contest open to all enrolled UW-Whitewater students. Students were invited to create graphic images for one or more sets of text. The winning entries were professionally reproduced and posted around campus during fall semester 2004, with pads of SARTeam cards attached. The purpose of the posters was to educate the campus about the definition of sexual assault, the importance of protecting others, the negative effects of victim blaming and shaming, the need to hold perpetrators responsible, and the responsibility of everyone for changing norms and values to reduce sexual violence.

From a small grass-roots effort, a new student organization was formed in 2004 called Students Against Sexual Violence. The group has done a number of activities including:

- an interactive booth at the safe spring break fair educating students how to take action to end sexual violence;
- judging the previously mentioned poster contest and putting posters in restrooms in the local bars;
- facilitating discussion in New Student Seminar classes;
- conducting a program for fraternity men on consent and what constitutes sexual assault;
- attending the Sexual Violence and the College campus conference; and
- creating a scenario to teach about sexual assault.

UW Colleges

The University of Wisconsin Colleges campuses are primarily non-residential and do not have formal counseling services. Students in need of assistance are directed to the Office of Student Services, and may be referred to agencies in the community that can provide further assistance. Therefore, the programming they offer on sexual assault and violence is often provided in ways that differ somewhat from other UW institutions. The following are some examples of how individual UW Colleges are addressing this issue :

At UW-Richland, a staff member from Passages, a local shelter for domestic abuse and sexual assault victims, is on campus each week and is available to individual students who wish to meet with her.

UW-Manitowoc, at its annual student/faculty retreat, uses “social scenarios” designed to foster awareness of appropriate and inappropriate social interaction.

UW-Marshfield/Wood County has incorporated domestic violence information in its service learning program. Students in the course, Sociology of Marriage and the Family, who are engaged in service learning, study the issue of domestic violence and prepare a brochure for distribution to elementary and middle-school students.

UW-Washington County sponsors an annual “Sex in the City” workshop designed to provide information to students about sexual assault, date rape, and other health awareness issues.

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

EDUCATION COMMITTEE

Resolution I.1.e.(3):

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the 2003-2004 Minority and Disadvantaged Student Annual Report for submission to the Governor and to the Chief Clerk of each house of the Legislature, pursuant to s.36.25 (14m) (c), Wis. Stats., for distribution to the appropriate standing committee under s.13.172 (3) Wis. Stats.

2003-04 MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

EXECUTIVE SUMMARY

BACKGROUND

The 2003-04 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its pre-college, recruitment, and retention plan for multicultural and economically disadvantaged students. This is the sixth minority and disadvantaged student annual report under the Board of Regents-approved *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*. The information contained in this report responds to the statutory requirement, and reflects some, but not all of the initiatives and activities in Plan 2008. The report includes the following information:

- ❑ Pre-college initiatives and activities;
- ❑ Expenditures for student-of-color and disadvantaged-student programs; and
- ❑ Student financial assistance data.

The UW System's complete plan for pre-college programming for, and the recruitment and retention of multicultural and economically disadvantaged students is incorporated in *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, in which the targeted race/ethnic groups include African-Americans, American Indians, Hispanic/Latino Americans, and statutorily defined Southeast Asians.¹ A detailed evaluation of Plan 2008 was presented to the Board of Regents in October 2001, as required by Board policy. In April 2004, a review of all aspects of Plan 2008 Phase I (1999-2003), including recruitment and retention of students of color, was presented to the Board of Regents along with the M & D report.

REQUESTED ACTION

Approval of Resolution I.1.e.(3), accepting the 2003-04 Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the Chief Clerk of each house of the Legislature for distribution to the appropriate standing committees under s.13.172(3) Wis. Stats.

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



The University of Wisconsin System

**2003-04 Minority and Disadvantaged
Student Annual Report**

April 2005

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

SUMMARY AND HIGHLIGHTS

Precollege Initiatives and Activities

UW institutions support a large and diverse array of precollege programs to enlarge the pool of multicultural and disadvantaged students in Wisconsin and prepare them for college. Through these precollege programs, UW institutions provide opportunities for academic skills enrichment, introduction to college life, and career exploration. Funding for targeted students to attend precollege programs is provided by a consortium of sources, including the UW System, federal TRIO programs, the Department of Public Instruction's (DPI) Minority Precollege Scholarship Program, and private dollars. In 2003-04, 19,488 students participated in precollege programs in UW System institutions.

Program Funding

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

- ❑ In 2003-04, UW System institutions expended approximately \$42.1 million from all funding sources for students of color and disadvantaged student programs. Approximately \$24.3 million of these funds were raised by the institutions from extramural and non-government sources; and
- ❑ During 2003-04, nearly \$7.6 million was expended from Fund 402 at UW institutions.² Based on institutional estimates, Fund 402 dollars were distributed toward retention activities (62 percent, \$4.7 million); precollege programs and activities (22 percent, \$1.7 million); and recruitment (16 percent, \$1.2 million).

Student Financial Aid

In addition to the general financial aid programs offered to students, two other financial aid sources are available to students of color and disadvantaged students: the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students; and the Advanced Opportunity Grant (AOP) for graduate students.

- ❑ In 2003-04, a total of 11,351 students of color in the UW System received financial assistance. Of these:
 - 2,707 students received LUMRG grants. The average LUMRG award was \$1,410. 2,676 of LUMRG recipients were students of color.³
 - 540 students received AOP grants. The average AOP award was \$10,459. 413 of the AOP recipients were students of color.

² Fund 402 is defined in the state statutes under s.20.285 which states that (a) "The board shall allocate funds under s.20.285 (4)(a) to fund programs for recruiting minority and disadvantaged students and to fund programs for minority and disadvantaged students enrolled in the system." This figure only includes Fund 402 expenditures for UW institutions.

³ Student of color figures include target groups only, not missing or other students (Table 3).

SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

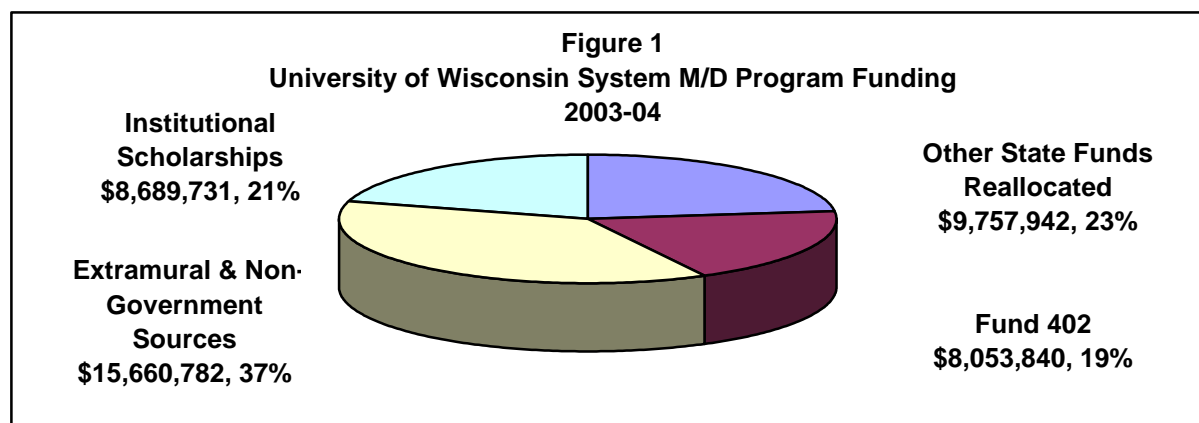
UW System institutions provide various precollege, recruitment, and retention programs for students of color. Effective precollege programs expand the pool of high school graduates who apply to the UW System. Participation in precollege programs increases the probability of students of color graduating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

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

In 2003-04, UW institutions served 19,488 precollege students and expended slightly above \$8 million in state Fund 402 dollars (Figure 1 and Table 1). Approximately 22 percent of these dollars were expended on precollege activities.

UW System Program Funding

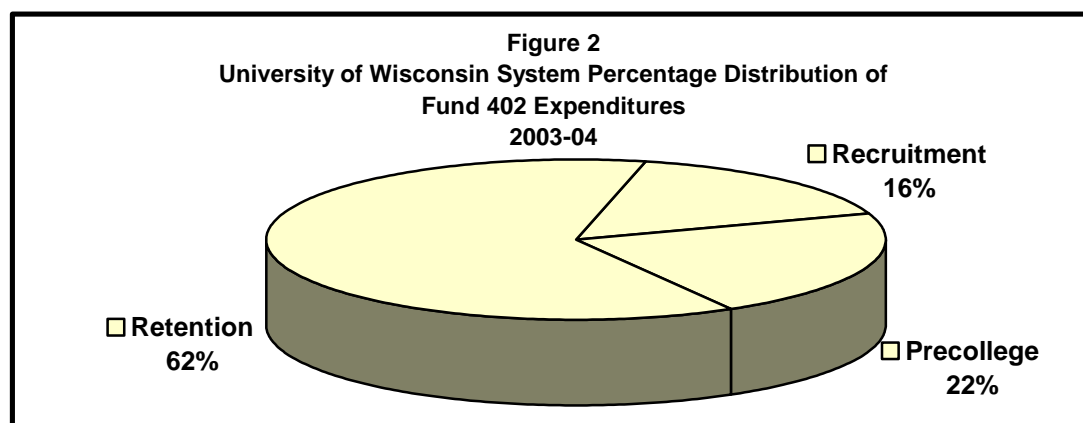
The state and federal governments provide program funding for students of color and disadvantaged students through General Program Revenue (GPR) and grants. The institutions also raise extramural funds (Figure 1 and Table 1). The 1987-88 biennial budget act [Wis. Stats. 20.285 (4)(a)] created an appropriation designated as Fund 402, specifically for students of color and disadvantaged students. In 2003-04, the state budget allocation designated specifically for minority/ disadvantaged programs (Fund 402) was slightly over \$8 million. Table 1 lists all 2003-04 GPR and non-GPR funds expended for student of color and disadvantaged student programs, including institutional expenditures from the appropriation under Fund 402. Of all UW System minority/disadvantaged funding, \$24.3 million (58 percent) was raised by UW System institutions from institutional scholarships, extramural, and non-government sources. Nineteen percent of Multicultural and Disadvantaged program dollars are from Fund 402, and are dedicated to diversity activities; the remaining 23 percent are state funds reallocated from existing base budgets (Figure 1).



Source: UW System Office of Budget and Planning

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

In 2003-04, 62 percent of Fund 402 dollars were expended on retention; 16 percent on recruitment, and 22 percent on precollege activities (Figure 2).



Source: UW System Office of Budget and Planning

TABLE 1
UW System Minority/Disadvantaged Program Funding ^(a)
2003-04 All Fund Expenditures

	2002-03	2003-04					
Institution	Total Program Funds & Scholarships	Total Program Funds & Scholarships	Fund 402 M/D Appropriation 20.285 (4) (a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c)
Madison	\$11,080,470	\$15,966,845	\$1,692,822	\$6,236,805	\$1,852,140	\$9,781,767	\$6,185,078
Milwaukee	\$8,034,643	\$9,584,661	\$2,164,676	\$1,655,626	\$3,825,509	\$7,645,811	\$1,938,850
Eau Claire	\$2,179,972	\$1,843,636	\$226,366	\$142,146	\$1,318,308	\$1,686,820	\$156,816
Green Bay	\$1,100,887	\$1,224,308	\$143,129	\$101,007	\$767,061	\$1,011,197	\$213,111
La Crosse	\$2,093,860	\$2,135,319	\$224,011	\$458,138	\$1,382,266	\$2,064,415	\$70,904
Oshkosh	\$1,014,879	\$1,052,786	\$495,333	\$10,497	\$493,789	\$999,619	\$53,167
Parkside	\$931,971	\$1,099,053	\$320,956	\$208,196	\$525,896	\$1,055,048	\$44,005
Platteville	\$475,102	\$547,947	\$159,043	\$73,025	\$315,879	\$547,947	\$0
River Falls	\$832,342	\$828,741	\$168,570	\$29,689	\$630,482	\$828,741	\$0
Stevens Point	\$1,056,195	\$1,141,071	\$285,269	\$153,306	\$695,496	\$1,134,071	\$7,000
Stout	\$1,280,981	\$1,355,510	\$314,558	\$141,721	\$884,731	\$1,341,010	\$14,500
Superior	\$1,047,868	\$1,016,639	\$150,199	\$222,643	\$643,797	\$1,016,639	\$0
Whitewater	\$1,770,126	\$2,212,492	\$834,209	\$47,852	\$1,330,431	\$2,212,492	\$0
Colleges	\$1,128,368	\$1,020,514	\$282,454	\$60,246	\$671,514	\$1,014,214	\$6,300
Extension	\$125,782	\$115,337	\$98,435	\$16,902	\$0	\$115,337	\$0
Systemwide	\$1,111,817	\$1,017,436	\$493,810	\$200,143	\$323,483	\$1,017,436	\$0
Total	\$35,265,263	\$42,162,295	\$8,053,840	\$9,757,942	\$15,660,782	\$33,472,564	\$8,689,731

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

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

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

Source: UW System Office of Budget and Planning

SECTION II: STUDENT FINANCIAL ASSISTANCE

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

In 2003-04, 98,447 UW System students received average aid of \$7,107 (Table 2). In the UW System, 11,351 students of color received financial aid. The average aid provided for students of color was \$9,236; higher financial need among students of color results in higher aid awarded. Of the aid awarded to students of color, 49 percent was in the form of loans and 49 percent was in the form of grants with the remainder consisting of work aid. In contrast, 73 percent of aid was in the form of loans and 25 percent in the form of grants for white students.

Table 2
UW System Financial Aid Recipients' Need Profile by Race/Ethnicity
2003-04

	Number of Recipients	**Average Financial Aid Need	Average Financial Aid Received	* Percent of Aid in Grants	*Percent of Aid in Loans
Asian	3,703	\$12,572	\$8,769	53%	44%
African American	4,086	\$12,853	\$10,032	47%	52%
American Indian	897	\$11,398	\$9,514	62%	37%
Latino/Hispanic American	2,665	\$12,485	\$8,571	43%	55%
Subtotal	11,351	\$12,569	\$9,236	49%	49%
Unknown	2,589	\$12,254	\$6,868	36%	63%
White	84,507	\$9,036	\$6,829	25%	73%
Total	98,447	\$9,581	\$7,107	29%	69%

*Work aid comprised the remaining percentage of financial aid.

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

Minority/Disadvantaged Financial Aid Programs

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

In 2003-04, the LUMRG program provided assistance to 2,707 undergraduates, with an average award of \$1,410. The AOP program provided assistance to 540 graduate students seeking advanced degrees, with an average award of \$10,459 (Table 3).

Table 3
UW System Students of Color and Disadvantaged Student Financial Aid
Programs
2003-04

	Lawton Undergraduate Minority Retention Grant (LUMRG)		Advanced Opportunity Program (AOP)	
	# Recipients	Average \$	# Recipients	Average \$
African American	967	\$ 1,459	190	\$ 10,828
Latino/Hispanic Amer.	641	\$ 1,409	112	\$ 11,303
American Indian	205	\$ 1,290	49	\$ 9,985
Asian American	863	\$ 1,393	62	\$ 9,643
Missing	7	\$ 914	5	\$ 3,957
Unknown	13	\$ 1,142	43	\$ 16,414
White	11	\$ 1,289	79	\$ 6,478
Total	2,707	\$ 1,410	540	\$ 10,459

Source: UW System Office of Policy Analysis and Research

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program

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

In 2003-04, students could receive LUMRG grants up to a maximum of \$2,500 per year, and were eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a "last dollar" basis; all other grants or fellowships are awarded first. The total fund amount in 2003-04 was \$3.8 million. For additional information on undergraduate level financial aid, see Appendix A.

The Advanced Opportunity Program (AOP)

The AOP Program began in 1973-74 to promote the recruitment and retention of students of color and disadvantaged students seeking degrees at the graduate and advanced professional levels. Eligible students must be U.S. citizens or permanent residents, with preference given to Wisconsin residents. The total fund amount in 2003-04 was \$5.6 million. For additional information on graduate level financial aid, see Appendix B.

