



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

November 30, 2005

TO: Each Regent

FROM: Judith A. Temby

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

**PUBLIC MEETING NOTICE**

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on December 8 and 9, 2005.

**Thursday, December 8, 2005**

- 10:30 a.m. - Board of Regents – Discussion on Financial Aid and Tuition  
Room 1820 Van Hise Hall
- 12:00 p.m. – Box lunch –  
Room 1820 Van Hise Hall
- 12:30 p.m. - Education Committee meeting  
Room 1920 Van Hise Hall
- 12:30 p.m. - Joint Committee meeting:  
Business, Finance, and Audit Committee  
Physical Planning and Funding Committee  
Room 1820 Van Hise Hall
- 1:30 p.m. - Business, Finance, and Audit Committee reconvene  
Room 1820 Van Hise Hall
- Physical Planning and Funding Committee reconvene  
Room 1511 Van Hise Hall

**Friday, December 9, 2005**

- 9:00 a.m. – Board of Regents meeting  
Room 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 Board Secretary 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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## **DISCUSSION ON FINANCIAL AID AND TUITION**

### **BACKGROUND**

In 2003-2004, the Board of Regents, as part of its “Charting a New Course” budget recommendations, requested funding “to create a new grant program for the lowest-income students that would match tuition increases dollar for dollar.” This was seen by the Board as an effort to prevent erosion of low-income student’s ability to attend college, and to help reverse the trend of decreasing access for low income students. In addition, the Board requested that bolder initiatives to expand access for low income students be explored for development in the long term. The Board further confirmed at its 2005 retreat, that improving access to the UW System was a top priority.

### **REQUESTED ACTION**

For Information Only.

### **DISCUSSION**

A Financial Aid Work Group was established to further explore financial aid options to increasing Access, Retention and Brain Gain, the three major areas of concern expressed by the Board in the Charting Study. In addition, the UW System was asked to explore tuition options for improving access to the UW System. The materials attached include the Financial Aid Guiding Principles and the Financial Aid Policy Goals that were prepared by the Financial Aid Work Group. The Board of Regents Guiding Principles governing tuition provides a context for discussing tuitions options. There are three Tuition Options included for improving access, two of which relate to resident undergraduate students and one to nonresident undergraduates. In addition, a copy of the latest Financial Aid Informational Memo is available on the UW System website at [www.uwsa.edu/opar](http://www.uwsa.edu/opar) to provide further data on financial aid for UW students. These materials will serve as background for the Board Discussion on Financial Aid and Tuition.

### **RELATED REGENT POLICIES**

Charting a New Course for the UW System, Summer 2004

# **University of Wisconsin System Financial Aid Guiding Principles**

- I. Socio-economic diversity is critical to the mission of the UW System because it enhances the learning environment for all students and bolsters state economic growth.
- II. Student recruitment, retention, and degree completion is most successful when financial barriers are eliminated. High unmet financial need undermines the expectations and plans of both low- and moderate-income students.
  1. The responsibility to cover a student's cost of attending a UW institution should be based on the student's and his/her family's ability to pay. Since lower income families often have a need for financial assistance, the UW System should meet this financial need through a combination of grant, work, and loan assistance.
  2. The financial aid processing system should be efficient and timely in order to provide the most effective stewardship of the funds.
  3. Student loan debt should remain reasonable so that students in the UW System are not limited in their options of major, post-graduate education, and career choice.
  4. Although adequate need-based grant aid remains the top priority, scholarship programs serve as another important source of financial assistance as it recognizes talent and rewards the academic effort of students.
  5. Financial aid should support the participation of part-time and non-traditional students.
- III. It is essential to provide the clear message to young students and their parents prior to and during high school that college is possible and within reach, regardless of their family circumstances, cultural background, or financial resources.
- IV. Based on these principles, the UW System will develop financial aid goals and measure progress towards achieving the goals on an on-going basis.

# University of Wisconsin System

## Financial Aid Policy Goals

Policy Goals	<p style="text-align: center;"><b>Access</b></p> <p>Ensure all academically qualified Wisconsin residents equal access to attend a UW institution.</p>	<p style="text-align: center;"><b>Retention</b></p> <p>Reduce the financial barriers for low-income UW students so they can complete their degrees.</p>	<p style="text-align: center;"><b>Brain Gain</b></p> <p>Use financial aid incentives to encourage UW graduates to work in Wisconsin after graduation.</p>
Desired Outcomes	<ul style="list-style-type: none"> <li>• The number of students from the lowest income quintiles should reflect their percentage of the population. This can be enhanced by increasing need-based aid to remove financial barriers to the UW System.</li> <li>• K-12 students and families should receive adequate financial aid information.</li> <li>• Students and families should be provided a timely and seamless system of delivery of state financial aid funds.</li> <li>• Financial aid should be used to minimize the financial barriers to accessing higher education for non-traditional students.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial aid should be used to contribute to the improvement of retention rates and graduation rates of low income students.</li> <li>• Financial aid should be used to minimize the financial barriers that delay time to degree for low income students.</li> <li>• Students should be provided a timely and seamless system of state financial aid fund delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of UW graduates who remain in the state after graduation.</li> <li>• Increase the number of baccalaureate degree holders in Wisconsin.</li> <li>• Reduce the debt burden of low income UW graduates.</li> </ul>
Progress Measures	<ul style="list-style-type: none"> <li>• Progress should be made every year to move the lowest quintiles to their percent of the population.</li> <li>• Students and/or parents should be surveyed about perception of affordability and availability of financial aid information. Results should be compared over time.</li> <li>• The enrollment of non-traditional students with financial need should increase over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Need-based state grant aid should increase, minimally, at the same rate as tuition.</li> <li>• Examine the retention rates and graduation rates of need-based aid recipients. Compare the results over time. Benchmark against other peer institutions.</li> <li>• Examine the current processes for awarding state funds to ensure efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the number of UW graduates who remain in the state after graduation. Compare and improve the results over time.</li> <li>• Examine the number of baccalaureate degree holders in Wisconsin. Compare and improve the results over time.</li> <li>• Reduce the average debt at graduation for students receiving need-based aid.</li> </ul>

## TUITION POLICY PRINCIPLES

### **Board of Regents GUIDING PRINCIPLES**

1. Tuition and financial aid in the UW System should balance educational quality, access, and ability to pay.
2. As a matter of fiscal and educational policy, the state should, at a minimum, strive to maintain its current GPR funding share (65%) of regular budget requests for cost-to-continue, compensation and new initiatives, and fully fund tuition increases in state financial aid programs.
3. Nonresident students should pay a larger share of instructional costs than resident students, and at least the full cost of instruction when the market allows. Nonresident rates should be competitive with those charged at peer institutions and sensitive to institutional nonresident enrollment changes and objectives.
4. Where general budget increases are not sufficient to maintain educational quality, supplemental tuition increases should assist in redressing the imbalance between needs and resources.
5. Tuition increases should be moderate and predictable, subject to the need to maintain quality.
6. GPR financial aid and graduate assistant support should “increase at a rate no less than that of tuition” while staying “commensurate with the increased student budget needs of students attending the UW System.” In addition, support should also reflect “increases in the number of aid eligible students.”
7. General tuition revenue (to cover regular budget increases under the standard 65% GPR and 35% Fees split) should continue to be pooled systemwide. Special fees may be earmarked for particular institutions and/or programs increasing those fees.
8. When considering tuition increases beyond the regular budget, evaluation of doctoral graduate tuition should consider impacts on multi-year grants and the need to self-fund waivers or remissions from base reallocation within departmental budgets.

## TUITION OPTIONS

Option/Description	Issue/Background	Pros	Cons
<p><b>Tuition Funded Financial Aid</b></p> <p>Would increase tuition rates for all students and fund new financial aid initiatives for the UW System to hold down the net costs for lower income students.</p>	<p>Wisconsin law requires financial aid to increase at the same percentage as tuition. While this provision is helpful, WHEG increases do not match tuition increases dollar per dollar. It is uncertain that the state will increase funding for financial aid to fund any of the new programs the Board of Regents may propose. Using tuition increases to fund financial aid is an option. This approach would require legislative approval through a budget request or a statutory language change.</p>	<ul style="list-style-type: none"> <li>• The increased funding for financial aid could maintain or improve affordability for lower income students.</li> <li>• This pricing approach would maintain the current practice of a single tuition rate for undergraduate resident students regardless of income.</li> </ul>	<ul style="list-style-type: none"> <li>• The higher published tuition rate could result in “sticker shock” for lower income students who are not aware of financial aid options.</li> <li>• Funding for financial aid has been a state commitment.</li> </ul>
<p><b>Tuition Based on Ability to Pay</b></p> <p>Would implement a two-tier tuition schedule that would freeze rates for lower income students and charge higher tuition to students from families above a certain income level.</p>	<p>Data suggest that the increasing cost of education may be pricing lower income students out of higher education. Sticker shock may be discouraging many students from even considering higher education as an option. The Board of Regents has the authority to set different tuition rates by income level, so a tuition freeze for lower income students could be implemented as soon as the 2006-07 academic year. An income or estimated family contribution cutoff could be set high enough to cover some students who do not qualify for need based grants.</p> <p>This approach has been explored in other states (California, North Carolina, and Washington) but has not been implemented elsewhere.</p>	<ul style="list-style-type: none"> <li>• Lower tuition rates would reduce “sticker shock” for lower income students, potentially increasing the number of these students entering and graduating from UW System institutions.</li> <li>• Freezing tuition rates for lower income students would maintain current levels of affordability for those students.</li> <li>• The higher tuition rate for middle and higher income students would remain below the peer midpoint, so tuition would remain affordable compared with peer institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollments of middle and higher income students may be negatively impacted by increased tuition rates.</li> <li>• There may be concern about having two different resident undergraduate tuition rates based on income.</li> <li>• Charging different tuition rates by income level will increase administrative costs and complexity.</li> <li>• The different tuition levels may be difficult to understand for students near the cut off point, and could pose a financial hardship for those students.</li> </ul>

## TUITION OPTIONS

Option/Description	Issue/Background	Pros	Cons
<p><b>Nonresident Undergraduate Tuition Rollback</b></p> <p>Would attract more nonresident students by setting 2006-07 tuition rates for nonresident undergraduate students at three times the resident undergraduate rate at the comprehensive universities and at UW-Milwaukee.</p>	<p>During the 2001-03 biennium the legislature and Governor mandated 5% tuition surcharges for nonresident students. Nonresident rates remain uncompetitive even though the Board of Regents has increased nonresident tuition by the same dollar amount as resident undergraduate students the last three years. In 2005-06, nonresident undergraduate tuition is \$3,138 above the peer midpoint at UW-Milwaukee and \$2,592 above the peer midpoint at the UW Comprehensive universities. The UW System has seen a decrease of more than 900 nonresident undergraduate students over the last four years. This proposal would result in nonresident rates that are much closer to the peer midpoint.</p>	<ul style="list-style-type: none"> <li>Lowering nonresident rates should enable UW-Milwaukee and the UW Comprehensive universities to attract and retain more nonresident students.</li> <li>Setting nonresident rates at three times resident tuition would cover the full cost of educating a nonresident student plus provide an amount equal to the current state share of the cost of educating a resident student. Therefore, this pricing would increase access and/or the quality of services for resident students.</li> </ul>	<ul style="list-style-type: none"> <li>There may be some political opposition to a decrease in nonresident tuition rates.</li> <li>Even with this rollback nonresident undergraduate tuition may remain above the peer midpoint.</li> </ul>





The University of Wisconsin System

## Informational Memorandum

### Student Financial Aid: 2004-05 Update

#### Financial Aid Highlights for 2004-05

##### What financial aid is available for UW students?

- UW System students received \$767.4 million in financial aid, an increase of 9 percent over 2003-04.
- UW students received \$215.6 million in grant funding.
- UW students borrowed \$537.1 million in student loans.
- UW students also received \$14.7 million in Federal work study funding.

##### What are the sources of financial aid?

- Federal sources accounted for 79 percent of UW System financial aid.
- State sources accounted for another 8 percent.
- UW System campuses provided 5 percent of UW System financial aid.
- Eight percent (8%) of UW System financial aid was provided by private or community sources.

##### How many UW students receive financial aid?

- A total of 102,825 UW System students received financial aid. This is 64 percent of all students enrolled.
- Thirty-four percent (34%) of all enrolled students, or 54,385 students, received a grant.
- Over half of all enrolled students (52%), or 83,025 students, borrowed from a student loan program in 2004-05.
- Sixty-four percent (64%) of resident undergraduates had loan debt at graduation. The average loan debt of these borrowers was \$18,378.
- Six percent (6%) of UW System enrollment (9,886) received Federal work study.
- Sixty-six percent (66%) of undergraduate students received some form of financial aid.

The University of Wisconsin System  
Office of Policy Analysis and Research  
December 2005

Additional reports available at <http://www.uwsa.edu/opar>

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## **OVERVIEW OF STUDENT FINANCIAL AID TRENDS**

Overall, 102,825 UW students (64% of total enrollment) received \$767.4 million in financial aid in 2004-05 (Table 1). Compared to 2003-04, the number of financial aid recipients increased by 4,378, while dollars awarded increased by \$67.7 million. Nearly two out of three undergraduate students (66%) received some financial aid (including non-need-based aid) in 2004-05.

On a yearly basis, the percentage of undergraduate and graduate students receiving some form of financial aid has risen steadily. In the last five years, there has been a sizeable increase in the proportion of UW System students receiving financial aid across both undergraduate (resident and non-resident) and graduate students. Between 2000-01 and 2004-05, the percent of UW System students receiving aid rose from 54 percent to 64 percent. The most dramatic rise in percent of UW System students aided was among graduate students; this group rose from 36 percent in 2000-01 to 51 percent in 2004-05.

**Table 1**  
**Financial Aid Provided to UW System Students**

Year	Undergraduate						Graduate		Total Aided		
	Total		Resident		Non-Resident				#	\$M	% Enroll
	#	% Enroll	#	% Enroll	#	% Enroll	#	% Enroll			
87-88	53,220	38%	47,116	39%	6,104	32%	4,688	21%	57,908	\$212.5	36%
88-89	52,225	37%	46,074	38%	6,151	31%	4,899	22%	57,124	\$208.2	35%
89-90	52,212	38%	45,757	39%	6,455	31%	5,074	23%	57,286	\$217.9	36%
90-91	53,234	39%	46,710	40%	6,524	31%	5,501	24%	59,735	\$234.5	37%
91-92	56,246	41%	48,972	42%	7,274	34%	5,907	25%	62,153	\$262.2	39%
92-93	60,700	45%	52,506	46%	8,194	41%	6,573	29%	67,273	\$288.9	43%
93-94	64,491	49%	54,635	49%	9,856	51%	6,669	29%	71,160	\$339.7	46%
94-95	66,046	51%	55,836	51%	10,210	52%	6,993	30%	73,039	\$373.4	48%
95-96	67,156	53%	56,533	53%	10,623	54%	7,191	32%	74,347	\$388.7	50%
96-97	68,603	54%	57,617	54%	10,986	54%	7,063	33%	75,666	\$404.9	51%
97-98	72,240	56%	62,462	58%	9,778	46%	7,505	35%	79,745	\$440.8	53%
98-99	73,903	56%	63,601	58%	10,302	47%	7,334	35%	81,237	\$453.9	53%
99-00	74,143	55%	63,836	57%	10,307	46%	6,904	33%	81,047	\$468.0	52%
00-01	76,602	56%	65,216	58%	11,386	50%	7,615	36%	84,217	\$497.8	54%
01-02	80,431	58%	68,578	59%	11,853	51%	8,163	39%	88,594	\$550.0	56%
02-03	84,705	60%	72,482	61%	12,223	53%	9,383	40%	94,088	\$622.9	57%
03-04	88,529	64%	76,141	65%	12,388	55%	9,918	46%	98,447	\$699.7	61%
04-05	92,007	66%	79,410	68%	12,597	57%	10,818	51%	102,825	\$767.4	64%

## **SOURCES OF AID FOR UW STUDENTS**

Nearly four out of every five financial aid dollars (79%) to UW students were provided or underwritten through a Federal program (Table 2). Aid from state sources represented less than one-tenth (8%) of all aid. Institutional aid accounted for 5 percent of the aid received by UW students. Institutional aid is made up primarily of scholarships funded through sources such as private donations to UW institutions.

The percentage of aid from Federal and State sources has declined slowly since 1988-89. The share of aid from these sources has been replaced by aid from the "Other" category. Other aid accounted for 1 percent of all aid in 1987-88, compared to 8 percent in 2004-05. In 2004-05, UW System students received \$64.1 million in "Other" aid, which is comprised of \$41.7 million in alternative loans (such as ConSern, SELF, and TERI loans) and \$22.4 million in non-Federal, non-Wisconsin State grants (which includes most private scholarships). Alternative loans are offered through private companies or other non-Wisconsin state agencies. Alternative loans are not federally guaranteed. For example, the ConSern loan is offered through the ConSern Loan Corporation and is dependent on the individual student's credit rating. The TERI loan is offered through The Educational Resource Institute, Inc., a nonprofit sponsor of private loans. The SELF loan (Student Educational Loan Fund) program is available to Minnesota residents through the Minnesota Office of Higher Education.

Another important trend is the decline in the share of grant aid from Federal sources (notably Pell Grants). Federal grants made up 30 percent of all aid in 1988-89. This percentage declined to 12 percent in 2004-05.

**Table 2**  
**UW System Financial Aid by Source of Funding**

Year	All Aid								Grants							
	Federal		State		Institution		Other		Federal		State		Institution		Other	
	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%	\$M	%
87-88	\$179.5	85%	\$20.3	10%	\$9.0	4%	\$3.7	1%	\$50.8	24%	\$18.5	9%	\$3.1	1%	\$3.5	2%
88-89	\$176.7	85%	\$23.1	11%	\$5.0	2%	\$3.4	2%	\$61.7	30%	\$21.3	10%	\$2.7	1%	\$3.1	2%
89-90	\$181.5	83%	\$24.1	11%	\$7.1	3%	\$5.2	3%	\$61.3	28%	\$21.8	10%	\$4.1	2%	\$4.6	2%
90-91	\$195.5	83%	\$27.6	12%	\$7.3	3%	\$4.1	2%	\$58.7	25%	\$24.8	11%	\$4.3	2%	\$3.8	1%
91-92	\$219.1	84%	\$29.5	11%	\$7.6	3%	\$6.0	2%	\$64.4	25%	\$26.1	10%	\$6.3	2%	\$4.8	2%
92-93	\$235.3	82%	\$30.6	11%	\$13.8	5%	\$9.2	2%	\$68.3	24%	\$27.1	9%	\$12.9	5%	\$7.4	2%
93-94	\$284.6	84%	\$32.4	10%	\$13.6	4%	\$9.1	2%	\$59.0	17%	\$29.2	9%	\$12.7	4%	\$7.8	2%
94-95	\$314.9	84%	\$33.9	9%	\$14.9	4%	\$9.7	3%	\$56.5	15%	\$31.4	8%	\$14.1	4%	\$8.7	3%
95-96	\$330.4	85%	\$30.9	8%	\$16.0	4%	\$11.4	3%	\$52.8	14%	\$28.5	7%	\$15.2	4%	\$9.9	2%
96-97	\$340.4	84%	\$33.9	8%	\$17.8	4%	\$12.8	4%	\$51.7	13%	\$31.2	8%	\$17.1	4%	\$10.8	2%
97-98	\$369.2	84%	\$35.1	8%	\$20.5	5%	\$16.0	3%	\$55.6	13%	\$32.2	7%	\$19.4	4%	\$12.9	3%
98-99	\$378.3	83%	\$34.2	8%	\$22.7	5%	\$18.7	4%	\$63.2	14%	\$34.1	8%	\$21.3	5%	\$14.0	3%
99-00	\$386.2	83%	\$34.9	7%	\$25.6	5%	\$21.3	5%	\$61.0	13%	\$34.6	7%	\$23.9	5%	\$14.3	4%
00-01	\$406.3	81%	\$39.2	8%	\$27.2	5%	\$25.1	6%	\$65.7	16%	\$38.9	8%	\$25.5	5%	\$16.2	3%
01-02	\$446.1	81%	\$39.5	7%	\$31.3	6%	\$33.1	6%	\$78.2	14%	\$38.9	7%	\$29.5	5%	\$20.1	4%
02-03	\$502.7	81%	\$42.3	7%	\$36.7	6%	\$41.2	6%	\$88.6	14%	\$42.1	7%	\$34.9	4%	\$21.8	5%
03-04	\$560.2	80%	\$51.6	7%	\$37.2	5%	\$50.7	8%	\$92.8	13%	\$51.5	7%	\$35.2	5%	\$21.5	4%
04-05	\$603.8	79%	\$59.6	8%	\$39.9	5%	\$64.1	8%	\$95.8	12%	\$59.4	8%	\$38.1	5%	\$22.3	3%

## LOANS

Loan aid comprises the largest component of financial aid to UW students. Loan dollars make up 70 percent of total financial aid dollars. Eighty-one percent (81%) of financial aid recipients received a loan (Table 3). Fifty-two percent (52%) of enrolled UW students borrowed in 2004-05, up from 25 percent (25%) in the late 1980's.

**Table 3**  
**UW System Distribution of Loans**

Year	Loans				
	Borrowers	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
87-88	46,541	80%	29%	\$121.7	57%
88-89	42,554	75%	26%	\$109.0	52%
89-90	40,272	70%	25%	\$115.0	53%
90-91	44,239	75%	28%	\$131.8	56%
91-92	46,773	75%	29%	\$150.0	57%
92-93	48,592	72%	31%	\$162.3	56%
93-94	53,863	76%	35%	\$220.4	65%
94-95	56,663	78%	37%	\$253.1	68%
95-96	59,293	80%	40%	\$272.2	70%
96-97	60,586	80%	41%	\$282.8	70%
97-98	63,955	80%	42%	\$308.9	70%
98-99	64,838	80%	42%	\$309.9	68%
99-00	65,014	80%	42%	\$322.8	69%
00-01	66,797	79%	43%	\$340.3	68%
01-02	70,035	79%	44%	\$371.2	67%
02-03	74,621	79%	45%	\$421.8	68%
03-04	79,734	81%	50%	\$484.6	69%
04-05	83,025	81%	52%	\$537.1	70%

The federal government is the primary source for student borrowing. In 2004-05, the federal government provided 92 percent (49% need based and 43% non-need based) of student loans (Table 4). Over time, students have been relying more on federal non-need based loans and other alternative loans (e.g. SELF, TERI, and ConSern).

**Table 4**  
**UW System Loans by Source of Funding: A Seven Year Trend**

Year	Federal				State		Institutional		Other		Total	
	Need Based		Non-Need Based									
	\$M	% Loans	\$M	% Loans	\$M	% Loans	\$M	% Loans	\$M	% Loans	\$M	% Loans
98-99	\$188.7	61%	\$114.9	37%	\$0.1	0.03%	\$1.4	0.45%	\$4.9	2%	\$309.9	100%
99-00	\$184.3	57%	\$129.5	40%	\$0.3	0.08%	\$1.7	0.53%	\$7.0	2%	\$322.8	100%
00-01	\$185.4	54%	\$144.5	42%	\$0.3	0.08%	\$1.7	0.50%	\$8.5	2%	\$340.3	100%
01-02	\$192.8	52%	\$162.6	44%	\$0.5	0.14%	\$1.8	0.48%	\$13.2	4%	\$371.2	100%
02-03	\$212.1	50%	\$188.1	45%	\$0.2	0.05%	\$1.8	0.43%	\$19.3	5%	\$421.8	100%
03-04	\$241.3	50%	\$212.0	44%	\$0.2	0.04%	\$2.0	0.41%	\$29.2	6%	\$484.6	100%
04-05	\$261.4	49%	\$232.0	43%	\$0.2	0.04%	\$1.8	0.34%	\$41.7	8%	\$537.1	100%

## **GRANTS**

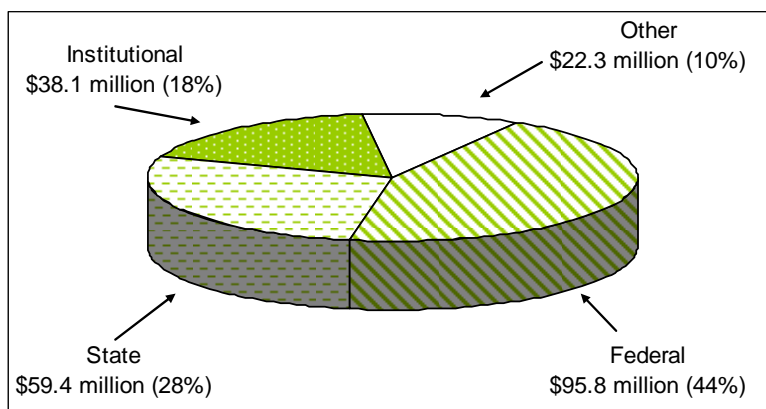
Grant aid comprised 28 percent of all financial aid dollars, a considerable decrease from the late 1980s and early 1990s, when grants comprised over 40 percent of all aid to UW students. In addition, 53 percent of financial aid recipients received a grant in 2004-05 (Table 5). Since the late 1980s, the percentage of aid recipients receiving grants and the percentage of aid dollars awarded as grants have both declined. However, the amount of grant aid disbursed has increased every year since 1995-96. This trend continued in 2004-05.

**Table 5**  
**UW System Distribution of Grants**

Year	Grants				
	Recipients	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
87-88	38,922	67%	24%	\$75.9	36%
88-89	41,654	73%	26%	\$88.8	43%
89-90	41,177	72%	26%	\$91.8	42%
90-91	40,503	69%	25%	\$91.6	39%
91-92	43,861	71%	27%	\$101.6	39%
92-93	47,921	71%	31%	\$115.7	40%
93-94	46,344	65%	30%	\$108.7	32%
94-95	45,201	62%	29%	\$110.7	30%
95-96	43,526	59%	29%	\$106.4	27%
96-97	43,394	57%	29%	\$110.8	27%
97-98	45,265	57%	30%	\$120.1	27%
98-99	46,653	57%	31%	\$132.6	29%
99-00	45,651	56%	29%	\$133.8	29%
00-01	44,836	53%	29%	\$146.3	29%
01-02	48,458	55%	30%	\$166.7	30%
02-03	50,734	54%	31%	\$187.4	30%
03-04	52,382	53%	33%	\$201.0	29%
04-05	54,385	53%	34%	\$215.6	28%

In 2004-05, Federal grants comprised the largest source of grants (44%) received by UW students followed by State grants at 28 percent (Figure 1). Institutional grants comprised 18 percent of all grants. Grants in the "Other" category (10% of all grants) are those provided by private scholarships and by other states to non-resident students.

**Figure 1**  
**Source of Grant Aid for UW System Students**  
**2004-05**



### **WHEG Grant**

The largest need-based State grant program available to Wisconsin residents attending a UW institution is the Wisconsin Higher Education Grant (WHEG). Almost one out of every five (19%) resident undergraduate students received a WHEG award in 2004-05 (Table 6). Other State grant programs are described in Appendix D.

**Table 6**  
**WHEG Awards to UW System Resident Undergraduates**

<b>Year</b>	<b>Recipients</b>	<b>Avg. Grant</b>	<b>Total \$ (Millions)</b>	<b>% UG Res Enroll</b>
87-88	22,034	\$501	\$11.0	18%
88-89	21,452	\$633	\$13.6	18%
89-90	20,433	\$594	\$12.1	18%
90-91	21,004	\$630	\$13.2	18%
91-92	20,475	\$632	\$12.9	18%
92-93	21,293	\$606	\$12.9	19%
93-94	21,997	\$600	\$13.2	20%
94-95	21,914	\$642	\$14.1	20%
95-96	20,519	\$643	\$13.2	19%
96-97	19,217	\$815	\$15.7	18%
97-98	18,979	\$843	\$16.0	18%
98-99	18,376	\$932	\$17.1	17%
99-00	16,808	\$1,021	\$17.2	15%
00-01	17,931	\$1,131	\$20.3	16%
01-02	19,155	\$1,018	\$19.5	17%
02-03	20,464	\$1,084	\$22.2	18%
03-04	22,808	\$1,244	\$28.4	19%
04-05	26,065	\$1,284	\$33.5	19%
change from 03-04	14%	3%	18%	NA

The percentage of students receiving a WHEG award reached a low in 1999-00 when only 15 percent of resident undergraduate students received an award. Since 1999-00, this percentage has grown to 19 percent. In 2004-05, the average WHEG award was \$1,284, a 3 percent increase from 2003-04.

## **Pell Grant**

The largest federal need-based grant program available to University of Wisconsin undergraduates is the Federal Pell Grant. Similar to the WHEG program, almost one out of every four (23%) resident undergraduates received a Pell Grant award in 2004-05 (Table 7). The average Pell Grant award was almost twice as large as the average WHEG award. After reaching a low point in 2000-01, the number of Pell Grant recipients has increased each year.

**Table 7**  
**Pell Grant Awards to UW System Resident Undergraduates**

<b>Year</b>	<b>Recipients</b>	<b>Avg. Grant</b>	<b>Total \$ (Millions)</b>	<b>% UG Res Enroll</b>
87-88	26,639	\$1,369	\$36.5	22%
88-89	32,416	\$1,436	\$46.5	27%
89-90	30,995	\$1,465	\$45.4	27%
90-91	29,220	\$1,456	\$42.6	25%
91-92	30,661	\$1,538	\$47.2	26%
92-93	30,787	\$1,561	\$48.0	27%
93-94	26,793	\$1,403	\$37.6	24%
94-95	24,807	\$1,416	\$35.1	23%
95-96	22,993	\$1,414	\$32.5	21%
96-97	22,189	\$1,455	\$32.3	21%
97-98	22,854	\$1,547	\$35.4	21%
98-99	24,263	\$1,725	\$41.9	22%
99-00	22,021	\$1,778	\$39.2	20%
00-01	21,833	\$1,960	\$42.8	19%
01-02	23,821	\$2,208	\$52.6	21%
02-03	25,125	\$2,361	\$59.3	22%
03-04	26,722	\$2,413	\$64.5	23%
04-05	26,956	\$2,425	\$65.4	23%
change from 03-04	1%	0%	1%	NA

Appendix E presents data on Pell Grant awards received by all UW System students. In 2004-05, 29,913 students received \$72.5 million through the Pell Grant program, the average award being \$2,424. Appendix F shows that in 2004-05, 29 percent of all UW System financial aid recipients received a Pell Grant; this represents a decline of over one half compared to the late 1980s when an average of 69 percent of UW System financial aid recipients received a Pell Grant.