APPENDICES

Appendix A

Undergraduate Financial Aid

		Financial Need		Total Aid		Grants		Loans	
Undergraduate									
Asian American	Dependent	2,112	\$23,653,823	2,344	\$19,473,067	1,848	\$11,458,554	1,545	\$7,350,437
	Independent	720	\$8,989,359	735	\$6,734,162	651	\$3,832,810	523	\$2,767,793
	Unknown	0	\$0	257	\$1,126,708	246	\$974,064	22	\$120,976
	Total	2,832	\$32,643,182	3,336	\$27,333,937	2,745	\$16,265,428	2,090	\$10,239,206
African American	Dependent	1,763	\$19,803,903	1,986	\$17,326,280	1,570	\$9,073,282	1,679	\$7,899,441
	Independent	1,354	\$17,038,885	1,383	\$14,166,872	1,181	\$6,311,436	1,234	\$7,719,976
	Unknown	0	\$0	164	\$1,484,706	150	\$1,361,452	16	\$123,254
	Total	3,117	\$36,842,788	3,533	\$32,977,858	2,901	\$16,746,170	2,929	\$15,742,671
American Indian	Dependent	333	\$2,750,134	427	\$3,287,176	343	\$2,059,992	284	\$1,190,638
	Independent	299	\$3,467,506	315	\$3,041,956	286	\$2,014,503	206	\$1,002,909
	Unknown	1	\$7,064	40	\$357,073	37	\$336,294	6	\$20,779
	Total	633	\$6,224,704	782	\$6,686,205	666	\$4,410,789	496	\$2,214,326
Latin Hispanic American	Dependent	1,112	\$11,212,810	1,437	\$10,490,074	962	\$4,645,197	1,156	\$5,556,151
	Independent	647	\$7,768,056	664	\$6,259,906	572	\$2,791,447	554	\$3,400,995
	Unknown	0	\$0	175	\$804,899	163	\$703,519	14	\$101,380
	Total	1,759	\$18,980,866	2,276	\$17,554,879	1,697	\$8,140,163	1,724	\$9,058,526
Unknown	Dependent	600	\$4,809,884	838	\$4,340,476	453	\$1,542,347	613	\$2,668,396
	Independent	491	\$4,406,331	538	\$3,774,602	333	\$1,198,866	438	\$2,546,735
	Unknown	1	\$1,239	566	\$2,331,129	534	\$2,005,756	87	\$315,974
	Total	1,092	\$9,217,454	1,942	\$10,446,207	1,320	\$4,746,969	1,138	\$5,531,105
White	Dependent	38,663	\$277,365,131	56,178	\$336,319,958	23,846	\$77,112,222	50,230	\$249,993,460
	Independent	13,598	\$144,057,797	14,253	\$122,331,268	10,226	\$43,809,575	12,466	\$77,067,889
	Unknown	2	\$7,660	6,229	\$20,885,175	5,744	\$16,273,483	528	\$4,210,845
	Total	52,263	\$421,430,588	76,660	\$479,536,401	39,816	\$137,195,280	63,224	\$331,272,194

Source: Office of Policy Analysis and Research

Appendix B

Graduate Financial Aid

Revised

		Total Need		Total Aid		Grants		Loans	
Graduate		#	\$	#	\$	#	\$	#	\$
Asian	Dependent	1	\$26,200	3	\$28,016	2	\$10,016	1	\$18,000
	Independent	265	\$6,294,434	272	\$4,566,956	95	\$579,708	247	\$3,968,860
	Unknown	0	\$0	88	\$510,363	84	\$453,863	4	\$56,500
	Total	266	\$6,320,634	363	\$5,105,335	181	\$1,043,587	252	\$4,043,360
African American	Dependent	0	\$0	1	\$241	1	\$241	0	\$0
	Independent	455	\$9,066,988	477	\$7,265,734	214	\$1,811,642	442	\$5,426,561
	Unknown	0	\$0	75	\$746,502	74	\$745,502	1	\$1,000
	Total	455	\$9,066,988	553	\$8,012,477	289	\$2,557,385	443	\$5,427,561
American Indian	Dependent	0	\$0	0	\$0	0	\$0	0	\$0
	Independent	93	\$2,050,019	98	\$1,663,238	74	\$713,966	75	\$946,895
	Unknown	0	\$0	17	\$184,712	17	\$184,712	0	\$0
	Total	93	\$2,050,019	115	\$1,847,950	91	\$898,678	75	\$946,895
Latin Hispanic American	Dependent	0	\$0	1	\$723	1	\$723	0	\$0
	Independent	277	\$6,439,462	283	\$4,654,318	142	\$1,143,050	254	\$3,467,028
	Unknown	0	\$0	105	\$631,463	102	\$596,825	4	\$34,638
	Total	277	\$6,439,462	389	\$5,286,504	245	\$1,740,598	258	\$3,501,666
Unknown	Dependent	0	\$0	0	\$0	0	\$0	0	\$0
	Independent	324	\$8,107,915	346	\$6,262,823	81	\$711,991	331	\$5,452,993
	Unknown	0	\$0	306	\$1,111,833	297	\$884,404	10	\$227,429
	Total	324	\$8,107,915	652	\$7,374,656	378	\$1,596,395	341	\$5,680,422
White	Dependent	28	\$340,961	100	\$309,016	76	\$67,522	28	\$240,917
	Independent	6,406	\$108,627,162	6,860	\$95,091,559	1,125	\$3,704,871	6,700	\$90,466,004
	Unknown	1	\$3,694	886	\$2,116,932	852	\$1,853,782	36	\$263,150
	Total	6,435	\$108,971,817	7,846	\$97,517,507	2,053	\$5,626,175	6,764	\$90,970,071

Source: Office of Policy Analysis and Research

I.2. Business and Finance Committee Meeting

Thursday, April 7, 2005
1920 Van Hise Hall
1220 Linden Drive

11:00 a.m. All Regents - State Capitol Building

- Posters in the Rotunda: A Celebration of Undergraduate Research
- Program at Noon

1:00 p.m. Box Lunch – Room 1820 Van Hise Hall

1:30 p.m. Business and Finance Committee Meeting – Room 1920 Van Hise Hall

- a. Approval of Minutes of the March 10, 2005 meeting of the Business and Finance Committee
- b. Biennial Budget Update
- c. WiSys Update
- d. Business of the Committee
 - Trends in Gifts, Grants, and Contract Funding at Non-Doctoral Institutions
- e. Trust Funds
 - Introduction to Real Asset Classes: Real Estate
- f. Report of the Vice President
- g. Additional items, which may be presented to the Committee with its approval
- h. Closed session to consider trust fund matters as permitted by s.19.85(1)(e) *Wis. Stats.*

April 8, 2005

Agenda Item I.2.c.

WiSys Update

WiSys Report Card 2004-2005

This is a summary of WiSys activities for the year 2004-05. We had an exceptionally productive year, where many of WiSys' efforts over the past several years have come to fruition. Following are some notable achievements.

- WiSys hired a full-time General Manager on October 1, 2004. Maliyakal John had been an Intellectual Property Manager at WARF for four years prior to joining WiSys as General Manager. Beth Donley will continue her leadership of WiSys as Managing Director by providing oversight of WiSys' direction but has handed off responsibility for day-to-day operations to Maliyakal.
- WiSys won a competitive grant to develop an integrated statewide entrepreneurial network in partnership with UW Extension-Small Business Development Centers (SBDC), Wisconsin technical colleges, and the Agriculture Innovation Centers. The grant is \$1 million per year for two years. This will allow us to establish a regional presence in all corners of the state to further investigate the innovation potential of the UW System campuses, showcase our technologies and research resources to local businesses, facilitate start-up companies and arrange for high-tech training of students.
- The UW System tentatively agreed to allocate a portion of the Applied Research Grant [~\$50,000] for prototype development of technologies disclosed and assigned to WiSys. The 2004-05 portion of the grant has been released and can be used before June 30, 2005. WiSys will screen applications and make recommendations to the UW System. This will allow us to initiate prototype development of inventions that have the greatest licensing potential.
- WiSys initiated a "WiSys Innovation Scholar" program to celebrate the most innovative scholar from each campus. One inventor from each campus will be selected on a yearly basis to receive the award. The criteria for award are based on innovative concept, value, broad use, and industrial application. We will use this forum to advance awareness of its mission among UW faculty, staff, and students. Local business participation is being sought to allow greater interaction with Wisconsin business. Several patent law firms have already indicated their willingness to contribute to the "WiSys Innovation Scholar Fund".
- WiSys has a total of 139 disclosures of which 54 are active at this time. A total of 11 patents have been issued since the beginning of the organization. Serious negotiations are ongoing for licensing of four technologies. Seven pending applications were terminated due to lack of marketing options or poor IP position. WiSys initiated a "Market Testing" category for certain types of disclosures to allow us to test-market the technology before IP protection. This approach saves resources and money, yet allows us to determine market potential.
- WiSys successfully negotiated an agreement with a company to whom a UW-Milwaukee professor had assigned away his rights, to allow him to continue his research on medical imaging technology at UW-Milwaukee.

- WiSys initiated negotiations with UW System administration to increase the number of minority student summer training scholarships. We would facilitate the program by identifying faculty and programs at various campuses and will provide IP education for the students. WiSys will benefit from this program because it will advance research of faculty, generate IP, and at the same time, provide students hands-on experience in laboratory research.
- WiSys accepted an invitation to join and assist a panel for selection of the Wisconsin Distinguished Professorship award from the UW System. WiSys also joined the SBDC Advisory Council of UW-Extension, and the Advanced Manufacturing Solutions of Wisconsin technical colleges, in an advisory capacity. We will also conduct IP education classes for students.
- Maliyakal John, made presentations at the System grants administrators meeting, Madison; SBDC council, Madison; Wisconsin technical college system, Waunakee; CFEG Conference, Milwaukee; WIN Foundation meeting, Madison; WIN Foundation meeting, Milwaukee; and the Canada-Wisconsin technology transfer conference, Madison, and visited 10 campuses, including 13 visits to UW-Milwaukee. As an ongoing process to encourage more System faculty members to disclose inventions to us, we have contacted 60 researchers who published research papers. An additional 130 researchers have been identified for further evaluation. A one page flyer explaining WiSys' functions is being distributed to all campuses [attached]. WiSys has received 14 disclosures/pre-disclosures during the last three months.
- A quarterly newsletter to communicate with campuses on organizational news, provide IP education, and celebrate inventors and their important discoveries was initiated in January 2005. A copy of the newsletter is attached to this report.
- We are re-doubling our marketing efforts through web as well as conventional means. Wisconsin Manufacturer's Association [WMEP] and Center for Advanced Technology Innovation [CATI] have agreed to distribute interesting WiSys technologies through their newsletters to their members on a regular basis. A promising contact for a technology has been received through CATI. One page spec sheets are being prepared for all our technologies to allow better marketing [example attached]. Emily Bauer, WARF's Wisconsin Representative will be leading marketing efforts for WiSys.

WiSys: Growth Through Innovation



What can WiSys do for you?

- Work with inventors to patent marketable discoveries
- License the technologies to generate income
- Teach intellectual property protection
- Facilitate industrial collaboration and sponsored research
- Assess technologies for IP protection or marketing

If you have developed a technology or have formulated a complete concept that may have practical application, we can evaluate its market potential and recommend correct patenting strategy or our expert staff may suggest other suitable means to market the invention.



What is WiSys?

WiSys is a non-profit tech transfer organization designated by the UW System to promote research and development by moving university discoveries to industry through intellectual property protection and marketing. WiSys resources are available to all System faculty, staff and students. We generate income through the licensing of technologies that is then shared with the inventor, campus and UW System, thus creating economic benefit for all. Furthermore, patents bring prestige to the inventors and the university, and enhance careers.

What can be protected?

New chemicals, therapeutics or new uses of known compounds, genes, vectors, markers, antibodies, crop plants, transgenic plants or animals, mechanical and electrical devices, software, designs, manufacturing or screening methods, etc. Often, simple ideas or devices generate the greatest commercial interest.



Contact Information:

Please call us at 608-263-2500 / 608-265-2135
email: info@wisys.org or visit www.wysis.org to learn more



What is WiSys?

The WiSys Technology Foundation is a non-profit organization designated by the UW System to protect discoveries made at the campuses and promote them through commercialization. WiSys is an important tool that researchers and inventors of all disciplines can use to market their ideas, advance their research, and bring benefits to themselves, their departments and their campuses.

The WiSys newsletter is a quarterly publication to inform System faculty, students and staff of important news about our organization and its activities.

The following will be the regular features of the newsletter:

- Invention inventory of disclosures, patents, and technologies licensed
- Events, meetings and general news of interest
- Discoveries and the people making them
- UW System and campus news
- Current topics in intellectual property

Please contact Sandie Sumnicht, sandie@wisys.org [608 263 2819] to report any campus news. The newsletter will be available in both electronic and paper form.

In this issue:

About WiSys	1
Kevin Reilly	2
WiSys functions	2
Events	3
James Cook	4

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Tel: 608-263-2500
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A Message from Kevin Reilly, UW System President



"The University of Wisconsin System is fortunate to benefit from the work of the WiSys Foundation which is dedicated to moving discoveries from UW System laboratories to our communities through intellectual property protection and marketing. WiSys, and its parent Wisconsin Alumni Research Foundation or WARF, are not-for-profit organizations that serve as tech transfer agents for researchers at UW System institutions.

In that context, I am pleased to introduce this first WiSys newsletter. This systemwide resource will connect faculty, staff and students to information on patenting and licensing, news about inventions and inventors, and general topics and opportunities. As competition increases for shrinking amounts of government research and development funding, WiSys will play a role in sustaining innovation at UW campuses. WiSys' work to generate revenue through licensing and marketing of technologies by university researchers will produce wide benefits and prestige not only for individual inventors but also for the UW System as a whole.

WiSys is an important part of the UW System's role as Wisconsin's premier developer of advanced human potential and I wish the Foundation success in all its endeavors".

WiSys Functions and Advantages

- Open to all UW System faculty, staff and students
- Evaluate concepts and technologies for patentability and market potential
- Protect inventions through patenting or other intellectual property mechanisms and market them through commercial licenses
- Share all licensing income with inventors, their campuses and the UW System
- Pays all costs of patenting and licensing
- Experienced staff from a world-renowned tech transfer organization
- Market certain technologies through agreements when it is not cost effective to patent protect them
- Intellectual property education

If you or your colleagues have developed a technology, or has formulated a complete concept with market potential, WiSys can work with you to protect and market the invention at no cost to you. For further information visit our web site www.wisys.org or call Maliyakal John at 608-265-2135, email Maliyakal@wisys.org.

Total number of inventions disclosed from each UW System campus as of December 2004

Campus	# disclosures*	# patents issued**
Eau Claire	8	
Green Bay	1	
La Crosse	6	1
Milwaukee	65	7
Oshkosh	3	2
Parkside	5	
Platteville	1	
River Falls	4	
Stevens Point	10	1
Stout	20	
Whitewater	1	
TOTAL	124	11

* Total number of disclosures

** includes issued and allowed cases

Events, Meetings or News of Interest

- **Wisconsin Entrepreneurial Network** [WEN], a partnership of WiSys, the UW Extension, the Agricultural Innovation Center and the Wisconsin technical colleges won a \$1 million grant per year for two years to create an integrated statewide network to enhance economic development through technology transfer and entrepreneurial activity. WEN is part of a multimillion dollar initiative of Governor Jim Doyle to create jobs and rejuvenate business in the state of Wisconsin. WEN will create four new regional centers and will operate 25 or more existing intake centers to serve local business and start-ups. New regional centers are being established at Milwaukee, UW-Madison, the Northeast Wisconsin College in Green Bay, and UW-Eau Claire. WEN will provide one-on-one consulting on business, intellectual property, financial, legal and regulatory issues; provide initial assessment of technology and market; and will direct clients to proper resources. WiSys will play a critical role within WEN to connect local business needs to campus expertise, facilitate high-tech training of students and workers, and encourage sponsored research and the development of promising technologies.
- **Applied Research Grant:** The UW System Office of Academic Affairs has announced requests for Applied Research Grants for the academic year 2005-06. Grants of up to \$50,000 will be awarded to UW System faculty and staff undertaking research and development of technologies relevant to the economic development of the state. The proposals must be submitted via the Provost's office by February 25, 2005. Requests for proposals, guidelines for evaluation, cover sheets and budget forms can be found at www.uwsa.edu/acadaff/applres/index.htm
- **Prototype Development Grant:** WiSys and the UW System have reached a tentative agreement for WiSys to manage a portion of the UW System Applied Research Grant, so prototype development of technologies disclosed to WiSys can be undertaken. Many of the early stage inventions disclosed to WiSys may require development of prototypes to attract commercial licensing interest. Beginning in 2005, WiSys will evaluate on a competitive basis requests for prototype development for technologies disclosed and accepted by WiSys. Inventions that have the most probability of licensing based on prototype development will be funded up to a maximum of \$25,000. Further information and application forms for the grant will be available at www.wisys.org early in 2005.
- **Minority Student Summer Training Scholarships:** WiSys initiated discussions with several campuses and the UW System administration to facilitate additional minority student summer training scholarships to provide students hands-on experience in laboratory research. Additional information on this program will be forthcoming in later newsletters.
- **WiSys Innovation Scholar:** We are proud to announce the WiSys Innovation Scholar program, a new WiSys initiative to recognize and encourage innovative UW System faculty, staff, and students. WiSys, in collaboration with each campus academic affairs administration, will select a worthy inventor from inventions disclosed to WiSys as the WiSys Innovation Scholar of the Year. The selection will be based on the innovative concept, broad use, value and industrial application of the invention. The scholar will receive a certificate and a small monetary award for the PI's research. WiSys will also assist the Scholar in conducting a public seminar to present his or her research and experience in using WiSys to protect the technology. The Scholar will receive recognition from System chancellors, the UW president, and local businesses. Announcement of the selection from various campuses will be made in forthcoming newsletters.

Discoveries and People Making Them

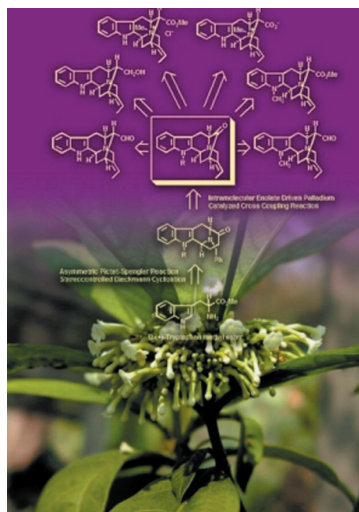


James Cook's life revolves around designing superior drugs to mitigate diseases associated with human neurological disorders. Jim is a UW-Milwaukee chemistry professor and an avid inventor of new chemical compounds. Jim joined UW-Milwaukee in 1973 and was the department chair from 1996-1999. He has been the University Distinguished Professor since 2002. Currently his research is focused on designing therapeutic molecules targeted to specific receptors in the brain that cause anxiety disorders. These molecules are modeled after marketed drugs such as valium, but are designed to avoid unwanted side effects, such as sedation and ataxia, which are common in people using valium. Through clever computer modeling of the compound to limit its interaction to only the specific receptor molecule, Jim and his student team are able to develop a library of such compounds and test them in rat models. All early studies point to high efficacy of the compounds with significantly reduced side effects. Through collaboration with the pharmaceutical industry, Jim is currently testing these compounds in

primates and hopes to test them in humans in the not-too-distant future. Similar to compounds in all other drug development programs, these compounds also face significant hurdles and lengthy clinical trials before FDA approval and eventual marketing. Nevertheless, Jim's and his team's scientific ingenuity and dedication to rational drug design have already attracted attention from major pharmaceutical companies.