## **FEDERAL WORK STUDY**

In 2004-05, \$14.7 million were provided through the Federal Work Study (FWS) program, a work program that includes both Federal and State contributions. In 2004-05, 9,886 students participated in this program, which accounted for 2 percent of all financial aid dollars (Table 8).

**Table 8**  
**UW System Distribution of Federal Work Study**

Year	Work Study				
	Recipients	% Aid Recipients	% Enrollment	\$M	\$ as % Total Aid
87-88	10,167	18%	6%	\$9.2	4%
88-89	9,608	17%	6%	\$8.7	4%
89-90	9,498	17%	6%	\$9.0	4%
90-91	8,812	15%	6%	\$8.9	4%
91-92	9,397	15%	6%	\$10.3	4%
92-93	9,823	15%	6%	\$10.4	4%
93-94	9,212	13%	6%	\$10.0	3%
94-95	8,491	12%	6%	\$9.0	2%
95-96	8,938	12%	6%	\$9.4	2%
96-97	9,321	12%	6%	\$10.5	3%
97-98	9,444	12%	6%	\$11.7	3%
98-99	9,199	11%	6%	\$11.5	3%
99-00	9,375	12%	6%	\$11.4	2%
00-01	8,986	11%	6%	\$11.2	2%
01-02	9,115	10%	6%	\$12.1	2%
02-03	9,980	11%	6%	\$13.7	2%
03-04	9,904	10%	6%	\$14.1	2%
04-05	9,886	10%	6%	\$14.7	2%

## **CHARACTERISTICS OF FINANCIAL AID RECIPIENTS**

Most financial aid recipients in the UW System are financially dependent. Sixty-four percent (64%) of all aid recipients, 72 percent of undergraduate students and 2 percent of graduate students, were dependent (Table 9). A higher percentage of non-resident undergraduate students are dependent (75%) compared to resident undergraduate students (71%).

**Table 9**  
**UW System Financial Aid Recipients by Dependency Level**  
**2004-05**

		Dependent		Independent		Unknown		Total	
		#	%	#	%	#	%	#	%
Undergrads	Resident	56,506	71%	16,971	21%	5,933	7%	79,410	100%
	Non-Resident	9,506	75%	1,328	11%	1,763	14%	12,597	100%
	Total Undergrads	66,012	72%	18,299	20%	7,696	8%	92,007	100%
Graduates	Resident	242	3%	6,532	84%	974	13%	7,748	100%
	Non-Resident	24	1%	2,249	73%	797	26%	3,070	100%
	Total Graduates	266	2%	8,781	81%	1,771	16%	10,818	100%
Total		66,278	64%	27,080	26%	9,467	9%	102,825	100%



Eighty-four percent (84%) of all UW students of color received some form of financial aid in 2004-05 (Table 10). Eighty-two percent (82%) of these students had demonstrated financial need as defined by the Federal Needs Analysis methodology.

In 2004-05, 96 percent of African American students received aid; 88 percent of American Indian students received aid; 77 percent of Asian American students received aid; 80 percent of Hispanic/Latino students received aid; and 62 percent of White/Unknown students received aid.

**Table 10**  
**UW System Financial Aid Recipients by Race/Ethnicity**  
**2004-05**

		# Recips	% Aided	% Recips of Enrolled	% Recips with Need
<b>Undergraduate</b>	African American	3,738	4.1%	97%	88%
	American Indian	845	0.9%	89%	80%
	Asian American	3,631	3.9%	78%	84%
	Hispanic/Latino	2,388	2.6%	79%	78%
	<i>Multicultural Sub-total</i>	<i>10,602</i>	<i>11.5%</i>	<i>85%</i>	<i>84%</i>
	White/Unknown	81,405	88.5%	64%	68%
	<i>Total Undergraduate</i>	<i>92,007</i>	<i>100.0%</i>	<i>66%</i>	<i>70%</i>
<b>Graduate</b>	African American	580	5.4%	92%	81%
	American Indian	115	1.1%	82%	77%
	Asian American	428	4.0%	64%	61%
	Hispanic/Latino	420	3.9%	80%	66%
	<i>Multicultural Sub-total</i>	<i>1,543</i>	<i>14.3%</i>	<i>79%</i>	<i>71%</i>
	White/Unknown	9,275	85.7%	48%	77%
	<i>Total Graduate</i>	<i>10,818</i>	<i>100.0%</i>	<i>51%</i>	<i>76%</i>
<b>Total</b>	African American	4,318	4.2%	96%	87%
	American Indian	960	0.9%	88%	79%
	Asian American	4,059	3.9%	77%	82%
	Hispanic/Latino	2,808	2.7%	80%	76%
	<i>Multicultural Sub-total</i>	<i>12,145</i>	<i>11.8%</i>	<i>84%</i>	<i>82%</i>
	White/Unknown	90,680	88.2%	62%	69%
	<i>Total</i>	<i>102,825</i>	<i>100.0%</i>	<i>64%</i>	<i>70%</i>

## **STUDENT INDEBTEDNESS**

UW resident undergraduate students, who borrowed both need and non-need based loans during their academic careers, had an average debt of \$18,378 at graduation in 2004-05 (Table 11). This represents a 7 percent increase from 2003-04. The proportion of resident undergraduate debt coming from non-need based loan programs increased by 1 percentage point from last year and now stands at 35 percent. Sixty-four percent (64%) of resident undergraduate students who graduated in 2004-05 had loan debt at graduation, compared to a low of 50 percent in 1992-93. The amount of loan debt has increased steadily since then, even when measured in constant FY 1986 dollars.

**Table 11**  
**Cumulative Student Loan Debt**  
**UW System Resident Undergraduates Completing a Bachelor's Degree**  
**Who Borrowed While in College**

<b>Year</b>	<b>Loan Recipients</b>	<b>% UG Res Degrees</b>	<b>Average Debt</b>	<b>Avg Debt (FY86 \$)</b>	<b>% \$ Non-Need</b>
85-86	10,077	62%	\$6,585	\$6,585	21%
86-87	9,967	60%	\$6,794	\$6,647	14%
87-88	9,535	58%	\$6,782	\$6,372	7%
88-89	9,301	56%	\$6,946	\$6,235	5%
89-90	9,081	54%	\$7,097	\$6,080	7%
90-91	8,505	52%	\$7,317	\$5,945	8%
91-92	8,477	51%	\$7,627	\$6,004	12%
92-93	8,345	50%	\$8,076	\$6,166	16%
93-94	8,729	52%	\$9,072	\$6,798	19%
94-95	8,688	54%	\$10,719	\$7,754	20%
95-96	9,060	57%	\$12,186	\$8,581	24%
96-97	9,261	58%	\$13,332	\$9,129	27%
97-98	9,595	60%	\$14,201	\$9,555	30%
98-99	9,723	61%	\$14,835	\$9,818	34%
99-00	9,920	63%	\$15,314	\$9,912	27%
00-01	10,062	60%	\$15,611	\$9,700	29%
01-02	10,374	62%	\$16,046	\$9,797	31%
02-03	10,475	62%	\$16,523	\$9,932	32%
03-04	11,885	63%	\$17,250	\$10,085	34%
04-05	11,661	64%	\$18,378	\$10,430	35%

Cumulative loan debt is highest at UW-Milwaukee (Table 12). The highest percentage of graduates with loan debt is at UW-Superior (78%) and the lowest is at UW-Madison (54%).

**Table 12**  
**Cumulative Student Loan Debt for 2004-05**  
**UW System Resident Undergraduates Completing a Bachelor's Degree**  
**by Institution**

	<b>Loan Recipients</b>	<b>% Grads with Loan Debt</b>	<b>Average Debt</b>	<b>Average Debt of all Graduates</b>
UW-Madison	2,274	54%	\$18,784	\$10,124
UW-Milwaukee	2,104	69%	\$20,369	\$14,019
UW-Eau Claire	922	66%	\$17,231	\$11,446
UW-Green Bay	592	68%	\$16,395	\$11,156
UW-La Crosse	808	65%	\$16,965	\$11,099
UW-Oshkosh	1,010	67%	\$18,973	\$12,750
UW-Parkside	297	61%	\$18,149	\$11,023
UW-Platteville	530	68%	\$17,404	\$11,917
UW-River Falls	338	68%	\$14,746	\$10,089
UW-Stevens Point	947	68%	\$15,532	\$10,605
UW-Stout	646	72%	\$19,621	\$14,178
UW-Superior	153	78%	\$18,599	\$14,519
UW-Whitewater	1,040	66%	\$19,654	\$12,912
<b>Total</b>	<b>11,661</b>	<b>64%</b>	<b>\$18,378</b>	<b>\$11,847</b>

Although the percentage of students graduating with loan debt has increased in the past few years, the student loan default rate for UW students (1.8%) remains low (Table 13). The student loan default rate for UW graduates is significantly lower than the student loan default rate of all borrowers nationally, showing that the great majority of student loan borrowers are able and committed to making their loan payments.

**Table 13**  
**Student Loan Default Rates**  
**UW System and National Data**

	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
UW System	3.7%	4.1%	4.2%	3.6%	3.8%	3.6%	2.4%	2.7%	2.7%	2.5%	1.8%
National	11.6%	10.7%	10.4%	9.6%	8.8%	6.9%	5.6%	5.9%	5.4%	5.2%	4.5%

Source: US Department of Education

**Appendix A**  
**UW System Financial Aid Dollars by Institution**  
**2004-05**

	Grants						Loans		Work Study		Total	
	Fed.	State	Inst.	Other	Total	%	Total	%	Total	%	Total	%
UW-Madison	\$13.9	\$13.3	\$23.0	\$8.1	\$58.4	27%	\$150.5	28%	\$6.5	44%	\$215.4	28%
UW-Milwaukee	\$18.2	\$11.5	\$4.9	\$2.8	\$37.5	17%	\$100.0	19%	\$1.0	7%	\$138.5	18%
UW-Eau Claire	\$6.5	\$3.3	\$1.0	\$1.6	\$12.5	6%	\$30.3	6%	\$1.1	7%	\$43.8	6%
UW-Green Bay	\$3.9	\$2.6	\$1.9	\$1.0	\$9.4	4%	\$16.2	3%	\$0.3	2%	\$25.9	3%
UW-La Crosse	\$4.0	\$2.5	\$0.0	\$0.1	\$6.6	3%	\$30.4	6%	\$0.4	3%	\$37.4	5%
UW-Oshkosh	\$6.6	\$4.0	\$0.7	\$0.8	\$12.1	6%	\$37.4	7%	\$0.8	5%	\$50.4	7%
UW-Parkside	\$5.1	\$2.8	\$1.4	\$0.4	\$9.7	4%	\$13.0	2%	\$0.1	1%	\$22.8	3%
UW-Platteville	\$4.1	\$2.2	\$0.4	\$0.7	\$7.4	3%	\$20.3	4%	\$0.5	3%	\$28.2	4%
UW-River Falls	\$3.7	\$1.5	\$0.4	\$0.8	\$6.4	3%	\$19.3	4%	\$0.4	3%	\$26.2	3%
UW-Stevens Point	\$7.4	\$3.4	\$0.8	\$1.7	\$13.2	6%	\$25.6	5%	\$1.3	9%	\$40.1	5%
UW-Stout	\$5.7	\$2.7	\$0.4	\$1.0	\$9.8	5%	\$33.5	6%	\$0.7	5%	\$43.9	6%
UW-Superior	\$2.9	\$1.2	\$1.9	\$0.4	\$6.4	3%	\$10.7	2%	\$0.3	2%	\$17.4	2%
UW-Whitewater	\$6.5	\$4.4	\$0.6	\$2.1	\$13.7	6%	\$36.2	7%	\$0.7	5%	\$50.6	7%
UW Colleges	\$7.3	\$4.0	\$0.4	\$0.9	\$12.6	6%	\$13.6	3%	\$0.5	3%	\$26.7	3%
<b>UW System</b>	<b>\$95.8</b>	<b>\$59.4</b>	<b>\$38.1</b>	<b>\$22.4</b>	<b>\$215.6</b>	<b>100%</b>	<b>\$537.1</b>	<b>100%</b>	<b>\$14.7</b>	<b>100%</b>	<b>\$767.4</b>	<b>100%</b>

\*Percentages may not total due to rounding.

\*\*All dollars in millions.

**Appendix B**  
**UW System Financial Aid Recipients by Institution, Level, and Residency for 2004-05**

	UW System	Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
<b>Totals</b>	# Total Aided	79,410	12,597	7,748	3,070	102,825
	% of UWS Total Aided	77.2%	12.3%	7.5%	3.0%	100.0%
	% of UWS Enrollment	67.6%	56.8%	60.6%	36.9%	63.9%
<b>Grants</b>	# Grant Recipients	44,119	6,342	2,582	1,342	54,385
	% of UWS Grant Recips	81.1%	11.7%	4.7%	2.5%	100.0%
	% of UWS Enrollment	37.5%	28.6%	20.2%	16.1%	33.8%
<b>Loans</b>	# Borrowers	64,474	10,083	6,354	2,114	83,025
	% of UWS Borrowers	77.7%	12.1%	7.7%	2.5%	100.0%
	% of UWS Enrollment	54.9%	45.5%	49.7%	25.4%	51.6%
<b>UW-Madison</b>						
<b>Totals</b>	# Total Aided	12,943	4,028	2,856	1,847	21,674
	% of UWS Total Aided w/in Category	16.3%	32.0%	36.9%	60.2%	21.1%
	% of Institution Total Aided	59.7%	18.6%	13.2%	8.5%	100.0%
	% of UWS Enrollment w/in Category	11.0%	18.2%	22.3%	22.2%	13.5%
	% of Institution Enrollment w/in Category	64.7%	44.7%	58.3%	28.9%	53.8%
<b>Grants</b>	# Grant Recipients	8,277	2,285	943	820	12,325
	% of UWS Grant Recips w/in Category	18.8%	36.0%	36.5%	61.1%	22.7%
	% of Institution Grant Recips	67.2%	18.5%	7.7%	6.7%	100.0%
	% of UWS Enrollment w/in Category	7.0%	10.3%	7.4%	9.9%	7.7%
	% of Institution Enrollment w/in Category	41.4%	25.3%	19.2%	12.8%	30.6%
<b>Loans</b>	# Borrowers	8,794	2,767	2,537	1,293	15,391
	% of UWS Borrowers w/in Category	13.6%	27.4%	39.9%	61.2%	18.5%
	% of Institution Borrowers	57.1%	18.0%	16.5%	8.4%	100.0%
	% of UWS Enrollment w/in Category	7.5%	12.5%	19.8%	15.5%	9.6%
	% of Institution Enrollment w/in Category	44.0%	30.7%	51.8%	20.2%	38.2%
<b>UW-Milwaukee</b>						
<b>Totals</b>	# Total Aided	14,499	376	1,911	590	17,376
	% of UWS Total Aided w/in Category	18.3%	3.0%	24.7%	19.2%	16.9%
	% of Institution Total Aided	83.4%	2.2%	11.0%	3.4%	100.0%
	% of UWS Enrollment w/in Category	12.3%	1.7%	14.9%	7.1%	10.8%
	% of Institution Enrollment w/in Category	68.3%	59.9%	57.6%	69.1%	66.8%
<b>Grants</b>	# Grant Recipients	7,369	181	553	361	8,464
	% of UWS Grant Recips w/in Category	16.7%	2.9%	21.4%	26.9%	15.6%
	% of Institution Grant Recips	87.1%	2.1%	6.5%	4.3%	100.0%
	% of UWS Enrollment w/in Category	6.3%	0.8%	4.3%	4.3%	5.3%
	% of Institution Enrollment w/in Category	34.7%	28.8%	16.7%	42.3%	32.5%
<b>Loans</b>	# Borrowers	12,673	312	1,584	278	14,847
	% of UWS Borrowers w/in Category	19.7%	3.1%	24.9%	13.2%	17.9%
	% of Institution Borrowers	85.4%	2.1%	10.7%	1.9%	100.0%
	% of UWS Enrollment w/in Category	10.8%	1.4%	12.4%	3.3%	9.2%
	% of Institution Enrollment w/in Category	59.7%	49.7%	47.8%	32.6%	57.0%

**Appendix B**  
**UW System Financial Aid Recipients by Institution, Level, and Residency for 2004-05**

	<b>UW-Eau Claire</b>	<b>Undergraduate</b>		<b>Graduate</b>		<b>Total</b>
		<b>Resident</b>	<b>Non-Resident</b>	<b>Resident</b>	<b>Non-Resident</b>	
<b>Totals</b>	# Total Aided	5,457	1,472	189	43	7,161
	% of UWS Total Aided w/in Category	6.9%	11.7%	2.4%	1.4%	7.0%
	% of Institution Total Aided	76.2%	20.6%	2.6%	0.6%	100.0%
	% of UWS Enrollment w/in Category	4.6%	6.6%	1.5%	0.5%	4.5%
	% of Institution Enrollment w/in Category	71.0%	62.6%	44.5%	53.1%	67.9%
<b>Grants</b>	# Grant Recipients	3,052	620	94	14	3,780
	% of UWS Grant Recips w/in Category	6.9%	9.8%	3.6%	1.0%	7.0%
	% of Institution Grant Recips	80.7%	16.4%	2.5%	0.4%	100.0%
	% of UWS Enrollment w/in Category	2.6%	2.8%	0.7%	0.2%	2.4%
	% of Institution Enrollment w/in Category	39.7%	26.4%	22.1%	17.3%	35.9%
<b>Loans</b>	# Borrowers	4,515	1,218	123	35	5,891
	% of UWS Borrowers w/in Category	7.0%	12.1%	1.9%	1.7%	7.1%
	% of Institution Borrowers	76.6%	20.7%	2.1%	0.6%	100.0%
	% of UWS Enrollment w/in Category	3.8%	5.5%	1.0%	0.4%	3.7%
	% of Institution Enrollment w/in Category	58.8%	51.8%	28.9%	43.2%	55.9%
<b>UW-Green Bay</b>						
<b>Totals</b>	# Total Aided	3,658	162	64	10	3,894
	% of UWS Total Aided w/in Category	4.6%	1.3%	0.8%	0.3%	3.8%
	% of Institution Total Aided	93.9%	4.2%	1.6%	0.3%	100.0%
	% of UWS Enrollment w/in Category	3.1%	0.7%	0.5%	0.1%	2.4%
	% of Institution Enrollment w/in Category	72.4%	68.6%	41.3%	71.4%	71.4%
<b>Grants</b>	# Grant Recipients	2,002	115	37	3	2,157
	% of UWS Grant Recips w/in Category	4.5%	1.8%	1.4%	0.2%	4.0%
	% of Institution Grant Recips	92.8%	5.3%	1.7%	0.1%	100.0%
	% of UWS Enrollment w/in Category	1.7%	0.5%	0.3%	0.0%	1.3%
	% of Institution Enrollment w/in Category	39.6%	48.7%	23.9%	21.4%	39.5%
<b>Loans</b>	# Borrowers	2,995	99	47	8	3,149
	% of UWS Borrowers w/in Category	4.6%	1.0%	0.7%	0.4%	3.8%
	% of Institution Borrowers	95.1%	3.1%	1.5%	0.3%	100.0%
	% of UWS Enrollment w/in Category	2.5%	0.4%	0.4%	0.1%	2.0%
	% of Institution Enrollment w/in Category	59.3%	41.9%	30.3%	57.1%	57.7%
<b>UW-La Crosse</b>						
<b>Totals</b>	# Total Aided	3,989	717	592	117	5,415
	% of UWS Total Aided w/in Category	5.0%	5.7%	7.6%	3.8%	5.3%
	% of Institution Total Aided	73.7%	13.2%	10.9%	2.2%	100.0%
	% of UWS Enrollment w/in Category	3.4%	3.2%	4.6%	1.4%	3.4%
	% of Institution Enrollment w/in Category	61.4%	53.5%	120.1%	69.2%	63.7%
<b>Grants</b>	# Grant Recipients	1,552	204	10	9	1,775
	% of UWS Grant Recips w/in Category	3.5%	3.2%	0.4%	0.7%	3.3%
	% of Institution Grant Recips	87.4%	11.5%	0.6%	0.5%	100.0%
	% of UWS Enrollment w/in Category	1.3%	0.9%	0.1%	0.1%	1.1%
	% of Institution Enrollment w/in Category	23.9%	15.2%	2.0%	5.3%	20.9%
<b>Loans</b>	# Borrowers	3,703	697	589	116	5,105
	% of UWS Borrowers w/in Category	5.7%	6.9%	9.3%	5.5%	6.1%
	% of Institution Borrowers	72.5%	13.7%	11.5%	2.3%	100.0%
	% of UWS Enrollment w/in Category	3.2%	3.1%	4.6%	1.4%	3.2%
	% of Institution Enrollment w/in Category	57.0%	52.0%	119.5%	68.6%	60.1%

**Appendix B**  
**UW System Financial Aid Recipients by Institution, Level, and Residency for 2004-05**

	UW-Oshkosh	Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
<b>Totals</b>	# Total Aided	6,634	142	379	23	7,178
	% of UWS Total Aided w/in Category	8.4%	1.1%	4.9%	0.7%	7.0%
	% of Institution Total Aided	92.4%	2.0%	5.3%	0.3%	100.0%
	% of UWS Enrollment w/in Category	5.6%	0.6%	3.0%	0.3%	4.5%
	% of Institution Enrollment w/in Category	69.2%	57.7%	31.9%	57.5%	64.9%
<b>Grants</b>	# Grant Recipients	3,146	66	128	7	3,347
	% of UWS Grant Recips w/in Category	7.1%	1.0%	5.0%	0.5%	6.2%
	% of Institution Grant Recips	94.0%	2.0%	3.8%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.7%	0.3%	1.0%	0.1%	2.1%
	% of Institution Enrollment w/in Category	32.8%	26.8%	10.8%	17.5%	30.3%
<b>Loans</b>	# Borrowers	5,741	106	297	18	6,162
	% of UWS Borrowers w/in Category	8.9%	1.1%	4.7%	0.9%	7.4%
	% of Institution Borrowers	93.2%	1.7%	4.8%	0.3%	100.0%
	% of UWS Enrollment w/in Category	4.9%	0.5%	2.3%	0.2%	3.8%
	% of Institution Enrollment w/in Category	59.9%	43.1%	25.0%	45.0%	55.7%
<b>UW-Parkside</b>						
<b>Totals</b>	# Total Aided	2,990	268	29	5	3,292
	% of UWS Total Aided w/in Category	3.8%	2.1%	0.4%	0.2%	3.2%
	% of Institution Total Aided	90.8%	8.1%	0.9%	0.2%	100.0%
	% of UWS Enrollment w/in Category	2.5%	1.2%	0.2%	0.1%	2.0%
	% of Institution Enrollment w/in Category	65.4%	67.3%	29.0%	71.4%	64.9%
<b>Grants</b>	# Grant Recipients	1,876	185	13	4	2,078
	% of UWS Grant Recips w/in Category	4.3%	2.9%	0.5%	0.3%	3.8%
	% of Institution Grant Recips	90.3%	8.9%	0.6%	0.2%	100.0%
	% of UWS Enrollment w/in Category	1.6%	0.8%	0.1%	0.0%	1.3%
	% of Institution Enrollment w/in Category	41.1%	46.5%	13.0%	57.1%	41.0%
<b>Loans</b>	# Borrowers	2,312	177	19	1	2,509
	% of UWS Borrowers w/in Category	3.6%	1.8%	0.3%	0.0%	3.0%
	% of Institution Borrowers	92.1%	7.1%	0.8%	0.0%	100.0%
	% of UWS Enrollment w/in Category	2.0%	0.8%	0.1%	0.0%	1.6%
	% of Institution Enrollment w/in Category	50.6%	44.5%	19.0%	14.3%	49.4%
<b>UW-Platteville</b>						
<b>Totals</b>	# Total Aided	3,471	379	163	43	4,056
	% of UWS Total Aided w/in Category	4.4%	3.0%	2.1%	1.4%	3.9%
	% of Institution Total Aided	85.6%	9.3%	4.0%	1.1%	100.0%
	% of UWS Enrollment w/in Category	3.0%	1.7%	1.3%	0.5%	2.5%
	% of Institution Enrollment w/in Category	68.5%	70.4%	49.2%	17.7%	65.6%
<b>Grants</b>	# Grant Recipients	1,888	192	58	2	2,140
	% of UWS Grant Recips w/in Category	4.3%	3.0%	2.2%	0.1%	3.9%
	% of Institution Grant Recips	88.2%	9.0%	2.7%	0.1%	100.0%
	% of UWS Enrollment w/in Category	1.6%	0.9%	0.5%	0.0%	1.3%
	% of Institution Enrollment w/in Category	37.2%	35.7%	17.5%	0.8%	34.6%
<b>Loans</b>	# Borrowers	3,088	355	156	43	3,642
	% of UWS Borrowers w/in Category	4.8%	3.5%	2.5%	2.0%	4.4%
	% of Institution Borrowers	84.8%	9.7%	4.3%	1.2%	100.0%
	% of UWS Enrollment w/in Category	2.6%	1.6%	1.2%	0.5%	2.3%
	% of Institution Enrollment w/in Category	60.9%	66.0%	47.1%	17.7%	58.9%

**Appendix B**  
**UW System Financial Aid Recipients by Institution, Level, and Residency for 2004-05**

	<b>UW-River Falls</b>	<b>Undergraduate</b>		<b>Graduate</b>		<b>Total</b>
		<b>Resident</b>	<b>Non-Resident</b>	<b>Resident</b>	<b>Non-Resident</b>	
<b>Totals</b>	# Total Aided	2,109	1,813	110	106	4,138
	% of UWS Total Aided w/in Category	2.7%	14.4%	1.4%	3.5%	4.0%
	% of Institution Total Aided	51.0%	43.8%	2.7%	2.6%	100.0%
	% of UWS Enrollment w/in Category	1.8%	8.2%	0.9%	1.3%	2.6%
	% of Institution Enrollment w/in Category	73.8%	69.0%	62.1%	61.3%	70.9%
<b>Grants</b>	# Grant Recipients	1,236	781	7	13	2,037
	% of UWS Grant Recips w/in Category	2.8%	12.3%	0.3%	1.0%	3.7%
	% of Institution Grant Recips	60.7%	38.3%	0.3%	0.6%	100.0%
	% of UWS Enrollment w/in Category	1.1%	3.5%	0.1%	0.2%	1.3%
	% of Institution Enrollment w/in Category	43.2%	29.7%	4.0%	7.5%	34.9%
<b>Loans</b>	# Borrowers	1,742	1,591	105	100	3,538
	% of UWS Borrowers w/in Category	2.7%	15.8%	1.7%	4.7%	4.3%
	% of Institution Borrowers	49.2%	45.0%	3.0%	2.8%	100.0%
	% of UWS Enrollment w/in Category	1.5%	7.2%	0.8%	1.2%	2.2%
	% of Institution Enrollment w/in Category	60.9%	60.5%	59.3%	57.8%	60.6%
<b>UW-Stevens Point</b>						
<b>Totals</b>	# Total Aided	6,084	392	359	34	6,869
	% of UWS Total Aided w/in Category	7.7%	3.1%	4.6%	1.1%	6.7%
	% of Institution Total Aided	88.6%	5.7%	5.2%	0.5%	100.0%
	% of UWS Enrollment w/in Category	5.2%	1.8%	2.8%	0.4%	4.3%
	% of Institution Enrollment w/in Category	77.8%	62.1%	156.8%	121.4%	78.9%
<b>Grants</b>	# Grant Recipients	3,641	224	291	22	4,178
	% of UWS Grant Recips w/in Category	8.3%	3.5%	11.3%	1.6%	7.7%
	% of Institution Grant Recips	87.1%	5.4%	7.0%	0.5%	100.0%
	% of UWS Enrollment w/in Category	3.1%	1.0%	2.3%	0.3%	2.6%
	% of Institution Enrollment w/in Category	46.5%	35.5%	127.1%	78.6%	48.0%
<b>Loans</b>	# Borrowers	4,771	318	123	15	5,227
	% of UWS Borrowers w/in Category	7.4%	3.2%	1.9%	0.7%	6.3%
	% of Institution Borrowers	91.3%	6.1%	2.4%	0.3%	100.0%
	% of UWS Enrollment w/in Category	4.1%	1.4%	1.0%	0.2%	3.3%
	% of Institution Enrollment w/in Category	61.0%	50.4%	53.7%	53.6%	60.0%
<b>UW-Stout</b>						
<b>Totals</b>	# Total Aided	3,851	1,431	329	110	5,721
	% of UWS Total Aided w/in Category	4.8%	11.4%	4.2%	3.6%	5.6%
	% of Institution Total Aided	67.3%	25.0%	5.8%	1.9%	100.0%
	% of UWS Enrollment w/in Category	3.3%	6.5%	2.6%	1.3%	3.6%
	% of Institution Enrollment w/in Category	78.0%	70.3%	78.5%	70.5%	75.8%
<b>Grants</b>	# Grant Recipients	2,076	623	78	47	2,824
	% of UWS Grant Recips w/in Category	4.7%	9.8%	3.0%	3.5%	5.2%
	% of Institution Grant Recips	73.5%	22.1%	2.8%	1.7%	100.0%
	% of UWS Enrollment w/in Category	1.8%	2.8%	0.6%	0.6%	1.8%
	% of Institution Enrollment w/in Category	42.1%	30.6%	18.6%	30.1%	37.4%
<b>Loans</b>	# Borrowers	3,460	1,308	303	91	5,162
	% of UWS Borrowers w/in Category	5.4%	13.0%	4.8%	4.3%	6.2%
	% of Institution Borrowers	67.0%	25.3%	5.9%	1.8%	100.0%
	% of UWS Enrollment w/in Category	2.9%	5.9%	2.4%	1.1%	3.2%
	% of Institution Enrollment w/in Category	70.1%	64.2%	72.3%	58.3%	68.4%



**Appendix B**  
**UW System Financial Aid Recipients by Institution, Level, and Residency for 2004-05**

	UW-Superior	Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
<b>Totals</b>	# Total Aided	1,212	1,001	74	79	2,366
	% of UWS Total Aided w/in Category	1.5%	7.9%	1.0%	2.6%	2.3%
	% of Institution Total Aided	51.2%	42.3%	3.1%	3.3%	100.0%
	% of UWS Enrollment w/in Category	1.0%	4.5%	0.6%	0.9%	1.5%
	% of Institution Enrollment w/in Category	90.0%	83.6%	49.7%	71.2%	84.4%
<b>Grants</b>	# Grant Recipients	849	654	10	19	1,532
	% of UWS Grant Recips w/in Category	1.9%	10.3%	0.4%	1.4%	2.8%
	% of Institution Grant Recips	55.4%	42.7%	0.7%	1.2%	100.0%
	% of UWS Enrollment w/in Category	0.7%	2.9%	0.1%	0.2%	1.0%
	% of Institution Enrollment w/in Category	63.0%	54.6%	6.7%	17.1%	54.6%
<b>Loans</b>	# Borrowers	985	808	69	70	1,932
	% of UWS Borrowers w/in Category	1.5%	8.0%	1.1%	3.3%	2.3%
	% of Institution Borrowers	51.0%	41.8%	3.6%	3.6%	100.0%
	% of UWS Enrollment w/in Category	0.8%	3.6%	0.5%	0.8%	1.2%
	% of Institution Enrollment w/in Category	73.1%	67.5%	46.3%	63.1%	68.9%
<b>UW-Whitewater</b>						
<b>Totals</b>	# Total Aided	6,304	291	693	63	7,351
	% of UWS Total Aided w/in Category	7.9%	2.3%	8.9%	2.1%	7.1%
	% of Institution Total Aided	85.8%	4.0%	9.4%	0.9%	100.0%
	% of UWS Enrollment w/in Category	5.4%	1.3%	5.4%	0.8%	4.6%
	% of Institution Enrollment w/in Category	69.9%	56.0%	77.1%	126.0%	70.1%
<b>Grants</b>	# Grant Recipients	3,334	123	360	21	3,838
	% of UWS Grant Recips w/in Category	7.6%	1.9%	13.9%	1.6%	7.1%
	% of Institution Grant Recips	86.9%	3.2%	9.4%	0.5%	100.0%
	% of UWS Enrollment w/in Category	2.8%	0.6%	2.8%	0.3%	2.4%
	% of Institution Enrollment w/in Category	37.0%	23.7%	40.0%	42.0%	36.6%
<b>Loans</b>	# Borrowers	5,322	246	402	46	6,016
	% of UWS Borrowers w/in Category	8.3%	2.4%	6.3%	2.2%	7.2%
	% of Institution Borrowers	88.5%	4.1%	6.7%	0.8%	100.0%
	% of UWS Enrollment w/in Category	4.5%	1.1%	3.1%	0.6%	3.7%
	% of Institution Enrollment w/in Category	59.0%	47.3%	44.7%	92.0%	57.4%
<b>UW Colleges</b>						
<b>Totals</b>	# Total Aided	6,209	125	---	---	6,334
	% of UWS Total Aided w/in Category	7.8%	1.0%	---	---	6.2%
	% of Institution Total Aided	98.0%	2.0%	---	---	100.0%
	% of UWS Enrollment w/in Category	5.3%	0.6%	---	---	3.9%
	% of Institution Enrollment w/in Category	52.4%	30.6%	---	---	51.7%
<b>Grants</b>	# Grant Recipients	3,821	99	---	---	3,920
	% of UWS Grant Recips w/in Category	8.7%	1.6%	---	---	7.2%
	% of Institution Grant Recips	97.5%	2.5%	---	---	100.0%
	% of UWS Enrollment w/in Category	3.3%	0.4%	---	---	2.4%
	% of Institution Enrollment w/in Category	32.2%	24.3%	---	---	32.0%
<b>Loans</b>	# Borrowers	4,373	81	---	---	4,454
	% of UWS Borrowers w/in Category	6.8%	0.8%	---	---	5.4%
	% of Institution Borrowers	98.2%	1.8%	---	---	100.0%
	% of UWS Enrollment w/in Category	3.7%	0.4%	---	---	2.8%
	% of Institution Enrollment w/in Category	36.9%	19.9%	---	---	36.3%

**Appendix C**  
**UW System Financial Aid Dollars by Institution, Level, and Residency**  
**2004-05**

		Undergraduate		Graduate		Total
		Resident	Non-Resident	Resident	Non-Resident	
<b>UW System</b>	Total	\$526,963,113	\$102,389,621	\$100,901,991	\$37,114,927	\$767,369,652
	Grants	\$172,958,774	\$26,733,331	\$9,354,951	\$6,521,223	\$215,568,279
	Loans	\$343,144,596	\$73,047,200	\$90,798,851	\$30,153,780	\$537,144,427
<b>UW-Madison</b>	Total	\$95,563,957	\$41,533,979	\$53,272,576	\$25,012,881	\$215,383,393
	Grants	\$37,072,461	\$13,202,356	\$3,992,377	\$4,089,967	\$58,357,161
	Loans	\$54,382,281	\$26,799,167	\$48,769,621	\$20,554,779	\$150,505,848
<b>UW- Milwaukee</b>	Total	\$106,218,139	\$4,143,554	\$22,991,750	\$5,195,463	\$138,548,906
	Grants	\$31,362,968	\$1,272,937	\$3,074,345	\$1,739,806	\$37,450,056
	Loans	\$74,042,771	\$2,833,555	\$19,829,018	\$3,413,019	\$100,118,363
<b>UW-Eau Claire</b>	Total	\$33,775,810	\$8,514,685	\$1,200,240	\$335,497	\$43,826,232
	Grants	\$10,796,350	\$1,499,053	\$136,619	\$17,983	\$12,450,005
	Loans	\$22,138,500	\$6,824,946	\$1,039,820	\$307,875	\$30,311,141
<b>UW-Green Bay</b>	Total	\$23,602,187	\$1,617,417	\$600,040	\$125,482	\$25,945,126
	Grants	\$8,222,861	\$961,786	\$173,473	\$35,976	\$9,394,096
	Loans	\$15,066,197	\$646,547	\$426,567	\$89,506	\$16,228,817
<b>UW-La Crosse</b>	Total	\$24,997,160	\$4,901,324	\$5,748,423	\$1,759,733	\$37,406,640
	Grants	\$5,921,285	\$555,496	\$39,652	\$81,189	\$6,597,622
	Loans	\$18,744,354	\$4,271,330	\$5,697,102	\$1,675,812	\$30,388,598
<b>UW-Oshkosh</b>	Total	\$45,601,832	\$1,163,037	\$3,356,185	\$265,429	\$50,386,483
	Grants	\$11,508,527	\$143,761	\$445,552	\$16,151	\$12,113,991
	Loans	\$33,297,348	\$999,349	\$2,895,193	\$246,738	\$37,438,628
<b>UW-Parkside</b>	Total	\$20,570,812	\$1,976,992	\$196,992	\$29,614	\$22,774,410
	Grants	\$8,741,269	\$883,270	\$48,556	\$12,942	\$9,686,037
	Loans	\$11,697,908	\$1,089,434	\$146,462	\$16,672	\$12,950,476
<b>UW-Platteville</b>	Total	\$22,645,623	\$3,297,854	\$1,765,824	\$481,873	\$28,191,174
	Grants	\$6,845,769	\$511,580	\$81,408	\$4,500	\$7,443,257
	Loans	\$15,461,324	\$2,710,695	\$1,647,521	\$477,373	\$20,296,913
<b>UW-River Falls</b>	Total	\$12,921,449	\$11,262,397	\$1,038,030	\$948,546	\$26,170,422
	Grants	\$4,384,013	\$1,974,346	\$22,014	\$41,580	\$6,421,953
	Loans	\$8,272,327	\$9,114,039	\$1,010,178	\$904,009	\$19,300,553
<b>UW-Stevens Point</b>	Total	\$35,835,820	\$2,856,396	\$1,271,645	\$148,050	\$40,111,911
	Grants	\$12,203,090	\$706,153	\$265,853	\$14,137	\$13,189,233
	Loans	\$22,509,927	\$2,001,642	\$982,676	\$133,196	\$25,627,441
<b>UW-Stout</b>	Total	\$28,503,551	\$10,541,259	\$3,600,180	\$1,271,274	\$43,916,264
	Grants	\$7,684,380	\$1,541,004	\$311,255	\$222,039	\$9,758,678
	Loans	\$20,342,513	\$8,822,121	\$3,275,121	\$1,041,885	\$33,481,640
<b>UW-Superior</b>	Total	\$8,570,885	\$7,343,412	\$714,618	\$813,830	\$17,442,745
	Grants	\$3,434,739	\$2,860,608	\$36,086	\$102,415	\$6,433,848
	Loans	\$4,935,083	\$4,365,293	\$670,455	\$708,199	\$10,679,030
<b>UW-Whitewater</b>	Total	\$42,009,936	\$2,691,791	\$5,145,488	\$727,255	\$50,574,470
	Grants	\$12,450,285	\$362,697	\$727,761	\$142,538	\$13,683,281
	Loans	\$28,915,162	\$2,294,534	\$4,409,117	\$584,717	\$36,203,530
<b>UW Colleges</b>	Total	\$26,145,952	\$545,524	---	---	\$26,691,476
	Grants	\$12,330,777	\$258,284	---	---	\$12,589,061
	Loans	\$13,338,901	\$274,548	---	---	\$13,613,449

Notes: Total aid includes work study awards.

Student with missing residency are included with residents.

Students with missing classification are included with undergraduates.

**Appendix D**  
**State Grants Received by UW System Students**  
**2004-05**

Program	\$ Million	Change from 03-04		Program Description
		\$ Million	%	
WHEG	\$33.46	\$5.09	17.9%	Administered by HEAB; for resident undergraduates enrolled in the UW System or WTCS. Students must be WI residents and have financial need.
Talent Incentive Program	\$2.98	\$0.13	4.5%	Administered by HEAB; for very needy students enrolled at least half time.
Lawton Undergraduate Minority Retention Grants	\$4.91	\$1.09	28.6%	Administered by UW System; supplemental grants to minority undergraduate UW students who have both financial need and at least sophomore standing.
Academic Excellence Scholarship	\$5.89	\$0.60	11.4%	A merit-based scholarship program; administered jointly by HEAB and UW System.
Department of Vocational Rehabilitation	\$3.70	\$0.73	24.5%	Administered by DVR. Provides supplemental funds to DVR customers to cover the cost of attendance.
Indian Student Assistant Grant	\$0.20	-\$0.01	-3.6%	Administered by HEAB. Provides need-based grants to Wisconsin residents of American Indian heritage.
Advanced Opportunity Grant	\$5.93	\$0.28	5.0%	Administered by the UW System. Provides grants to multicultural and disadvantaged graduate and professional students.
Miscellaneous State Grants	\$2.37	-\$0.01	-0.5%	Includes Veterans Grants, study abroad grants and other miscellaneous grant programs.
<b>Total</b>	<b>\$59.43</b>	<b>\$7.90</b>	<b>15.3%</b>	

**Appendix E**  
**Financial Aid Grants to UW System Students**

Year	Federal Pell			Federal SEOG			State WHEG		
	#	\$ M	Avg	#	\$ M	Avg	#	\$ M	Avg
87-88	29,713	\$40.6	\$1,368	12,431	\$8.9	\$665	22,034	\$11.0	\$501
88-89	36,196	\$51.8	\$1,431	21,356	\$8.9	\$416	21,452	\$13.6	\$633
89-90	34,532	\$50.6	\$1,464	18,318	\$9.1	\$499	20,433	\$12.1	\$594
90-91	32,713	\$47.6	\$1,457	17,340	\$9.2	\$531	21,004	\$13.2	\$630
91-92	34,453	\$53.1	\$1,540	17,595	\$9.4	\$533	20,475	\$12.9	\$632
92-93	34,593	\$54.0	\$1,561	16,505	\$9.4	\$568	21,293	\$12.9	\$606
93-94	30,153	\$42.3	\$1,403	15,682	\$9.7	\$618	21,997	\$13.2	\$601
94-95	27,991	\$39.6	\$1,416	15,533	\$9.5	\$614	21,914	\$14.1	\$642
95-96	25,883	\$36.6	\$1,413	15,813	\$9.5	\$603	20,519	\$13.2	\$643
96-97	24,906	\$36.2	\$1,455	15,726	\$9.6	\$611	19,217	\$15.7	\$815
97-98	25,623	\$39.7	\$1,550	15,210	\$10.0	\$662	18,979	\$16.0	\$843
98-99	27,253	\$47.1	\$1,727	15,954	\$10.4	\$655	18,364	\$17.1	\$932
99-00	24,735	\$44.1	\$1,781	15,484	\$10.7	\$692	16,808	\$17.2	\$1,021
00-01	24,560	\$48.1	\$1,960	15,344	\$10.4	\$679	17,931	\$20.3	\$1,131
01-02	26,759	\$59.0	\$2,206	14,818	\$11.2	\$757	19,155	\$19.5	\$1,018
02-03	28,180	\$66.5	\$2,358	15,313	\$11.1	\$725	20,464	\$22.2	\$1,084
03-04	29,783	\$71.8	\$2,410	15,216	\$11.0	\$720	22,808	\$28.4	\$1,244
04-05	29,913	\$72.5	\$2,424	15,648	\$10.4	\$666	26,065	\$33.5	\$1,284

**Appendix F**  
**Percentage of UW System Financial Aid Recipients**  
**Receiving Pell, SEOG, and WHEG Awards**

Year	Federal Pell		Federal SEOG		State WHEG	
	% Recips	% of \$	% Recips	% of \$	% Recips	% of \$
87-88	51%	19%	23%	4%	38%	5%
88-89	63%	25%	37%	4%	38%	7%
89-90	60%	23%	32%	4%	36%	6%
90-91	56%	20%	30%	4%	36%	6%
91-92	55%	20%	28%	4%	33%	5%
92-93	51%	19%	25%	3%	32%	5%
93-94	42%	13%	22%	3%	31%	4%
94-95	38%	11%	21%	3%	30%	4%
95-96	35%	9%	21%	2%	28%	3%
96-97	33%	9%	21%	2%	25%	4%
97-98	32%	9%	19%	2%	24%	4%
98-99	34%	10%	20%	2%	23%	4%
99-00	31%	9%	19%	2%	13%	4%
00-01	29%	10%	18%	2%	21%	4%
01-02	30%	11%	17%	2%	22%	4%
02-03	30%	11%	16%	2%	22%	4%
03-04	30%	10%	15%	2%	23%	4%
04-05	29%	9%	15%	1%	25%	4%

## TECHNICAL NOTES

This Informational Memorandum presents annual data on the amount of financial assistance provided to UW System students. Unless otherwise noted, figures are based on student financial aid data provided to UW System Administration by the UW institutions via the Financial Aid Central Data Request (CDR). The total number of aid recipient figures represent the total number of students (undergraduate, graduate, residents, non-residents) receiving any type of financial aid (with exceptions noted below). Students often received more than one type of aid, so the cumulative total for students aided through grant, work, and loan programs will not equal the grand total. Other important caveats include:

- Details in the text and tables may not add to 100% due to rounding.
- The data reported in this Informational Memorandum do not include graduate assistantships, fellowships, or waivers.
- Work study includes only dollars provided through the Federal Work Study program and ROTC. It does not capture other on-campus and off-campus employment.
- Loan data do not include private non-Federally-guaranteed borrowing activity.
- Residency for fee-purposes is determined by the Office of the Registrar at each institution. Non-residents are defined as all students with residency status other than “resident” including Minnesota and Michigan reciprocity agreement students. Students with missing residency information have been included with Wisconsin residents.
- Graduate enrollment includes enrollment in professional programs.
- Financial need is defined by Federal Needs Analysis methodology.
- Dependency status is defined by Federal Needs Analysis methodology and specifications.
- Starting in 2002-03, the WHEG headcounts and disbursements do not include the Hearing and Visually Handicapped Student Grant.

I.1. Education Committee - Thursday, December 8, 2005  
1920 Van Hise Hall  
1220 Linden Drive, Madison  
12:30 p.m.

10:30 a.m. All Regents – Room 1820 Van Hise Hall

- Discussion on Financial Aid and Tuition

12:00 p.m. Box Lunch

12:30 p.m. Joint Meeting of the Physical Planning and Funding and Business, Finance, and Audit Committees

- University of Wisconsin-Madison Master Plan
- Report on Apportionment of Energy Costs for the University of Wisconsin System

12:30 p.m. Education Committee – Room 1920 Van Hise Hall

- a. Approval of the minutes of the November 10, 2005, meeting of the Education Committee.
- b. Discussion of All-Regent Session on Financial Aid and Tuition.
- c. Report of the Senior Vice President for Academic Affairs:
  - (1) Cultivating Excellence: the University of Wisconsin-Madison's Challenging Undergraduate Experience;
  - (2) Review of 2007-09 Sabbatical Guidelines and Announcement of 2006-07 Sabbatical Assignments.

Additional items:

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

**SABBATICAL GUIDELINES  
ACADEMIC YEARS 2007-2009  
THE UNIVERSITY OF WISCONSIN SYSTEM**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In December 1999, the Board of Regents approved a resolution directing the Office of Academic Affairs to develop biennial sabbatical guidelines, beginning in academic years 2001-03. The purpose of these guidelines is to enable the board to recommend priorities for sabbatical decisions without continually revising the sabbatical policy contained in Academic Planning Statement #3.3 (ACPS 3.3), *The Faculty Sabbatical Program*. Section B.3 of that policy states that “preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of source of funding, in the previous four years.” Beginning this year, the biennial guidelines will be adopted at the December meeting, along with the announcement of the 2006-07 sabbaticals.

In recent years, the Education Committee has asked that UW institutions continue to give consideration to projects that support the mission of the institution, in recognition of the fact that sabbatical leaves are supported by the institution and are to serve institutional purposes. The Committee also asked the institutions to ensure that the Regent emphases are being followed. The Provosts at each institution have responsibility for ensuring that the guidelines are observed as part of the institutional approval process, while also supporting the efforts of faculty members to pursue and develop their individual areas of research and teaching expertise.

The following emphases have been recommended by the Education Committee in recent years for inclusion in the biennial guidelines:

- Interdisciplinary activities;
- Scholarship of teaching and learning;
- Collaborative program activities;
- International education; and
- Application of technology to instruction and distance education.

**REQUESTED ACTION**

No action is requested.

**RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning Statement #3.3, *The Faculty Sabbatical Program* (Revised Summer 1994).

# **UW SYSTEM FACULTY SABBATICAL ASSIGNMENTS 2006-2007**

## **EXECUTIVE SUMMARY**

### **BACKGROUND**

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

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

### **REQUESTED ACTION**

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

### **DISCUSSION**

#### **Purpose**

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

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

Sabbaticals enable UW institutions to maintain quality by renewing the vibrancy of the teaching and scholarship of faculty members. Sabbaticals are also a highly effective tool in keeping UW System institutions competitive when recruiting and retaining quality faculty members. Without sabbaticals, UW campuses would be at an enormous competitive disadvantage. Virtually all institutions of higher education in the United States, both public and private, offer sabbaticals.



## **Process, Eligibility and Selection**

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

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

Following institutional selection procedures established in conformance with ACPS #3.3, *The Faculty Sabbatical Program*, 254 faculty members have been selected to receive sabbatical leaves during 2006-07, 148 of whom will be gone for one semester and the remaining 106 for the academic year. Of these totals, 34 percent are women, and 14 percent are minorities.

## **Cost**

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

## **RELATED REGENT POLICIES**

ACPS #3.3, *The Faculty Sabbatical Program*.

## 2006-2007 SABBATICALS

Name & Rank	School or Department	Term	Purpose
<b>University of Wisconsin-Eau Claire</b>			
Rose-Marie Avin Professor	Economics	SEM II	The objective of this sabbatical proposal is to increase understanding of the economic status of women in Vietnamese society in the context of the rapid economic transition from a command to a market economy since the mid-1980s. I will conduct extensive quantitative research in Hanoi by gaining access to published government documents and various publications by feminist scholars, the Women's Union, the National Committee for the Advancement of Women, various non-governmental organizations (NGOs), and international organizations such as the World Bank. This quantitative economic research will be supplemented by discussions and interactions with women working in the dynamic export manufacturing sector in order to better capture the complex economic realities of Vietnamese women.
Jack Bushnell Professor	English	SEM II	The project will consist of writing three separate, but somewhat related, essays: (1) An essay on Gilbert White's <i>Natural History of Selborne</i> (1789), drawing on my science writing expertise, my Ph.D. training in British Romanticism, and my three-week research fellowship at University College-Winchester from end-of-May to mid-June 2006; (2) An essay titled "Reading by Wolflight," a nature-writing rumination on the art and joy of animal tracking; and (3) An essay on baseball and cricket, drawing on my expertise as a writer of baseball essays and on my stay in the UK in late spring and summer of 2006. All three projects will enhance my various writing courses in science and nature writing and creative writing, as well as my courses in Romanticism and in baseball writing.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Bernard Duyfhuizen Professor	English	SEM II	The goal of this sabbatical is to complete a book-length manuscript focusing on the act of reading Thomas Pynchon's 1973 novel <i>Gravity's Rainbow</i> . Through a combination of literary critical strategies the book will seek to show how the text of the novel manipulates the reader's response to the text, leading the careful reader to a more profound appreciation of the narrative complexities Pynchon deploys in <i>Gravity's Rainbow</i> . The significance of the project is underscored by the important place Thomas Pynchon's novel has in both American literature and narrative literature in general.
Michael Fine Professor	Political Science	SEM I	The sabbatical will be spent writing a book with James Tubbs on federalism and the framing and early implementation of the National Constitution and 40 early state constitutions. My part of the book will concentrate on state constitutions and the adoption of the National Bill of Rights. Recent decisions of the U.S. Supreme Court have frequently mentioned the "Framer's view" of these topics that we hope to explore by showing that the Framers had many views.
Robert Gough Professor	History	06-07	This project examines the social backgrounds and career patterns of public school teachers between 1900 and 1950. This was a period of increasing regulation of all aspects of American life, but the standardization of the teaching profession as we know it today did not occur completely until after 1950. During this transition period between 1900 and 1950, teachers themselves were still able to shape their personal and professional destinies to an extent not previously recognized.
Cynthia A. Gray-Mash Associate Professor	Foundations of Education	SEM I	My sabbatical will be spent furthering my research on documentary filmmaking as a tool of inquiry, critical thinking, and societal change. The pre-production stage will constitute an interdisciplinary process leading to a documentary film on the immigration and assimilation stories of Hmong leaders in the Chippewa Valley with a special focus on individual cultural compromises they faced in order to become successful in our society. The documentary treatment will be refined during my participation in a course taught by the International Film Workshops in Rockport, Maine, and the resulting documentary will be made available nationally as a tool of learning and dialogue for Hmong and non-Hmong audiences.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Phillip D. Ihinger Associate Professor	Geology	06-07	Associate Professor Phillip Ihinger will travel to Arizona State University for four extended trips of four to six weeks each during the academic year 2006-07 in order to operate the Secondary Ion Mass Spectrometer (SIMS). He will measure concentration profiles of light elements (including H, Li, and O) and their isotopes in experimental run products and in natural samples. The goal of the research is to: (1) determine the diffusion coefficients of these elements by analyzing experimental run products that have been held at constant temperatures for known durations, and (2) measure diffusion profiles in natural specimens to determine the temperatures and durations of thermal events that they may have experienced during and after their growth.
Rosemary Jadack Professor	Adult Health Nursing	SEM II	The goal of the proposed sabbatical is to provide an opportunity for scholarly development in the area of risk reduction and sexually transmitted infections (STI). Specific aims include expanding current knowledge related to the study of risk reduction and STI, analysis and publication of data recently collected, and immersion in research activities with renowned infectious disease researchers at Johns Hopkins University. Anticipated outcomes include expanded expertise that can be used to further an ongoing program of research, a grant proposal submitted for external funding, and expanded knowledge that can serve as a strong teaching resource for both undergraduate and graduate nursing students in their academic study of at-risk, vulnerable populations.
David Jewett Associate Professor	Psychology	06-07	During the sabbatical, I will conduct research assessing the effects of brain chemicals and drugs in a pre-clinical model of hunger. These results will be compared to studies our research team has previously conducted at the University of Wisconsin-Eau Claire assessing brain chemicals that affect food motivation. Through the use of these models, relevant brain chemicals will be identified that will ultimately allow the development of better medications for the treatment of obesity and other eating-related disorders.

Name & Rank	School or Department	Term	Purpose
Irene Lazda Associate Professor	Foreign Languages	SEM I	Increasingly since the fall of the wall, young writers in the "new states" of Germany as well as in the "old states" are reclaiming and redefining the German past through autobiographical retrospectives of their own personal history or that of their families. The proposed book will analyze four such representative works, review their public reception, and relate the works and their reception to the national discussion of memory, history, and identity. The primary focus of the study will be on the introduction into public and scholarly discourse of long-surpressed aspects of the primarily East German experience that are now redefining German identity and their view of their own recent history for the entire nation.
Maureen D. Mack Professor	Curriculum & Instruction	SEM I	The sabbatical will support in part Mack's completion of the book <i>Banish the Princess: Strategies to Reveal Strong Girls and Women</i> , to be published by New Horizon Press. The purpose of the book is to draw the connection between early girl-womanhood experiences and the resultant impact upon confidence, life choices and emotional well being. Using her expertise as a university educator, the author will discuss causes that unravel female identity and will describe specific strategies girls and women can use to build a strong resilient internal core.
Lawrence Martin Professor	American Indian Studies	06-07	I intend to collaborate with a Canadian scholar on research concerning a nineteenth-century missionary, Frederic Baraga, who published linguistic works about the Ojibwe language as well as religious works written in Ojibwe. The study will investigate both the effect of Baraga's work on Ojibwe people, particularly the movement of Ojibwe literacy which his work brought about, and the effect that Ojibwe people had on Baraga, in changing his thought patterns as reflected in his Ojibwe writings spread throughout his long career. The outcome of the project will be a book on Baraga with an accompanying CD-ROM which will include one of his major works on Ojibwe linguistics, as well as an edited selection of his religious writings in Ojibwe.
Robert A. Nowlan Associate Professor	English	06-07	The aim of this project is to produce a critical bibliography of music from across the world, past and present (while concentrating on the modern and the contemporary), that exemplifies, focuses on, or otherwise significantly contributes to progressive forms of resistance, rebellion, and revolt.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Joel Pace Associate Professor	English	06-07	I am applying for a sabbatical to support turning my dissertation (Oxford University, 2000) into a published book. My book will focus on William Wordsworth (who lived from 1770-1850 and is widely regarded as the foremost British Romantic Poet) and his influence, publication, and reception in nineteenth-century America. My book will help to define a burgeoning field—Transatlantic Romanticism—as well as make significant contributions to both the teaching and understanding of British and American literature.
Marilyn Skrivseth Professor	Kinesiology	06-07	Physical inactivity has been widely recognized as one of the leading contributors to morbidity and disease (Colditz 1999). The role of community-based interventions to promote physical activity has emerged as a critical piece of an overall strategy to increase physical activity among people of all ages. This study will be used to expand and enhance my scholarship and teaching related to university and community partnerships in fitness assessment, prescription and adherence, and to develop plans for integrating current department-community physical fitness programs into a more cohesive unit that will effectively serve a wider range of individuals and abilities.