Jim is also interested in the isolation and characterization of natural products that may have medicinal value. He is interested in establishing research and development collaborations with other System faculty on

similar research areas. To learn more about Jim's research, visit his website www.uwm.edu/~capncook/. With a busy research and teaching schedule, Jim finds time to hike in the wilderness, golf, and most importantly, spend quality time with his granddaughter, Caroline at the zoo. Who says you can't have the cake and eat it too!



WiSys Foundation, Inc.

Managing Director: Beth Donley
608 262-6650 eldonley@wisys.org

General Manager: Maliyakal John
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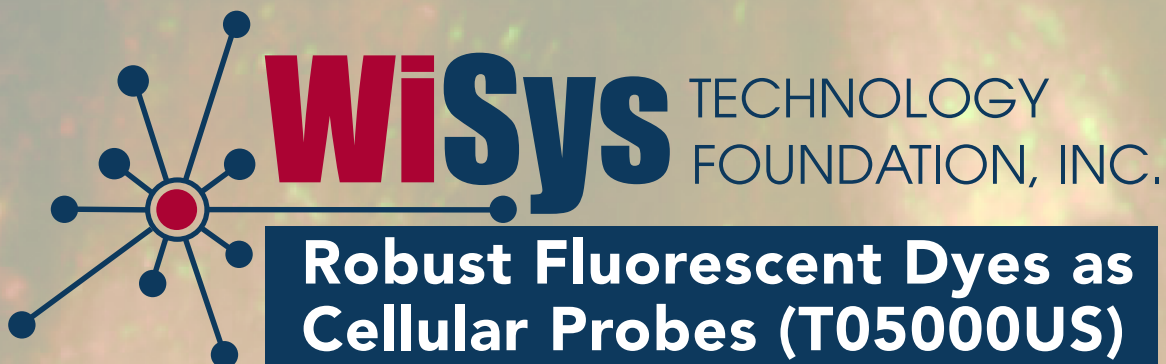
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For Newsletter, contact:

Sandie Sumnicht at 608 263 2819
or sandie@wisys.org





Features

WiSys has an excellent collection of highly fluorescent molecules that are resistant to photobleaching and that may be used in real-time monitoring of cholesterol trafficking in cells. One of the chief problems with studying cholesterol trafficking and liquid-ordered cholesterol-rich domains in real time is the lack of probes specific for these domains. Current visualization methods typically involve highly toxic agents such as filipin and cholera toxin B (CTB).

This invention provides a new fluorescent probe, called "Seppo", suitable for the direct, sensitive, and specific detection of cholesterol rich domains within and surrounding cells.

The new Seppo dye is highly fluorescent, relatively fade-resistant, non-cytotoxic, and rapidly taken up by cells at concentrations at or below 200 nM. The dye accumulates in bright punctate domains that co-localize with CTB.

Benefits

- Membrane permeable
- Loads rapidly via aqueous dispersion
- Non-toxic but fixable
- Easily scalable production

- Purple/blue excitation (432 nM), green emission (533 nM), large Stoke's shift
- High quantum yield
- Low self-quenching
- Low photobleaching (longer lasting fluorescence)
- Allows real-time monitoring of cholesterol trafficking

Inventors

Scott Hartsell and David Lewis, UW-Eau Claire

Intellectual Property Status

WiSys is in the process of protecting the intellectual property and is currently exploring licensing the technology to interested parties.

Licensing Contact

Jennifer Gottwald
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(608)262-5941



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UNIVERSITY OF WISCONSIN SYSTEM TRENDS IN GIFT, GRANT AND CONTRACT FUNDING AT NON-DOCTORAL INSTITUTIONS

EXECUTIVE SUMMARY

BACKGROUND

The UW Board of Regents has encouraged UW institutions to seek extramural funding in the form of gifts, grants and contracts. That position was reinforced through explicit recommendations in the Board of Regent's June 2002 ***"Building Our Resource Base"*** study whose final report directed the *University to move forward immediately with an enhanced private fund raising strategy* and directed the *implementation of a Systemwide federal funding increase strategy*. These recommendations made clear the Board's desire that all UW institutions actively pursue more private and federal extramural funding.

The Board further reinforced its position by restating many of these same recommendations in its ***"Charting a New Course"*** study completed in the Summer of 2004. That study recommended that *UW System Administration and individual UW institutions should continue their efforts to attract increased federal research funding*". The study noted that UW-Madison is highly successful at attracting federal research dollars and that this federal funding has been critical to UW-Madison's international reputation as a research leader. Also noted were the profoundly positive impacts such activity has on Wisconsin's economy, generating thousands of jobs and more than \$1 billion in incomes annually. It is important to note, however, that not all UW institutions have research missions, nor the infrastructure necessary to attract major research funding. Still, there are research opportunities initiated by faculty at all UW campuses. These activities provide undergraduate research experiences for students and faculty as well as additional, yet restricted, resources to the institution. The "Charting" study also made clear the need for adequate State base support to maintain this infrastructure and provide matching and/or seed money for research opportunities with high potential to attract larger grants in the future.

At the December 2004 meeting of the Business and Finance Committee, UW-Madison and UW-Milwaukee highlighted areas of research emphasis and the critical need for a state supported infrastructure. This report focuses on the gifts, grants, and contracts awarded to the non-doctoral institutions and UW-Extension.

REQUESTED ACTION

This item is informational only.

DISCUSSION

The attached reports provide actual extramural award experience at non-doctoral institutions of the University of Wisconsin System over a period covered by fiscal years 1996-97 through 2003-04. The data are essentially a compilation of the quarterly reports presented to the Committee on a regular basis. Note that, because awards received often cover multiple years, these data do not correspond directly with actual revenues and/or expenditures in any particular year. Award data are presented to the Board to better illustrate the impact of institutional efforts at securing these extramural funds.

This information is being presented to apprise the board of the many institutional successes outside the UW doctoral institutions. It is hoped that the presentation will highlight the significant research and extramural funding present at all UW institutions. While the focus and specific activities are different at each institution, the impact on individual students and communities is considerable at all institutions. Grants and contracts are awarded not only for research, but also for instruction and public service/outreach activities.

It is worth noting that these successes have occurred in an environment of strong competition for such funding not only from other institutions of higher education but from other non-profits as well. Grants are competitive, require appropriate facilities and other infrastructure as well as high quality faculty for success. Private gifts are also aggressively sought by a wide range of organizations for everything from humanitarian and global health needs to building local youth and community centers. As state and federal support dwindles, the competition for charitable giving has reached near fever pitch. University of Wisconsin System institutions and the Board need to be aggressive, but realistic in their goals and expectations.

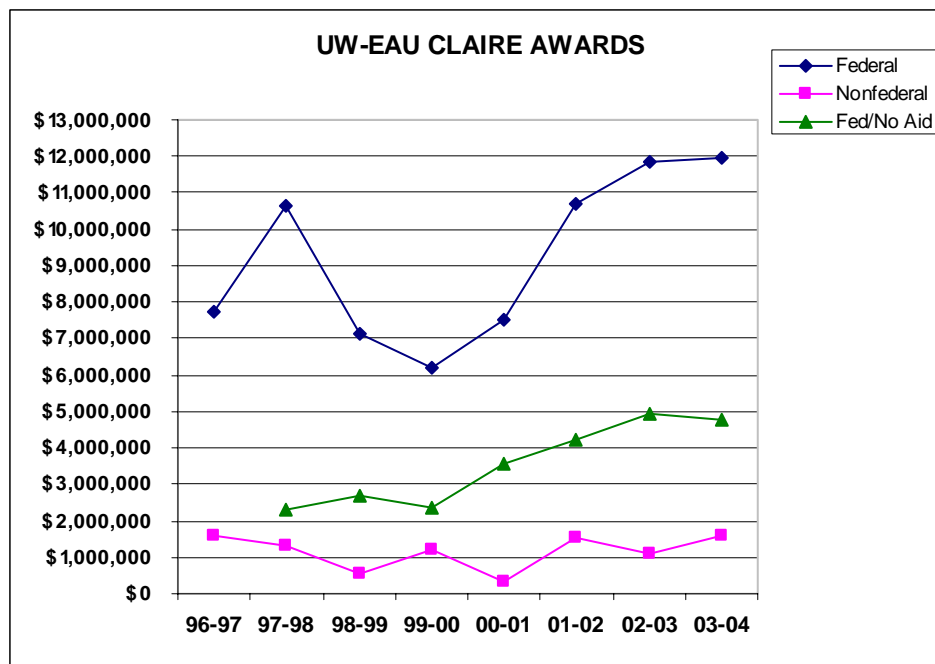
RELATED REGENT POLICIES

None.

University of Wisconsin System

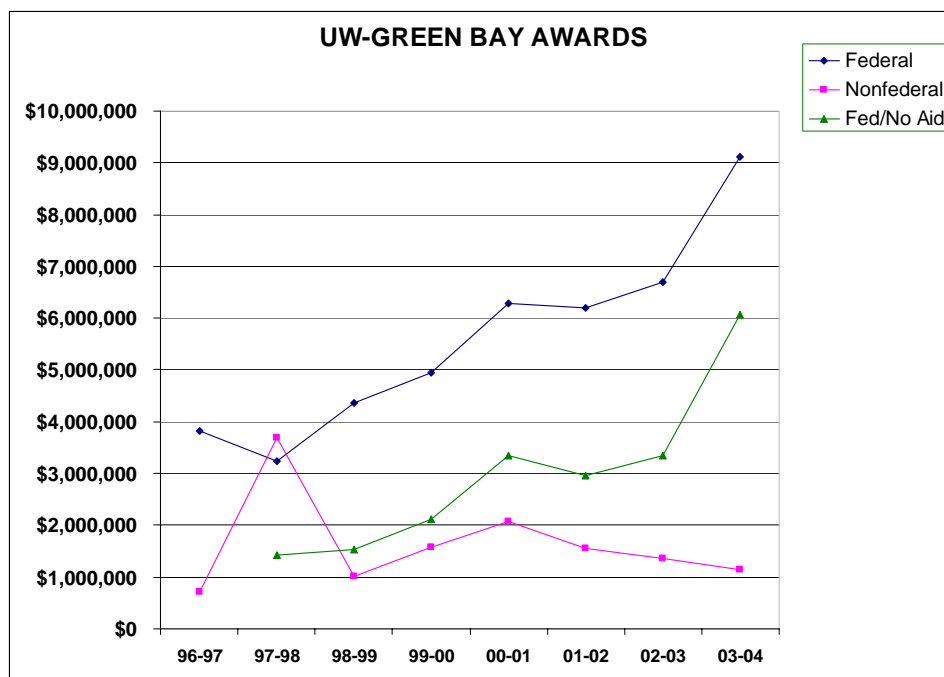
**Trends in Gifts, Grants and Contracts Funding
at Non-Doctoral Institutions**

For the Period 1997-2004



The seven year University of Wisconsin-Eau Claire extramural funding trend shows university wide effort to increase federal sponsored program support for research, instruction, public service, and student aid. Total federal funding in 2004 reached nearly \$12 million annually and was 55% higher than federal funding received in 1997. As a primarily undergraduate teaching institution, UW-Eau Claire has remained focused on the need to support instruction through sponsored programs, and annually attracts more than \$3 million to enhance instruction. Of particular importance in this area are the U.S. Department of Education TRIO program grants received by UW-Eau Claire under the Upward Bound, Gear Up, Student Support Services, Educational Opportunity Center, and McNair Scholars programs. Other major U.S. Department of Education instructional grants to UW-Eau Claire relate to TESOL (Teachers of English to Students of other Languages) teacher education and Teaching American History.

UW-Eau Claire is also the UW Regent designated Center of Excellence for Faculty and Undergraduate Student Research Collaboration. It advances major internal programs utilizing research as a teaching tool in undergraduate education, and actively seeks federal support to underwrite enhanced research experiences for its faculty and students. During the past four years, extramural research support has totaled more than \$1 million annually and in 2004 reached a record level of \$1.9 million. This, coupled with more than a half million dollars in annual internal UW-Eau Claire funding for faculty/student research collaboration, provides significant resources to advance this UW-Eau Claire “Mark of Excellence”. Particularly important to these efforts are successful grant applications to the National Science Foundation “Research in Undergraduate Institutions” program and the National Institutes of Health “Academic Research Enhancement Awards”. At the end of 2004, UW-Eau Claire had 15 active National Science Foundation awards and nine additional proposals under review. Significant non-federal research support in the physical and natural sciences comes from the Petroleum Research Fund and the Research Corporation.



Non-federal gifts, grants, and contracts have remained steady, with the exception of gifts to support expansion of the Weidner Center in the late 1990's, and construction of Mary Ann Cofrin Hall earlier this decade. There are two grants that continue to receive funds on an annual basis that enhance the academic preparedness of UWGB students. The NCAA Academic Enhancement grant, with current funding of \$53,000 annually, is used to ensure continued academic success for student athletes. The Northeastern Wisconsin (NEW) Partnership receives approximately \$72,000 annually in support from surrounding counties and tribal offices. These funds are used to train child welfare investigators. The multi-year research award from Arjo Wiggins to fund establishment of a habitat and water quality monitoring network in the Fox-Wolf Basin totaled \$730,000 and was a primary contributor to increased funding.

Federal, non student aid, funding has grown primarily in the Instruction and Research areas. The NEW Partnership for Long-Term Child Welfare Training and the Wisconsin Space Grant Consortium have been recipients of steadily increasing funding since the late 1990's. The University has also secured various National Science Foundation, Environmental Protection Agency, and Department of Health and Family Service awards, which have led to increases in federal funding beginning in 2002, with a substantial increase in 2003.

The university received a new federal grant initiative in fiscal 2004-05 of approximately \$500,000 for establishment of the Paper Technology Transfer Center. The Center will conduct research to support innovation that will allow the paper industry in Wisconsin to improve its current operations and diversify to meet the changing needs of the consumer.

There is, however, some cause for concern regarding continued federal funding. The Department of Education, TRIO programs, such as Upward Bound and Student Support Services are in danger of funding cuts and possible program elimination. Grant funds received by UW-Green Bay totaling close to \$1,000,000 annually, are used to prepare minority and at risk students for college. Additionally, the Upward Bound-Regional Center for Math and Science provides programs that promote academic success for children who are interested in math and the sciences.

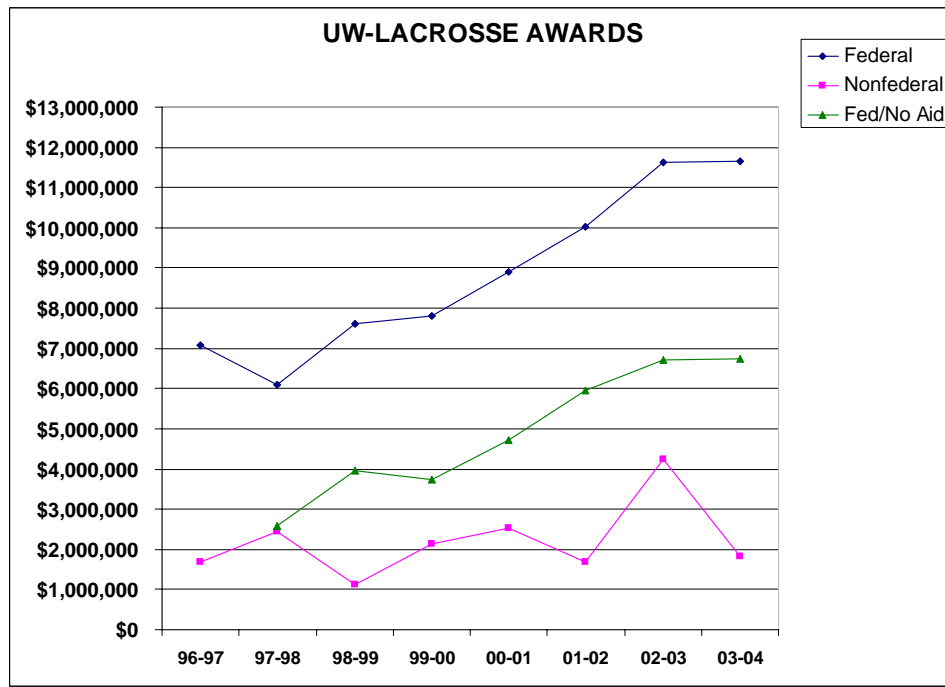
Below is a timeline highlighting significant extramural support awards received by UW-Green Bay from FY 1997 to 2004.

Non-Federal

- | | |
|-----------|--|
| 1997-98 | The increase is due to receipt of \$3,026,000 in gift support for the Weidner Center for the Performing Arts expansion project. |
| 1999-2000 | Gift proceeds of \$405,000 received for construction of a new academic building (Mary Ann Cofrin Hall). |
| 2000-01 | An additional \$1,350,000 received in support of the Mary Ann Cofrin Hall building project. |
| 2002-03 | Received a new research award of \$410,000 from Arjo Wiggins to fund establishment of a habitat and water quality monitoring network in the Fox-Wolf Basin. In addition, received a gift of \$25,000 from a retired academic staff member. |
| 2003-04 | Additional funding of \$320,000 was received from Arjo Wiggins in support of the Fox-Wolf Basin monitoring network. |

Federal

- | | |
|-----------|---|
| 1999-2000 | Increase in funding for the NEW Partnership of approximately \$387,000. This program provides competency-based training for child welfare professionals that is dynamic and responsive to developments and changes in child welfare research, policy, and practice with a national, state, and local perspective. |
| 2000-01 | Funding in the amount of \$473,000 for the Wisconsin Space Grant Consortium (WSGC). This was the initial year for the WSGC to be housed at UW-Green Bay. In addition, multi-year funds of \$705,000 were received from the Environmental Protection Agency (EPA) to study the diversity and abundance of birds and amphibians and how they reflect the ecological condition of the Great Lakes Basin. |
| 2002-03 | An additional award of \$540,000 for the WSGC, along with an award of \$299,712 from the National Science Foundation (NSF). This grant is used to conduct environmental research and its application to public policy decisions. |
| 2003-04 | Funding was received for a variety of new and continuing programs. The NEW Partnership received additional funding of \$660,000. The EPA awarded another \$437,518 in federal funding. An award of \$571,000 was received for the BSW/MSW Program, which provides training for undergraduate and graduate students who are committed to working in public or tribal sector child welfare programs after graduation. A new grant in the amount of \$221,000 from the U.S. Agency for International Development was used to host a group of Pakistani educators interested in our educational system. |



University of Wisconsin-La Crosse

(Examples of Exceptional Success Stories in Extramural Funding)

When seeking external funding, UW-L typically pursues and secures competitive grant funds to support programs and projects that serve to advance its educational mission by focusing on two main themes: 1) projects that provide release time, summer stipends, equipment, and other support for current faculty to conduct innovative, significant research so as to contribute to the scholarly knowledge base in their field; and 2) education, service, and support programs for faculty, university students, K-12 students, external partner organizations, and/or community members to enhance learning and better the community. Each year, faculty and staff individually, as departments, or in some cases, in collaboration with external organizations, secure small and large-scale grants to support projects in a wide variety of disciplines. Grant funded projects at UW-L often provide support for graduate assistants, faculty release time, external consultants, and in some cases, professional staff.

Below are brief descriptions of some of the most notable programs. These programs have secured millions of federal grant dollars and have resulted in demonstrable benefits to individual participants, to UW-L, to partner organizations, and to the greater community in the areas of research, teaching and learning, and service.

River Studies Center

The **River Studies Center** (Center), created in 1972, is a non-curricular unit at UW-L that focuses on research and informational programs pertinent to the Upper Mississippi River and its related resources. Since 1995, the Center has received more than \$9 million in funding to support research and research training on the Mississippi River and its tributaries, lakes in the upper Midwest, and laboratory studies. Scholarly investigations by the Center have provided research opportunities to nearly 100 graduate students and more than 250 undergraduates. The Center has extensive interdisciplinary partnerships with several state and federal agencies and with other

universities, including the U.S. Geological Survey, the Wisconsin Department of Natural Resources, the Minnesota Pollution Control Agency, the National Park Service, the University of Wisconsin-Madison, and the U.S. Environmental Protection Agency. The research of Center faculty addresses resource issues and environmental problems of pressing regional and national concern, such as environmental pollutants and contaminants that have caused widespread degradation of our aquatic resources.

Faculty affiliated with the Center are highly competitive and successful in securing financial support for sustained aquatic environmental research. In January 2001, Dr. James G. Wiener, a nationally renowned research scientist from the Upper Midwest Environmental Sciences Center (U.S. Geological Survey), joined the University of Wisconsin-La Crosse through a Wisconsin Distinguished Professorship. This professorship has been facilitating the University's scholarly participation in interdisciplinary studies that address complex environmental problems pertaining to aquatic resources important to Wisconsin and the region. Dr. Wiener has taken a leadership role in the preparation and marketing of research proposals that have thus far generated hundreds of thousands of dollars. Additionally, Dr. Wiener provides notable scholarly research and service to UW-L and the University of Wisconsin System.

Center for Cultural Diversity and Community Renewal

Since its inception in 1997, the Center for Cultural Diversity and Community Renewal (CDCR) has secured over \$3 million in grant funds to support a variety of initiatives in the region and beyond to promote the mission and vision of social justice through education. CDCR initiated Project TEACH and Project FORWARD, two career ladder federal grant programs funded through the U.S. Department of Education that support Hmong students who want to become educators. The programs offer opportunities for paraprofessionals, high school graduates, and non-traditional students of Hmong descent to complete training to become certified teachers. Project TEACH began in 1999 at UW-L, UW-Eau Claire, and UW-Stout. Project FORWARD began in 2000 at UW-Stevens Point and UW-Marathon County.

CDCR has supported approximately 40 students within Project TEACH and 40 students within Project FORWARD. Currently there are approximately 20 Project TEACH and 13 Project FORWARD graduates working as teachers or administrators within Wisconsin schools. One remarkable Project TEACH student, Kaying Xiong, has become the first Hmong principal in the state of Wisconsin. Increasing the presence of professional Hmong role models in schools through these two, five-year grant programs has served to enhance culturally responsive education for all children in Wisconsin.

Joint Grant Writer Position: UW-L and the School District of La Crosse

In 2000, UW-L and the School District of La Crosse embarked on a unique collaboration to jointly fund a full-time grant writer to develop and author grant proposals in support of La Crosse K-16 collaborative projects. Although this was a newly created position, the innovative cooperation with the District resulted in each of the two organizations needing to support only half of the salary/benefits costs. Over the past five years, the approximately \$187,000 invested by UW-L for salary and fringe benefit support for this position has resulted in the acquisition of nearly 34 times that amount (over \$6.3 million to date; approximately \$340,000 currently under review) in external funding to support collaborative K-16 educational projects led by UW-L and the School District of La Crosse. Approximately 76% of the \$6.3 million in external funds

generated thus far were obtained from federal grant programs or state directed federal pass-through grant programs.

Faculty from a variety of content disciplines have joined with education faculty, K-12 teachers and administrators, parents, and community agencies to develop and lead successful projects. Projects have served numerous constituents including: K-12 students, in-service and pre-service teachers, university faculty, UW-L students, administrators, parents, families, community service agencies, and community members. This unique partnership has allowed UW-L and the School District of La Crosse to provide needed services, enhance educational programs, and conduct action-research in areas such as teacher professional development, student learning, infant brain development, after-school programming, assessment, technology education, and at-risk students.

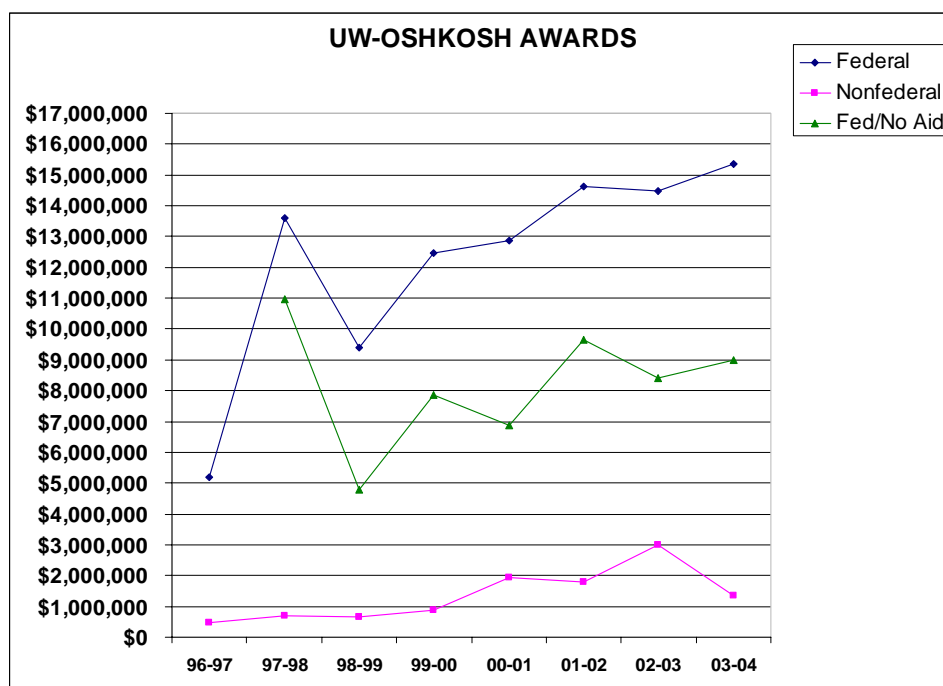
Teaching American History Program

Two major projects funded as a result of the collaborative grant position described above were two, consecutive, three-year Teaching American History grants totaling approximately \$1.8 million from the U.S. Department of Education in 2001 and 2002 to provide extensive, content-based professional development for practicing history teachers. Throughout the two programs, history faculty from public and private universities across Wisconsin, as well as nationally-known historians, worked with K-12 history teachers across western and northern Wisconsin to provide them with content information and resources for incorporating new history content into the classroom. Teams of faculty and K-12 teachers continued to work together throughout the school year as teachers incorporated new topics, units, and lessons into their classrooms. As a result of these two projects, 53 Wisconsin K-12 teachers have now earned the equivalent of a minor in history, an additional 25 teachers have completed various sessions in the program, and dozens more teachers have been impacted through in-services in local districts.

Mississippi Valley Archaeology Center

Since 1982 the **Mississippi Valley Archaeology Center** (MVAC) has been involved in researching, preserving, and teaching about the archaeological resources of the Upper Mississippi River region. MVAC continues to grow their reputation for excellence in providing archaeological contract services to a wide variety of private and public organizations that are required to comply with historic preservation regulations. Many satisfied clients continue to contract an array of projects with MVAC. MVAC has grown these services to the point where they now have between 150 and 200 separate accounts annually ranging from less than \$1,000 to multi-year projects of more than \$1 million. These contracts allow UW-L students, many of whom major in UW-L's Archaeological Studies Program, to engage in undergraduate research and receive practical hands-on field experience with seasoned archaeology faculty and staff.

The excitement of archaeology, its interdisciplinary nature, and its opportunities for hands-on active learning have been central factors to the success of five significant grants. Since 2001, these grants total nearly \$700,000. The grants have provided on-going professional development opportunities for K-12 teachers. The success of these grants are best summarized through the comments from one of the grant participants: "There are key moments in my 30+ years of my career as an educator, and this course and all it entailed has certainly been one of the top five." Alas, another successful accomplishment resulting from extramural funding.



Over the period reported (FY 97 to FY 04), UW-Oshkosh Federal grant revenues have approximately tripled. The University has demonstrated a strong commitment to increasing extramural support for research, instruction and service. Staff, services and visibility of the University's grants office have been expanded, and the campus is now developing a plan to sustain the level of growth realized in recent years. Strategic use of the campus' faculty development funds to leverage external dollars – by supporting preliminary data collection, providing proposal development training, and supporting visits to program officers at government funding agencies – has also contributed to this growth. Renewed commitment to undergraduate research has been an incentive for faculty to seek external funding for equipment and support of student collaborators.

College of Letters and Science: The campus has realized its greatest growth in support for scientific research. External support for research in FY 03-04 increased by 23% over the previous year, a demonstration of meaningful capacity for growth in research support. NSF support for research has more than doubled in the last five years. Significant equipment funding from the National Science Foundation and other agencies has enhanced the institution's capacity for research and for incorporating student research experiences into the curriculum. The NSF CCLI (Course, Curriculum and Laboratory Improvement) program has supported acquisition of high-energy electron diffraction (RHEED) equipment and a Fourier Transform NMR for use in undergraduate education in Physics; and a GIS laboratory for Geography, allowing that department to integrate GIS, remote sensing and Global Positioning System technologies into undergraduate education and student research.

NSF's Major Research Instrumentation program (MRI) has supported establishment of a Proteomics and Functional Genomics Core Facility, including acquisition of 1) electrophoresis equipment for one and two-dimensional gel analyses, 2) a versatile fluorescence scanner/imaging

system to visualize nucleic acid and protein gels and to analyze DNA microarrays, and 3) a Matrix-Assisted Laser Desorption - Time of Flight - Mass Spectrometer (MALDI-TOF-MS) to identify and characterize proteins. Another MRI award has supported the acquisition of instrumentation for aquatic research and education. This array of equipment supports aquatic biology and cross-disciplinary research; provides new opportunities for university and K-12 teaching; and public outreach activities focusing on scientific approaches to understanding and management of aquatic resources. Also in Biology/Microbiology, an MRI award has equipped a core facility for DNA sequence analysis; the participating faculty are involved in a broad range of research projects related to biodiversity and biotechnology. In Chemistry, an MRI grant allowed purchase of an isothermal titration microcalorimeter and a differential thermal analyzer. The research made possible with this equipment has practical implications regarding the fate of heavy metal ions and possible bioremediation strategies on the Lake Winnebago/Fox River ecosystem.

The campus has benefited from recent research support from National Science Foundation programs in Arctic and Antarctic polar research; Astronomical Sciences; Materials Research; Analytical and Surface Chemistry; Education and Human Resources; Environmental Biology; and Geography and Regional Science. The Environmental Protection Agency, Wisconsin Department of Natural Resources, Wisconsin Department of Health and Family Services, and several local governments collectively support research examining the use of *E. Coli* as an indicator of contamination of beach waters on Lakes Michigan and Superior and Winnebago. Other support for scientific research comes from the U.S. Department of Agriculture, the National Institutes of Health, VH1 Save the Music Foundation, Research Corporation, and the Petroleum Research Fund of the American Chemical Society.

University external support in the humanities and social sciences is also increasing. A Religious Studies faculty member works with the National Park Service on the commemoration of the 9/11 crash site in Shanksville, Pennsylvania. Our historians collaborate with CESA 6 on a U.S. Department of Education Teaching American History Project. The Kauffman Foundation supports a major Economics Education program; and Foreign Languages faculty have offered summer seminars for teachers with support from the National Endowment for the Humanities.

The College of Education and Human Services receives major support (now in its 37th year) for a Head Start program that serves most of Northeast Wisconsin. Funding from the Wisconsin Department of Public Instruction (DPI) has supported research relating to special education criteria, and the supply and demand for special education teachers. Other DPI funding supports a multi-state assessment project, refugee and bilingual teacher training, and an Even Start family literacy program. College of Education faculty have collaborated with colleagues in the Department of Mathematics to develop a DPI-supported teacher professional development program for Menominee tribal schools focusing on math reasoning and problem solving.

The U.S. Department of Education has supported two PT3 (Preparing Teachers to Teach with Technology) projects at UW-Oshkosh. An institutional implementation grant and a UW System-wide dissemination project have enabled teacher training programs across the state to incorporate technology training into teacher preparation. Other major U.S. Department of Education Funding has supported Native American teacher preparation in collaboration with the College of the Menominee Nation, and preparation of Bilingual education teachers.

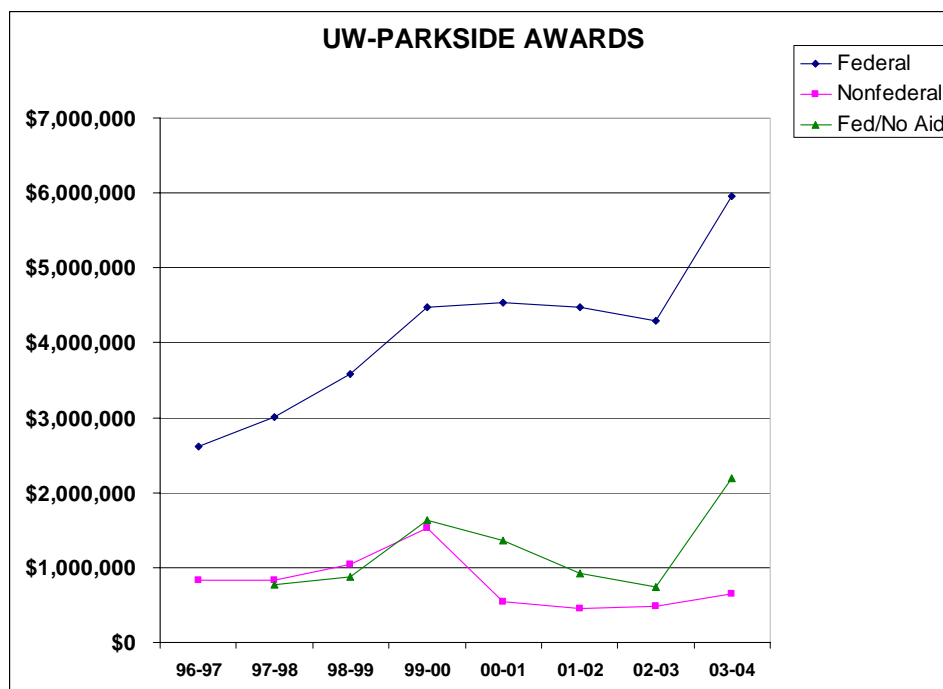
In the College of Nursing, a HRSA Workforce Diversity grant supports a Collaborative Nursing Education program for Native Americans students in partnership with the College of the

Menominee Nation. The College's Living Healthy Clinic, which provides clinic-based training opportunities for nursing students while providing primary care services to the community's medically uninsured, is supported by a partnership consisting of Winnebago County, Mercy Health Foundation, the City of Oshkosh, the Oshkosh Area Community Foundation, and Oshkosh Area United Way.

The University's **Center for Career Development (CCDET)** is a major contractor for provision of employee training services for numerous state agencies and local governments. CCDET clients include the Wisconsin Department of Health and Family Services, the Department of Workforce Development, and Milwaukee and Winnebago Counties, among others. The center also brings in external funds for a variety of programs serving at-risk and/or disadvantaged youth, and a large Americorps project.