#### **University of Wisconsin-Green Bay**

Victoria Goff Associate Professor	Information & Computing Science	06-07	Dr. Goff is proposing two book projects, a history book that focuses on Spanish-language media in the U. S., and a textbook on feature writing. A third, related project will be the development of a special topics course based on the Spanish media book. All three projects use Professor Goff's extensive, interdisciplinary background in communications and the Spanish language. Completion of these projects will lead to an enriched classroom experience for all of her students.
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<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Robert Howe Professor	Natural & Applied Sciences	SEM I	The Primary focus of Dr. Howe's sabbatical proposal is on the writing of a book describing the history and natural features of the Cofrin Memorial Arboretum. The project will result in the development of a number of student projects and classroom exercises that are conducted in the Arboretum and a reference work that includes 30+ years of accumulated data and research. This project will directly serve UW-Green Bay's unique environmental curricular focus.
Kim Nielsen Associate Professor	Social Change & Development	06-07	Professor Nielsen proposes to complete a book-length biographical study of Anne Sullivan Macy. This interdisciplinary project will result in a book that can be used extensively in several of Dr. Nielsen's classes. The research and extensive reading required to complete this project will also significantly enhance many of Dr. Nielsen's related research and teaching activities.
Tara Reed Associate Professor	Natural & Applied Sciences	06-07	If granted her sabbatical leave, Professor Reed will complete a project that culminates in the development of several laboratory exercises and classroom research tools that can be used in courses she teaches in Ecosystem Management and Landscape Ecology. Dr. Reed will also develop the Green Bay Food Web Model that will have both classroom and research applications.
Georjeanna Wilson-Doenges Associate Professor	Urban & Regional Studies	SEM II	Dr. Wilson-Doenges intends to collect and analyze historic archival data to map out and uncover trends in suburban development in the Green Bay metropolitan region over the past 60 years. This research will result in the publication of a journal article in one or more professional journals and will also provide a significant amount of historical data that can be used in her classes. Finally, Professor Wilson-Doenges intends to develop a course on suburban living that would be based on case studies developed from the data that is analyzed.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
<b>University of Wisconsin-La Crosse</b>			
Bradley Butterfield Associate Professor	English	SEM II	This book project will explore the relationship between aesthetics and ethics in the philosophical writings of Friedrich Nietzsche, Theodor Adorno, Michel Foucault, and Jean Baudrillard. The professor's research in the field of critical theory is directly related to the courses he teaches on western literature and culture.
Mark Chavalas Professor	History	SEM I	The goal of this sabbatical is to allow the professor to work as editor of a historical primary source book concerning women in the ancient Near East. The professor expects that this book will be used as a supplemental textbook for a course on women's or ancient Near Eastern history.
Albert Gedicks Professor	Sociology/ Archaeology	06-07	The sabbatical will provide time for the professor to complete a first draft of a book on Indigenous resistance movements, conduct on-site visits to Yucca Mountain, Nevada, and the Skull Valley Goshute reservation in Utah, and develop a course outline for a senior seminar.
Roger Haro Professor	Biology	SEM II	Dr. Haro proposes to complete research on factors affecting the production of dominant macroinvertebrate consumers in backwater and main channel habitats of the upper Mississippi River. His objectives include: (1) Determining temporal changes in the source and nutritional quality of suspended fine particulate matter (SFPM); (2) determining the relationship between the nutritional status of dominant macroinvertebrate consumers and their instantaneous growth rates; and (3) constructing a dynamic energy budget model to explore the potential interactions among SFPM quality, SFPM quantity, and water temperature as regulators of macroinvertebrate production. The USGS Upper Midwest Environmental Sciences Center (UMESC) in La Crosse, WI, will be hosting Dr. Haro. UMESC has recently obtained several new analytical capabilities, which would permit him to explore questions concerning SFPM quality and hydrodynamic characterization. He will receive training and experience in the analysis of essential fatty acids and in the use of acoustic Doppler technology for measuring riverine flow dynamics. These technologies are not currently available at UW-L. Training in these areas would allow the development of a specialized skill set which he will share with UW-L colleagues and students.



<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Wahhab Khandker Professor	Economics	SEM I	Professor Khandker intends to spend his sabbatical revising and expanding “the Model Laboratory,” which he developed to address student learning problems in International Macroeconomics classes where students are exposed to relatively large equation systems that are represented as compound graphs. The Laboratory makes these complicated dynamic international macro models easier to understand. During his sabbatical he plans to expand the system to include additional economic models and laboratory exercises that will be capable of reaching a wider range of students in other economics courses. Finally, it will be made available to faculty at other universities to formally assess the cognitive learning outcomes of the Laboratory.
Gary MacDonald Professor	Art	SEM I	This project will entail the study of African American history and culture by visiting historical sites, museums, memorials, and collections in Georgia, Alabama, Tennessee, Ohio, and Michigan. This project will enable the professor to enrich his courses by making them more inclusive and meaningful by adding additional diversity content.
Cecilia Manrique Professor	Political Science/Public Administration	SEM II	The goal of this sabbatical is to allow the professor to engage in a quantitative study of Filipino immigrants in the United States, the second largest group of immigrants in the country. The insight gained from this research will enhance the curriculum addressing immigration and race issues.
Jasmine Saros Associate Professor	Biology	SEM II	Professor Saros proposes to assess the possibility of using alpine diatoms from lakes in the northern Rocky Mountains as paleotemperature indicators by measuring the $\delta^{18}\text{O}$ values of diatom silica, using the facilities and expertise available in Dr. Philip Barker’s lab at Lancaster University. This experience would enhance Professor Saros’ future grant-writing efforts, and it would also solidify the new exchange program that UW-L has initiated with Lancaster. In addition, a portion of Dr. Barker’s research takes place on lakes of the English Lake District (just north of Lancaster). Over the course of a semester in Lancaster, Professor Saros would become more familiar with a set of these lakes to gain greater context for co-developing future undergraduate projects for UW-L students to conduct during a visit to Dr. Barker’s lab.

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Kuang Wei Wen Professor	Information Systems	SEM I	Professor Wen proposes to develop expertise in information security management and infuse it into his international research on e-business value facing small and medium enterprises. He plans to develop a course in this subject area to enhance the curricula of Information Systems, CBA's and MBA program, and the Masters of Software Engineering program of Computer Science. His target site for sabbatical leave in Taiwan will offer the global information security dimension to his research and course development.

#### **University of Wisconsin-Madison**

Ramon Aldag Professor	School of Business	06-07	I will revise Managing Behavior in Organizations (MHR 704) to enhance relevance and integration with other core courses, revise Behavioral Analysis of Management Decision Making (MHR 729), and develop a doctoral seminar on emotions in organizations. I will complete research projects relating to organizational culture, emotions at work, and entrepreneurial opportunity assessment.
Neeraj Arora Associate Professor	School of Business	06-07	My objective is to use this full-year sabbatical to: (1) develop new courses targeted for executive education; (2) understand and bridge gaps between what I teach in the classroom and its applicability to marketing research practitioners; and (3) strengthen my course content by making it more cross-functional and better grounded in theory.
Remzi Arpaci-Dusseau Assistant Professor	Computer Science	06-07	I plan to spend my sabbatical at Google where I will increase my knowledge of the state-of-the-art in the design, implementation, and management of computer systems. This increased understanding will improve my ability to ground the courses I teach (such as CS 537 and CS 736) with important lessons from the real world.
Andrea Arpaci-Dusseau Assistant Professor	Computer Science	06-07	I plan to work with a company, to understand the industry's problems with current operating systems; this will enable me to better educate and guide both undergraduate and graduate students. Also, I propose to collaborate with an elementary school or organization to encourage economically-disadvantaged children to enter science. The courses enhanced include Intro to Operation Systems (CAS 537), Advanced Operating Systems (CS 736), and Distributed Systems (CS 739).

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William Aylward Assistant Professor	Classics	06-07	A sabbatical is requested for research in the applicant's primary area of teaching and research: Greek and Roman architecture. A full academic year is required to accommodate travel to Europe for firsthand study of material. Courses enhanced include CL300/AH300, The Art and Archaeology of Ancient Greece; CL304/Ah304, The Art and Archaeology of Ancient Rome; and CL322, Civilization of Ancient Rome.
Hussain Bahia Professor	Civil & Environmental Engineering	06-07	The primary activity of the sabbatical would be to work on the following items: (1) Expanding the Wisconsin Highway Research program and the "Wisconsin Transportation Center Idea;" (2) Starting of the Center for Research and Education on Modified Asphalts as part of the "Flexible Pavement Consortium;" and (3) Start writing a book on Construction Materials which would enhance the teaching of CEE 395 (Materials for Constructed Facilities).
Andrew Bent Associate Professor	Plant Pathology	SEM II	I teach three courses that cover how plants defend against infection. Much attention is turning to "basal" plant defenses, but this topic receives virtually no coverage in my courses. I propose a semester at multiple European centers of plant basal defense research, based in the Boller lab in Basel, Switzerland. The knowledge gained will be used to improve Plant Pathology 123, 505 and 517.
Alda Blanco Professor	Spanish & Portuguese	06-07	I will complete the research and write the book, <i>Writing the Spanish Empire: The Culture of an Imperial Consciousness</i> . The book revisits and reframes the cultural problematics of empire which have been marginalized by Spanish historiography and cultural history. The study of the culture of colonialism and empire will become a central component of the courses I regularly teach. Also, I will develop a new course, "Culture and Empire in XIX - Century Spain."
Patricia Boyette Professor	Theatre & Drama	SEM II	The sabbatical would be spent: (1) continuing to research, rehearse and perform Samuel Beckett's works; and (2) reflecting upon and documenting my 10-year experience with "The Beckett Project" working with Zarrilli, Whitelaw and others, to teach Beckett in performance and relating these skills to the teaching of acting in general. Courses directly affected will be Theatre 750, Graduate Acting, and Theatre 450, Acting Styles.

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Deborah Brandt Professor	English	SEM I	<i>Writing Now</i> traces the rise of writing as a second stage of mass literacy, exploring its connections to changing economic circumstances since 1970. The aim is to understand how shifting rationales for literacy affect ordinary Americans in their roles as worker and citizens. This larger historical and cultural perspective will enrich the design of my own writing instruction (such as <i>Perspective in Literacy</i> , 702).
Susan Brantly Professor	Scandinavian Studies	06-07	I intend to work on a book manuscript entitled: <i>Making History: The Historical Novel in the Postmodern Era</i> . This, in turn, will help me to design a class which presents Nordic history through historical novels.
Paul Bredeson Professor	Educational Leadership & Policy Analysis	SEM II	I will examine how schools have successfully created time and reallocated resources to support professional development and will provide valuable information that will help me refine and improve School Improvement requirements for four administrator licenses, as well as two of my courses - Professional Development and Organizational Learning (ELPA 848), and Instructional Leadership (ELPA 847).
Keith Busby Professor	French & Italian	06-07	Italians who read Arthurian romance or Charlemagne epics in the period 1250-1350 did so in French, due to a lack of such narratives in Italian. My project studies the manuscripts for such texts from medieval Italy. It will provide material for advanced undergraduate and graduate courses for students of both French and Italian.
Robert Carpick Associate Professor	Engineering Physics	06-07	I will visit Berkeley (UC Berkeley, Lawrence Berkeley Laboratory), and Berlin (Fritz-Haber Institute, BESSY synchrotron) to study X-ray science and nanotechnology. This will enable development of modern course materials including for the new Engineering Physics Bachelor's degree, and commencement of work on a modern undergraduate Mechanics of Materials textbook which will be used in EMA 303/ME 306.
Dariusz Ceglarek Associate Professor	Industrial and Systems Engineering	06-07	During my sabbatical, I plan to: (1) Develop a course in Digital Product Lifecycle Modeling, Analysis and Synthesis; (2) Write a book, <i>"Stream-of-Variation" in Manufacturing</i> (Springer Publishing); (3) Explore trends in manufacturing and production systems related to product Life-cycle Paradigm within the Healthcare industry; and (4) Study emerging developments in Micro-Bio-Manufacturing.

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Mark Craven Associate Professor	Biostatistics & Medical Informatics	06-07	I propose to visit Cambridge University and the European Bioinformatics Institute. My goal is to become more fluent in computational systems biology in order to (1) extend the emphasis of this material in my Advanced Bioinformatics course (BMI 776); and (2) develop a new course in Learning and Modeling Biological Networks.
John Curtin Assistant Professor	Psychology	06-07	The goal is to enhance my understanding of neuroscience and functional brain-imaging methods. I regularly offer coursework on the etiology, diagnosis and treatment of drug use disorders and on psychophysiology techniques. Neuroscience methods are making some of the most important current contributions to our understanding of psychopathology. Increasing my expertise in this area is critical to allowing me to provide adequate and up-to-date instructions and research supervision. I will update courses PSY 740, PSY 804 and PSY 618.
Thomas Dale Professor	Art History	06-07	I will complete a book, <i>Romanesque Corporealities</i> , which offers a new conceptual framework for Romanesque art of Western Europe (c. 1050-1215), focusing on theories of the body, vision, and representation. This project will enhance my courses on Romanesque and Gothic Art (Art Hist 318) and Topics in Medieval Art (Art Hist 415). Also, it will help me develop new courses on monstrosity and on monasticism.
Christopher DeMarco Professor	Electrical & Computer Engineering	06-07	Electric power systems education in the U.S. has been criticized for its failure to adequately prepare students to understand market-based mechanisms for provision of grid services. My research will study the interactions of physical electricity grid dynamics with stochastic behavior in markets governing short-term service provision. I will bring this material back into the UW-Madison curriculum in ECE 427 (Electric Power Systems) and ECE 723 (On-line Control of Electric Power Systems).
Dennis DeMets Professor	Geology & Geophysics	06-07	I want to complete an NSF-sponsored study of global-scale plate motions and study new techniques for using satellite-based measurements to study deformation of the crust associated with earthquakes. An interactive educational Web site based on the former work will be constructed and will enhance, for example, Geology 112, Mountain's and Moving Plates. Also, it will be accessible to both researchers and educators.

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Sharon Derry Professor	Educational Psychology	SEM I	I will select an international sample and conduct a study of successful online teacher education programs representing innovative uses of technology, theories of instructions, dissemination strategies, and visions for teacher education. I will share and apply findings, developing courses that will enhance the University's capacity to disseminate better teacher education.
Charles Dill Professor	School of Music	SEM I	I propose to supplement my course materials for my opera appreciation course (660-106) with brief narratives that clarify material, making them available either as part of the course packet or as PDF files. These would ultimately replace textbooks, which are currently inadequate for the kind of course I want to teach.
Dennis Dorn Professor	Theatre & Drama	06-07	Create a CAD-based graphic design standard to replace the current pencil-based 1992 version by researching current user practices and synthesizing that data for review, modification, and adoption by the USITT Board of Directors as an industry standard. This standard will be incorporated by instructors nationwide in classroom instruction.
John Eichenseher Professor	School of Business	SEM I	I will use the semester to develop the capacity to teach a new preparation (Business Information Consulting, AIS 740) and to extend my current research on transnational differences in business ethics.
Jim Escalante Professor	Art	SEM II	To develop new course outline for Art 446, Artists' Books and to create a plan for undergraduate students to have greater access to all Book Art classes, i.e. Art 446 (Artists' Books), 466 Papermaking and Art 646 (Art of the Printed Book).
William Farlow Associate Professor	School of Music	SEM I	I plan to advance my skills as stage director and teacher by researching and writing a series of articles aimed at guiding directors entering the academic world, and junior faculty members beginning their association with opera, allowing me to codify current trends in the field, and applying them to my own teaching. Courses to be enhanced include Opera Workshop (257/557), Opera Production (256/556), and Special Topics (497).

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Steven Feren Professor	Art	06-07	I plan on developing my own research as well as researching the current state of contemporary Glass working. Through this process I plan on developing an intermediate - advanced course dealing with glass kiln working. Student desire for information on Kiln working is constantly increasing.
Marcin Filutowicz Professor	Bacteriology	SEM I	I plan to achieve four primary goals, each of which has an integral international instructional component: (1) I will explore the undergraduate internship opportunities in Brasilia; (2) work towards a course designed for undergraduates to discuss the role of microbiology in the interconnected world; (3) use metagenomics approach to isolate genes from various Brazilian ecosystems that are of basic and commercial importance; and (4) continue my efforts to co-organize a series of biotechnology workshops in Brasilia.
John Fleming Associate Professor	English	SEM II	I want to complete a draft of my next book project, a study of the place of rhetoric in contemporary postsecondary education, entitled <i>Becoming Rhetorical</i> . The rise of the “new rhetorics” of the past half century has been accompanied, ironically, by the continued decline of rhetorical education. My book will explore this dilemma and propose a new educational model. The courses most enhanced by the work include Freshman Composition (Engl 100), Intermediate Composition (Engl 201, and Writing and Reasoning (Engl 236).
Catherine Fox Associate Professor	Bimolecular Chemistry	06-07	I will learn the coupled technologies of modern mass spectrometry and bioinformatics for the study of macromolecular protein complexes. This training will provide opportunities to develop new collaborative research programs. Courses to be enhanced include Cellular Information Pathways (BMC 503) and a laboratory course (BMC 504). I would also like to develop a course which may be titled “Practical Approaches to Mass Spectrometry and Biomedical Research.”
Lewis Friedland Professor	School of Journalism & Mass Communication	06-07	Part of my sabbatical year will be as a Fellow of the Reynolds Journalism Institute at the University of Missouri. By studying the integration of web technologies with advanced newsroom organization and production, I will be able to directly contribute to the reconstruction of our professional M.A. program, and introduce new techniques to advanced undergraduate instruction, such as In-depth Reporting (Journ 401).

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Barry Gerhart Professor	School of Business	06-07	I plan to continue my research program on human resources and effectiveness in order to improve my Research Methods course (MHR 975) and my Human Resources course (MHR 705). I will also work on two book projects, which will be useful to students at the University and elsewhere.
Jess Gilbert Professor	Rural Sociology	06-07	I propose intensive study of a major new emphasis in agricultural sociology (food and consumption) by participating in a 10-week seminar on race and the politics of food at UC-Irvine, and being a Visiting Professor at UC-Santa Cruz. I will incorporate my newly-gained knowledge of “food studies” into my courses, including Sociology of Agriculture (RS/Soc 650), and Agriculture and Social Change in Western History (RS/HS 230).
H. Hill Goldsmith Professor	Psychology	SEM I	I intend to create or revise three courses. At the undergraduate level, these courses will be senior seminars in “childhood psychopathology” and “biological approaches to behavioral development.” At the graduate level, the course will be part of a coordinated sequence on “developmental psychopathology.”
Kenneth Goldstein Professor	Political Science	06-07	Spending my sabbatical in Israel and working on the Israeli news tracking project will enable me to develop additional courses in Israeli politics. The research on political communication will increase my intellectual capital in this field and position me to teach additional courses and direct student research. Courses enhanced will include Israeli Politics and Society (PS 665), and Intro to American Politics and Government (PS 104).
Xianghong Gong Associate Professor	Mathematics	06-07	I plan to use the sabbatical leave to visit the University of Chicago and Nanjing University (China), both of which have good undergraduate programs, in order to learn how their Calculus courses are taught. The information will be used to enhance Advanced Calculus (Math 521 and Math 522).
Heidi Goodrich-Blair Associate Professor	Bacteriology	SEM I	While on sabbatical I will: expand my research to include genome-scale experimentation to train my laboratory graduate students and classroom undergraduates; organize a reader for my Bact 526 (Physiology of Microorganisms) course section and optimize the group-based learning method I have adapted for this course; and write invited chapters for an undergraduate microbiology textbook.



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Sabine Gross Professor	German	SEM I	Complete substantial work on a monograph addressing the interrelation of reading, perception, and cognition, offering a cross-disciplinary inquiry into the anthropological foundations of reading. The results will inform my teaching (such as: Honors Intensive Intro to Literature, 284; and German 221 and 222) and enable my students to become better readers.
Albert Gunther Professor	Life Sciences Communication	06-07	This sabbatical proposal involves lecturing and research on US/Netherlands differences in public opinion on biotechnology issues. At the University of Amsterdam I will develop and conduct a two-semester seminar on the psychology of the mass media audience. Courses to benefit by the work include Intro. To Communication Theory and Research (LSC 702), and Conceptualization and Design of Mass Communication Research (LSC 806).
Susan Hagness Associate Professor	Electrical & Computer Engineering	06-07	Intensive study and collaborations with colleagues at UW and other institutions in the areas of electromagnetic imaging/sensing and computational bio-photonics are proposed to strengthen existing research activities, establish new research directions, and enhance instructional activities in applied electromagnetics. Technology-enhanced learning tools will be developed. Also, I will develop modules for my undergraduate courses (ECE 220, 320, 420).
Jan Heide Professor	School of Business	06-07	The primary purpose of my proposed sabbatical leave is to update and redesign my MBA Marketing Management course (237-700). Specifically, I plan to: (1) develop new teaching modules on cross-functional integration; and (2) enhance the course's coverage of global issues.
Diana Hess Associate Professor	Curriculum & Instruction	06-07	I will redesign two courses (C&I 339 and C&I 559) to strengthen a partnership with West High School and improve learning in our secondary social studies program; create a new master's degree program in Democratic Education for secondary teachers; and analyze data from a longitudinal study about the effects of civic education.

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Peter Hewson Professor	Curriculum & Instruction	06-07	I will study professional development in graduate programs of science education in South Africa, with regard to implications for the UW graduate science education program. I will develop case studies of professional development of South African teachers for inclusion in Curric. 949 (Seminar in the Study of Teacher Education: Professional Development).
William Hickey Professor	Soil Science	SEM II	My sabbatical proposal focuses on developing new materials for use in an advanced course in soil Microbiology and Biochemistry (Soil Sci/Bact 523). The product will be a series of modules that reflect the growing integration of chemical and molecular biological approaches for studying environmental processes.
Michele Hilmes Professor	Communication Arts	06-07	I want to complete the research and writing of my ongoing project on Anglo-American cross-influence in the field of broadcasting entitled, tentatively, <i>Radio Nations</i> . The work will be incorporated into classes such as the graduate seminar, "Media and Culture and the Public Sphere," and the undergraduate course, "History of Broadcasting."
Robert Howell Professor	German	SEM I	I will be completing work on the <i>Cambridge History of the Germanic Languages</i> . The completed work will be the first comprehensive history of Germanic in English, an indispensable and sorely lacking handbook for our many students of Germanic linguistics. The book will be a core resource for History of German Language (German 650), Older Germanic Languages (German 755), and Comparative Germanic Grammar (German 768).
Anna Huttenlocher Associate Professor	Pediatrics/ Pharmacology	SEM II	The goal of the research is to identify novel drug targets to treat inflammatory diseases that target basic mechanisms of cell motility and the actin cytoskeleton. A unique opportunity to pursue these goals is provided at the University of Basel and the Novartis Research Institute in Basel, Switzerland. Courses to be enhanced include Cell signaling and Human Disease (Pharmacology 875) and MD/PhD Journal Club (Biomed Chem 675).

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Barbara Ingham Associate Professor	Food Science	SEM I	I will realign my teaching program to fit with revised University initiatives in distance education (DE) by taking on-line courses in distance learning pedagogy, by developing collaborations with other undergraduate DE programs, and by editing lecture and web content. My teaching will be redesigned (Science of Food, FS 120) to effectively engage students both on campus and at a distance.
Thomas Jahns Professor	Electrical & Computer Engineering	06-07	My sabbatical objective is to fill a current void by developing a cohesive set of course notes for teaching renewable/alternative energy technologies to upper-level undergraduates in electrical engineering. These notes and eventual textbook will provide an integrated, multi-disciplinary introduction to both the energy sources (e.g., wind, solar) and the associated modern electric power processing technology.
Shi Jin Professor	Mathematics	06-07	I will organize a Thematic program on Numerical Partial Differential Equations at Pauli Institute in Vienna; conduct joint research on computation of multiscale kinetic/hydrodynamic problems and high frequency wave propagation; give summer school courses on Numerical Methods for High-Frequency Waves with lecture notes as the basis for a new graduate course at UW-Madison.
Robert Joynt Professor	Physics	SEM I	Recently, quantum computing has become a major part of physics research, but has not yet entered the curriculum. Because of F.C. Zhang, Hong Kong University has become an international center for this research. I propose to develop a freshman seminar course and an advanced topics course in this area.
John Kennan Professor	Economics	06-07	The proposal includes several projects in the area of labor economics, which is one of the major fields of instruction in the Economics Department at both undergraduate and graduate levels. The main project is an empirical study of internal migration by young adults in the United States. The research will contribute to the development of teaching materials for Economics 450, 750 and 751.
Jonathan Kenoyer Professor	Anthropology	06-07	I propose to complete the writing and illustration of a text book on the archeology of early state-level society in the Old World for Anthro 310 (Topics in Archaeology) and to undertake new research on specific ancient technologies to update the course on Ancient Technology and Invention (Anthro 352).

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Brian Kirkpatrick Professor	Animal Science	06-07 (½ SEM I ½ SEM II)	I propose to spend my sabbatical leave at AgResearch, in Hamilton, New Zealand, working on revising and developing course materials for my courses in beef production, veterinary genetics and gene mapping methods including Gene & QTL Mapping in Animals (604-875). The Ruakura Research Center is one of the leading sites of bovine genetics research in New Zealand.
Daniel Kleinman Professor	Rural Sociology	06-07	I expect to undertake three projects: (1) Initiate research for historical study of the discipline of plant pathology, which will prepare me to teach and develop a syllabus for “Agriculture, Technology, and Society” (RS 612); (2) Develop an integrated biology and social science cluster of courses; and (3) Revamp “Technology and Society” (RS 245).
Daniel Klingenberg Associate Professor	Chemical & Biological Engineering	SEM II	The proposed sabbatical at General Motors will focus on research on magnetorheological fluids and devices, as well as two writing projects. This sabbatical will result in an industrial perspective that can be brought to our courses. The two writing projects will directly enhance our instructional program by providing course materials for a short course or special topic’s course, and as the basis for an advanced graduate course.
James Knox Professor	Geography	SEM I	I want to study and assimilate new methodologies and new data used for evaluating responses of extreme hydrologic events to natural and human-related environmental changes. The leave involves study and adaptation of new hydrologic models and visits to two federal research laboratories that study extreme hydrologic events. Sabbatical results will be used to upgrade three courses including: 127 (Phys. Systems of the Environment), 325 (Analysis of the Physical Environment), and 326 (Fluvial Geomorphology).
Eric Knuth Associate Professor	Curriculum & Instruction	06-07	My sabbatical program will provide the time necessary to develop a graduate course for secondary school mathematics teachers; develop a doctoral course for future teacher educators; examine data and publish the results from two 5-year longitudinal research projects; and begin work on a practitioner-oriented book related to my research.

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Joseph Koykkar Professor	Kinesiology	06-07	My proposed sabbatical will expand my knowledge in two primary areas: (1) music/music literature for dance; and (2) media technology training for dancers. This activity will result in one or more new courses, a revision of courses/course materials (such as 420 Sound Design for the Performing and Visual Arts), and creative artistic applications.
James Lawler Professor	Physics	SEM II	I want to restructure the Physics 545 course Introduction to Atomic Structure, to make it more relevant to astronomy graduate students. This is timely because the South African Large Telescope (SALT) has recently achieved first light. UW-Madison is the major U.S. participant in this 10 m class telescope which is optimized for spectroscopic astronomy.
Mary Layoun Professor	Comparative Literature	06-07	I plan to complete the research and writing of a book manuscript <i>Occupying the National Family: Sexuality, Race, Family, and Citizenship in Early Post-WWII Japan and the U.S. (1945-47)</i> . This will enhance the courses I teach in comparative east-west literary and socio-cultural relations (i.e.: CL203), as well as those on comparative race, gender, and ethnicity.
Jacques Lezra Professor	English	SEM II	I plan to complete work on the biography of the lexicographer, inquisitor and counter-Reformation scholar Sebastian de Covarrubias, whose 1611 <i>Tesoro de la lengua castellana</i> is the first dictionary of Spanish and a touchstone for early Modern Studies. Graduate and undergraduate instruction in Spanish historical linguistics and in Early Modern literature and culture will benefit from this work.
Mikko Lipasti Associate Professor	Electrical & Computer Engineering	06-07	The sabbatical will be used to develop the second edition of <i>Modern Processor Design: Fundamentals of Superscalar Processors</i> . The second edition will add at least two new chapters on current, state-of-the art topics, and will also include new homework problems. Also, on-line lecture materials will be created for ECE 552 (Intro-Computer Architecture) and ECE 752 (Advanced Computer Architecture I).

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Ernesto Livorni Associate Professor	French & Italian	SEM I	I will work on my book on 20th century Italian poetry, <i>Hermeticism</i> . I will link a new definition of this poetic trend both to contemporary aspects of European and American poetry to Hermeticism in poetry, and to the Hermetic philosophy of the Renaissance and of the Greek classical period. I plan to develop courses at the undergraduate level on 19th and early 20th century Italian poetry.
Ruth Lynch Professor	Rehabilitation Psychology & Special Education	SEM II	New models of health and wellness promotion are broadening the possibilities for living well with a long-term disability. I plan to: explore current models for health promotion; visit programs in the US, Australia, and New Zealand; expand coverage of this content at UW-Madison; and prepare training materials for rehabilitation counselors. Courses enhanced include Medical Aspects of Disability (194-550), and Assessment of Adults with Disabilities (194-540).
Brian Mayhew Associate Professor	School of Business	06-07	I will shadow accounting consultants to learn more about consulting. This effort will benefit the design of ACCTIS 740 Business Information Consulting. Also, I will research the impact of professionalism on ethical behavior. A link between professionalism and ethical behavior may provide a teachable mechanism to enhance ethical behavior.
Douglas Maynard Professor	Sociology	06-07	I have been invited, and have applied to be a Fulbright Scholar at the University of Helsinki for fall of 2006. Also, I wish to refresh my reading and research for the courses I teach (such as Sociology 545,965) and a course I plan to develop in social psychology (Sociology 530).
Laura McClure Professor	Classics	SEM I	I will focus on two projects: (1) The revision and expansion of an existing course, Integrated Liberal Studies 203, "Western Culture, Literature and the Arts I," and (2) continue work on a manuscript about mothers in Athenian tragedy.
Douglas McLeod Professor	School of Journalism & Mass Communication	SEM II	I have two goals: (1) To finish my book on news framing of national security and civil liberties issues in the aftermath of September 11, which introduces a new model for conceptualizing media framing; and (2) To expand multimedia examples used to illustrate key concepts for use in my course, J345: Principles of Strategic Communication.