In the area of **Student Support**, the Division of Academic Support receives U.S. Department of Education funding for a Student Support Services program (one of the TRIO programs for disadvantaged students) and funding from the Department of Public Instruction for its Pre-College Programs. The Wisconsin Department of Health and Family Services has funded two major projects in the University Health Center for student tobacco prevention and control. The initial grant developed a nationally-recognized model for campus smoking cessation programs. Subsequent funding has been provided to allow UW-Oshkosh to disseminate this model to higher education institutions throughout the state.

The projects described above are an illustrative sampling ways in which the University's growing ability to leverage external dollars serves to supplement and enhance its ability to meet its mission and fulfill its responsibilities to a variety of constituencies. External funds allow the campus to sustain a vital, research-active faculty, whose classroom teaching is invigorated by their projects. In addition, these projects provide our undergraduates unique hands-on experiences with sophisticated equipment and research. Faculty research serves community as well as academic needs – with projects that work to solve pressing public problems, that inform state and local government decision-making, and work to improve the public health. The state's human resource needs are supported with projects that draw on faculty expertise to offer professional development and training to educators and other professionals. Our students benefit from the service learning and pre-professional training opportunities that our externally-funded outreach and public service programs provide; at the same time, those programs help meet pressing public service needs at the state and local levels.



The faculty and staff at the University of Wisconsin-Parkside have a proven track record of obtaining extramural funding for their research from a variety of federal programs, including the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the U.S. Department of Agriculture, the U.S. Department of Housing and Urban Development, the U.S. Department of Labor, the Corporation for National and Community Service, and NASA. As is evident from the steady increase in federal funding over the last several years, UW-Parkside has taken to heart the Board of Regents' charge that "...*UW institutions should continue their efforts to attract increased federal research funding.*"

Some of the more notable successes at UW-Parkside include:

- **Creation of the Center for Community Partnerships.** In 1997, UW-Parkside, in collaboration with Racine and Kenosha County residents, local government officials, and social service agency representatives, developed a comprehensive plan to establish a community outreach partnership center that would connect the resources and expertise of the University with our community partners in southeastern Wisconsin. A \$400,000 grant from the U.S. Department of Housing and Urban Development allowed this plan become a reality with the creation of the Center for Community Partnerships. The Center, comprised of several programs and institutes, offers lifelong learning programs and services for youth and adults. Courses, workshops, and conferences provide learning opportunities to expand and enhance academic, career, and personal skills, and enrich lives throughout the life span.
- **Building a Consortium for Future Workforce Development.** Working with area partners from education, labor, business, and the government, UW-Parkside proposed to build a consortium in southeastern Wisconsin to address the major regional workforce development needs and issues. In 2000, the University was awarded a \$750,000 grant from the U.S. Department of Labor in support of the project. The consortia partners worked together to determine sectors of competitive advantage in a changing regional economy, develop resources to stay ahead of the changing economy, educate our workforce to serve new industries, create pathways for economically disadvantaged groups, attract new industries to the region, and provide the environment such industries would need to thrive. UW-Parkside

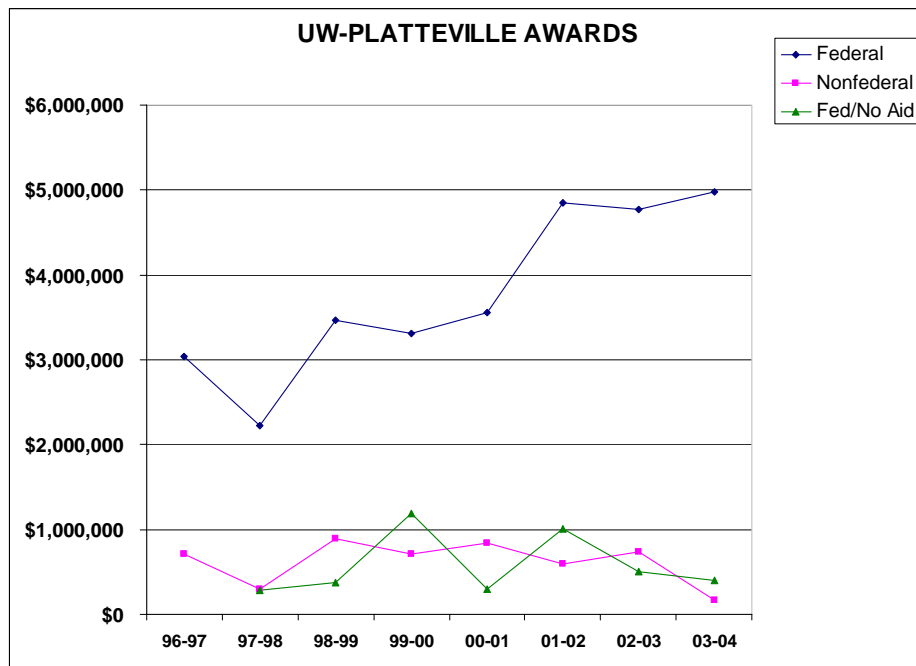
continues to be directly involved in workforce development issues, and annually receives federal funding to work in collaboration with both the Racine and Kenosha County Workforce Development Centers.

- **Advancing Scientific Research.** Over the last several years, the University of Wisconsin-Parkside has received several large, multi-year grants to support scientifically-based research conducted by faculty and students, to update facilities and equipment, and to develop scientifically-based curriculum and programs. UW-Parkside's Biological Sciences Department, designated as a University of Wisconsin Center of Excellence, has been a leader in obtaining federal funding, bringing in several million dollars in the last seven years. Several of the grants received provided support for both undergraduate and graduate students to play an integral role in the projects. One grant awarded by the National Science Foundation provided support specifically for research experiences for undergraduate students Molecular Biology and Bioinformatics.

Other departments and programs on campus have also received funding in support of scientifically-based research. For instance, the Computer Science Department joined five other UW campuses to form the University of Wisconsin Cyber Security Initiative. This consortium has received funding from the U.S. National Science Foundation to collaborate on information security education and research. In addition, the Psychology Department received over \$400,000 for a project designed to identify and examine barriers that discourage undergraduate women from taking information technology courses and entering information technology careers.

- **Wisconsin Campus Compact.** Formed in 2002, the Wisconsin Campus Compact (WiCC) is an association of college and university presidents whose mission is to promote service that develops students' citizenship skills and values, encourage campus-community partnerships, and assist faculty who seek to integrate community engagement into their teaching/research. Twenty eight colleges and universities signed on as founding members as the WiCC became one of 30 state Campus Compact coalitions across the nation. WiCC provides leadership to mobilize resources and provide support for civic engagement, service learning, and community service on member campuses. The "*Wisconsin K-16 AmeriCorps*VISTA Service-Learning Project*" was recently awarded over \$650,000 in funding by the Corporation for National and Community Service and will allow 35 AmeriCorps*VISTA members to serve as service-learning coordinators throughout Wisconsin. The project goals include developing partnerships among higher education institutions and low-income communities to create strong, sustainable anti-poverty programs, improving academic achievement and aspirations of low-income children in grades K-8, and developing a sustainable infrastructure for campus-based community service and service-learning with a focus on anti-poverty outcomes.

Recognizing the increasing importance of obtaining external funding in an environment of decreasing state resources, and in order to make the campus more competitive as federal funding is sought in the future, the University of Wisconsin-Parkside has changed the orientation and focus of our Grants and Contracts Office. The newly created Research Administration Department provides more experienced leadership and more comprehensive assistance/resources for faculty and staff in their pursuit of both federal and private funding for teaching, research, and service programs and projects. While UW-Parkside will continue to seek funding for individual-level projects, the new infrastructure will allow them to also focus efforts on the identification, solicitation, and receipt of larger-scale, university-wide and inter-institutional grants.

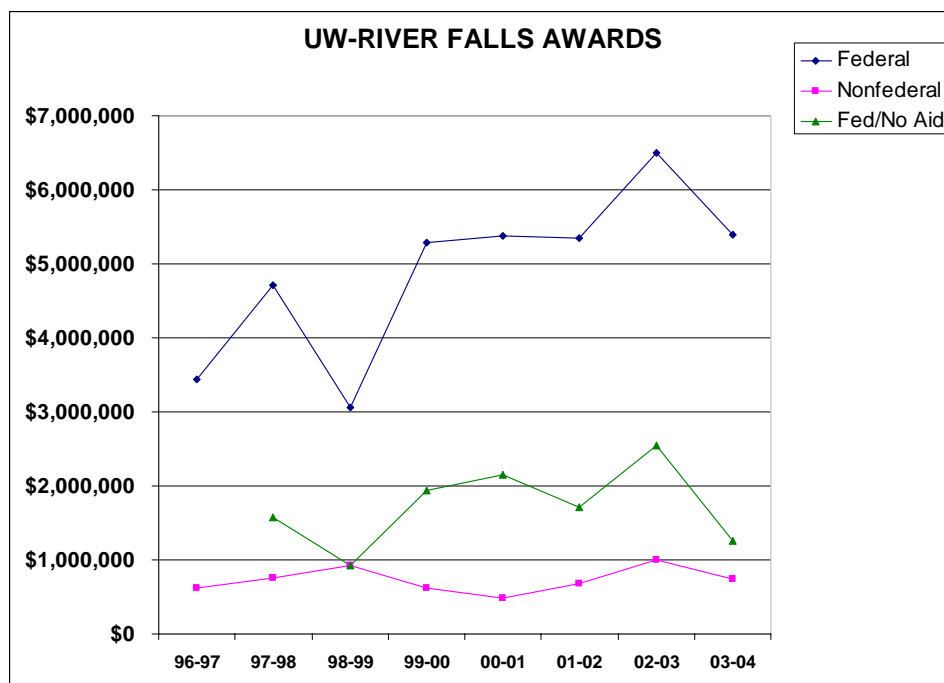


One constant federal grant on UW-Platteville's campus is the TRIO Student Support Services funded by the U.S. Department of Education. This grant provides assistance to first generation college students, income eligible students or students with disabilities. Other U.S. Department of Education grants include Even Start, Rural Health Outreach and Eisenhower, Math and Science grants. Another recurring grant is for the Small Business Development Center.

In recent years, UW-Platteville has received federal appropriations in support of the Wisconsin Ag Stewardship Initiative (WASI) at the Pioneer Farm. WASI Is a farmer driven research and education effort. Its mission is to test the environmental and economic impacts of different farm management practices. The information it provides will help the public understand the real environmental impacts of farming, help policymakers draft scientifically sound environmental policy, and help farmers identify best management practices that enable them to protect the environment while seeking a healthy profit margin.

Faculty members have been successful at securing grants as well. A couple examples include the Global Competencies Project which established the International Business Resource Center and grants from the Department of Natural Resources and the Department of Transportation.

The mission of the International Business Resource Center is to help students, faculty, and the business community develop and strengthen their international understanding and economic competitiveness. As the world economy becomes increasingly integrated, the University must ensure that its students receive the best possible preparation for success in a global business environment.



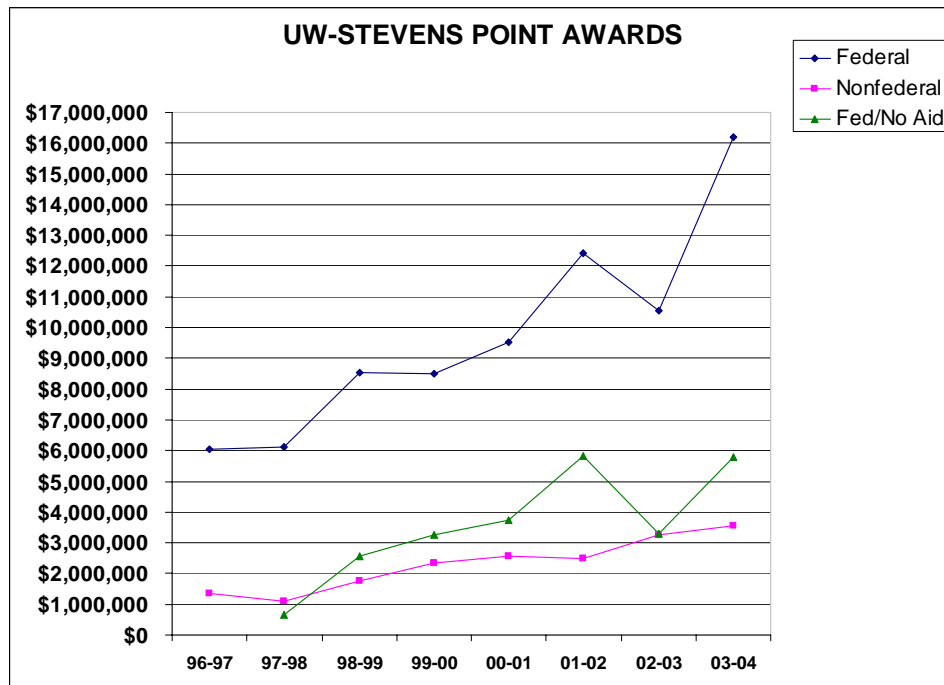
Over the past seven years, UW-River Falls has increased its gifts, grants, and contracts total by 57%. The improvement in grants is even more dramatic. Grant proposals written during 1996-97 won grants totaling \$1,487,294. During 2003-04, UW-RF grant proposals yielded grants totaling \$3,384,027, an increase of 127.5%.

If faculty had more time, they would write more proposals and win even more grants. Lack of time is the biggest obstacle to proposal-writing at UW-River Falls, just as it is at most comprehensive universities. The standard teaching load is 12 credits per semester, with the equivalent of another three credits for scholarship and service. Faculty take their teaching seriously, which means that there is precious little time or energy left for writing proposals.

Four factors have helped UW-River Falls increase our grant receipts.

- A full-time grants officer who helps faculty and staff write proposals, provides regular grant-related information and assistance to the campus, and encourages faculty and staff to write proposals. He also writes proposals that serve the entire institution.
- Associate/Assistant Deans with specific grant-related responsibilities in two of the four colleges. These individuals are closer to their faculty than the institutional grants officer, can better encourage their own colleagues to write proposals, and also write some proposals for the benefit of the college.
- Some initiatives for faculty submitting proposals, e.g. small Faculty Research Grants to help faculty gather preliminary data, Incentive Grants to buy them time to write large proposals, and attention to grant activity in promotion and tenure decisions. Incentive Grants of \$1,500-\$3,500 for some time in summer or to hire an adjunct have been especially effective.
- Growing campus-wide emphasis on undergraduate research, scholarly, and creative activity, including stipends for students and grants for faculty-student teams. By including students in their research and scholarship, faculty can meld their teaching and research responsibilities and more easily carve out the time to pursue their own research agendas.

Unfortunately, there are few resources to spend on these activities. In recent years, UW-River Falls has had only \$12,200 to award in Faculty Research Grants, \$10,000 for summer stipends for undergraduate research, scholarly, and creative activity, and \$12,000 for collaborative faculty-student teams. All of these funds are classified as non-instructional, so next year they will shrink.



I. Trends

UWSP has generated a steady increase in extramural funding with a couple of pronounced jumps over the past many years. The chart shows a sharp rise in FY99, an increase due primarily to a large, multiyear award from the U. S. Environmental Protection Agency. Two installments of this award were received in FY02, accounting for the unusual increase in that year and the apparent drop in FY03.

The most encouraging feature of the trend is in the details of increases over the past three or four years. In addition to a few large awards which keep the totals relatively high, UWSP has been increasingly productive in awards of several hundred thousand dollars. This reflects a very healthy diversification of granting activities and a growing momentum for attracting extramural funding to the university. The College of Natural Resources has been particularly focused on seeking extramural funding and provides specific help for faculty and staff in writing proposals and developing budgets. Grantsmanship has been emphasized by the dean's office as a legitimate component of academic positions.

UWSP also emphasizes grantsmanship to newer faculty through ongoing faculty development programs. UWSP sponsors a biennial two day "Winning Grants Workshop" for which new faculty have priority enrollment. Panel discussions and breakfast meetings highlight the several sources open to faculty and staff to fund their research and development. Many faculty and staff take advantage of individual meetings with the Director of Grants Support Services to identify appropriate granting agencies. The University Personnel Development Committee and Student Research Fund likewise raise the profile for writing grants through several competitive programs on campus.

II. Highlights

UWSP garners many awards typical for an institution of its size and proclivities. These include federal financial aid, TRIO funding, student support services projects, and occasional research awards for primarily undergraduate institutions. Additionally, they have won some major funding that is more atypical. The following highlights only three such awards.

1. UWSP is very proud of the multiyear award from the U. S. Environmental Protection Agency for the project *Second Environmental Education and Training Partnership*. This five year project funded for over \$12M has established a host of national partnerships aimed at training education professionals to design and deliver high quality environmental curricula to state and local programs. It was won through a highly competitive process that was established by the 1990 Environmental Education Act.

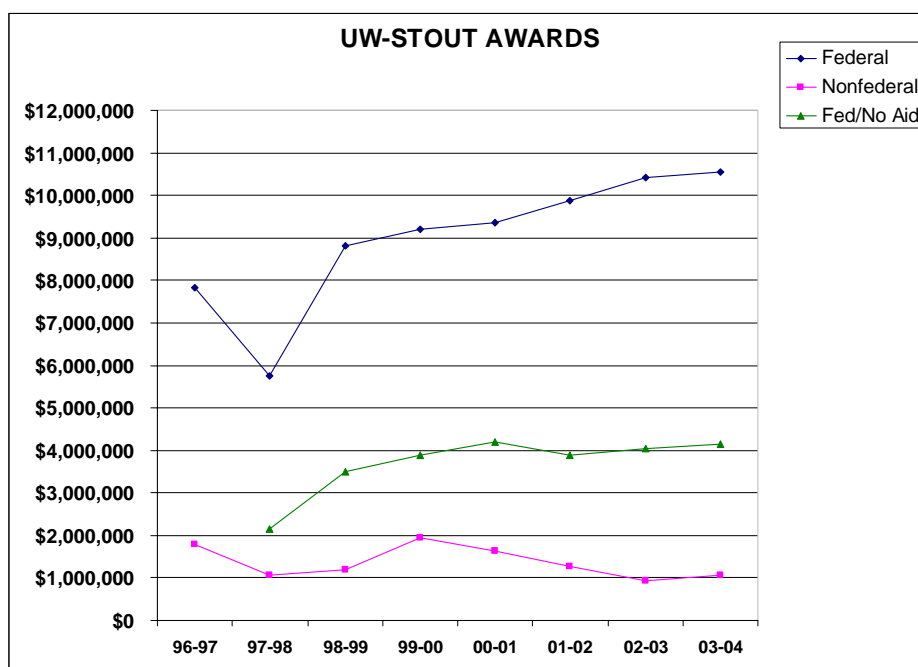
UWSP is now in its fifth year of managing this project. During this time there have literally been hundreds of results from the 15 activities of the project. Examples of a few of the outcomes are provided below.

- Over 90% of the 205 educators completing the Fundamentals of Environmental Education on-line course agreed or strongly agreed that they had significantly increased their knowledge of environmental education (EE) and their perceived skill in providing EE instruction.
 - Four states developed and implemented a certification program for professional environmental educators within their states
 - 150 EE leaders learned how to provide examples in their workshops of how correlations of EE materials to state and national curriculum standards enhance teaching and support the achievement of those standards.
 - The utilization of reviews of EE materials increased by 25% as measured by the number of page requests (hits) on the EE-Link web site.
 - 100 environmental educators were able to describe at least two changes they made as individuals or organizations that will help them to diversify participants in their programs and the make-up of their organizations.
 - Over 80,000 educators from across the nation have participated in these sponsored programs during the last five years.
2. The *Faculty Alliance for Creating and Expanding Teaching Strategies (FACETS)* is funded through a congressional award of almost \$0.5M arranged by the office of Representative David Obey. This highly collaborative project is directed by a team of four UWSP faculty representing three of the four academic colleges and brings together faculty from several institutions, including UW-Colleges, and K-12 teachers. These faculty, staff, and teachers explore educational approaches responsive to changing demographics in our students and ways in which they learn. A few specific outcomes include:
 - Three interactive and informational seminars during each of the project's two years that engage participants in students' learning styles and curricular design.
 - Specific funding, through stipends to instructors, to engage in the scholarship of teaching and learning and course development.

- 58 participants, representing 25 disciplines have been served by the project. 5000-6000 students have benefited by the participants renewed focus on scholarly teaching.

FACETS engages many instructors with strategies to better reach our students. Additionally, the project directors have been quite aggressive at telling their story to other professionals. They have presented at several prestigious conferences and have been active on the UWSP campus at promoting faculty development initiatives.

3. The *Global Environmental Management Education Center*, housed in the College of Natural Resources, has been very successful in winning awards from the U. S. Department of Agriculture and from other state and federal agencies. The Center capitalizes on UWSP's international reputation in natural resource education and links faculty, students, and citizens across the globe. The *GEM Education Center* is dedicated to addressing the pressing needs of environmental action at several levels. Some highlights from the *GEM* website follow.
 - Training and working with HIV/AIDS patients and their families in Kenya to install low-cost, low-maintenance square-foot gardens for augmenting nutrition.
 - Conducting K-12 teacher exchanges and cultural immersion experiences in conservation and environmental education in Puerto Rico, and planned for China, Mexico, and East Africa.
 - Monitoring water quality by trained citizen volunteers and demonstrating healthy watersheds in local communities in Wisconsin, Costa Rica, and South Africa.
 - Informing "smart growth" comprehensive land use planning decisions by citizens and local governments in rural counties of northern Wisconsin, Mexico, and South Africa.
 - Introducing green energy demonstration projects and enhancing energy utilization awareness and education of students on campus and for the public through online virtual kiosks of energy usage accessible via the internet.
 - Conserving biodiversity, cultural diversity and indigenous values of Native American peoples in Wisconsin and minority peoples in China and Mexico through hands-on ecotourism, sustainable agriculture and agroforestry for rural development projects at the village level.



UW-Stout's funding portfolio is broadening. Previously dependent on Department of Education funding, the diversified portfolio includes a broader array of funding sources:

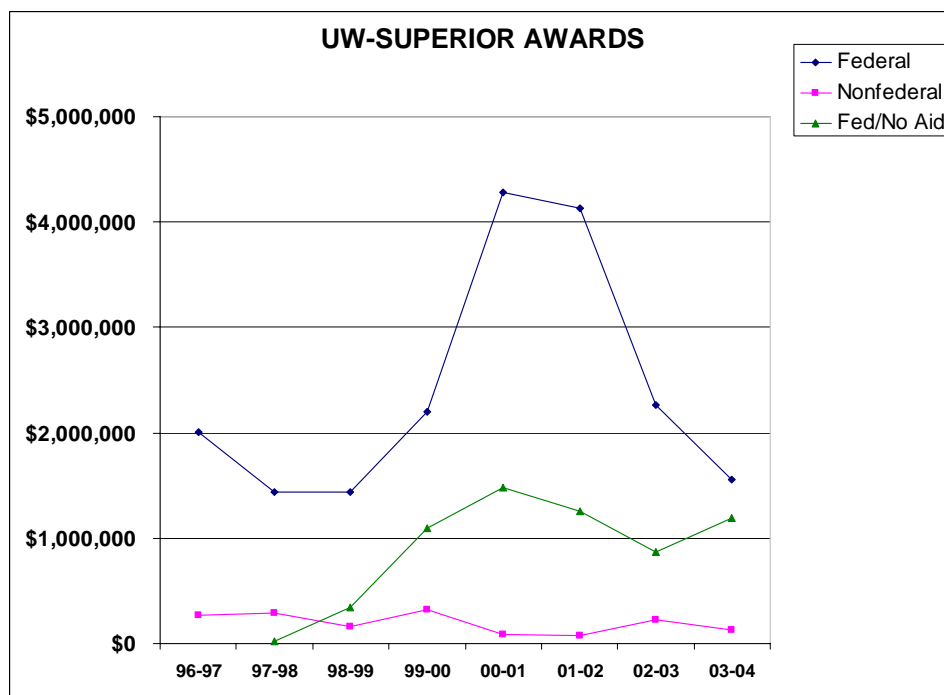
- *Department of Justice*
- *National Science Foundation (NSF)*
- *Department of Commerce*
- *Department of Health and Human Services (pass-through Wisconsin Department of Health and Family Services)*

As well, within the Department of Education the funding portfolio includes grants in new program areas:

- *An increase in the student training grants (three instead of one)*
- *The American History grant*
- *Title III Planning grant*
- *Title III Strengthening Institutions grant*

Changes in the extramural funding portfolio at UW-Stout are due to concerted efforts by many. In 2001 the Research Advisory Council (RAC) was formed to guide the work of the research enterprise. The RAC is made up of those who are involved in research at UW-Stout. In 2002 the campus supported research as a campus budget priority. This provided necessary infrastructure costs through GPR funds to support research. In 2003 the Chancellor took leadership in the development of an indirect cost reimbursement policy in which the principal investigator would be provided an incentive for further research. Also, the WiSys formula calls for 40% of revenue secured through inventions, patents and other intellectual property to go to the campus. At UW-Stout, a full 50% of the 40% goes to the inventor. The Provost was a leader, in conjunction with the RAC, in this percentage being designated for the researcher. The campus strongly supports research within the triad of expectations of teaching, research, and service. Recent hires have active research interests, complementing their strengths in teaching and in service. UW-Stout has designated a pool of funding for non-instructional labs, promoting their

development and infrastructure. There also has been a targeted effort to align the special mission of UW-Stout, and the strategic goals with extramural funding efforts. It is expected that research carried out within the research enterprise be appropriate to the mission of the comprehensive campus and to the array of applied programs. These changes have been done with careful planning and strong involvement of the campus.



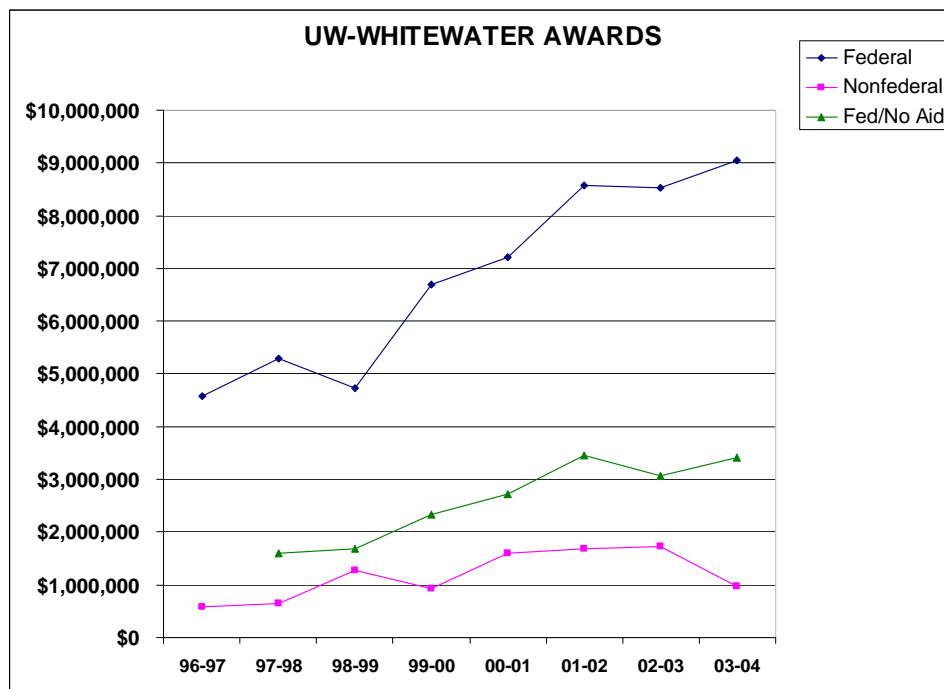
UW-Superior has been successful over a number of years in securing federal funding for the Lake Superior Research Institute (LSRI) focusing on fresh water issues and species specific to Lake Superior. The campus also historically receives a number of non-federal grants working in collaboration with the LSRI. In the late 1990's the federal funding decreased somewhat for the LSRI activities and the campus has not seen restoration of that funding. Dr. Mary Balcer, professor of biology, has been the driving force behind securing this funding and is known nationally for her work in this field. Community school-age children also benefit from this program through a number of Elementary and Secondary Education Act grants focused on fresh water and wetlands education programs.

In 1999, the campus successfully secured federal funding for training grants in the Transportation and Logistics field. This funding provided the seed money for the new Transportation and Logistics Management major on campus, which became state funded in the 2001-03 biennium under the Economic Stimulus Package. Dr. Richard Stewart, Professor in the Transportation and Logistics Management program has been instrumental in securing this federal funding along with a number of significant, non-federal grants in this area. Dr. Stewart works extensively with local leaders from the railroad and seaport industries to collaborate and assist with transportation and logistics issues. While the original federal funding has expired, the campus is hopeful about receiving subsequent federal funding in the next year to expand the Transportation and Logistics Management Research Center.

After the incidents of September 11th, one of our computer science faculty members, Dr. Victor Piotrowski, has become very active in the field of cyber security. He also has secured federal funding for research development in this area. His work continues and provides a number of undergraduate research opportunities on campus.

The campus also receives federal funding for the TRIO programs, i.e. McNair Scholars, Student Support Services, and Upward Bound.

UW-Superior faculty members identify, research and develop grant proposals while maintaining their individual teaching schedules. The campus does not have a grants coordinator to assist individual faculty/staff with these activities.



Increases in extramural funding at the University of Wisconsin-Whitewater are due in large part to deliberate institutional support and prioritization efforts and the inclusion of these priorities into strategic planning processes. The following few paragraphs may help the Board see this activity within the context of UW-Whitewater's infrastructure.

INSTITUTIONAL SUPPORT AND PRIORITIZATION

The University of Wisconsin-Whitewater created an Office of Research and Sponsored Programs in 1994. That office was charged with actively supporting our faculty in seeking and securing extramural funding through a variety of means. The implementation of initiatives designed to achieve this goal by a consolidated, comprehensive, service-oriented office nurtured a culture shift from that of a predominantly-teaching oriented institution to one more aligned with Boyer's teacher/scholar model. Junior, mid-career, and senior faculty alike became more engaged in grantsmanship with the assistance of the Office of Research and Sponsored Programs. In addition, extramural grant activity became part of academic departments' expectations when recruiting new faculty.

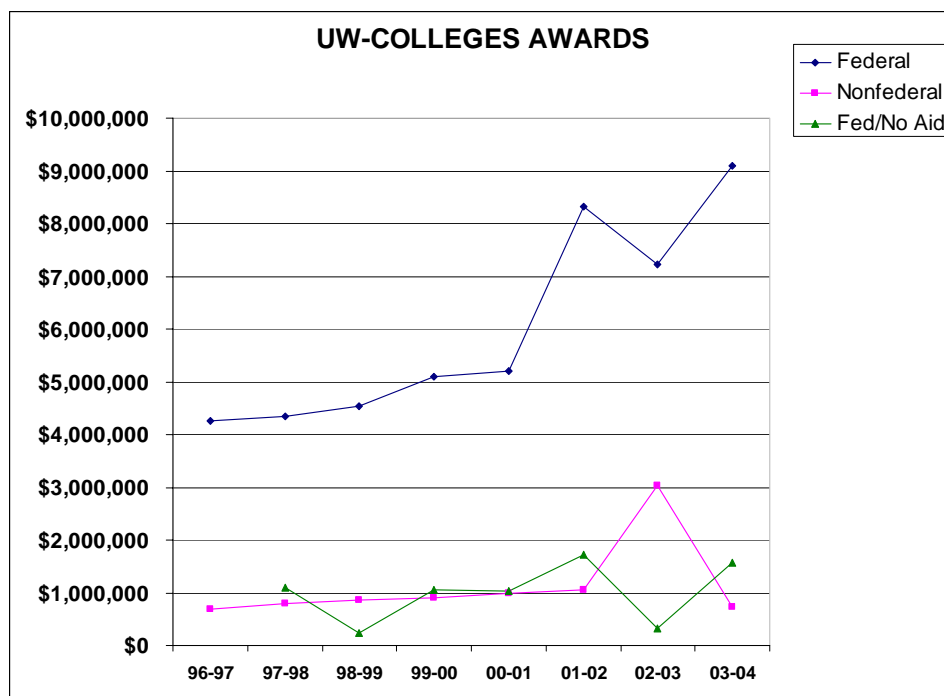
STRATEGIC PLANNING

Research administrators in small offices at primarily undergraduate institutions are concerned primarily with the immediate execution of an operational plan. However, because of the knowledge that administrators obtain of functional operations and integration and the necessity for the development of long-term funding goals during an era of dwindling state resources, strategic planning becomes a key component of the administrator's responsibilities. Each year office staff members develop goals and objectives for Research and Sponsored Programs. In drafting the annual plan, the staff members utilize the Society of Research Administrators' *performance measurement framework*. The framework outlines a set of interrelated strategic

objectives that are generally at the core of the purpose of sponsored projects administration in higher education:

- Sustaining or enhancing sponsored projects activity (competitiveness),
- Containing the costs and improving the efficiency of sponsored projects administration,
- Improving service to faculty in order to achieve the first objective, and
- Maintaining and improving institutional and sponsor accountability.

Using this framework as the foundation for Whitewater's sponsored projects office enables planning that is grounded in best practices within the field and allows for comparisons with the performance of other like institutions and national data. This framework and strategic planning initiatives were integral to participation in the Office Planning and Review (OPR) process, allowing for continuous quality improvement.

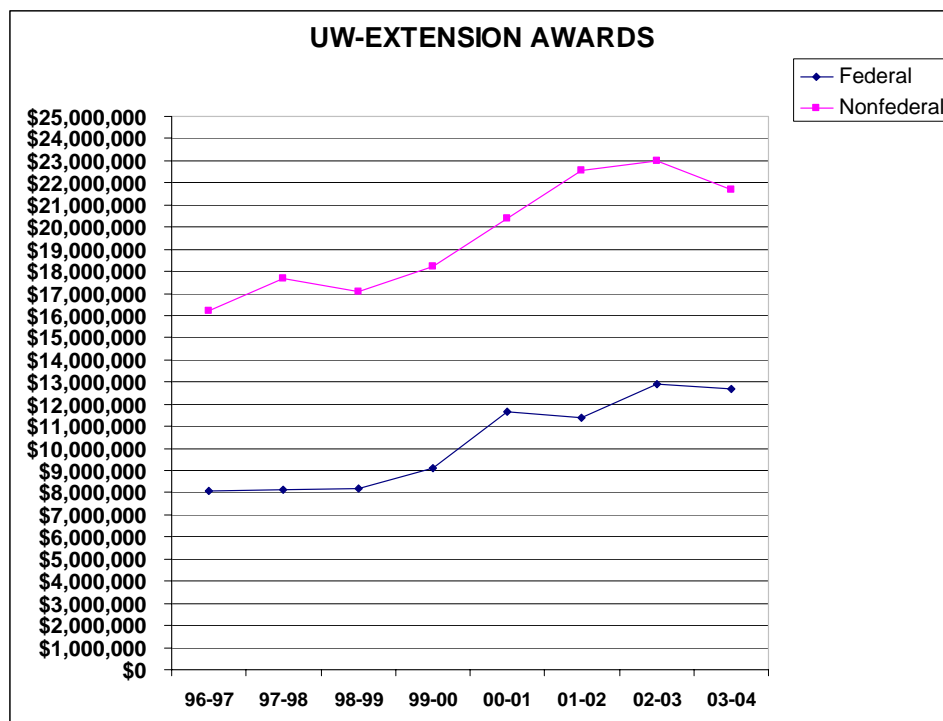


Federal grant support for the UW Colleges has grown steadily, and primarily out of growth in student financial aid. Not only has federal aid for students increased, but also overall funding for UW Colleges student aid programs has increased due to enrollment increases. Pell grants represent the largest portion of UW Colleges federal grant support.