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Muhammad Memon Professor	Languages & Cultures of Asia	SEM I	I wish to undertake focused research into the Urdu critical writings of Muhammad Hasan Askari, whose work is essential for examining both Urdu literature itself and the interplay between Western and Eastern literatures, languages and cultures. The research is intended to result in a major article, and an upper-level seminar on Askari's intellectual legacy and its critical place in 20th century Urdu literature.
Junko Mori Associate Professor	East Asian Languages and Literature	SEM II	I will work on an edited volume entitled <i>Japanese Applied Linguistics: Discourse and Social Perspectives</i> , and a single-authored book entitled <i>Development Towards Advanced Language Proficiency in Japanese: Teachers' Guide for Instructional Design</i> . Both books incorporate the applicant's instructional experiences and will be used for the courses that she teaches including Language in Japanese Society (EA 358), and Studies in Japanese (EA 775).
Frances Myers Professor	Art	SEM I	I teach both beginning and advanced undergraduate Etching, 326, 526, every semester. Some of my students have expressed interest in printmaking as well as video. Combining print and video in my classes would solve problems for students who want to learn both mediums, but cannot because of fulfilling their degree requirements. With the CIMC digital equipment and the computer labs in Helen C. White set up for video editing, it is feasible for me to restructure my classes during a sabbatical while I continue my research in digital video.
Susan Nitzke Professor	Nutritional Sciences	SEM I	I have been teaching Community Nutrition Programs and Policy Issues each spring for the past 5 years (N.S. 540). To give students more direct experience with community programs, I will develop a number of project assignments as optional alternatives to the current issue paper. I will also explore options for further expansion of the course from its current status as a 1-credit course to a 1-2 credit course.
Elizabeth Odders-White Associate Professor	School of Business	06-07	I plan to visit the New York Stock Exchange and derivatives exchanges in Chicago. I will observe and interact with market participants and work with economists on research. These experiences will help me bring "real world" knowledge to existing courses (Finance 330, Derivative Securities, and Finance 970, Seminar in Investments and Market Microstructure), and will aid in the development of new courses.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Jamie Peck Professor	Geography	06-07	I will pursue my teaching and research interests around the changing form and function of the state and the rise of “neoliberalism.” The objectives are to: (1) develop a new lecture course (300 or 400 level) on the state and globalization; and (2) extend my research program on the dynamics and concrete practices of “neoliberalization.”
Julie Poehlmann Assistant Professor	School of Human Ecology	06-07	The sabbatical will focus on developing teaching materials on assessing and treating attachment relationships in young children. The plan includes visiting laboratories of internationally renowned scholars in this area (e.g., Sroufe, Dozier), and revising an undergraduate assessment course (HDFS 663, Developmental and Family Assessment) and two graduate courses (HDFS 760 and HDFS 766) focusing on infancy and attachment relationships.
Kenneth Potter Professor	Civil & Environmental Engineering	SEM I	The primary activity of the sabbatical would be to “retool” CEE 311 (Hydrosience), a required undergraduate course in CEE that serves both as an entry-level and terminal course on the application of environmental fluid mechanics and hydrology to water resources engineering.
Carol Pylant Professor	Art	SEM II	I plan to investigate the feasibility of establishing an ongoing study abroad program in studio art in Italy taught by UW-Madison Department of Art faculty. This would broaden the Art Department’s curriculum and offer students an opportunity to immerse themselves in the art and culture of another country for purposes of increasing their creative development.
Mark Ready Associate Professor	School of Business	06-07	I will focus on understanding the trading decisions of larger institutions. I expect to develop new contacts and enhance my current contacts in various institutions. These contacts should be a natural source for additional course content and materials (cases, data, and guest lecturers) and enhance such courses as Fin 720 and Fin 721.
Hans Reich Professor	Chemistry	SEM I	This leave is requested for three projects: (1) Preparation of web support for a graduate Chemistry course (Chemistry 605, Structure Determination using Spectroscopic Methods); (2) Development of a research proposal for submission to NSF in the next round competitive renewal; and (3) Preparation for the 8th International Conference on Carbanion Chemistry to be held in Madison in June, 2007.



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Nita Sahai Associate Professor	Geology & Geophysics	06-07	I will learn a new computational chemistry approach, atomistic modeling of reactions, with environmental and biomedical applications. The atomistic approach complements my existing expertise in electronic structure modeling, and will be incorporated into my Interfacial Biogeochemistry (Geo 675) course because it offers powerful visualization and conceptual understanding advantages to learning.
Ellen Sapega Associate Professor	Spanish & Portuguese	SEM II	I will edit a volume of the Portuguese writer Irene Lisboa's correspondence with her contemporary, Jose Regio. This project will provide a deeper understanding of the dynamics that shaped literary production in 20th century Portugal, and it will enrich my graduate and undergraduate teaching of contemporary Portuguese culture and literature including Survey of Portuguese Literature (467), and Portuguese Civilization (361).
Ananth Seshadri Associate Professor	Economics	SEM II	The proposal seeks to further our understanding of the effects of human capital policy on economics development. Specifically, the central question is how subsidies to early childhood education, schooling and job training should vary with the level of economics development. The findings from the two case studies (East Asia and Latin America) will be incorporated into my lectures in Intermediate Macroeconomics (ECN 302).
Gregory Shaffer Professor	Law School	06-07	I plan to complete a book manuscript that will examine the issue of developing country participation in the dispute settlement system of the World Trade Organization, and in particular the disadvantages and challenges that developing countries face. The work will enhance my courses such as International Trade Law (871) and International Law (827).
Edwin Sibert Professor	Chemistry	06-07	A year in Spain will expose me to alternative teaching strategies and novel pedagogical approaches to learning Chemistry. As Faculty Advisor to a science student study abroad program (Transatlantic Science Student Exchange), I will visit Complutense University of Madrid and discuss curricula in order to better advise undergraduates wishing to study science in Spain. Also, this will build stronger connections to the University.

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Hollis Skaife Associate Professor	School of Business	06-07	The objective of my sabbatical is to further develop my expertise in international business to enhance my teaching of, and research related to international financial reporting. I plan to teach graduate-level accounting seminars in foreign countries and participate in the conversion of publicly traded companies from domestic reporting standards to a set of internationally acceptable financial reporting standards.
David Sorkin Professor	History	SEM II	I will develop a new capstone course in Jewish Studies. Also, I will start on a new book for which I have an advance contract with Cambridge University Press (in the series, <i>New Perspectives in European History</i> ), <i>The Emancipation of European Jewry 1656-1919</i> . The book will be directly related to the theme of the capstone course.
Shannon Stahl Associate Professor	Chemistry	06-07	My research program, focused on transition metal catalysis, frequently interfaces with two other fields of chemistry: organic chemical syntheses, and computational chemistry. The proposed sabbatical leave will be used to extend my knowledge base in these two areas in order to be a more effective research mentor and classroom instructor. I will prepare a special-topics graduate course, "Metal-Catalyzed Transformations in Organic Synthesis."
Steve Stern Professor	History	06-07	I will prepare a new undergraduate course on democracy, dictatorship, and revolution in Latin America, while completing my trilogy on the case of Chile and the legacy of the violent dictatorship of August Pinochet (1973-1990). The course will fill a major gap in both the History and the Latin American, Caribbean, and Iberian Studies curricula. Also, the information would be used in Hist 600, Advanced Seminar in History.
Charlie Trevor Associate Professor	School of Business	06-07	The sabbatical would allow me to develop a complex decision-making simulation that would enhance active learning in Management and Human Resources courses, including MHR 471 for undergraduates. The sabbatical would also allow me to focus on research initiatives that will provide course content in my MHR 610 (undergraduate and master's level) and OMHR 835 (doctoral level) courses.

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Patrick Turski Professor	Radiology	SEM I	Instructional modules will be prepared to address advances in cerebrovascular magnetic resonance angiography. The instructional material will be divided into technical innovations and clinical applications. The modules will be prepared in collaboration with scientists at UW-Madison and at the Applied Sciences Division of GE Healthcare in Waukesha, WI, and London, U.K.
Lynet Uttal Associate Professor	School of Human Ecology	06-07	I am proposing to produce a reader-anthropology on <i>Racial Ethnic Families in the United States</i> that will contribute to the teaching of “family and race” courses (Such as HDFS 474), especially in human development programs. I also plan to improve my ability to speak Spanish to contribute to my outreach teaching of community workshops.
Daniel van der Weide Professor	Electrical & Computer Engineering	06-07	I will study far-infrared (FIR) energy at the Max-Planck-Institute for Biochemistry (to develop chemical microscopy), CREOL at the University of Central Florida (for better FIR detectors), and in a startup company (to improve antennas). I can then translate fresh work in this field to my UW research and teaching. Existing courses which will be enhanced include ECE 447, 545 and 547.
Bruce Wampold Professor	Counseling Psychology	SEM I	I will continue my research on the efficacy of psychotherapy, primarily by revising my book, <i>The Great Psychotherapy Debate</i> , and transferring the conclusions from this research into the practice of psychotherapy, by working with various managed care and employee-assistance programs, as well as co-authoring a book on outcomes-informed practice. Knowledge about the efficacy of psychotherapy is central to most of the courses I teach. Courses enhanced include Coun Psych 951 (Research in Individual Intervention), Coun Psych 900 (Practicum in Counseling Psychology), and Coun Psych 954 (Doctoral Seminar).
Gary Weismer Professor	Communicative Disorders	SEM I	To develop clear and brief text materials for each of the 38 lecturers presented in CD110, “Introduction to Communicative Disorders,” our largest service course and one that I have taught over the past five years. Such materials will greatly enhance the teaching of this class, and the students’ learning of the material.

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Todd Welbourne Professor	School of Music	SEM II	The latest technological advancements in acoustic piano include fiber optic systems that allow for precise record/playback capabilities. Objective listening, tempo controls, and MIDI analysis are all possible with this new type of piano. These developments open up new pedagogical possibilities for use in teaching piano performance courses 660-201 through 660-701.
Robert Wilson Professor	Mathematics	SEM I	I will work on quantifying the relation between cultural background and success in learning mathematics. This should lead to improvements both in our courses preparing future teachers and the training we give our teaching assistants, who teach thousands of undergraduates yearly.
Thongchai Winichakul Professor	History	06-07	Although it helps many victims of a massacre in Thailand, Buddhism also contributes to silence, due to its notions of truth, justice, history, reconciliation, and forgiveness. This project on how Buddhists dealt with past atrocity benefits my classes on Buddhist societies and Southeast Asian history, and will help me develop a new seminar, "History that Causes Trouble."
John Witte Professor	Political Science & Public Affairs	06-07	I want to complete research that focuses on the effects of multiple educational choice programs in eight states. The results of this research will be used in my public policy, educational policy, and senior seminars, including The Policymaking Process (PA 824), and Seminar in Educational Policy (PA 924). Graduate students will be an integral part of my research team and receive valuable field and data training.
John Wright Professor	Chemistry	SEM II	I propose to: (1) Work with Professor David Klug at the University of London on developing applications of two dimensional vibrational spectroscopy in biological materials and solar energy applications, work which will enhance graduate student research and teaching; and (2) Write textbooks and articles in the area of Instrumental Analysis and Experimental Spectroscopy. Courses to be enhanced include Experimental Spectroscopy (Chem 623) and Advanced Instrumental Analysis (Chem 621).
Tonghai Yang Associate Professor	Mathematics	06-07	I will actively pursue research on the Arkelov Theory of Modular Forms. I will be working with research groups at Columbia University and the University of Maryland on their NSF FRG Project. In addition, I will be developing innovative course materials for advanced undergraduate research projects in number theory.

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Richard Young Professor	English	06-07	I plan to complete work on four articles and one book entitled <i>Language and Interaction</i> on the relationship between instances of language use and the contexts in which they are interpreted. The book is intended as a textbook for courses on language and interaction. Courses to be enhanced include English in Society (336), and a seminar in interactional competence (English 905).
Chunming Zhang Associate Professor	Statistics	06-07	I plan to develop new courses on Nonparametric Statistics at both the undergraduate and graduate levels. It is anticipated that these classes will help students utilize modern nonparametric data-analytic tools in the analysis of complex data sets and in solving research problems.

#### **University of Wisconsin-Milwaukee**

Osei-Mensah Aborampah Associate Professor	Africology	SEM I	The sabbatical will be devoted to studying and writing about traditional healers and HIV/AIDS prevention/intervention in Ghana. HIV/AIDS remains a serious health problem in Ghana and elsewhere in Africa. A review of the literature suggests that traditional healers are the right messengers to deliver prevention and intervention messages/strategies to the poor, who lack the necessary resources to access anti-retroviral therapies. Hence, the focus on this group of caregivers.
Joseph Aldstadt Associate Professor	Chemistry	06-07	The purpose of the proposed leave is to conduct research at the Milwaukee Art Museum's Conservation Laboratory (MAM-CL). New methods for the preservation of metallic objects (e.g., silver) will be studied that are based upon techniques developed in the faculty member's lab at UW-Milwaukee. Potential benefits will be to: (1) build stronger ties with the community; (2) learn about a new area of research; (3) teach the MAM-CL about advanced chemical measurements; (4) enhance present teaching and develop a course on the scientific aspects of art conservation, presently unavailable at UWM; and (5) collaboratively pursue funding from new sponsors in this area of research.

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Fred Anapol Professor	Anthropology	SEM I	This sabbatical experience will train me in the collection, processing, analysis, and interpretation of DNA evidence. This expertise will enable me to provide forensic science students with a “hands-on” supervised course in DNA analysis, and to attract extramural funding to equip such a facility both for teaching and research.
Kalman Applbaum Associate Professor	Anthropology	SEM II	I propose to investigate the plan to reduce the mental hospital in-patient population in Japan by 70,000, in comparison with a similar (past) effort in the U.S., known as deinstitutionalization. Provided I receive funding, part of the sabbatical semester will be spent conducting field research in Japan.
Audrey Begun Professor	Social Work/Center for Addiction & Behavioral Health Research	06-07	The proposed sabbatical will allow expansion of the scientist’s capacity to compete for future funding and to better serve the emerging Ph.D. program in social work. Activities include completion of manuscripts, grant activities, and re-tooling in some content areas. My planned sabbatical activities will contribute to: (1) the preparation of a doctoral course related to philosophy of science in social work and another on advanced intervention research which will be open to other disciplines; (2) a new elective BSW/MSW course on alcohol use disorders that is based on my NIAAA curriculum project and would be open to students from other disciplines; and (3) the development of course content that spans social work and criminal justice surrounding the women and jails intervention project for integration into existing courses.
Keith Bender Associate Professor	Economics	06-07	Research on retiree well-being is becoming increasingly important as U.S. and European societies age. My sabbatical builds on my research on U.S. retirees by examining economic and noneconomic well-being measures between the U.S. and Europe. Comparisons will indicate areas where differing institutions and policies generate differences in well-being across countries. These issues will inform and enrich the classes that I teach at UW-Milwaukee, whether it be issues of age discrimination in my Economics of Poverty and Discrimination course, understanding the effects of pension characteristics and generosity on retirees in my Industrial and Labor Relations course, or issues in the economics of aging that I discuss in my graduate level Labor Economics class.

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Richard Blau Professor	Film	06-07	I will work on a monograph exploring 40 years of my photography of the family, a study of Chicago's Polish neighborhoods, and a photo-essay on an important Dionysian carnival. I will return with new/improved technical/conceptual skills for the classroom, where many projects involve documentary and where students expect me to teach by example.
John Boyland Associate Professor	Electrical Engineering and Computer Science	06-07	I propose to spend the academic year in China at Nanjing University. I will do collaborative research in the area of software testing and verification. This academic year will prepare me to work in a field related to my current one (software analysis) with new applications.
Mary Buley-Meissner Associate Professor	English	SEM II	I am applying for a one-semester sabbatical in order to co-edit an essay collection on <i>Hmong American Studies: An Introductory Reader</i> with Dr. Vincent K. Her. In 2002, we founded the Hmong American Studies Initiative (HASI) at UW-Milwaukee. Since then we have served as coordinators of this program, which focuses on building educational partnerships between UW-Milwaukee and the Hmong American community of Milwaukee.
Erik Christensen Professor	Civil Engineering and Mechanics	06-07	The sabbatical will be used for a two-and-a-half month stay at the University of Southern California to collaborate with Dr. Ronald Henry on receptor modeling codes for the environment, one month for work on a NSF grant, and six months for a stay at the Technical University of Denmark to collaborate with Drs. K. Ole Kusk and N. Nyholm on ecotoxicological modeling. Instructional ideas from these universities will benefit my teaching at UW-Milwaukee.
Mary Lynne Collins Professor	Biological Science	SEM I	My research in microbiology has led to the development of a new bacterial host system with potential for the production of foreign (recombinant) membrane proteins. The purpose of the proposed sabbatical is the further development of this technology and its transfer to industry. My direct experience with technology development and transfer will be incorporated into the biotechnology courses that I teach.

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Christopher DeSousa Assistant Professor	Geography	SEM I	My plans for sabbatical involve four primary tasks: (1) writing up the findings based on previous and ongoing research to be submitted to scholarly journals; (2) writing up grant proposals to major funding agencies to support new research on brownfields redevelopment in the US and Canada; (3) developing the Brownfields Research Consortium (within the Center for Economic Development) by working on relevant grant proposals with other members, fostering stronger ties with public and private sector stakeholders, and expanding the BRC's website; and (4) developing a graduate level seminar on brownfields redevelopment and updating existing course materials, which will help strengthen Geography's program focus on urban environments.
Ronald Edari Associate Professor	Sociology	SEM I	The sabbatical leave will be devoted to the examination of the complex question of the differential effects of wage-determining characteristics across the entire spectrum of the earnings distributions for minority men and women. Statistical analysis will be carried out using quantile regression decomposition with bootstrapped standard errors.
Dashan Fan Professor	Mathematical Sciences	SEM II	I propose to pursue three research areas in Fourier analysis. In this sabbatical period, I will work at the University of Sciences and Technology in Central China and Zhejiang University in China. The proposed work involves collaboration with researchers at these universities. The research will strengthen our department's curriculum on pure and applied analysis. It also will enhance my teaching on complex analysis.



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Marija Gajdardziska-Josifovska Professor	Physics	06-07	Pioneering developments of aberration-correcting electron optics have created the unprecedented opportunity to directly observe the atomic-scale order, electronic structure, and dynamics of individual nanoscale structures. The scientific objective of my sabbatical leave will be to perform experiments on polar oxide surfaces and interfaces in the new aberration corrected electron microscopes that are currently being developed and installed at National Labs under the Department of Education-funded TEAM Project. The direct outcomes will be: journal publications, joint grant proposals, access to these revolutionary instruments for my research students, and curricular expansion of the Physics 670 and 770 courses to add this new area of microscopy. The Laboratory Modernization project for the Physics 121 course will be completed with addition of computers.
Sanjoy Ghose Professor	Business Administration	SEM II	Research on how to best integrate consumer brand preference patterns and the firm's challenge of designing matching products, is at a nascent stage. For businesses this is a crucial issue. The answers from my research will be invaluable for introducing new modules in courses like Brand Management and introduction of courses related to new product development. These will provide our graduates with a differential advantage in the business world.
Alice Gillam Associate Professor	English	SEM II	After eleven years of administrative work in the Department of English, first as Director of Composition (8 years) and second as Department Chair (3 years), I am requesting a semester-long sabbatical leave to complete several research projects related to writing program administration and to begin a new research project, tentatively entitled, <i>Feminist Rhetorical Theory and Postmodern Studies in (Rhetoric and) Composition</i> .
Ann Greer Professor	Sociology	06-07	I propose to work on data analysis and preparation of a book manuscript conducted in collaboration with individuals and organizations concerned with professional culture and quality improvement in medical care at the local, national and international levels. The work will result in follow-up research proposals, curriculum improvement, and assistance to quality improvement initiatives.

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Timothy Haas Associate Professor	Business Administration	06-07	I propose to update my multivariate statistics knowledge by visiting Stanford's Statistics Department. I teach these methods in my 714 course. I will also add introductory material to my online probability and statistics tutorial so that my students can use it in my 210, 311 and 709 courses, and improve my Web-based ecosystem management tool.
Donald Hanlon Professor	Architecture	SEM I	The purpose of the sabbatical is to complete the text and graphics for a book, tentatively entitled <i>An Introduction to Architectural Theory</i> . It will be designed as a companion text for a course in any architectural curriculum devoted to that subject.
Kevin Hartman Associate Professor	Music	SEM II	I will produce a recording of music for trumpet and organ written in the twentieth and twenty-first centuries. The project will involve researching new repertoire, rehearsing, recording and editing. The study and performance of new works will enhance my teaching by adding to my knowledge of the repertoire, and the circulation of the recording will add to the visibility and reputation of the Music Department, the Peck School of the Arts and UW-Milwaukee.
William Haseman Professor	Business Administration	SEM I	My sabbatical semester will be spent as chair for the 2006 International Conference in Information Systems (ICIS), the premier academic Management Information Systems conference. My planned research (and curriculum development) for that time involves extending a framework for understanding the primary business drivers and challenges organizations experience in the process of moving towards a service-oriented technology.
Glen Jeansonne Professor	History	SEM I	I am writing the first single-volume academic biography of Herbert Hoover since 1979. Based largely on primary sources and a fresh perspective, it should change the interpretation of Hoover in books on twentieth-century America. This study will enhance my teaching in the time period and perhaps lead to development of new courses on the Great Depression at the undergraduate, masters and Ph.D. levels.

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Lawrence Kuiper Associate Professor	French, Italian & Comparative Literature	SEM II	I designed the popular course “Learning French Culture through Cuisine” shortly after arriving at UW-Milwaukee. The research proposed here examines French cuisine’s practical, anthropological and historical perspectives. I hope to guide students more effectively toward viewing cuisine as an object of academic inquiry. The proposed final product is a course textbook.
Grace La Associate Professor	Architecture	SEM II	This proposal involves the study of urban architectural interventions within three post-industrial cities of rich cultural landscapes and vibrancy: Rotterdam, Dublin, and the re-united Berlin. This effort, conducted through an examination of primary source documents and resources at the extensive architectural library of my alma mater, Harvard University, will be essential to the continued development of my teaching and research within the urban realm. I intend to use the case studies as the basis for the development of a new design studio and seminar focusing on the post-industrial city as well as to further my knowledge of architectural conditions which may have direct applications to North American post industrial cities.
Josepha Lanthers Professor	English	SEM I	The sabbatical will be used to complete a book dealing with literary representations of the Irish “tinkers” (aka “Travellers”), particularly in relation to the 19th-century rise of nationalism and the Irish self-image after independence. The research will enrich my undergraduate and graduate courses in Irish literature and culture.
Hur-Li Lee Associate Professor	Information Studies	06-07	This sabbatical will be spent on a research project entitled “Dynamics Between Classifications and Scholarship in Ancient China.” I plan to develop a theoretical frame work for studying traditional Chinese classifications in their social contexts and furthering the understanding of classifications not only as a tool for organizing information but also as a social product.
Marc Levine Professor	History	06-07	The proposed project for this sabbatical will be to complete the research and writing of a book entitled <i>The Rise and Fall of an Urban Renaissance: Baltimore and the Crisis of the American City</i> . The book will analyze the causes of the urban crisis since the 1950s and policy responses to it. The project will enhance the teaching of urban history, particularly in the new History Ph.D. program, and will also enhance the curriculum on urban economic development in the interdisciplinary Urban Studies Programs.

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Jeffrey Lieder Associate Professor	Theatre	06-07	I propose to continue to develop skills and experience by teaching master classes in area of expertise. I have a number of invitations to teach at major universities in the U.S. as well as at the Hong Kong Academy of Dramatic Arts. Because the residencies will last several days to up to two months, I have not previously been able to accept these invitations. I will also be able to observe other classes taught by experienced teachers and learn about technology curricula used at other comparable institutions.
Tomas Lipinski Associate Professor	Information Studies	SEM I	My sabbatical will be spent lecturing, and conducting research and collaboration with scholars overseas, which will contribute to the development of a seminar course on Globalization, Information, Law and Policy (working title), as well as groundwork on the founding of a Society for Information Law and Policy.
Patricia Mayes Associate Professor	English	SEM II	I need further training in the area of Conversation Analysis (CA) because I am often asked to serve on committees with students who want to use CA in their research. I plan to do my sabbatical at UCLA so that I can audit CA courses in the Department of Sociology (where this methodology was developed). At the same time, I will be using CA to work on a research project that will further my expertise in the areas of second language writing and second language acquisition, the areas that most of my students are studying.
Barbara Meyer Associate Professor	Human Movement Science	SEM I	The primary purpose of the proposed sabbatical is to enhance my understanding of the assessment of emotional intelligence through continued reading, data collection/analysis, and manuscript submission. This understanding will support undergraduate/graduate coursework in the area of emotion in sport, as well as laboratory research and application on this topic.
Renee Meyers Professor	Communication	SEM II	My sabbatical project involves doing research on, and constructing a certificate program or minor in "Instructional Pedagogy and Practice" at the graduate level. The intent is to provide future faculty (current graduate students) with pedagogical theory and effective teaching/learning practices prior to accepting a faculty position in academe. This project fits in with my research and teaching interests in the Scholarship of Teaching and Learning, and my work on using groups effectively in the classroom.

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Albert Milani Professor	Mathematical Sciences	SEM II	I propose to work on the following mathematical problems: (1) Long-time existence for Schroedinger equations; (2) Mathematical modelling of embryo transfer for in vitro fertilization; (3) Inertial sets for non-autonomous dynamical systems; and (4) Evolution equations of Von Karman type in Kaehler manifolds.
Hamid Mohtadi Professor	Economics	06-07	I intend to apply for a 3-year National Science Foundation grant to fund a collaborative project between UW-Milwaukee and the University of Minnesota. I will be the Principal Investigator on this grant and my Co-PI will be Professor Jean Kinsey, Director of the Retail Food Center at the University of Minnesota.
Fabrizio Mondadori Professor	Philosophy	SEM II	In the <i>Theodicy</i> , Leibniz ascribes to “some Scotists” a conception of possibility which he regards as untenable, and as inconsistent with his own conception of it. Three questions arise here: (1) who are the “Scotists” Leibniz alludes to? (2): did those “Scotists” really put forth that conception? (3): was their conception really inconsistent with Leibniz’s? I plan to provide an answer to (1)-(3) above: this will enable me to throw quite a bit of light on an important chapter in the history of philosophical theology. The project I propose to carry out will also be of great relevance to my teaching: I plan to teach a number of courses, and seminars, both at the undergraduate and especially at the graduate level, which shall deal with most of the topics I discuss in my project.
Ian Musson Professor	Mathematical Sciences	SEM I	During the sabbatical I will finish writing a mathematical textbook for graduate students. No current text treats the material that I cover in the book. I have given courses at UW-Milwaukee (and elsewhere) using drafts of the book and plan further courses. Also the book can be used by students starting their research.
Yoshio Niho Professor	Economics	SEM II	I propose a study of Differential Game Theory and Stochastic Optimal Control, which are used increasingly in economics. Both theories use the Hamilton-Jacobi-Bellman equation, which allows modifying the optimal strategies after observing the current situations. This work will enable me to incorporate recent literature in these theories into the sequence of mathematical economics (Economics 706 and 806) and possibly direct doctoral dissertations using these theories.

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Neal Pease Associate Professor	History	SEM I	I propose to devote the Fall semester 2006 to the refinement and renovation of my repertoire of courses. In particular, I wish to develop more fully courses I have recently initiated in the history of Christianity, an outgrowth of research I have pursued in my primary field of Polish and Central European history. My project would expand the curriculum of the Department of History, and contribute to the Board of Regents' priorities of interdisciplinary activities and international education.
Patrice Petro Professor	English	SEM II	I am applying for a sabbatical to complete research on a book that explores national identity within emergent global networks. The book is entitled "Hollywood Berlin" and it focuses on the interrelationships between national cinemas and international film culture at a time of far-reaching economic, political, and cultural transition. My sabbatical request will enable me to develop new courses at both the graduate and undergraduate levels in Film Studies, Modern Studies, and Global Studies.
Gabriella Pinter Associate Professor	Mathematical Sciences	SEM I	During my sabbatical leave I would like to continue some of my earlier projects in mathematical biology as well as develop new collaborations with scientists in biological fields at nearby institutions. I will develop a hands-on seminar course in modeling and differential equations to be used in the integrated training of students in these disciplines.
David Pritchard Professor	Journalism and Mass Communication	SEM I	My project has two components, each of which will require me to spend time in Canada. The first involves gathering materials for a course on comparative media law with a special focus on Canada and the United States. This course would be regularly offered at the 600 level by the Department of Journalism and Mass Communication. The second is a case study of how new technologies of communication challenge nations' abilities to enforce their information laws. This research examines how Canadian judges have attempted to enforce their nation's restrictive laws regarding prejudicial publicity against American media organizations over a 50-year period of tremendous change in the technologies of news dissemination. The Faculty of Law of the University of British Columbia has invited me to be in residence for as much of fall 2006 as possible so that I may pursue this research.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Susan Rascon Associate Professor	Spanish & Portuguese	SEM II	I request a one-semester sabbatical in order to focus on several translation projects and to gain more court interpreting experience, essential to my teaching of Advanced Court Interpreting (Spanish 449). The translation projects include works by Mario Bencastro and Victor Montejo; my translations of their work have already resulted in several published books.
Ali Reza Professor	Electrical Engineering and Computer Science	SEM I	I plan to master the new and emerging signal processing techniques for further development of my research and teaching at UW-Milwaukee. This includes utilization of particle filtering in analysis and design of nonlinear engineering systems, and development of an automatic routine for design and control of complex systems by employing genetic and evolutionary algorithms.
Daad Saffarini Associate Professor	Biological Science	SEM II	The proposed sabbatical will be used to learn new biochemical techniques to elucidate the mechanisms of metal reduction. Metal reducing bacteria have obvious roles in bioremediation because of their ability to reduce toxic metals such as uranium and chromium. New information will be incorporated into microbiology courses that I teach.
Robert Schwartz Professor	Philosophy	SEM I	I wish to work on three papers that are now in outline form. Although the papers are on separate topics, each adopts and develops a Pragmatic theory of truth and inquiry. I have championed this approach in previous publications and plan to include these papers in a volume of my works that reflect a unifying pragmatic perspective. I teach both undergraduate and graduate courses on American Pragmatism. My research should enhance and broaden my teaching.
Atish Sinha Associate Professor	Business Administration	06-07	During the sabbatical, my goal is to embark on two projects in Web Analytics and Web Mining, areas that are at the frontiers of information technology research. Building upon the learning experiences in those projects, I plan to develop a new course in Web Analytics, which would be of interest to a large number of students in the business school.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Richard Stockbridge Professor	Mathematical Sciences	SEM II	The sabbatical would support a six-month research visit to Professor Gaitsgory and Professor Filar at the University of South Australia. The research would seek a common abstract linear programming approach to game theory, deterministic control theory, and stochastic control theory. Ph.D.-level projects would be identified for my students and an increase in expertise would result in a seminar in dynamic games.
Trudy Turner Professor	Anthropology	SEM II	The purpose of the sabbatical will be to accumulate information on behavior, group size, group location and diet of vervet monkeys living in environments that differ in altitude, rainfall, temperature, and plant communities in the Blyde River Nature Reserve in South Africa. This research is part of my long-term research agenda. It will also afford me the opportunity to establish research and educational opportunities abroad for UW-Milwaukee students.
Jennifer Watson Assistant Professor	Foreign Languages & Linguistics	SEM I	In contrast to established German authors such as Günter Grass and Christa Wolf, a generation of young German authors has dealt with reunification and the questions that come with it, i.e., “who are we?”, in a very different way. These younger authors have turned away from Germany, dividing into two groups: those who turn to Europe and those who turn to a region. I plan to explore this phenomenon in the form of three articles: one on young West German writers, one on young East German writers, and one which compares the two.
Jin Zhang Associate Professor	Information Studies	06-07	The proposed book project <i>Visualization for Information Retrieval</i> will provide a systematic explanation of the latest advancements in information retrieval visualization from both theoretical and practical perspectives. The project would benefit both UW-Milwaukee and the School of Information Studies by enhancing the profile and strengthening the curricula at both undergraduate and graduate levels.