UW Colleges has several federal non-student aid programs at its campuses. A large TRIO program operates at four locations; UW-Marathon County, UW-Rock County, UW-Waukesha, and at the FCI-Oxford program. The program was recently awarded a new five-year contract which should strengthen the Colleges' federal program revenue for the next several years. The federal Upward Bound program serves students at UW-Manitowoc and UW-Sheboygan. UW-Manitowoc also serves as a site for UW-Madison's Sea Grant program, and sponsors a number of local research activities through that grant.

In the period 2003-06, UW Colleges will have received approximately \$820,000 in congressional awards, primarily to provide much-needed undergraduate science equipment at four campuses; UW-Baraboo/Sauk County, UW-Marathon County, UW-Marshfield/Wood County, and UW-Rock County.

Increased funding through external sources is a UW Colleges strategic priority. A full-time grants officer was hired in 2004 to support this goal to support campus and institutional grant efforts. As a result, UW Colleges expects to see continued growth in federal and non-federal grants.



University of Wisconsin-Extension Grants and Contracts Context

If UW-Extension needed to summarize its success in grants and contracts in one word, that word would be PARTNERSHIPS. Their success is based on relationships built carefully over a number of years with federal and state partners with whom they have shared interests. Sometimes the funds acquired are competitive, other times they are negotiated program contracts. In every case, these relationships are built over a number of years and carefully nurtured by faculty, staff, and administrators.

Two points that are important part of this discussion. Many of these funding streams require match, sometimes a dollar for dollar match, making GPR support even more important as we seek external funding. All of these funding initiatives require careful administrative oversight; in the case of several of these programs, the amount of administration needed to manage the project is huge. Continuing reductions in administration will impact the university's ability to continue to diversify funding.

Family Nutrition Program

UW-Extension has been a recipient of Food Stamp Nutrition Education (FSNE) funding from the Food and Nutrition Service (FNS) of United States Department of Agriculture (USDA) for 16 years. This is the single largest grant and one which requires annual reapplication and complex administrative oversight. For fiscal year 2004-2005, UWEX contracted with FNS for **\$6.5 million** to support nutrition education for Food Stamp Program participants and those eligible to receive food stamps in 59 Wisconsin counties. For the past several years FSNE has reached over 200,000 individual adults, youth, and seniors with information that enables them to make healthful food choices on a limited budget, stretch their food dollars and food stamps to make it through each month, and handle their food safely to avoid food-borne illness. Over 1000

community based agencies across the state work collaboratively with local county UWEX offices to deliver this program and provide in-kind support.

Discovery Farm Program

The Wisconsin Discovery Farm Program focuses UW-Extension education and applied research related to USDA Farm Bill initiatives. It features a network of 16 farms where applied research activities and outreach programming follows the needs and interests of host farmers and their neighbors. Discovery Farm farmers work with regional and campus-based expertise to answer questions about how agriculture practices impact the environment.

Each year additional farms are added to the network, so the program continues to grow and expand. Beyond limited core staff support from UW-Extension and in-kind support from campus-based research faculty, funding for this program is based on special USDA Appropriations at the federal level. Those funds are then matched and leveraged with other agencies and private sector funding. It also includes specific programs on nutrient management education and implementation. Multi-agency funding has supported more than **\$2 million** in local program grants to watershed and county-based educators since 2000.

Overall, the Discovery Farm Program is based on a collaborative partnership among UW-Extension, UW-Madison College of Agriculture and Life Science, the USDA Natural Resources Conservation Service, the Wisconsin Department of Agriculture, Trade and Consumer Protection, and the Wisconsin Department of Natural Resources. It also is based on strong relationships with farm interest groups and stakeholders.

Basin Initiative

The UW-Extension Basin Education Initiative designs and delivers educational programs, assists organizations, and builds partnerships to promote understanding and stewardship of Wisconsin's natural resources at the watershed and landscape scale. The Basin Education Initiative involves a team of 15 Basin Educators located throughout Wisconsin in areas coinciding with the state's major river and Great Lakes basins and staff at UW-Extension's Environmental Resources Center who provide statewide support for administrative, evaluation, and educational material development needs.

In partnership with the Wisconsin Department of Natural Resources (WDNR), and in consultation with the Wisconsin Department of Agriculture, Trade and Consumer Protection (WDATCP), the Natural Resources Conservation Service (NRCS), the Farm Service Agency (FSA), the Wisconsin Land and Water Conservation Association and other public and private sector partners, UW-Extension leads this statewide educational support network administered along river basin lines. Funding for this program is based on an extensive multi-agency contract, which includes a core of state funding that comes from segmented revenues. Additionally, a number of grant sources and federal appropriations are sought annually to allow for expanded programming that reaches all 23 Wisconsin river basins and all 72 counties.

Wisconsin Federal and State Partnership (FAST)

The UW-Extension Small Business Development Center (SBDC) partnered with the Wisconsin Department of Commerce, UW-Madison Office of Corporate Relations, and the Wisconsin Small Business Innovation Consortium to create the Wisconsin Federal and State Partnership (FAST) to strengthen the technological competitiveness of Wisconsin small businesses. The Wisconsin FAST has received 3 consecutive awards from the U.S. Small Business Administration (\$100,000, \$100,000 and \$95,000 in FY05) and in FY05 has grown the

partnership to include the Center for Technology Transfer Inc., and the Southeast Wisconsin Regional Economic Partnership.

The UW-Extension SBDC has worked with the Wisconsin Department of Commerce to create the Commerce funded Entrepreneurial Training Grant Program. With up to 75% of the course fees paid by the Department of Commerce, the SBDC delivers the Entrepreneurial Training Course that guides entrepreneurs through the development of their business plan and helps them manage their business and positions them for additional funding from banks and public institutions. Since its inception in FY01 through FY04, Commerce has provided over \$500,000 in support of the Entrepreneurial Training Grant Program.

Gifts

UWEX public broadcasting programs have been very successful in receiving gifts from corporate sponsors and individuals. Annually statewide public broadcasting fundraising activities generate approximately **\$9 million** from individual gifts. UW-Extension and its partner, the Education Communications Board, share staff and resources to enable a coordinated, cost efficient statewide fundraising effort.

Public broadcasting's fundraising efforts benefit from national expertise. Public radio and television stations across the nation regularly share best practices ideas and activities with other stations. The Corporation for Public Broadcasting (CPB) gathers national data and provides analysis. When there is an identified opportunity, CPB will actively help stations as they are now with a major giving project benefiting both radio and TV. This major giving project will help stations change the way they raise money, building on their membership/individual giving programs to generate gifts of \$1,000, \$10,000, \$25,000 and higher through high-touch relationship-based activities.

County government

The partnership with Wisconsin county government provides the University of Wisconsin-Extension's division of Cooperative Extension with over **\$20,000,000** which includes 40 percent of county based faculty and staff salaries, the full cost of support staff and travel and expense support for faculty and staff. As county governments face increasing budget stress and the costs associated with mandated programs continue to rise, the strong continued support from county government is a continuing tribute to the value placed on local programs.

Encouraging support for federal formula funds

Cooperative Extension, the SBDC and public broadcasting all benefit from federal funding. For The SBDC and Cooperative Extension, these funds are distributed on a formula and make up part of the base of funds which support the faculty and long term staff who seek additional competitive funds. Program impact is shared with the state's congressional delegation to urge Congress to increase rather than decrease these federal funds. While these federal funds have actually decreased in real terms since FY 2001, the Wisconsin federal funds have remained relatively intact while other federal programs have suffered significantly.

REVISED

I.3. Physical Planning and Funding Committee

Thursday, April 7, 2005
Van Hise Hall
1220 Linden Drive, Madison

11:00 a.m. All Regents – State Capitol Building

- Posters in the Rotunda: A Celebration of Undergraduate Research
- Program at Noon

1:00 p.m. Box Lunch – 1820 Van Hise Hall

1:30 p.m. Physical Planning and Funding Committee Meeting - Room 1511 Van Hise Hall

- a. Approval of the Minutes of the March 10, 2005 Meeting
- b. Report of the Assistant Vice President
 - Building Commission Actions
 - Priorities for Planning in 2007-09
 - UW Residence Halls – Building Guidelines
- c. UW-Madison: Central Campus Utility Improvements Project Budget Increase
[Resolution I.3.c.]
- d. UW-Madison: Appointment to the University Research Park Design Review Board
[Resolution I.3.d.]
- e. UW-Oshkosh: Student Recreation and Wellness Center (Design Report)
[Resolution I.3.e.]
- f. UW-River Falls: Naming of the New Residence Hall the "*George R. Field South Fork Suites*"
[Resolution I.3.f.]
- g. UW System: Maintenance and Repair Projects
[Resolution I.3.g.]
- h. UW-Madison: Naming of the Boat House the "The Porter Boat House"
[Resolution I.3.h.]
- x. Additional items that may be presented to the Committee with its approval
- z. Closed session for purposes of considering personal histories, as permitted by s.19.85(1)(f), *Wis. Stats.*, related to the naming of a facility at UW-Madison

Authority to Increase the 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 budget of the Central Campus Utility Improvement Project by \$4,683,275 (\$3,392,275 General Fund Supported Borrowing; \$120,200 of Madison Water Utility funds and \$1,170,800 Program Revenue Supported Borrowing for total revised project budget of \$19,818,869 (\$14,694,869 General Program Revenue Supported Borrowing, \$4,806,800 Program Revenue Supported Borrowing and \$317,200 of Madison Water Utility funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to increase the budget of the Central Campus Utility Improvement Project by \$4,683,275 (\$3,392,275 General Fund Supported Borrowing; \$120,200 of Madison Water Utility funds and \$1,170,800 Program Revenue Supported Borrowing for total revised project budget of \$19,818,869 (\$14,694,869 General Program Revenue Supported Borrowing, \$4,806,800 Program Revenue Supported Borrowing and \$317,200 of Madison Water Utility 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/manhole 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 tying into existing distribution systems along Linden Drive. The project also includes upgraded high and low pressure steam, condensate and air piping on the east side of Henry Mall and in Linden Drive. New water mains and meter pits will also be installed.

The project also includes the installation of a new signal/power ductbank along Henry Mall and Linden Drive; the extension of high and low pressure steam, condensate, compressed air and box conduit from University Avenue to Linden Drive under Henry Mall; the installation of a new water line along Henry Mall which will be connected to the city of Madison's water main; and the installation of water mains in Henry Mall and Linden Drive. The funding for this aspect will be from the city's water utility.

The project also includes the installation of a 12" water main from Babcock Drive to Elm Drive along Observatory Drive as well as an additional 12" water main from the Biotron Corridor to Willow Creek.

Finally, Observatory Dr, Linden Drive, and Henry Mall will be restored and repaved at the conclusion of the project.

4. Justification of the Request: The construction of the new West Campus Cogeneration Facility (WCCF) will increase the supply of heating (steam), cooling (chilled water) and electricity transported by the existing distribution system. The WCCF will be capable of generating up to an additional 600,000 pounds of steam per hour, and 20,000 tons of chilled water. Interconnection between the campus utility systems and the WCCF is vital for the efficient operation of the campus utility system.

The existing electric and signal ductbank system between west campus and central campus is at capacity. Additional electric and signal ductbank capacity is needed to interconnect the growing loads on the west side of campus to the exiting systems in the central campus area.

The Henry Mall and Linden Drive tunnel improvements extend the WCCF capacity to that area to serve the utility needs of the new Microbial Sciences building and planned building initiatives such as Biostar Phase III, and the Wisconsin Institute for Discovery. Including the city water main in the project at this time is more cost effective than disrupting the area again in the future. A 1995 study that the two campus water mains in Henry Mall should be abandoned and replaced with a single new 12" line.

Bids for this project were received on March 16, 2005. The lowest bids came in over cost estimates, due primarily to the complexity of the project. Reducing the project scope to stay within budget would defer much needed central campus utility improvements. Deferring this work would also cause repeated disruptions of campus traffic corridors and increased construction costs.

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

Construction	\$16,580,369
A/E Design Fee	850,000
DFD Fee	729,500
Project Contingency	1,600,000
Hazardous Material Abatement	59,000
Total Project Cost	\$19,818,869*

* Funds available include \$317,200 from the Madison Water Utility and \$169,000 from the Campus Water Main Distribution Project. Available funds were reduced by a Department of Administration administrative transfer (December 3, 2004) of \$2,930,406 to the Microbial Sciences Project to construct central campus utility work in Babcock Drive adjacent to the Microbial Sciences Project.

6. Previous Action:

December 10, 2004 Resolution 8949	Granted 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 of Madison Water Utility funds for a 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 Madison Water utility funds).
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.

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.

Approval of an Appointment to the Design
Review Board of University Research Park,
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 appoint Sarah F. Canon to serve on the Design Review Board for the University Research Park.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin-Madison
2. Request: Requests approval of the appointment of Sarah F. Canon to serve on the Design Review Board for the University Research Park.
3. Justification: The member of this group serving in the position that requires a professional architectural design background recently resigned. The appointment of Sarah F. Canon will fill that vacancy.

Ms. Canon is an accomplished and skilled practicing architect with numerous awards and honors. She has been active in civic affairs and will be a valuable addition to the Design Review Board. This proposed appointment is endorsed by UW-Madison Chancellor John Wiley and supported by University Research Park Director Mark Bugher.

4. Background: In September 1955, the Board of Regents approved deed restrictions for the Plat of the University Hill Farms which was then a new subdivision on the west side of Madison. At that same time, a tract of approximately six-hundred acres was owned by the university and used by the College of Agriculture for research purposes. Subsequent to that first recorded plat, an additional twelve plats with deed restrictions were approved and recorded on university-owned lands. Included in those deed restrictions was the authority to establish an Architectural Control Committee to act as a designee of the Board of Regents for the purposes of review and control.

In 1983, when the Board approved the General Development Plan for the Charmany and Rieder Farms, they directed the creation of a Design Review Board to review all future construction in the University Research Park. The approved deed restrictions for the park specified that the Design Review Board shall consist of at least three members and not more than five members. Additionally, it specified that at least all but one member of the group should be a professional with a background in the environmental design fields of architecture, urban design planning, or landscape architecture. In 2004, The Board of Regents repealed the restrictions requiring UW System approval of buildings in the Hilldale area since the University Hill Farms – Commercial Reserve Addition had been fully developed.

Since 1984, the Board of Regents progressively increased the size of the group from three to five members and decided that one group would serve as the University Hill Farms Architectural Control Committee as well as the Design Review Board for the University Research Park.

5. Previous Action:

December 5, 2003 Resolution 8784	Approved the appointment of one new member to the Architectural Control Committee for the University Hill Farms and the Design Review Board for the University Research Park to fill a vacancy.
February 6, 2004 Resolution 8795	Repealed the restrictions requiring UW System review and approval of buildings for the Plat of University Hill Farms.
July 15, 1993 Resolution 6461	Approved the appointment of one new member to the Architectural Control Committee for the University Hill Farms and the Design Review Board for the University Research Park to fill a vacancy.
April 11, 1991 Resolution 5743	Approved the appointment of three new members to the Architectural Control Committee for the University Hill Farms and the Design Review Board for the University Research Park.
June 8, 1984 Resolution 3091	Approved the appointment of two new members to the Architectural Control Committee and expanded the Committee's duties to include functioning as the Design Review Board of the University Research Park.
June 9, 1978 Resolution 1687	Approved the General Development Plan for the Charmany and Rieder Farms and directed creation, under authority of the Board, to review all future construction in the University Research Park
September 10, 1955	Adopted the Declaration of Covenants, Restrictions, and Easements for the Plat of the University Hill Farms which provided for the creation of an Architectural Control Committee.

Approval of the Design Report; Authority to Increase the Project Budget; and Authority to Construct a Student Recreation and Wellness Center Project, UW-Oshkosh

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, (a) the Design Report be approved; (b) authority be granted to increase the project budget by \$794,000 Residual Program Revenue Supported Borrowing; and (c) authority be granted to construct the Student Recreation and Wellness Center project at an estimated total project cost of \$21,000,000 (\$20,206,000 Program Revenue Supported Borrowing and \$794,000 Residual Program Revenue Supported Borrowing.)

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests (a) approval of the Design Report; (b) authority to increase the project budget by \$794,000 Residual Program Revenue Supported Borrowing; and (c) authority to construct the Student Recreation and Wellness Center project at an estimated total project cost of \$21,000,000 (\$20,206,000 Program Revenue Supported Borrowing and \$794,000 Residual Program Revenue Supported Borrowing.)
3. Description and Scope of Project: This project constructs a new 75,041 ASF/101,400 GSF student recreation and wellness center on the southwest corner of the campus along the Fox River. The first floor of the two-story facility includes a gymnasium, multi-purpose activity center, cardio/weight areas, simulator rooms, lockers, outdoor recreation service area, wellness center, offices, and juice bar/media center. The second floor spaces include multipurpose rooms, additional cardio areas, and a conditioning track. The building will be primarily of masonry construction with exterior walls of brick and block and curtainwall. Due to the quality of the soils, the foundation system will have piles with a structural first floor slab. The floor and roof structure will be of steel frame. Campus utilities will be extended to serve this facility.