#### **University of Wisconsin-Oshkosh**

Bruce Atwell Associate Professor	Music	SEM II	This sabbatical will allow for study with internationally recognized horn players, which will improve my ability to perform solo recitals and enable me to design a more comprehensive course of study for my students.
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<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Laurence Carlin Assistant Professor	Philosophy	SEM II	There are three objectives to this proposal: (1) to complete research on Gottfried Leibniz's views on the role of teleology in 17 <sup>th</sup> century natural philosophy; (2) to complete work on contrasting Leibniz's views on teleology with those of Robert Boyle, Isaac Newton, and George Berkeley; and (3) to produce a book manuscript.
Lori Carrell Professor	Communication	06-07	This sabbatical will focus on sermon communication. In particular, the proposer will research and explore the connection between teaching communication and preaching communication.
Dale Feinauer Professor	Business	SEM II	This sabbatical will focus on human resource management, in particular termination of employees. Areas of research will include: hesitancy to terminate; reasons for hesitancy; actions to reduce hesitancy; and the impact of these findings on the human resource management curriculum. It will result in a paper for presentation.
Eric Hiatt Associate Professor	Geology	06-07	This sabbatical will focus on furthering research in the area of ancient sedimentary basins. The area of research is the Kombolgie Sub-basin (Australia) which is part of the larger McArthur Basin.
Margaret Hostettler Associate Professor	English	SEM I	This sabbatical will focus on researching and writing the central chapter of my study of the deictic linguistic features of medieval English devotional treatises.
Edwin Jager Associate Professor	Art	06-07	This sabbatical will focus on researching the discipline of installation art. It will result in the completion of a multifaceted artwork, an ongoing installation project call, <i>Liquid into my Skin</i> .
Toivo Kallas Professor	Biology & Microbiology	06-07	This sabbatical will focus on proteomics. In particular, the proposer will gain experience in state-of-the-art isotopic labeling and coupled, liquid-chromatography tandem-mass-spectrometry strategies.
Gregory Kleinheinz Associate Professor	Geology	SEM I	The purpose of this sabbatical is to collect data and study the yearly effects of E. coli concentrations for northern WI lakes. This will allow for the understanding of E. coli survival and repopulation.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
John Koker Professor	Mathematics	SEM II	This sabbatical will allow for participation in the Faculty Fellows Internship Program offered by the Washington Internship Institute. It will allow for the development of new teaching strategies, and for better understanding of the scholarship of engagement and campus experiential learning programs.
Jeff Lipschutz Professor	Art	SEM II	The purpose of this sabbatical is to create a series of paintings that will extend the Mojave Desert history. Considerable time will be spent drawing and painting in desert and Mexican border locations.
Maureen Muldoon Associate Professor	Geology	SEM I	This sabbatical will focus on furthering understanding of groundwater flow in fractured carbonate aquifers. Two projects will be carried out. The first will focus on numeric modeling of tracer test experiments previously conducted; the second will involve the integration of ground-penetrating radar data with hydraulic data.
Baron Perlman Professor	Psychology	SEM II	This sabbatical will focus on multiple teaching questions, e.g., What do teachers do when they teach? What constitutes a good teacher? How can teachers make a difference in students' lives? The outcome will be a draft book manuscript consisting of completed essays.
Kimberly Rivers Associate Professor	History	SEM I	The focus of this sabbatical is to examine and transcribe portions of three of John Sintrams' medieval manuscripts; consult two other manuscripts by Sintram; and to expand my knowledge of late medieval Germany and its religious history.

#### **University of Wisconsin-Parkside**

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Pat António Goldsmith Associate Professor	Sociology/ Anthropology	SEM I	A research project using nationally representative data is proposed to improve knowledge on how multiple forms of segregation affect student outcomes. Anticipated findings suggest that educational equity can be improved the most by integrating schools' classrooms, a policy recommendation which is much more practical than integrating neighborhoods and schools. In addition, a teaching and service module on social segregation is proposed. This module will involve student research on social segregation on the UW-Parkside campus. Results of the research module will be published annually on the Ethnic Studies web site, and include policy recommendations for improving campus climate.
Farida Khan Professor	Economics	SEM II	I plan to conduct research on non-governmental organizations (NGOs) and their economic role in developing countries. The project will involve a macroeconomic analysis of NGO service provision in developing countries and will address an important gap in the literature. This research will be extremely relevant for my preparation to teach a new course on Economic Development in the Department of Economics. It will allow me to establish collaborative community learning projects between organizations in other countries and students in my class through the use of the Internet. Further, it will enhance ongoing department efforts to "internationalize" our curriculum.
Wendy Leeds-Hurwitz Professor <b>ALTERNATE</b>	Communication	06-07	The sabbatical is requested to research the topic of family rituals, and to prepare a book based on that research. Family rituals are one of the major ways in which we convey ideas about who we are to ourselves, our children, and others. Some examples include rites of passage (birth, coming of age, death) or calendrical rituals (New Year's Eve, Halloween). Rituals can be religious (Yom Kippur, Ramadan) or secular (Fourth of July, family reunions); they can be linked to a physical space (Hajj or other pilgrimage rituals), or to a particular point in time (birthdays, anniversaries). Given my background in intercultural communication, one goal of the project will be to look at cultural differences in such celebrations across groups.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Penny Lyter Associate Professor	Health, Physical Education & Athletics	06-07	I propose implementing a collaborative mentoring program (Pathways to Success) for low-income/at-risk middle school students in the City of Racine. The program would use a three-tiered approach that includes: (1) Developing mentoring curricula based upon developmental assets (Search Institute); (2) Training UW-Parkside college students/interns to teach mentoring skills and healthy lifestyle behaviors to local high school students; and (3) High School students mentoring at-risk middle school students. The goal of the program is to build developmental assets and provide appropriate tools to maintain a healthy lifestyle, which will reduce health risk behaviors and increase post-secondary educational and career goals.
Jonathan Olsen Associate Professor	Political Science	06-07	My research project has two components: a smaller study involving the inner-party tensions and dynamics involved in the recent transformation of Germany's Party of Democratic Socialism (PDS) into the new "Left Party;" and a larger study of the Left Party as one case study in an analysis of how parties once considered extremist successfully make a transition to being considered "normal," accepted parties ("From the Extreme to the Mainstream"). I have applied for, and expect to receive, a Fulbright Research/Lecture Grant in order to undertake this research project. This project directly relates to my teaching responsibilities which include Introduction to Comparative Politics, European Politics, and German and American Politics in Comparative Perspective.
Joy Wolf Associate Professor	Geography	SEM II	The proposed work will result in significant contributions to teaching in two ways. First, I will receive training in collaborative evolutionary and ecological genetics studies, which I will be able to incorporate into my current research and biogeography course curriculum. Biogeography has strong evolutionary and ecological genetics components, and my expertise in vegetation dynamics and field ecology is complementary. Second, undergraduate students at Parkside, as well as from other universities, will be involved in many aspects of the proposed plant community and field work. At Parkside, I use these research experiences as an invaluable hands-on learning experience for students.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
<b>University of Wisconsin-Platteville</b>			
Elizabeth Frieders Associate Professor	Biology	SEM I	Professor Frieders plans to obtain training in biology analysis software to be incorporated into courses and shared with colleagues; submit two NSF grant proposals involving international research and education; and acquire software and equipment for the biology department that can also be used by several other departments on campus. Visits to several tropical islands to collect specimens for undergraduate research will be funded through grants and collaborative research efforts with members of the respective foreign universities.
Bernard Harris Associate Professor	Business & Accounting	SEM II	Professor Harris proposes to develop an internet business E-commerce course intended to enhance a cross-disciplinary area which includes communication technologies and computer science components of specialization in electronic sales and marketing. Identifying and learning the most successful internet business models will better prepare business students to develop the skills necessary for successful careers in Internet sales and marketing.
Michael Momot Associate Professor	Mechanical & Industrial Engineering	SEM I	Dr. Momot plans to teach a semester-long course at Jonkoping University in Sweden in order to promote UW-Platteville's foreign exchange program. The secondary goal of this sabbatical will be to examine alternative forms of teaching and curricular design in order to better coordinate UW-Platteville programs with programs in Europe, so that students will receive the maximum benefit from their studies overseas.
Samual Owusu-Ababio Professor	Civil & Environmental Engineering	SEM II	Dr. Owusu-Ababio plans to develop and teach two graduate level courses at Kwame Nkrumah University in Ghana and explore implementing a new Engineering initiative at Ghana. This initiative, "Engineers without Borders," will permit UW-Platteville engineering students to travel to developing countries in order to work on community-related projects.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Joong-Jae Lee Assistant Professor	Social Sciences- History	06-07	Professor Lee proposes to finish one manuscript for publication and begin writing a second monograph, both of which will make significant contributions to the international education and interdisciplinary components of the classes he has already designed and taught at UW-Platteville. A new course focusing on Asian Americans in History and Culture will be developed and offered in the fall 2007 semester.
Dennis Ciesielski Associate Professor	Humanities- English	SEM I	Professor Ciesielski plans to complete research that investigates how to better teach first-year writing to engineering/science/technology students. He will integrate his research into classroom practice using computer-based learning environments and will create and maintain a website to serve the university community that addresses writing-across-the-curriculum and writing-to-learn pedagogy.

#### **University of Wisconsin-River Falls**

Jennifer Brantley Associate Professor	English	SEM I	Dr. Brantley, a published poet and 2003 UW-River Falls Distinguished Teacher, will spend a semester-long sabbatical producing a monograph of multi-genre and inter-related nonfiction literary essays about Lake Superior and its ties to women. The manuscript will explore the connections among Lake Superior and women through poetry, creative prose, and research prose. The work that Dr. Brantley completes will inform her teaching in the English department curriculum where she teaches courses in creative writing and poetry, and will also benefit courses that she teaches in the Women's Studies minor.
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<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Kelly Cain Professor	Plant and Earth Science	06-07	Professor Cain will use a year-long sabbatical leave to develop both a Chinese and Spanish language version of the on-line Wildlife Recreation and Nature Tourism (WRNT) Graduate Certificate, for which he has been the primary curriculum developer and teacher over the past two years. The Chinese version will be developed in partnership with Yunnan University and the Southwest Forest University in Kunming, China, and with the Chinese Exploration and Research Society in Shangri-La, China. The Spanish versions will result from a collaboration with colleagues at the National Agrarian University in Managua, Nicaragua. Dr. Cain was a part of the faculty group that spent two weeks during summer 2005 at Chinese Exploration and Research Society (CERS) in Shangri-la, China, with UW-River Falls alumnus Wong How Man, developing international internships for UW-River Falls students. In addition to increasing access to international audiences, the Chinese and Spanish language versions of this graduate level certificate will provide internships for UW-River Falls students.
Bernice Ficek-Swenson Professor	Art	SEM I	Professor Ficek-Swenson will use the semester-long sabbatical to begin work on a suite of five photogravure etchings that will explore the relationship of water and stone. She will complete a two-week residency as a visiting artist at the Athens School of Fine Arts in Greece, and travel to Epidavrus and the Palace of Knossos in Crete. Professor Ficek-Swenson has obtained a grant from the Polaroid Corporation to support the materials for her studio work on the five etchings. The methodology she will study and teach in Greece will inform the studio courses that she teaches at UW-River Falls.
Marshall Toman Professor	English	06-07	Professor Toman plans to use a full-year sabbatical to continue his work on Czech literature by translating selected sections of the third volume of <i>An Overview of Literary History</i> dealing with the literary history of Czechoslovakia, as well as selections from volume two that describe the 20 <sup>th</sup> century. Professor Toman has brought much of his scholarly work on Czech literature into his courses in international film and world literature, and participated as well as in the Spring 2006 International Traveling Classroom program in Prague. The study undertaken during this sabbatical will contribute to a new course for the all-university requirement in Global Perspectives.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Ruth Wood Professor	English	SEM II	Professor Wood plans to use a semester-long sabbatical to improve an analytic rubric for large and small-scale assessment of student expository writing. Professor Wood teaches courses that prepare students for secondary school licensure in English. As a point of departure, she will use an initial rubric developed by UW-River Falls graduate student Paul Christiansen and revise it to reflect writing teachers' consensus on the relative importance of content, organization, style, mechanics, and voice. The outcome of this project will not only produce a more valid and efficient assessment tool to assist those students who are preparing to become future teachers, but will also be useful in assessing learning outcomes in the English department's courses.

#### **University of Wisconsin-Stevens Point**

Mark Balhorn Professor	English	SEM II	Though proscribed in many handbooks of standard written English, the pattern wherein 'they' is construed with a singular, generic antecedent, as in <i>Everyone should stay in <u>their</u> seat</i> , is attested historically. Computer searches of on-line library text corpuses will establish just how pervasive this pattern is in contemporary, journalistic prose. A theoretical rationale for the indispensable nature of this pattern will be proposed. Analysis of student writing will reveal the functional pressures that mandate its use. Two academic papers will be the immediate result of this research and a book on usage is the long-term result.
Terese Barta Associate Professor	Biology	SEM I	The objective of my proposed sabbatical project is to develop a teaching collection of images for the upper-level biology courses that I teach, namely Biology 335 (Mycology), Biology 337 (Plant Pathology), and Biology 333 (Microbiology). The images will be used to create Web-based learning tools for these courses. These learning resources are currently not available. The ultimate goal of this project is to enhance student learning in these biological disciplines and equip students with learning strategies.



Name & Rank	School or Department	Term	Purpose
Daniel Breining Associate Professor	Foreign Languages	06-07	This application is for a two-semester sabbatical leave to complete research and finish writing a manuscript entitled <i>Western Cultural Semiotics of the género chico Works as Found in Latin American Drama, Narrative, and Poetry</i> . This will result in a book-length analysis of how the study of signs (semiotics) can explain common socio-political and cultural characteristics found in the short dramas, narrative, and poetry of Latin America. The research and writing will be conducted in Mexico.
Laura J. Cole Associate Professor	Chemistry	SEM I	A tick-borne disease, granulocytic anaplasmosis, has been on the rise in humans since its identification in 1987. During Dr. Cole's sabbatical leave, she will be investigating the genetic variations of the species of bacteria, <i>Anaplasma phagocytophium</i> , that cause the disease. From this investigation, a more thorough understanding of the relationship between genetic structure of the bacteria and the disease will be known. Her final results will be communicated in a manuscript submitted to a peer-reviewed journal.
Michael J. Hansen Professor	Water Resources	06-07	Professor Hansen proposes to take a sabbatical with the Idaho Department of Fish and Game (IDFG), which is presently attempting to assess the impacts of midwestern fishes on native fish communities in Idaho. Hansen's extensive experience and expertise with lake trout and walleye, two species that are in the process of colonizing Idaho lakes, led the IDFG to seek his participation in an expert panel review of the impacts of lake trout on Lake Pend Oreille, the largest lake in the state. An outcome of the review was a recommendation to control lake trout in Lake Pend Oreille before they reach a level of abundance where their predation on Kokanee salmon would preclude effective control. The IDFG subsequently requested Hansen to provide further assistance with population modeling, public education in support of the control effort, and similar efforts in other Idaho lakes where lake trout and walleye are becoming increasingly problematic.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Kevin P. Hefferan Associate Professor	Geography and Geology	SEM I	Together with my co-author, John OBrien of New Jersey City University, I have been writing an interdisciplinary Earth Materials textbook since 2002. This textbook targets a specific range of topics for which no other textbook is currently available. The Earth Materials textbook will address interdisciplinary topics such as minerals, igneous rocks, sedimentary rocks, metamorphic rocks, soil and water in a comprehensive manner suitable for either a one-semester or two-semester course in Earth Materials. In the spring of 2005, Blackwell Science Publishers sent out our proposed textbook outline to Earth Materials scientists for review purposes. The peer reviews were highly favorable, recognizing that this textbook targets a niche in the field of Geoscience. Blackwell Publishers plans on publishing this textbook in the fall of 2007.
Thomas H. Johnson Professor	Philosophy	SEM I	This proposal is for the completion of a book or monograph on how the Wyoming theory of what happened to Sacajawea, guide of the Lewis and Clark Expedition, affected the Shoshone people, and how its subsequent debunking by authorities was received by them. The book will also provide a new theory of who the subject of this theory really was – a Comanche religious leader named Paraibo, probably the spouse of a famous chief and shaman, Ohamaguea. This theory may serve to replace the earlier one of Sacajawea providing aid to Lewis and Clark on their expedition, 1804-06. Increasing Native American power and pride in their cultures may lead to positive reception of this idea.
Kathleen Julin Professor	Interior Architecture	SEM II	The purpose of this sabbatical is to conduct an analysis and visual study of a selection of historic buildings and places in Wisconsin (Stevens Point and Madison) using architectural presentation techniques in watercolor with on-site sketching, as well as in-depth study in the studio. Research will include examination of observational sketching as it relates to the design process and to the study of historic environments. The product will be a series of perspective views, elevations, and sections that document the articulation of historic detail and enclosure of space which will be used for analysis and interpretation.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Leslie McClain Professor	Education	06-07	The work of this sabbatical will involve the consideration of wisdom-centered leadership as it informs educational leadership at all levels, from classrooms to administrative offices. This interdisciplinary research will culminate in a theoretical conceptual model of wisdom-centered leadership, based upon a synthesis of readings, discussions, observations, interviews and reflection. This work will result in a practice book for leaders, publications in professional journals, presentations and workshops for educational leaders at all levels, and a graduate level course on wisdom-centered leadership for educators.
Ed Miller Professor	Political Science	SEM I	Several recent studies have predicted a physician shortage in the U.S. The aging population, changes in physician's work effort, physician retirements, technological developments, and economic expansion, among others, lead several researchers to forecast a physician shortage while just a few years ago the prevailing notion was that of a glut. The purpose of this research is to assess the effectiveness of past U.S. and other nations' policies aimed at increasing the physician supply. Questions to be addressed include, among others: did they increase supply? If so, did they satisfy primary care and specialty needs? And what impact did the policies have on the deficit of physicians in underserved geographical regions? A related issue to be considered is the impact for the U.S. of relying on foreign medical graduates as a significant percent of the workforce to make up the shortage of U.S.-educated physicians. Adding to this analysis will be an assessment of the role that interest groups, such as the AMA and the Council on Medical Graduate Medical Education, have played in the shaping of U.S. policy. From this review and analysis of contemporary supply and demand issues, physician workforce policy options will be presented and analyzed. The aim is to inform the debate by policymakers over physician workforce policies.
Valentina Peguero Professor	History	06-07	Women make up 50 % of the population of the Caribbean and their identity is evolving out of the dynamic interaction that is taking place among the countries and cultures of the region. Nonetheless, women's activities and contributions to history have not been sufficiently recorded. Specifically, within the broad perspective of Caribbean studies, bibliographical data on Dominican women is scarce. The sabbatical project will redress this situation by collecting and analyzing data on Dominican women.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Richard Wilke Professor	Human Dimensions of Natural Resources	06-07	This project will result in the development and implementation of a series of on-line courses which will meet the requirements of the North American Association for Environmental Education for certification as a professional environmental educator. Dr. Wilke is a past president of NAAEE and is currently working with NAAEE in the development of the certification program. Two on-line courses have already been completed which will apply toward the certification. This sabbatical will result in the development of one or more courses needed to complete the certification program.

### **University of Wisconsin-Stout**

Christopher Bendel Associate Professor	Math, Statistics & Computer Science	SEM II	The semester will be spent visiting the Department of Mathematics at the University of Virginia and participating in a year-long program emphasizing Professors Bendel's area of mathematical research (modular representation theory and cohomology). Visiting mathematicians, along with the permanent faculty, will share their expertise and recent results, and work together on a number of mathematical problems, culminating in an international research conference at the end of the year. Part of the emphasis will be on involving undergraduate students in research, including a workshop and the development of projects for undergraduate students.
Esther Fahm Professor	Food and Nutrition	SEM I	Sabbatical plans are to engage in professional development, scholarly writing, and international observation/study in nutritional gerontology and nutrition for young children. In addition, Professor Fahm's plan provides an opportunity to share her expertise abroad; enhance teaching effectiveness and student learning in nutritional gerontology; complete writing a textbook related to nutrition for young children; and gain an international perspective in nutritional gerontology and nutrition for young children through practical and observational experiences in South Africa. The experience will support student learning in various programs and further curriculum development in gerontology at UW-Stout.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Jerry Kapus Associate Professor	English and Philosophy	SEM II	Professor Kapus will pursue two projects during this sabbatical appointment: (1) review the relevant literature on pedagogical design issues related to online humanities courses; and (2) design an online version of his Philosophy of Religion course. He also proposes to extend and refine the philosophical ideas in several recent papers and use this to write a first draft of a book on the role of truth for various philosophical issues.
Sheri Klein Professor	School of Education	SEM II	Professor Klein's sabbatical goals are to research current literature on e-portfolio development and reflective thinking for teacher education. She also plans to write handbook chapters on the topic of developing professional education (electronic) portfolios that are aligned with the UW-Stout course <i>Professional Portfolio Development</i> , and that emphasize reflection on teaching and learning and the application of new technologies to document competencies. Finally, she plans to submit a manuscript to a publisher at the completion of the sabbatical.
Jack Reardon Professor	Social Science	SEM II	Professor Reardon's sabbatical plans consist of the completion of the book <i>Ethical Uses of Energy</i> , which discusses how to ethically use energy to promote equitable and sustainable economic growth. He also plans to complete another book, <i>A Guide to Heterodox Education</i> , which is part of the series, "Advances in Heterodox Economics" published by the University of Michigan Press.
Nancy Schofield Associate Professor	Engineering and Technology	SEM II	Professor Schofield plans to develop knowledge and educational experiences in the use of 3-D scanners and appropriate computer-aided design software for anthropometric study of the size and shape of the human body. Possible applications include: determining size and fit of clothing, providing human parameters for design of automotive aerospace products, facilitating design of ergonomic products and human interface equipment by increasing understanding of human size ranges and distribution, and examining human body size and shape trends.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Elbert Sorrell Professor	Operations, Construction and Management	06-07	Professor Sorrell will continue professional development in the general area of Occupational Health & Safety with specific focus on the Occupational Health & Safety Assessment Series (OHSAS 18001) standard in curriculum development. The specific aim of the sabbatical is to complete the RABQSA (OH&S) certification process and subsequently develop student-centered learning and case-based courses and/or units in the various components of the OHSAS 18001 standard. These case-based learning activities will promote students' learning by using relevant intellectual skills and the appropriate facts to successfully analyze scenarios and recommend alternative plans of action, which is of extreme importance in the safety and health profession.
Scott Springer Associate Professor	Engineering and Technology	06-07	Professor Springer plans to: (1) gain updated industry experience and establish personal contacts with local industry leaders by performing consulting projects with the assistance of the Northwest Manufacturing Outreach Center; (2) set up meetings with Wisconsin Technical College System instructors in engineering technology-related fields to initiate the development of articulation agreements for transfer to the Engineering Technology program at UW-Stout; (3) develop a working partnership model for distance delivery options of the program; and (4) travel abroad to investigate engineering education models in Europe, adapt best practices to the Stout Engineering Technology program, and begin to establish an international study program for Engineering and Technology students.
Paul Stauffacher Professor	Speech Communication, Foreign Languages, Theatre and Music	SEM I	Professor Stauffacher will further develop expertise in video/audio editing by use of a 'professional' video editing program called Final Cut Pro. He will also expand his knowledge of data-driven Web content. The ability to serve materials to students loaded on databases that are continually updated by instructors and served via the Web is central to educating the laptop initiative students. Final Cut Pro software will allow streaming of custom 'movies' with edited fades, blends, wipes, textual effects, etc. Class modules of 20-30 minutes each will be developed, with at least one module dedicated to parts of a persuasive speech and techniques/strategies of persuasion. Speech faculty will be recruited and taped.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Eileen Zito Professor	Mathematics, Statistics and Computer Science	SEM I	The mathematics community recognized the need to reform the teaching of calculus to increase students' understanding and learning several years ago. While many of the teaching methods that resulted from these reform movements have become mainstream in the traditional classroom, the effective teaching of calculus online was not an issue at the time. During her sabbatical, Professors Zito will review course support software, research and identify "best practices" for teaching calculus online, and develop an online calculus course that effectively uses technology to increase student understanding of the concepts of calculus.

#### **University of Wisconsin-Superior**

Maria Cuzzo Associate Professor	Politics & Law Justice (Legal Studies)	SEM I	Dr. Cuzzo requests a sabbatical in order to reconfigure the Legal Studies Curriculum. The outcome of the UW System five-year review process will be a series of recommendations as to the future directions of the Legal Studies program. Part of the requested sabbatical would address this issue. The other part would be to do research several articles related to the field of conflict resolution.
Judy Dwyer Associate Professor	Human Behavior Diversity (Social Work)	SEM II	Ms. Dwyer proposes working in the international humanitarian aid field. She will return to Sarvodaya, the largest local non-government organization (NGO) in Sri Lanka. The ongoing need for Tsunami disaster recovery and rehabilitation may last a decade or more. This experience will enrich both her teaching and the Social Work Field Internship Program.
Rosemary Keefe Professor	Language & Literature	06-07	Dr. Keefe's proposal is notable because of its connection to the university's Liberal Arts mission as it contributes to the Diversity and the freshman-year experience. She will analyze data collected through her work in the scholarship of teaching and learning to evaluate UW-Superior's first-year seminars and introductory and general education courses.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Wendy Kropid Professor	Teacher Education	SEM I	Dr. Kropid plans to finalize the draft of a middle-level education methods textbook. This will enhance her teaching as this textbook follows the format of a course that has been taught for several years and the written text will be used for the course when completed. She also proposes to attend and potentially present at two major fall conferences.
Marshall Johnson Professor	Social Inquiry (Sociology)	06-07	Dr. Johnson's plans include completion of three scholarly projects. The first builds on prior research and publications dealing with the creation of national identity in Taiwan. The second project will be based at the National University of Singapore and will expand work on the social and cultural process of making time-spaces through the construction of six UNESCO World Heritage sites in former colonial settings. The third project aims to complete the production of course design and materials for an introduction to sociology informed by the approach of Bourdieu and colleagues.
Michael Waxman Professor	Chemistry	SEM II	Dr. Waxman's proposed activities include studying two new drift mechanisms under laser irradiation that he recently predicted, with one or more publications likely to follow. He also plans to study scientific literature in his area with the aim of submitting an additional research proposal. Finally, he will search pedagogical literature for additional guided-inquiry activities for the chemistry curriculum.

#### **University of Wisconsin-Whitewater**

Ray Baus Associate Professor	Communication	SEM II	During the Spring semester of 2007 I intend to audit several courses at the University of Wisconsin-Madison. The courses I audit will examine the intersections among the variables "health," "culture," and "communication." The objectives of this endeavor are to: (1) improve my teaching effectiveness in courses related to health and cross-cultural communication; (2) publish communication research examining health issues in diverse populations; and (3) develop a course that combines health and cross-cultural foci.
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<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Anthony Gulig Associate Professor	History	SEM I	During this sabbatical leave I will complete a book-length manuscript dealing with comparative Native-Newcomer land-use patterns and natural resource allocation in Wisconsin and Saskatchewan. Completion of this project will have a direct and positive impact on my teaching at UW-Whitewater. I teach courses in Environmental History, American Indian History, and the History of American Indian Law and Policy. The study is directly related to each of these courses.
James Jaffe Professor	History	SEM II	This project seeks to analyze the daily administration of justice in three disparate former colonies: India, Ghana (the Gold Coast), and Jamaica. In particular, it will examine the extent to which imperial law was accommodated to indigenous or customary law during the nineteenth century. The project will focus on archival research into the activities of colonial courts and magistrates during this era. The project will make a significant contribution to the university's values, mission, and goals, including the preparation of a new course on Race, Identity, and Empire.
Mark William Lencho Associate Professor	Languages & Literature	06-07	Upon placement at the University of Constantine the Philosopher in Nitra, Slovakia, for the academic year 2006-07, I plan to teach courses in English linguistics and writing, to assist in coordinating a series of lectures/workshops in linguistics, to collaborate with Slovakian colleagues on research in theoretical and applied linguistics, and to help plan and participate in a linguistic conference with international participation.
Joan Littlefield Cook Associate Professor	Psychology	SEM I	My two major goals for this sabbatical are to: (1) develop a web-based course for Psychology of Adolescence (Psych 332); and (2) complete three chapters for the 2 <sup>nd</sup> edition of my textbook <i>Child Development: Principles and Perspectives</i> . The expertise gained from developing web-based activities will be incorporated into the national web-based curriculum that accompanies my textbook. Sabbatical activities will include development of web-based activities, assignments, discussions, and assessments for a course I have taught face-to-face; review and summary of current literature; and revision of the textbook's pedagogical features (e.g., interviews with professionals in fields related to development, updating the status of social policy implications of developmental research).