Site work includes construction of a service road and construction of accessible parking spaces, and a tie-in to the existing bicycle path that runs along the river. The project is being designed with sustainable/high-performance design principles to achieve the equivalent of a LEED™ certified rating, although certification is not being sought.

4. Justification of the Project: UW-Oshkosh currently has two athletic facilities: Albee Hall, built in 1951, and Kolf Sports Center, built in 1970. Students today expect an environment where they have access to a wide variety of equipment, recreational classes, and informal competition. However, Albee and Kolf are not adequate to provide students with the variety of opportunities for recreation, or the freedom of access they are seeking. Due to intensive instructional and athletic uses, typically, intramural recreational activities cannot take place until after 8:00 pm; and informal recreational opportunities are sporadic. Exercise and fitness facilities are inadequate to serve the present student population. A space demand analysis completed by UW-Oshkosh in 2001 identified scheduling difficulties, and a study completed by an architect in early 2003 identified the scope and budget of a project necessary to address existing deficiencies. This request implements that project.

Optimizing the well-being of the student population is an important priority for UW-Oshkosh. Offering diverse recreation, intramural and wellness programs can prevent a myriad of potential health problems in the future. Adequate recreation/wellness programs

and facilities are important elements in improving the campus environment for living and learning and in the attraction and retention of quality students.

Due to the unusual increase in construction costs from the time the project was enumerated to the proposed time of construction, the scope of this project was carefully reviewed for potential cost savings. As a result, the size of the building has been reduced and the budget has been increased to the amount that the students are willing to support.

Students have been actively involved in the planning and design of this project. In April 2003, students approved an increase in segregated fees sufficient to support \$21,000,000 of debt service and operating expenses. Fees will increase by \$192, phased in over four years, from \$482 in the 2004-2005 academic year.

5. Budget:

	%	Cost
Construction		\$16,258,000
A/E Fees	9%	1,468,000
Other Fees		194,000
DSF Mgmt. Fee	4.0%	696,000
Contingency	7.0%	1,130,000
Work by State		180,000
Moveable Equipment		1,022,000
Percent for Art	0.25%	52,000
Total Project Cost		\$21,000,000

6. Previous Action:

August 22, 2004
Resolution 8525

Recommended that the Student Recreation and Wellness Center Addition project be submitted to the Department of Administration and the state Building Commission as part of the UW System 2003-2005 Capital Budget request at an estimated total project cost of \$20,000,000 Program Revenue Supported Borrowing. The project was subsequently enumerated in the 2003-2005 Capital Budget at \$20,206,000 Program Revenue Supported Borrowing.

Authority to Name the New Residence Hall the
"George R. Field South Fork Suites", UW-River
Falls

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to name the new residence hall on the UW-River Falls campus the "George R. Field South Fork Suites."

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin-River Falls
2. Request: Requests authority to name the new residence hall on the UW-River Falls campus the “George R. Field South Fork Suites.”
3. Summary and Background: This request is in accordance with University of Wisconsin Board of Regents Policy, Resolution # 7166 dated March 8, 1996, which requires that every request to name or dedicate facilities after a person be brought to the Physical Planning and Funding Committee for discussion in closed session at least one month prior to requesting formal Regents action. The proposed naming was discussed in closed session by the Board of Regents in March 2005. Further, the policy states that if the request involves a living individual who has been formally associated with the University of Wisconsin System, or has held a paid public office, a five-year waiting period is normally required unless a situation is presented where a gift stipulates the naming. This naming is not a condition of a gift.
4. Biographical Information: Chancellor Field earned a bachelor’s degree in geography from Carleton College prior to serving a stint in the U.S. Army from 1951-53. He obtained a master’s degree (1953) from the University of Colorado and a doctorate (1965) from the University of Wisconsin-Madison, both in educational administration.

Chancellor Field taught junior high school and served as a principal in Wisconsin and Colorado before entering higher education administration at the University of Wisconsin. His last position there, immediately prior to accepting the presidency at River Falls, was Vice President for University Development and State Relations. In 1968, he was appointed tenth president of Wisconsin State University–River Falls and became one of the institution’s longest serving Chancellors. Personally, Dr. Field has had a long connection to UW-River Falls. His parents and aunts and uncles graduated from River Falls. All five of his children attended UW-RF and his wife is a UW-River Falls graduate.

In his 17 years of leadership, the campus experienced rapid growth and change in students, staff, programs, and facilities.

- In 1968, the student population was about 4,000 and grew to 5,300 (32%).
- The budget increased from around \$8,000,000 to \$31,000,000.
- New facilities were added: Kleinpell Fine Arts building, Centennial Science Hall, Hunt Arena, a new wing on the Chalmer Davee Library, agricultural engineering and food science additions, and a facilities management building were notable projects.
- Academic programs grew in quality and variety.

- Merger occurred bringing Wisconsin State universities, UW-Madison, UW-Milwaukee, and the two year campuses into one System; Wisconsin State University-River Falls became the University of Wisconsin-River Falls.

President Field effectively managed the merger and led in establishing administrative procedures which still govern UW-River Falls. With the merger, the president's title was officially changed to Chancellor.

Shared governance was strengthened as the Faculty Senate, Student Senate, and Academic Staff Council were brought into the policy-making process. At the time he assumed the presidency, the campus, like others nationwide, was feeling the stress of the Vietnam War. Field worked to ensure students a much larger role in institutional decision-making.

Shortly after his selection as president, a *Milwaukee Journal* article noted, "It is a mark of courage for George R. Field to start out as the new president of the River Falls State University by commenting that students should be encouraged to challenge the establishment. In this day and age you don't know what kind of reaction that statement might bring." Field was in the vanguard of a new national approach by higher education leaders to student unrest. Field stated, "Now students are wanting to have an input in deliberations, and I think this should be encouraged."

When speaking to students in the UW-River Falls senior capstone course in March 1969, Field said, "I think universities ought to be responsive (to society) and be social agents ... I'm committed to mass education. I'm committed to the fact that a university education today is as important as a high school education was 20 years ago. And it really ought to be free. I'm committed to the proposition that one can have a balance between a good classical, liberal arts knowledge for knowledge's sake, and pursue one's vocational or occupational goal and still not have an inferior education."

Chancellor Field had extremely significant and positive impacts on the University of Wisconsin-River Falls during a period of great challenge, change, and opportunity. It is very fitting that the new residence hall, which was designed to enhance students' learning and living experience, be named in his honor.

5. Previous Action:

March 11, 2005	Discussed the proposed naming of the residence hall in closed session.
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Authority to Construct Various 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 maintenance and repair projects at an estimated total cost of \$2,127,000 (\$155,000 Gifts and Grants, and \$1,972,000 Program Revenue Cash).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin System
2. Request: Requests authority to construct various maintenance and repair projects at an estimated total cost of \$2,127,000 (\$155,000 Gifts and Grants, and \$1,972,000 Program Revenue Cash).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
EAU	05C2D	Sutherland HVAC Steam Conv	\$ -	\$ -	\$ 1,727,000	\$ -	\$ -	\$ 1,727,000
FM&R SUBTOTALS			\$ -	\$ -	\$ 1,727,000	\$ -	\$ -	\$ 1,727,000

PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MIL	05C2V	Physics LIGO Lab Rmdl	\$ -	\$ -	\$ 245,000	\$ 155,000	\$ -	\$ 400,000
PR&R SUBTOTALS			\$ -	\$ -	\$ 245,000	\$ 155,000	\$ -	\$ 400,000

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
APRIL 2005 TOTALS	\$ -	\$ -	\$ 1,972,000	\$ 155,000	\$ -	\$ 2,127,000

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

Facilities Maintenance and Repair Requests

EAU – 05C2D – Sutherland Hall HVAC System Steam Conversion and Exterior Door, Louver, and Window Replacement (\$1,727,000): This project replaces the existing steam heating system with a hot water heating system and removes the abandoned vacuum cleaning system to provide adequate mechanical room space and improve room ventilation for environmental controls. Project work includes removing existing steam and condensate piping, valves, radiators, and control systems and installing a new converter system with pressure reducing valve (PRV) and appropriate valving, new hot water distribution systems, controls, and pumps. The condensate return will be modified by installing new traps and piping, replacing packaged air handling units, fans, and grilles.

This project also replaces all exterior doors, windows and screens, storefronts, and louvers and vents in Sutherland Hall, all original to the facility constructed in 1964. Items to be replaced include one hundred ninety-two window units of various sizes, five doors of various types, approximately 350 SF of aluminum storefront, fifty-two louvers of various sizes, and fifteen well box louvers of various sizes.

Sutherland Hall is generally in good repair and meets the needs of the institution's housing program. The steam heating system is energy inefficient and problematic for maintenance operations. Steam heating systems are noisy, provide ineffective climate controls, and steam's abrasive nature causes the system components to wear out and wear through. Although the radiators and fittings have been patched, many are considered beyond repair. The proposed hot water system meets the goals of operational efficiency and occupant comfort and is estimated to be less expensive than a replacement steam system. The existing windows are forty-one years old and past their anticipated cyclic life. Most of the operable units are not weather tight, allowing outside air to infiltrate. The glazing compound has become brittle and many operable sash rollers or glides have worn out and damaged the sill tracks. Replacing these windows will improve the building's energy efficiency and climate control capabilities. This work is part of the institution's long range maintenance plan.

Programmatic Remodeling and Renovation

MIL – 05C2V – Physics Laser Interferometer Gravitational Wave Observatory (LIGO) Lab Remodeling (\$400,000): This project remodels 1,625 ASF into a consolidated and expanded computer research facility for the LIGO Scientific Collaboration research group. Physics Building rooms 223, 223A, 223B, and 225 will be combined to provide flexibly configurable space for up to 1,000 dual processor computers. Project work includes providing new dedicated electrical power, new dedicated air conditioning equipment, ADA accessible raised computer floor system, new lighting, and a large viewing window to the building's central corridor. This project will allow the UW-Milwaukee LIGO research group to install computer equipment and telecommunications equipment with overhead cabling in flexible arrangements to suit evolving research needs.

The Laser Interferometer Gravitational-Wave Observatory (LIGO) is a national facility dedicated to the detection of cosmic gravitational waves and the harnessing of these waves for scientific research. It consists of two widely separated installations within the United States, with one in Hanford Washington and the other in Livingston, Louisiana, operated in unison as a single observatory. LIGO is being built by the California Institute of Technology (Caltech) and the Massachusetts Institute of Technology (MIT). Funded by the National Science Foundation (NSF), LIGO will function as a national resource for both physics and astrophysics.

The UW-Milwaukee LIGO group occupies a 756 ASF computer research facility in rooms 331 and 333 in the Physics Building. A National Science Foundation (NSF) Major Research Instrumentation (MRI) grant has been secured to provide new equipment and air conditioning infrastructure for a high throughput data analysis system for LIGO gravitational wave detection. In order to provide adequate space and infrastructure for these expanded activities, the university has already relocated an instructional astronomy lab and computer lab from rooms 223, 223A, and 223B to room 226, and will relocate storage and workshop activities from room 225 to room 239. When the new LIGO consolidated facility is operational, the current space in rooms 331 and 333 will be made available for other

research activities of the Physics Department.

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, including 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:

1,972,000	Program Revenue Cash
<u>155,000</u>	Gifts/Grants Funding
2,127,000	Total Funding Request
6. Previous Action: None.

Authority to Make an Exception to the Board
of Regents Policy 96-1 and Name the New
Boat House "The Porter Boat House",
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 make an exception to Board of Regents Policy 96-1 and name the new UW-Madison Boat House “The Porter Boat House.”

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action April 2005

1. Institution: The University of Wisconsin-Madison.
2. Request: Requests authority make an exception to Regent Policy 96-1 and name the new Boat House “The Porter Boat House” in recognition of the Ben and Cheslee Porter Family’s contribution of over \$1 million toward the facility that has already been constructed.
3. Justification: The University of Wisconsin Board of Regents policy 96-1 dated March 8, 1996, requires that every request to name or dedicate facilities after a person be brought to the Physical Planning and Funding Committee for discussion in closed session at least one month prior to a request for formal Board of Regents action. An exception to this policy is requested for this naming to accommodate an already scheduled grand opening celebration.
4. Biographical Information - Benjamin G. and Cheslee M. Porter: At over \$1 million, the Benjamin G. and Cheslee M. Porter Family gift represents the single largest contribution to the new Boat House facility. In recognition of their enormous generosity to the University of Wisconsin-Madison, the campus proposes that the new Boat House, located at 680 Babcock Drive, be named the “The Porter Boat House.”

Benjamin G. Porter is a former University of Wisconsin student-athlete (Men’s Crew 1959-63). He graduated from the UW School of Business in 1963 and from the UW Law School in 1966. In addition, he graduated from the Georgetown University National Law Center with a Taxation degree in 1977. Mr. Porter currently practices law that emphasizes sophisticated estate and tax planning, including the formation of family LLCs and trusts. He also supports his clients in a variety of Elder Law issues. Cheslee M. Porter graduated from the University of Wisconsin School of Education in 1963.

After graduating with honors from the UW Law School, Mr. Porter spent more than four years on active duty in the Army from 1966 through 1970. He stayed in the Army Reserves, retiring as a colonel with 30 years and 30 days commissioned service in September 1993.

Professionally, Mr. Porter has been appointed the 2004-05 Chair of the Gift and Estate Tax Committee for the Washington State Bar Tax Section, and was named a 2004 “Super Lawyer” by *Washington Law and Politics*. He has also received the AV rating by his peers in the Martindale-Hubbell Law Directory and is a member of the following associations: Phi Delta Phi, King County; Washington State Bar Association (Estate and

Gift Tax Committee); Wisconsin State Bar Association (President, Non-Resident Lawyers Division); American Bar Association; Estate Planning Council of Seattle; and National Academy of Elder Law Attorneys.

Mr. Porter is a devoted member of the UW Law School's Board of Visitors, the Bascom Hill Society, the Wisconsin Alumni Association and a member of the University of Wisconsin Foundation and its Northwest Committee for the first major Wisconsin campaign. He has emerged as a leader and model to other donors and members. In addition to providing funding for the boathouse at UW Madison, Ben and Cheslee Porter have started a major fundraising campaign to create endowment funds for the University of Wisconsin–Madison's Crew Program and Law School. They were also highly instrumental in the building of the Lake Washington Rowing Club in Seattle.

Ben and Cheslee Porter live in Seattle, Washington. They have two grown daughters – Sarah and Rebecca. Mr. Porter continues his love for rowing and rows competitively at the Masters level - having won races at the regional and national level, as well as the Canadian National Masters Regatta. Mr. Porter plans to race at the Head of the Charles Regatta this fall in a four manned shell – he will be 65 years old.

Cheslee Porter has also had a wonderful career as a high school English and Spanish teacher in Poynette, an Army wife serving as a "Pink Lady" in the Army's Letterman General Hospital at the Presidio helping wounded GI's, a property manager for a nonprofit organization providing low income housing in Seattle, chair of the Kent, Washington, Economic Development Committee, and an officer and board member of the Kent Downtown Partnership, an organization focused on the economic redevelopment of Kent, Washington. Mr. Porter credits Cheslee for his successes and feels they would not have been possible without Cheslee's support and encouragement.

According to Mr. Porter, the gift is also intended to honor his father, Benjamin T. Porter and his two brothers Knight Cunningham Porter and Robert T. Porter who all attended the University of Wisconsin – Madison. In addition, Mr. Porter's father, Benjamin T. Porter, played on the UW-Madison men's basketball team and was a cheerleader. Mr. Porter's father and his brothers, Knight Cunningham Porter and Robert T. Porter all belonged to the Sigma Phi fraternity, and he credits their leadership to his involvement with the University of Wisconsin–Madison.

5. Previous Action: None.

REVISED

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

April 8, 2005
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 March 10 and March 11, 2005 meetings
3. Report of the President of the Board
 - a. Resolution of appreciation: Regent Guy Gottschalk
 - b. Wisconsin Technical College System report
 - c. Hospital Authority Board report
 - d. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Presentation of 2005 Academic Staff Awards for Excellence
 - b. Additional items that the President of the System may report or present to the Board
5. Report of the Education Committee
6. Report of the Physical Planning and Funding Committee
7. Report of the Business and Finance Committee
8. Additional resolutions
9. Communications, petitions and memorials
10. Unfinished or additional business
11. Recess into closed session to consider authorization to appoint a dean for UW-Washington County, as permitted by s.19.85[1][c], *Wis. Stats.*, to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider personal histories related to naming a facility at UW-Madison, as permitted by s.19.85(1)(f), *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.

Agenda April 8, 2005

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

Meeting Schedule 2005-06

2005

January 6 and 7 (cancelled, circumstances
permitting)

February 10 and 11

March 10 and 11

April 7 and 8

May 5 and 6 (UW-Stout)

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

July 7 and 8

August 18 and 19
(Cancelled, circumstances permitting)

September 8 and 9 (UW-Extension)

October 6 and 7

November 10 and 11

December 8 and 9

2006

January 5 and 6 (cancelled, circumstances
permitting)

February 9 and 10

March 9 and 10

April 6 and 7

May 4 and 5

June 8 and 9 (UW-Milwaukee)
(Annual meeting)

July 6 and 7 (cancelled, circumstances
permitting)

August 17 and 18

September 7 and 8

October 5 and 6 (UW-Platteville)

November 9 and 10

December 7 and 8

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

Roger E. Axtell (Vice Chair)
Charles Pruitt
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-Whitewater Chancellor Search

Roger E. Axtell (Chair)
Milton McPike
Peggy Rosenzweig
Brent Smith

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