Name & Rank	School or Department	Term	Purpose
Manohar S. Madan Professor	Management	06-07	Globalization has transformed the way multinational corporations (MNCs) operate. In recent years, China has emerged as a leading global supplier for low cost components and finished goods. In order to enhance their competitive position, companies world-wide are aggressively expanding their supply chains in the Far East. Managing supply chains spanning around the world is complex. The risk and uncertainty involved in such supply chains quickly erodes any competitive advantages. In this sabbatical proposal, I plan to study the operations of companies with supply chain activities in the Far East. Research in topics related to operations competitiveness and supply chain management will result in providing significant benefits to the academic and the business community.
James S. Miller Associate Professor	Languages & Literatures	SEM I	This sabbatical project has one principal objective: to complete the chapter revisions for my book manuscript, <u>Managerial Memory</u> , in order to meet the deadline for publication established and agreed upon by myself and the University of Michigan Press. My book has been accepted for publication and is currently under contract to be published in the spring of 2007. My intent is to use a one-semester sabbatical leave in the fall of 2006 to complete the revisions which the reviewers for the University of Michigan Press have asked me to finish in advance of a deadline of January 1, 2007. Each of the chapters to be revised has already appeared, in one form or another, as an article in a refereed scholarly journal, among them: <i>American Studies</i> , <i>Journal of American Folklore</i> , and <i>American Literary History</i> . The project reflects the university's goal to "deliver state-of-the-art programs and services."
Julie Smith Associate Professor	Languages & Literatures	SEM II	I propose to use the sabbatical semester to bring to completion a book-length study of the literary genre of "animal autobiography," that is, novels with fictional first-person animal narrators. During the sabbatical semester, I will write the last chapter, a discussion of Polish author Andrzej Zaniewski's <i>Rat: a Novel</i> (1993). The thesis of the chapter is that Zaniewski resolves the two competing purposes of the genre: to improve human behavior (its didactic or instrumental purpose) and to investigate states of consciousness (its representational purpose).

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
<b>University of Wisconsin Colleges</b>			
Diann Kiesel Associate Professor	Geography & Geology	SEM I	The focus of the sabbatical will be to finalize the interpretation of several years of work on unique quarry outcrops of scours and large potholes in the Baraboo Quartzite between Baraboo and Portage, WI, and write a manuscript. Enough successive exposures have now been observed that I have begun to reconstruct the ancient environment of these scoured surfaces in order to determine their probable mode of origin – fluvial (river) or coastal. The research may resolve some controversies about the timing of major erosional events on the Baraboo Quartzite. Over the past four years, I documented these unique geological features by observation, measurement, and photographs, involving one of my students in the documentation. The student presented a poster at a professional geology meeting. The research provides important information for campus courses and field trips for Elderhostel programs and other Continuing Education programs.
Annette Kuhlmann Associate Professor	Anthropology & Sociology	SEM I	Incarceration rates in the U.S. are by far the highest in the world, in spite of declining rates of all categories of crime. European countries have also experienced a relative expansion of their prison populations, but modestly so in comparison to the U.S. The fastest growing subgroup of those incarcerated is women. My sabbatical research will examine the situation of women in the U.S. and German criminal justice systems by collecting quantitative and qualitative data. A new, emerging body of mainly European theory, theories of Late Modernity, designed to analyze the current changes in the structures of highly developed western societies and the impact of globalization on their social structures, have been applied to criminology. These theories, however, ignore women, their distinct roles in society at large, in their families, and in the criminal justice system. I will investigate the applicability of theories of Late Modernity to women through this international comparison. This research can make significant contributions to an important interdisciplinary field, criminal justice, in curricula of universities in each country. It will make a direct contribution to two courses I regularly teach.

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
Michael Nofz Professor	Sociology	SEM II	Research has shown that many service learning courses require students to immerse themselves in volunteer work, without the benefit of generalized training for more effective service and optimized learning. This project proposes to take a comprehensive look at the research that has been done on identifying the factors that contribute to more successful student volunteer work (social skills), as well as factors associated with enhanced learning in community settings (intellectual skills). It will also involve original, qualitative research (mostly in the format of focus group interviews) to explore these areas. The tangible goal will be the mapping out of a research-supported, pre-service training strategy that can be conveyed in workshops, as well as in a service learning manual written for students. It is expected that such pre-service interventions will enhance student engagement in their service learning courses.
Paul Sundheim Associate Professor	Mathematics	SEM I	I propose to create a repository of undergraduate research problems to be used first by a student research group composed of mathematics students at UW-Waukesha, and later expanded to an interdisciplinary team that welcomes all students who use mathematics as a component of their research. Initially, I will guide the group of math students in the selection of research problems, mentor them during the solution phase, guide the development of their proofs and presentations, and create a list of the most appropriate locations for undergraduate students to publish or present their results. Based on this work, I will create a template for department colleagues at other UW Colleges campuses who wish to engage students in undergraduate mathematics research, and for faculty who wish to create interdisciplinary undergraduate research math-centered programs.

**University of Wisconsin -Extension**

<b>Name &amp; Rank</b>	<b>School or Department</b>	<b>Term</b>	<b>Purpose</b>
John Lund Professor	Dept. of Labor Education, School for Workers, UW-Extension	SEM I	This sabbatical will consist of library and archival research as well as interviews of government and union officials in the U.S., Canada, Australia/New Zealand, and Europe, regarding regulations governing financial reporting, internal controls and fiduciary responsibilities of labor organizations and their officials. The project will result in the following: (1) a web site, hosted by the School for Workers, on the internal controls, fiduciary responsibilities and financial reporting of labor organizations with primary emphasis on the U.S. and European Union, Canada, Australia and other countries; and (2) teaching materials including powerpoint presentations, exercises, and case studies on the same topics. This sabbatical addresses distance education and new technology. The deliverables described above for this sabbatical will greatly enhance my ability to deliver quality programs to union officials and government regulators in the U.S. and worldwide, in the area of union financial administration.

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Sabbaticals By Semester And Academic Year, 2006-2007

Institution	Semester I	Semester II	Academic Year
Eau Claire	4	4	7
Green Bay	1	1	3
La Crosse	4	4	1
Madison	24	19	60
Milwaukee	18	18	15
Oshkosh	4	6	4
Parkside	1	2	2
Platteville	3	2	1
River Falls	2	1	2
Stevens Point	5	2	5
Stout	3	5	2
Superior	2	2	2
Whitewater	3	3	2
Colleges	3	1	0
Extension	1	0	0
<b>Totals</b>	78	70	106

# SABBATICALS BY GENDER AND RACE

Institution	Males	Females	Minorities
Eau Claire	9	6	1
Green Bay	1	4	0
La Crosse	7	2	3
Madison	75	28	15
Milwaukee	33	18	9
Oshkosh	10	4	0
Parkside	2	3	2
Platteville	5	1	2
River Falls	2	3	0
Stevens Point	7	5	1
Stout	6	4	2
Superior	2	4	0
Whitewater	6	2	1
Colleges	2	2	0
Extension	1	0	0
<b>Totals</b>	<b>168</b>	<b>86</b>	<b>36</b>
<b>Averages</b>	<b>66%</b>	<b>34%</b>	<b>14%</b>

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## REVISED

### I.2. Business, Finance, and Audit Committee Meeting

December 8, 2005  
1820 Van Hise Hall  
1220 Linden Drive

10:30 a.m. Board of Regents – Room 1820 Van Hise Hall

- Discussion on Financial Aid and Tuition

12:00 p.m. Box Lunch

12:30 p.m. Joint session with Physical Planning and Funding Committee – Room 1820 Van Hise Hall

- UW-Madison: Campus Master Plan Presentation
- Report on Apportionment of Energy Costs for the University of Wisconsin System

1:30 p.m. Business, Finance, and Audit Committee

- a. Approval of Minutes of the November 10, 2005 meeting of the Business and Finance Committee
- b. Continued Review of University Personnel Policies and Practices: Fixed Term Contracts
- c. UW-Madison: Presentation on Conflict of Interest Reporting  
[Resolution I.2.c.]
- d. Audit Issues
  - (1) Review of Audit Scope for Segregated Fees
  - (2) Process for Operations Review
  - (3) Quarterly Status Update: Operations Review and Audit
- e. Trust Funds Issues
  - (1) Follow-up on Investment Forum
- f. Business, Finance, and Audit Committee Goals and Plans for 2005-2006
- g. Overview of Differential Tuition
- h. Business of the Committee
  - (1) UW-Whitewater Food Services Contract Extension  
[Resolution I.2.h.(1)]
- i. Report of the Vice President
- j. Closed session to consider trust fund matters as permitted by s. 19.85(1)(e) *Wis. Stats.*



**CONTINUED REVIEW OF UNIVERSITY PERSONNEL POLICIES AND  
PRACTICES: FIXED TERM CONTRACTS  
EXECUTIVE SUMMARY**

**BACKGROUND**

At its November 2005 meeting, the Board of Regents passed a five-point resolution adopting principles to govern the use of limited “at will” appointments in the University of Wisconsin System. In this resolution the Board also confirmed the statutory requirement that current faculty and academic staff shall not lose existing rights in those appointments upon accepting a limited appointment.

The Board further confirmed that limited appointees entering the UW System from another institution may be granted a concurrent tenure appointment as part of the employment contract process. For those not considered for tenure, a six month notice of termination, at the same salary, and with possible reassignment to other duties during this six month period may be offered.

The Board also specified that the status or length of term of a concurrent appointment held by a limited appointee may not be altered while the individual is serving in the limited appointment.

Finally, the Board determined that limited appointments would be permitted only for those positions enumerated in s. 36.17, Wis. Stats., unless an institution demonstrates the need for and the UW System President authorizes the addition of such a limited appointment.

Board action in November completed consideration of the issues identified in the eight-point resolution approved by the Board of Regents at its September 2005 meeting. However, the Business, Finance, Audit Committee asked staff to come back to the Board with further information on the use of fixed term contracts for chancellors, and perhaps all senior executives and others for which such an employee-employer relationship would be beneficial to the interests of the University of Wisconsin System.

**REQUESTED ACTION**

This information is provided as background information.

**DISCUSSION**

Current Employment Practice

The current employment practice, as modified by the Board of Regents in November 2005, provides for “at-will” appointments and job security in the form of concurrent appointments, or six month notice of termination for limited appointees entering the UW System from outside institutions. The action taken by the Board in November, as summarized above, provides for management flexibility, and a relatively simply letter of

appointment/contract process. The modifications to our practices do, however, provide less job security for individuals who are not tenured faculty and who are hired from outside the UW System.

#### Fixed Term Contracts

One alternative to the current system would be to eliminate “at-will” limited appointments and use only fixed term contracts. Locally, this option is used by Madison Area Technical College. By definition such contracts are for a fixed term, but they may include a “rolling horizon” clause. Since employees are not “at-will”, the contracts, in addition to addressing compensation, benefits, and transition issues and requirements which our current employment contract letter does as well, must also address in detail the number of ways that the contract may be terminated. These ways range from mutual agreement, to discharge for cause, to the employee giving six months notice, and everything in between. Such contracts are easily understood by the public and provide job security options for which the appointees may negotiate. To go to such a system the statutes would need to be changed such that positions that are now required to be limited, “at-will” appointments under s. 36.17, Stats., could be fixed term contracts. Such fixed term contracts would, however, have the potential for costing more in damages payments after termination, and would be more complex to establish and administer. Liquidated damages provisions would fix the amount to be paid upon termination, thus limiting negotiating flexibility. In addition, such provisions would in effect mean “buying out” individuals who would not be performing any services.

#### Combination of At-Will and Fixed Term Contracts

The option of combining “at-will” features with fixed term contract features has been used in some situations in the UW System with coaches. This type of contract is also used by Minnesota State Colleges and Universities (see attached) for its presidents, equivalent to our chancellors. As you will note from the contract form, the individual serves at the pleasure of the Board and the individual commits and agrees to serve for a specified term. The appointment expires at the conclusion of that term but may be renewed by Board action. The reasons and processes for termination of the contract are like our current practice, however with only four months notice or the payment of salary due to complete the term, whichever is less. There are also some benefits in this contract that we do not currently have, such as severance pay at the end of the contract and performance incentive pay which is separate from the annual pay plan. It appears that this type of contract could be utilized without changing the statutes, but this and other aspects need to be considered as to their overall benefit to the University of Wisconsin System.

### **RELATED REGENT POLICIES**

Resolution #9058 Review of Employment Policies and Practices

Resolution #9068 Sick Leave Policy

Resolution #9091 Continued Review of Employment Policies and Practices

# MINNESOTA STATE COLLEGES AND UNIVERSITIES

## PRESIDENT'S EMPLOYMENT AGREEMENT

The Board of Trustees ("Board") of Minnesota State Colleges and Universities ("MnSCU"), and \_\_\_\_\_ ("President") make and enter into this Employment Agreement ("Agreement") this \_\_\_\_ day of \_\_\_\_\_, 2005. The Board and President agree to the following:

### **1. Appointment as President.**

The Board appoints and employs \_\_\_\_\_ to be President of \_\_\_\_\_ State University ("Institution"), to serve as the chief executive officer of the Institution under Board policies and the supervision and direction of the Chancellor.

### **2. Governing Law and Provisions.**

This Agreement supplements terms, conditions, and provisions governing or relating to the employment of the President in the Personnel Plan for MnSCU Administrators ("Plan"), as approved by the Legislative Subcommittee on Employee Relations ("LSER") and the Minnesota Legislature for periods covered by this Agreement. The Plan is incorporated herein by reference. The terms under the Plan may be changed by MnSCU at any time, in accordance with law.

### **3. Terms of Appointment.**

The President is an employee at will who serves at the pleasure of the Board. *See Plan*, §1.3, subd. 1(a). Notwithstanding this employment status, the President commits and agrees to serve as President for the term \_\_\_\_\_, through \_\_\_\_\_. The President's appointment shall expire at the conclusion of this term, and shall not automatically continue or be renewed absent affirmative action or vote by the Board. The Board may decide, at the recommendation of the Chancellor, to renew or continue the President's appointment upon the terms and conditions contained in this Agreement or upon such additional or different terms as may be agreed upon by the President and the Board.

### **4. Duties and Responsibilities.**

#### **A. Best Efforts.**

The President agrees to faithfully, industriously and with the maximum application of the President's experience, ability and talent, devote full-time attention and energies to the duties of President. The President shall have the duties and responsibilities delegated by the Board. The current description of job duties and responsibilities is in Board Policy 4.2, incorporated herein by reference. The policy may be amended at any time as determined by the Board.

**B. Other Employment.**

The President is an executive branch employee subject to the provisions of Minn. Stat. §43A.38. The President must seek and obtain permission from the Chancellor before engaging in any employment outside of MnSCU during the term of appointment. The President may not engage in any activity that may be adverse to, or competitive or inconsistent with the interests of MnSCU.

**5. Goals and Objectives.**

The Chancellor shall conduct periodic evaluations of the President's job performance. The President agrees to cooperate in the development of goals and objectives for the President's performance, and to participate in the evaluation process as directed by the Chancellor.

**6. Salary.**

The President's salary shall be determined by the Chancellor in accordance with the Plan.

**7. Tax Liability.**

The President shall be responsible for any income tax liability incurred as a result of this Agreement.

**8. Employee Benefits.**

**A. Benefits Available Under Plan.**

Unless otherwise provided in this Agreement, the President shall be eligible for any employee benefits provided under the Plan, in accordance with its terms.

**B. Housing Allowance.**

The Board shall provide the President a housing allowance not to exceed two thousand dollars (\$2,000) per month, in consideration of use of the President's residence for official institutional functions, including meetings of Institution staff and meetings with educators and others who need to interact with the President on a less formal basis.

**C. Transportation and Communication Allowance.**

The Board shall provide the President six hundred dollars (\$600) per month to cover miscellaneous and incidental transportation and communication costs not otherwise paid or reimbursable under the Plan.

**D. Severance Pay.**

If the President completes the entire term of the Agreement, without termination or reassignment, and the contract is not renewed by the Parties, the President shall receive \_\_\_\_ months of severance pay pursuant to Plan section 1.08, subd.2. Such payment shall be made at the conclusion of the presidential appointment, regardless of whether the President continues in another employment status.

- E. Performance Incentive.

The President shall receive an annual payment based on performance at the completion of each year of the contract, if the President meets or exceeds the performance expectations determined by the Chancellor. The Chancellor shall make a determination by the end of each contract year. If the Chancellor does not make a determination prior to the end of the contract year, the performance incentive shall be deemed to be awarded and the payment shall be made. A performance payment under this paragraph shall be made in the month following completion of the contract year. The amount of the payment shall be two thousand dollars (\$2,000).

**9. Termination of Agreement.**

- A. Termination by Board.

The Board may terminate the President's appointment at any time, without cause, by giving written notice to the President. If the Board terminates the President's appointment prior to the end of the Agreement, the Board shall pay the President an amount equal to four months of the President's current salary, exclusive of benefits, or an amount equal to the salary for the time remaining under the term of the Agreement, whichever is less. Such payment shall be made at the conclusion of the presidential appointment, regardless of whether the President continues in another employment status. At the Chancellor's discretion, the President may be reassigned to other duties, in which case the President shall diligently and in good faith perform the duties assigned in that position, and shall continue to receive the current salary established for the President for the time served during the remaining portion of this Agreement. Any benefits under this Agreement beyond those provided under the Plan shall terminate effective with the date of the President's reassignment.
- B. Resignation.

The President may resign prior to the expiration of the term of this Agreement, only upon providing 120 days written notice to MnSCU. In that event, the President shall, in good faith, use best efforts to aid, cooperate with, and assist the Chancellor and Board in their transition efforts in appointing and employing a new or interim President. In the event of a resignation, the President shall be paid only up to the effective date of the resignation and shall not receive the payment described under Paragraph 9.A.

**10. Exception to Salary Continuation.**

Notwithstanding any language under this Agreement to the contrary, no payment shall be made to the President if the Board notifies the President that it is terminating the President's appointment or employment for just cause, which, in addition to any of its other normally understood meanings in employment contracts shall include the following:

- A. Deliberate or serious violation of the duties and responsibilities set forth in this Agreement, or refusal or unwillingness to perform such duties and responsibilities in good faith.
- B. Conduct of the President that constitutes moral turpitude or that would tend to bring public disrespect, contempt, or ridicule on MnSCU.

- C. Intentional or serious violation of any law, rule, regulation, constitutional provision, or bylaw of MnSCU, or local, state or federal law, which violation may reflect adversely upon MnSCU in the sole judgment of the Board.

**11. Notices.**

All notices and other communications hereunder shall be in writing and shall be deemed given if personally delivered or mailed by registered or certified mail, return receipt requested, to the parties at the following addresses or such other address for a party as shall be specified by like notice:

- A. If to MnSCU, to the Chancellor at 350 Wells Fargo Place, 30 Seventh Street East, St. Paul, Minnesota 55101.
- B. If to the President, to the President at \_\_\_\_\_ (institution address) and the President's last known home address.

**12. Entire Agreement.**

Except as provided herein and required by law, this Agreement constitutes the entire understanding of the parties hereto, and supersedes any and all prior or contemporaneous representations or agreements, whether written or oral, between the parties and cannot be changed or modified unless in writing signed by the parties.

**13. Governing Law.**

This Agreement shall be interpreted and construed in accordance with the laws of the State of Minnesota, which shall be the forum for any claim arising from or incident to this Agreement.

**14. Independent Review.**

The parties agree that grievances arising out of the interpretation of or adherence to terms or conditions of employment under this Agreement, including the provisions of section 9, are subject to review provided for in Minn. Stat. § 179A.25. This provision is not intended to create rights or entitlements, or otherwise alter the terms or provisions of this Agreement.

**15. Severability.**

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

**16. Amendments.**

The Parties agree that this Agreement is subject to amendment consistent with the Plan, including revisions to the Plan approved after the date of this Agreement.

**IN WITNESS WHEREOF**, the parties duly execute this Agreement as of the day and year first written above.

**PRESIDENT**

**THE BOARD OF TRUSTEES OF  
MINNESOTA STATE COLLEGES  
AND UNIVERSITIES**

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President

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Chancellor

---

Date

---

Date

## Conflict of Interest Reporting

### BUSINESS, FINANCE, AND AUDIT COMMITTEE

#### Resolution:

That, upon the recommendation of the Chancellors of UW-Madison and UW-Milwaukee, and the President of the UW System, the Board approves the use of an electronic reporting system consistent with that described in Attachments A and B for purposes of compliance with Chapter UWS 8, Wisconsin Administrative Code at UW-Madison and UW-Milwaukee, and further authorizes any UW System institution to implement such a system, if it chooses.



## CONFLICT OF INTEREST REPORTING

### BACKGROUND

The code of ethics for UW System unclassified staff members, Chapter UWS 8, Wisconsin Administrative Code, requires that staff members file annually reports of their outside activities. The goal of the requirement is to avoid financial conflicts of interests between the staff members' private activities and their university work. Under s. UWS 8.025, Wis. Adm. Code and Regent Policy Document 91-5, the Board has provided a paper form for use in reporting.

In addition to this UW System reporting requirement, faculty and staff members who receive federal research funding from the Public Health Service (PHS) and the National Science Foundation (NSF) are required to file separate, federal reports of significant financial interests. The goal of these requirements is to create a framework for universities to identify and manage, reduce or eliminate conflicting interests with respect to federally funded research projects. The PHS requirement appears in the Federal Code of Regulations (42 CFR part 50, subpart F) and the NSF requirement appears in its Grant Policy Manual as part 510, Conflict of Interest Policies. Campus policy at the University of Wisconsin-Madison extends the PHS and NSF reporting requirements to faculty and staff receiving any research funding from any federal agency.

As a pilot project, the University of Wisconsin-Madison and University of Wisconsin-Milwaukee have been utilizing an electronic reporting form that combines state outside activity reports and federal reports of financial interests. The results have been positive. Given the success of the endeavor, UW-Madison and UW-Milwaukee have requested that the electronic submission form be adopted for use in lieu of the paper form previously developed for UWS 8 reporting.

### ACTION REQUESTED

Adoption of Resolution I.2.c.

That, upon the recommendation of the Chancellors of UW-Madison and UW-Milwaukee, and the President of the UW System, the Board approves the use of an electronic reporting system consistent with that described in Attachments A and B for purposes of compliance with Chapter UWS 8, Wisconsin Administrative Code at UW-Madison and UW-Milwaukee, and further authorizes any UW System institution to implement such a system, if it chooses.

## **DISCUSSION**

Since 1986, UWS 8 has required that UW System faculty and academic staff report outside activities on a yearly basis. In 1995, two federal agencies also adopted requirements that recipients of funding take certain steps to assure objectivity in federally sponsored research (see, 42 CFR part 50, subpart F; NSF Grant Policy Manual, part 510). The federal provisions require that an institution receiving federal research funds have in place a system to identify and manage significant financial conflicts of interests involving researchers. UW-Madison established a conflict of interest committee through its Graduate School to fulfill its obligations as the recipient of federal grants.

UW-Milwaukee has a similar process in place.

Until 2003, UW-Madison asked its faculty and staff to fill out and submit two separate paper reports listing outside activities and financial interests. One was the form required to comply with UWS 8 requirements, the second to provide the information necessary to allow the university to carry out its responsibilities under the federal provisions. This dual-reporting has created confusion, and it has been resource-intensive as well as inefficient to manage the two sets of paper reports. To ease the administrative burdens of compliance, UW-Madison, under leadership of the Graduate School, in 2003 developed a single, electronic form that could serve as the basis for evaluation of financial interests under the federal requirements and would also provide all the information required under UWS 8.

The electronic form includes all of the information previously included in the paper form designed to comply with UWS 8 except for the appointment type and percentage appointment, which are available from other campus data systems. Attachment A is a chart showing the various components of the UWS 8 form and the corresponding provisions of the new electronic form. The individual's department chair and dean's office have the ability to view the form on-line, and the form is easily printable in response to any open records request. Attachment B is a copy of the current form filled out by "Bucky Badger," a hypothetical faculty member in UW-Madison's Department of Orthopedics and Rehabilitation.

The system was audited by UW-Madison's Internal Audit in 2004. In the spring of 2005, UW-Milwaukee also adopted the unified electronic form, which has been monitored by its own Internal Audit Department. Both audits have found that the new electronic form is an improvement over the old paper forms and that the electronic form meets the requirements of UWS 8. Both campuses report great satisfaction with the electronic system and high rates of compliance, as the electronic system.

## **RELATED REGENT POLICIES**

UWS 8, Wis. Adm. Code

Regent Policy Document 91-5, Outside Activity Reporting

**Outside Activities Reporting Form**  
**Appendix A: Paper form and Online form comparison**

**November 28, 2005**

Heading	Item	University of Wisconsin System Reporting Form	University of Wisconsin-Madison Online Reporting
<b>Personal Information</b>	Name	Header	Section One, Item One
	Department/Unit	Header	Section One, Item Two
	Appointment (Faculty or Academic Staff)		
	Header		
	Percent University Appointment	Header	
	No activities checkbox	Header	Section Two, Items 1-3
<b>Remunerative Relationships</b>	Remuneration received checkbox	Section A	Section Two, Item One
	Name of Business or Organization	Section A, Column One	Section Three
	Type of Activity	Section A, Column Two	Section Four, Item Six
	Time Spent	Section A, Column Three	Section Four, Item Two
	Income From Each Source	Section A, Column Four	Section Four, Item Seven
	Research Sponsorship (check box and name)	Section A	Section Four, Item Four
<b>Offices and Directorships</b>	Name of Business or Organization	Section B, Column One	Section Three
	Location of Business	Section B, Column Two	Section Four, Item One
	Position Held	Section B, Column Three	Section Four, Item Six
<b>Ownership Interests</b>	Name of Business or Organization	Section C, Column One	Section Three
	Location	Section C, Column Two	Section Four, Item One
<b>Signatures</b>	Chair/Director	Footer	Chair/Directors and Dean/Designee have access to on-line reports through password-protected Web pages. Reviewers indicate with a checkmark that they have reviewed reports.
	Dean/Designee	Footer	

## Outside Activity Reporting From, Appendix B: Bucky Badger's report

### Spring 2005 Outside Activities Report

*This report was submitted to the Graduate School on June 22, 2005 at 2:11 PM.*

#### Section 1. Personal Information

1. Name: **BUCKY A BADGER**  
Phone: **55555**  
Email: **bucky@badger.edu**
2. UW–Madison Appointments:  
Entered directly onto this form:  
UDDS Code: **A536100** Description: **Medical School - ORTHOPEDICS AND REHABILITATION**
3. Do you engage in human subjects research? **Yes**
4. Are you now, or do you expect to be, in the next twelve months, a principal investigator or otherwise responsible for the design, conduct, or reporting of federally funded research or sponsored projects? **Yes**

#### Section 2. Basic Questions

What's reportable? See <http://admiss.gradsch.wisc.edu/zoe/coi2005/coireportable.html> for details.

1. **Compensation:** Now or in the previous calendar year, do or did you, your spouse, or your dependent children receive reportable net compensation for outside activities in your field of academic or professional interest? **Yes**
2. **Leadership Positions:** Now or in the previous calendar year, are or were you, your spouse, or any of your dependent children an officer, director, or trustee, or do you hold another reportable leadership position, in any business or other organization related to your field of academic or professional interest? **Yes**
3. **Ownership Interests:** Now or in the previous calendar year, do or did you, your spouse, or your dependent children own or control stock, stock options, or another ownership interest in a business or other organization related to your field of academic or professional interest? **Yes**

#### Section 3. List of Outside Organizations

List below *all* the organizations or businesses in your field of work at the UW–Madison from or in which you, your spouse, or your dependent children currently, or in the previous calendar year:

- Receive or received reportable net compensation,
- Hold or held a reportable leadership position, or
- Have or had a reportable ownership interest.

##### Organization Name

A. myshop

#### Section 4. Descriptions of Outside Activities

##### A. myshop

1. Location: **Sheboygan, WI**
2. Amount of time you spent, in days, on activities for the organization in the previous calendar year:

**12**

3. a) My relationship with this organization began: **On or before April 30, 2003**
- b) My relationship with this organization ended or will end: **On or after May 1, 2006**
4. Are you now, or were you in the previous calendar year, a principal investigator for research, or a project, sponsored by this organization? **Yes**
5. Are you now, or do you anticipate in the next twelve months, engaging in human subjects research that:
- a) This organization funds? **Yes**
- b) Tests technology owned or licensed by this organization? **Yes**
6. What positions or roles do or did you and/or your family members have with the organization?

	Family		
	Self	Members	None
Advisory Board (AB) membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Membership on steering committee (SC) for multicenter clinical trial	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Trustee or service on Board of Directors (BOD)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Consulting (other than AB, SC, or BOD membership)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Executive position (e.g. president, treasurer, CEO, CIO)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other employee position	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Commissioned speaker or author	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Receive royalties from technology licensing (not through WARF)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Holder of an equity interest (e.g. stock or stock options)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other - please explain:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7. Indicate the type and amount of net compensation you and your family members received directly from the organization (not through the University) in the previous calendar year.

*Note:* Stock options should not be reported here. Please report them as an ownership interest.

	\$0	<\$5,000	\$5,000- <\$10,000	\$10,000- <\$20,000	≥\$20,000
Monetary compensation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Non-monetary compensation value - please explain:	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Total value of annual compensation</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8. a) Indicate the type and highest total value of any ownership interests held or controlled by you and your family members now or in the previous calendar year. In each row, indicate "none" or reply both in dollars *and* as a percent of the total equity in the organization, if known.

	Dollar Value			% of Total Equity			
	None	<\$10,000	≥\$10,000	Unknown	<5%	5%-<10%	≥10%
Stock	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stock options	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other ownership interests (e.g. sole proprietorship, partnership, LLC)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

- b) If you reported an ownership interest in part 8(a), is this organization or business publicly held? **No**
9. Write a brief description of the organization or business. For new or lesser-known companies, include: (a) the actual or anticipated markets served, and (b) products or services provided or in development. You may provide a Web site address for this information.
- Myshop sells new and used items**
10. Summarize your (or your family member's) relationship with the organization or business. Please include a description of **how your University research or other activities relate to the interests and activities of the organization.**

**Myshop is my family's business. I am the Director.**

11. Do you expect the net compensation directly from the organization (not through the University) to you and your family members in the calendar year 2005, as compared to calendar year 2004, to be:

Significantly less    About the same    Significantly greater

**Total annual compensation**

*Note:* If you exceed the threshold of \$20,000 reportable net compensation from myshop, the Conflict of Interest Committee will review your situation and might issue a management plan that restricts your ability to be a Principal Investigator or key personnel on human subjects protocols sponsored by or otherwise involving myshop.

12. Does myshop provide support for your work **at the University** via any of the following types of funding mechanisms, through either the University or the UW Foundation?
- |   |            |
|---|------------|
| a) Gifts (monetary)   | <b>Yes</b> |
| b) Gifts-in-kind (e.g. equipment, materials, etc.)                                  | <b>Yes</b> |
| c) Sponsored project agreements (i.e. grants, contracts, or cooperative agreements) | <b>Yes</b> |
| d) SBIR/STTR grants   | <b>Yes</b> |
13. Do you direct students or staff (including fellows and postdoctoral scholars) who are:
- |   |            |
|---|------------|
| a) Involved in activities for the organization, whether funded or unfunded? | <b>Yes</b> |
| b) Financially supported by this organization?                              | <b>Yes</b> |
14. Do you use University space, equipment, or other physical resources for the benefit of the organization, other than (a) in connection with a sponsored project agreement signed by the University, or (b) under a University-signed facilities use agreement? **Yes**
15. Except for contracts with book publishers for manuscripts you have authored or edited, do you have an agreement or contract with this organization that has *not* been signed by the University that imposes any restrictions with respect to:
- |   |            |
|---|------------|
| a) Approval of manuscripts prior to publication?  | <b>Yes</b> |
| b) Timing of manuscript publication?  | <b>Yes</b> |
| c) Ownership or control of data?  | <b>Yes</b> |
| d) Ownership of intellectual property?  | <b>Yes</b> |
| e) Transfer of intellectual property rights, or a license to use those rights, to the organization? | <b>Yes</b> |
| f) Anything else? If so, please explain:  | <b>Yes</b> |
- confidentiality agreement**
16. Please provide any additional information that would help the Conflict of Interest Committee evaluate the potential for conflict due to overlap of your outside interest in this organization and your UW activities:

## Section 5. Certification

*Certification was completed on June 22, 2005 at 2:04 PM.*

- I certify that, to the best of my knowledge, the information I have provided is complete and correct.
- I understand that I am required to update this report when there are any changes in my outside activities and/or financial interests related to my academic or professional work at the University of Wisconsin–Madison.

**Office of Operations Review and Audit**

780 Regent Street, Suite 210  
Madison, Wisconsin 53715  
(608) 263-3156 Fax: (608) 262-5316  
website: <http://www.uwsa.edu>

DATE: November 30, 2005

TO: Board of Regents Business, Finance, and Audit Committee

FROM: Ron Yates, Director

SUBJECT: Review of Segregated Fees

At the request of the Board of Regents Business, Finance, and Audit Committee, the Office of Operations Review and Audit has gathered background information and developed a proposal for the topics to be included in a review of segregated fees.

**Background**

Segregated fees are charges, in addition to instructional fees, assessed to all students to fund a variety of services, programs, and facilities that support the primary mission of the University of Wisconsin. Segregated fees are divided into two categories. The allocable portion provides support for student activities and services, including student organizations, concerts and lectures, some athletic and intramural activities, some student health services, and child care. The nonallocable portion provides support for fixed obligations and programs that require stable funding, such as personnel commitments, debt service, base operating costs for student unions, conference commitments, minimum student health services, and initial athletic and intramural support.

**Trends in Segregated Fees**

The request for a program review of segregated fees was prompted by concern about the level of segregated fees and the growth in these fees. Some are concerned that the fees may be affecting students' ability to afford to attend UW institutions. Particular concern was expressed about using fee increases to fund capital construction projects.

For the 2005-06 academic year, total segregated fees range from \$559 per student at UW-Stout, to \$1,148 per student at UW-Green Bay. Of the total undergraduate resident tuition and fees charged to students in 2005-06, the proportion of segregated fees ranges from 10 percent at UW-Madison, to 21 percent at UW-Green Bay. At the UW Colleges, the fees range from \$200 at UW-Marinette, to \$315 at UW-Baraboo. Segregated fees represent between five to seven percent of the total resident tuition and fees charged by UW-Colleges. Based on the fees approved by the Board, the UW System is expected to receive a total of approximately \$100 million from segregated fees in 2005-06.

Preliminary analysis of segregated fees at UW doctoral and comprehensive institutions reveals that between 2000-01 and 2005-06, growth in total segregated fees ranged from \$105 at UW-Stout, to \$436 at UW-Green Bay. All but one institution had a larger increase in the nonallocable portion than in the allocable portion of the segregated fees.

The specific roles of students and institution administrators, as prescribed by Wisconsin Statutes and Board of Regents and System Administration policies, differ for allocable and nonallocable segregated fees. Students have direct involvement in formulating the allocable segregated fees through the Student University Fee Allocations Committee (SUFAC), subject to the approval of the Chancellor. While students do not have the same authority with respect to nonallocable fees, they are provided opportunities to review and offer advice concerning the budget for activities and programs funded with nonallocable segregated fees. Preliminary information indicates that the process for seeking student input varies from campus to campus.

### UW System Segregated Fee Policies

Under s. 36.09(5), Wis. Stats., students are delegated certain responsibilities for student life and services. To implement this subsection of the statutes, the Board of Regents and UW System Administration adopted a number of policies and guidelines related to segregated fees:

- *Regent Policy Document 86-4* directs the UW chancellors, in consultation with students, to define the allocable and nonallocable portions of the segregated fees and affirms the students' responsibility for the disposition of the allocable portion, in consultation with the chancellors.
- *Regent Policy Document 88-6* reaffirms the responsibilities of students pertaining to the allocable portion of segregated fees, delineates the role of students pertaining to the nonallocable portion, and establishes procedures and criteria for appealing differences between students and the chancellors on the recommended disposition of the fees.
- *Financial and Administrative Policy F37, Segregated Fee Determination and Distribution*, defines the purposes for which segregated fees can be used and further differentiates the roles of students and campus administration pertaining to the allocable and nonallocable portions of segregated fees.
- *Financial and Administrative Policy F20, Segregated Fee Expenditures*, requires student government to develop, in consultation with the chancellors, policies and procedures for the allocation of segregated fees and appeal of funding decisions, in order to conform with constitutional requirements, including the decision of the United States Supreme Court in *Board of Regents v. Southworth*. The policy also establishes guidelines for students and administrators to evaluate the propriety of expenditures from segregated fees.

Any review of segregated fees would need to incorporate a review of these policies.

### Review Objectives

A program review would provide information about: (1) the major reasons for segregated fee increases; (2) the process for determining the fees and obtaining approval of these fees; and (3) the



roles of the Board of Regents, System Administration, campus administration, and students in the process. Specifically, a number of objectives and questions could be addressed through a program review:

- **Identify programs and services supported by segregated fees:** What activities, programs, and services do segregated fees support? Are these activities, programs, and services appropriate and consistent with UW System policies? How do UW institution administrators and students define allocable and nonallocable fees?
- **Examine trends in segregated fees and how fee amounts are determined:** What trends are indicated by data from the past five to ten years? What services or programs at the UW institutions contribute to significant fee increases? What methods are used to determine the costs of these programs and services? How are the costs structured and allocated?
- **Describe the steps and roles in the process of establishing segregated fees:** What budgetary guidance and fee-development instructions are provided to campuses and student organizations? What is the process at the UW institutions for developing and reviewing proposals for segregated fees? How do institution administrators obtain student input? What is the UW System Administration process for reviewing campus proposals for segregated fees? What information on segregated fees is provided to the Board of Regents, and how is this information used?
- **Describe the oversight by the Board of Regents, UW System Administration, campus administration, and student organizations over the disposition and use of segregated fees:** What type of oversight occurs with respect to the spending of segregated fees? How does this oversight occur? To what extent are fee amounts adjusted when the purpose for the fees has been accomplished?
- **Identify the use and growth of segregated fees at other higher education institutions:** What are the segregated fee amounts at other higher education institutions? How are segregated fees used in other higher education institutions? What policies and procedures on segregated fees have other institutions adopted?

## **Methodology**

We estimate that this comprehensive review will be completed in approximately six months. The program review will involve: (1) collecting data on segregated fees UW institutions have assessed to analyze trends; (2) reviewing the 1993 UW System Administration auxiliary rate study to obtain historical information on the fees process; (3) interviewing appropriate UW System Administration and UW institution staff to obtain information on the fee-setting and allocation process; (4) interviewing student government and organization leadership to obtain a range of perspectives on segregated fees; (5) reviewing UW System and institution policies, procedures, and practices related to segregated fees to identify current processes; and (6) conducting research on segregated fee levels and uses at other higher education institutions to obtain comparative information.

## **UW SYSTEM OFFICE OF OPERATIONS REVIEW AND AUDIT PROGRAM REVIEW PROCESS**

November 2005

### **Step 1: Project Planning and Development**

- **Identify Topic:** The Office of Operations Review and Audit identifies a topic to be reviewed or receives a request for a review. Typical sources of review topics: a) the Office staff identifies current issues in higher education, as well as Board of Regents policies that may need updating; b) other units within UW System Administration request Operations Review involvement in a project; c) individual UW institutions request assistance in reviewing sensitive issues; or d) a Regent requests a review through the Business, Finance, and Audit Committee's audit liaison.
- **Identify Purpose of Review:** If the request for a review is from outside the Office, Operations Review and Audit staff members meet with the requesting work unit to learn the background and reasons for the potential review. If the request is from a Regent, the Director of Operations Review contacts the requesting Regent for clarification of the issues and a discussion of the timing of the potential review. If the request can be addressed through a short-term research project, without all of the steps of a full review, that approach is considered and can be used instead of the standard program review process.
- **Research and Prepare Overview Memo:** If a full review is necessary, Operations Review and Audit staff members conduct research and prepare a project-overview memo, describing areas that a review could cover. The two-to-three-page memo includes: a) background information about the topic and the circumstances prompting the review; b) the specific purposes and objectives of a review, including the questions the review would seek to address; and c) a description of the project methodology, including what information would be gathered and who would be contacted during the review.
- **Focus the Review:** Prior to the beginning of fieldwork, the project-overview memo is shared with the requesting work unit and the President's Cabinet for discussion. This discussion provides assurance that the Office of Operations Review and Audit is targeting the areas of interest. If the request is from a Regent, the project-overview memo will be forwarded to the Business, Finance, and Audit Committee, for discussion during the next Operations Review and Audit quarterly update (or at the Committee's next meeting, if time is of the essence). As in the case of a request from within UW System Administration, the purpose of the discussion is to refine the scope of work proposed in the project-overview memo.

## **Step 2: Research and Analysis**

- Assign Staff: Generally, one auditor or analyst in the Office of Operations Review and Audit is assigned responsibility for a given project, including research, analysis, and report drafting.
- Conduct Research on UW Operations and Policies: Operations Review and Audit staff typically collect information about policies or practices in the UW System through: on-site or telephone interviews with UW institution staff; e-mail surveys of UW institution staff; review of UW web sites; consultation with UW System Administration staff; and review of policies, administrative rules, and statutes.
- Conduct Research on Policies and Practices Elsewhere: Operations Review and Audit staff also gather information about policies or practices in other university systems or institutions, often through Internet research or phone interviews. In addition, literature reviews are conducted to identify current trends or recent studies.
- Collect Numerical Data: Depending on the nature of the project, staff gather numerical data, such as participation rates, numbers of students, or spending patterns, from individual UW institutions, UW System's Central Data Reports, and other sources.
- Identify Standards, Analyze Information, and Develop Conclusions: Most reports rely upon legal or policy requirements, information from other states, good business practices, or results of data analyses as standards of comparison. UW policies or practices are considered in light of these standards, and an assessment is made about areas in which changes or improvements might be warranted.
- Draft Report: Office of Operations Review and Audit staff draft a report or memo, which is reviewed within the Office for content, precision, and clarity. Early drafts are revised, as necessary, before being shared outside the Office.

## **Step 3: Report Completion**

- Solicit Comments and Corrections: When a report or memo of systemwide scope has been drafted, the Office of Operations Review and Audit shares a draft with the Vice President for Finance and the President's Cabinet. After making any necessary revisions, the Office sends the draft to several groups at the UW institutions for review and comment. Typically included are the chancellors, provosts, chief student affairs officers, chief business officers, auditors, and staff in the relevant functional area. The purpose of this process is to: a) inform readers about the findings in a report; and b) verify the accuracy of the content.
- Distribute Final Report: The Office of Operations Review and Audit revises the draft, as necessary, and distributes a final version to the same groups that reviewed the draft.

- Forward Report to Board Committee: The Vice President for Finance forwards the final report to the members of the Business, Finance, and Audit Committee. If the requester was a Regent who is not on that committee, the report will be forwarded to that Regent at the same time.
- Present Report to Full Board: The Director of Operations Review and Audit presents a summary of the report to the Business, Finance, and Audit Committee during the next quarterly Operations Review and Audit update. The full Board of Regents also receives a copy of the report at the time of the update.

#### **Step 4: Follow-up Activities**

- Develop Recommendations: Recommendations that Operations Review and Audit develops during the program review process are directed to: a) the UW institutions; b) UW System Administration; or c) the Board of Regents, often because a Regent Policy Document needs to be updated.
- Monitor Implementation: Recommendations related to UW System policies or practices, or to Board of Regents policy, are generally considered to be the responsibility of the relevant work unit in UW System Administration. For instance, the Office of Academic Affairs proposed changes to the Board policy on the basic health module; these changes addressed recommendations in the Operations Review and Audit report on student health services and policies. Some UW institutions have used the recommendations to assess their own activities and have provided Operations Review and Audit with a status report on their progress toward implementation, but this does not occur in all cases.
- Conduct Follow-up Research: In selected instances, the Office of Operations Review and Audit follows up on the implementation of recommendations in reports that have been issued. Follow-up research on student credit-card debt and student health and safety in international education programs are examples. Ideally, follow-up occurs 12 to 18 months after a report is released, to afford UW staff the opportunity to make progress toward implementation.
- Report to Board Committee: The results of research activities that follow up on past recommendations are reported to the Business, Finance, and Audit Committee.

## **OFFICE OF OPERATIONS REVIEW AND AUDIT QUARTERLY STATUS UPDATE**

### **BACKGROUND**

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting; and (2) an update on Legislative Audit Bureau projects in the UW System.

### **REQUESTED ACTION**

For information only.

### **MAJOR OFFICE OF OPERATIONS REVIEW AND AUDIT PROJECTS**

- (1) Police and Security Operations has been completed and will be presented during the next quarterly update.
- (2) Early-Return-to-Work Efforts is focused on initiatives that seek to return ill or injured employees to work as soon as medically feasible. A report is nearly completed.
- (3) Oversight of Student Organizations identifies efforts to manage risk and reduce liability associated with student organization activities. A report is being drafted.
- (4) Tuition Waivers will review policies and practices related to statutory and other tuition and fee remissions, waivers, and discounts. Fieldwork is continuing.
- (5) Academic Fees audits are being conducted at each UW institution to determine the adequacy of policies, procedures, and internal controls related to the assessment and collection of student fees.

### **LEGISLATIVE AUDIT BUREAU PROJECTS**

The Legislative Audit Bureau (LAB) has been conducting several UW System-related projects: (1) an overall review of the UW System's personnel policies and practices is beginning, with a letter report on the issue of employees with records of felony convictions expected in early 2006; (2) a review of the state's economic development programs, including programs in the UW System, is ongoing; and (3) the annual statewide single audit of major federal programs for FY 2004-05 is in progress and will be released in March 2006.

**BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM****REPORT OF THE  
COMMITTEE ON RETREAT FOLLOW UP  
SEPTEMBER 8, 2005**

Regent President David Walsh asked us to consider the broad-ranging discussion among Regents, Chancellors, and senior UW System staff at the Regents' retreat held in July 2005, and report to the full Board and the Chancellors on initiatives and strategies the Board of Regents might want to pursue during the coming year. President Kevin Reilly's statement is a helpful starting point for this task. He reminds us that "our job as a public university is to be Wisconsin's premier developer of advanced human potential, of the jobs that employ that potential, and of the flourishing communities that sustain it."

If that is the role the UW System is to play, we believe the Board of Regents should focus its attention in the coming year on four primary themes.

1. Improve Access To the UW System

- Talent, creativity and drive are not the exclusive purview of wealthy families. We need to keep higher education affordable for all qualified Wisconsin people to help them develop their potential.
- As a public institution of higher education, we should examine the current level of cost sharing for a higher education between Wisconsin students and their families on the one hand, and state taxpayers on the other.
- We should establish clear and convincing goals for an appropriate division between taxpayer support and tuition, and those goals should keep in mind our commitment to Plan 2008.

2. Do Our Share to Increase Baccalaureate Degrees in Wisconsin

- An educated citizenry is a benefit for society at large and for the individuals who obtain the education. Moreover, the evidence establishes a link between a region's economic development and the number of its baccalaureate degree holders.
- We should seek ways to creatively manage our resources, and make the case for additional resources if needed, to produce more baccalaureate degree holders in Wisconsin while maintaining the quality of the degrees awarded by our campuses. This should include creative ways to attract and retain non-traditional students.
- We should coordinate our efforts to achieve this goal with Wisconsin's other system of public higher education, the Wisconsin Technical College System.

3. Improve the Quality of the Student Experience On Our Campuses

- We should develop strong theory- and evidence-based policies for appropriate student-faculty ratios and student support services on our campuses.
- We should then develop a clear and convincing plan for how we can efficiently allocate existing resources, and make the case for additional resources if needed, to implement these policies.

4. Strengthen and Build Relationships with Our Stakeholders

- We should clearly define the roles that Regents, the System President, and our Chancellors should play in communicating with our stakeholders.
- This process must be a two-way communication: we should be good listeners first and then strong advocates for the goals that we have established.

Respectfully submitted,

Regent Mark Bradley  
Regent Danae Davis  
Senior Executive Vice President Donald Mash  
Regent Charles Pruitt  
Regent Michael Spector

December 9, 2005

Agenda Item I.2.g.

## OVERVIEW OF DIFFERENTIAL TUITION



## UW SYSTEM DIFFERENTIAL TUITION BY CAMPUS

### DIFFERENTIAL TUITION

Institution	Tuition Program	Description	Pricing
UW-Madison	Doctor of Pharmacy Program	Implemented Fall 1997. Six year professional program, with the first two years in pre-pharmacy.	The Doctor of Pharmacy program was initially priced at \$6,050 in the Fall 1997-98.
UW-Milwaukee	Peck School of the Arts - Undergraduate	Implemented Fall 2004. Differential rate applies to all undergraduate courses provided by the Peck School of the Arts, with the exception of eight 100 level General Education Requirement courses. Will be reviewed, in consultation with student government, in 2007-08.	\$10 per credit in 2004-05, \$15 per credit in 2005-06, and \$20 per credit in 2006-07.
	College of Engineering and Applied Science – Undergraduate and Graduate	Implemented Fall 2004. Applies to all undergraduate and graduate courses provided by the college. Will be reviewed, in consultation with student government, in 2007-08.	\$5 per credit in 2004-05, \$10 per credit in 2005-06, \$15 per credit in 2006-07, and \$20 per credit in 2007-08.
	School of Business Administration – Undergraduate	Implemented Fall 2004. Differential rate applies to all 200 to 600 level courses provided by the School. Will be reviewed, in consultation with student government, in 2006-07	\$10 per credit in 2004-05, \$15 per credit in 2005-06 and \$20 per credit in 2006-07.
	College of Nursing – Undergraduate	Implemented Fall 2004. Applies to all undergraduates enrolled in clinical major courses within the College. Will be reviewed, in consultation with student government, following the 2005-06 academic year.	Differential of \$30 per credit applied to all 300 level courses in 2004-05, and to all 300 and 400 level courses beginning in 2005-06.
	Allied Health Programs - Graduate	Implemented in 1997. General tuition for Allied Health Graduate Programs was increased to help defray the costs of these health science programs.	Tuition was increased by 20% (10% in 1998-99 and an additional 10% in 1999-00)

DIFFERENTIAL TUITION (cont'd)

UW-Eau Claire	Institution-wide Undergraduate Differential	Implemented in 1997. Funds opportunities such as faculty/student collaborative research, service-learning programs, internships, and freshman seminars/capstone courses.	Began at \$50 per semester in Fall 1997, and was increased to \$55 per semester in Spring 2003, \$60 per semester in Fall 2003, and \$65 per semester in Spring 2004. Beginning with the 2004-05 academic year, the differential will increase by 4.5% annually, rounded to the nearest half dollar, until the Student Senate directs otherwise. The 2005-06 differential is \$68.25 per semester.
UW-La Crosse	Allied Health – Undergraduate and Graduate	Implemented Fall 1997 to help defray costs for operating the undergraduate Occupational Therapy and Physician Assistant programs and the graduate Physical Therapy program.	Tuition increased by 20% (10% in 1997-98 and an additional 10% in 1998-99.)
	Academic Excellence Initiatives – Undergraduate and Graduate	Implemented Fall 2003 to provide direct financial support for undergraduate research, advising, diversity and international education.	Tuition increased by \$20 per semester in Fall 2003. The 2005-06 differential is \$26.80 per semester.
UW-Oshkosh	Oshkosh Personal Development Compact – Undergraduate	Implemented Fall 2003 to provide funding to enhance assessment, advising, co-curricular involvement and emotional adjustment and wellness. Heavy emphasis is placed on student retention, reduced time to graduation and increased graduation rates.	Undergraduate tuition increased \$25 per semester in 2003-04 and increased to \$55 per semester in 2004-05. The differential rate will remain at \$55 per semester through the 2006-07 academic year.
UW-Platteville	Regional Enrollment Plan – Undergraduate	Implemented Fall 2005. Offers differential tuition to new entering nonresident undergraduate students from Illinois and Iowa who enroll in fields that address the workforce needs of both new and established Wisconsin businesses.	Eligible students will be charged the resident tuition rate plus a premium of \$4,000 per year in 2005-06 and 2006-07. The initiative will be reviewed by the Board no later than Spring 2009.

DIFFERENTIAL TUITION (cont'd)

UW-Stout	Customized Instruction	Implemented Fall 1999. Provides tuition flexibility to determine and charge market rates for customized programs, certificates, and courses to meet the needs of business and industry. Courses will be typically provided in alternative time frames (i.e. summer, evenings, and/or weekends.)	Market tuition rates will vary by program. It was estimated in 1999 that market rates would typically fall into the \$600 to \$1,200 range for a two-credit course.
UW-Superior	Academic Excellence – Undergraduate	Implemented Fall 2003 to provide funding for library initiatives with an immediate emphasis on the Jim Dan Hill library operation and support structure.	All undergraduate students are assessed an additional \$75 per semester. The differential fee is prorated for part-time students.
UW-Whitewater	Advising and Integrated Freshman Experience Program – Undergraduate	Implemented Fall 2003 to promote continual student success through a multilevel advising model and an integrated freshman experience program.	Undergraduate tuition increases by an additional amount equal to 3.5% of the resident undergraduate tuition rate.
UW-Eau Claire UW-Green Bay UW-La Crosse UW-Oshkosh UW-Parkside UW River Falls UW-Stevens Point UW-Whitewater	Return to Wisconsin Program – Undergraduate	Implemented Fall 2004 and applies to undergraduate nonresident students who are the children and/or grandchildren of a specific institution's qualifying alumni. The non-resident student must be a legal resident of a state other than Wisconsin or Minnesota.	The differential rate is equal to the nonresident tuition rate less 25%, but not less than the projected cost of a student's education. The 2005-06 tuition rate is \$10,742 plus any campus differential rate (if applicable.)

## **DEFINITION OF INSTITUTION-WIDE DIFFERENTIAL TUITION**

Institution-wide differential tuition is defined as tuition that is added to the base tuition level set by the Board of Regents to supplement services and programming for students within that institution above and beyond existing activities supported by GPR and PR funding. This definition does not apply to Board of Regents initiated institution-wide differential tuition initiatives.

## **INSTITUTION-WIDE DIFFERENTIAL TUITION PROCEDURES**

1. Students will be advised through their student government organizations of all planned institution-wide differential tuition initiatives before proposals are submitted to the Board of Regents.
2. Institution-wide differential tuition proposals presented to the Board of Regents will include a section on the student consultation process and outcome, as well as any official stance forwarded by the student government organization if one has been provided. Institutions should attempt to provide adequate time for the student government organization to review the final proposal.
3. Institution-wide differential tuition proposals must clearly state their purpose(s) established by the institution in conjunction with students when brought forth to the Board of Regents. The institution may change the purposes for which the funding is expended with student consultation.
4. Institution-wide differential tuition proposals must describe any oversight, evaluation, and/or consultation process for the initiative. The format of this oversight, evaluation, and/or consultation process will be part of the discussion with students prior to bringing the initiative to the Board of Regents for approval.
5. The Chancellor of the UW System institution, in consultation with the President of the UW System, will make the final determination whether an institution-wide differential tuition initiative is submitted to the Board of Regents for approval.
6. Student involvement is not required for institution-wide differential tuition approved by the Board of Regents as part of a Board initiative or as part of the biennial budget process.
7. Spending decisions related to the funds generated by the institution-wide differential tuition are ultimately the responsibility of the Chancellor of the UW System institution as indicated in s. 36.09 (3) Wis. Stats.

## **DEFINITION OF PROGRAM SPECIFIC DIFFERENTIAL TUITION**

Program specific differential tuition is defined as tuition that is added to the institution's base tuition level set by the Board of Regents for a specific program to supplement academic and other student services above and beyond existing activities supported by GPR and PR funding. This definition does not apply to Board of Regents initiated program specific differential tuition initiatives.

## **PROGRAM SPECIFIC DIFFERENTIAL TUITION PROCEDURES**

1. Students will be advised through their student government organizations of all planned program specific differential tuition initiatives before proposals are submitted to the Board of Regents.
2. To the extent possible, UW System institutions will consult with students directly affected by proposed program specific differential tuition initiatives which affect solely a single campus.
3. When student involvement is required, program specific differential tuition proposals presented to the Board of Regents will include a section on the student consultation process and outcome, as well as any official stance forwarded by the student government organization.
4. Program specific differential tuition proposals must clearly state their purpose(s) established by the institution in conjunction with students (if required) when brought forth to the Board of Regents.
5. Program specific differential tuition proposals must describe any oversight, evaluation, and/or consultation process for the initiative. The format of this oversight, evaluation, and/or consultation process will be part of the discussion with students prior to bringing the initiative to the Board of Regents for approval.
6. The Chancellor of the UW System institution, in consultation with the President of the UW System, will make the final determination whether a program specific differential tuition initiative is submitted to the Board of Regents for approval.
7. Systemwide program specific differential tuition initiatives approved by the Board of Regents do not require student involvement.
8. Spending decisions related to the funds generated by the program specific differential tuition are ultimately the responsibility of the Chancellor of the UW System institution as indicated in s. 36.09 (3) Wis. Stats.

UW-Whitewater  
Food Service Contract Extension

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Whitewater, the Board of Regents approves a three-year contract extension with the provision of an additional year if construction is not completed on the current timeline with Chartwells providing Dining Services to the University according to existing contract provisions.

## **UW-WHITewater FOOD SERVICES CONTRACT EXTENSION**

### **BACKGROUND**

The University of Wisconsin-Whitewater is interested in extending its dining services contract, Contract Number UN 7390, with Chartwells, beyond the contract term of May 31, 2007. This request is to extend the contract three-full years through May 31, 2010 with the potential of a one-year renewal, which could extend the contract to May 31, 2011.

The UW-Whitewater Dining Services program provides a student board program as well as retail, summer camps and conferences, and a catering program. Dining service facilities are located in three facilities including two resident board dining facilities and the University Center building on campus. The approximate total revenue generated by the contractor each year is \$6,000,000.

This extension is requested because UW-Whitewater is beginning its University Center addition project. The project, which is currently enumerated, is scheduled for construction from June 2006 with an estimated completion date of spring 2008. During the construction period the current University Center dining service units of the Down Under, the Commons, Graham Street, Ritazza, and Warhawk Room will be closed. During that time operational, programmatic, revenue, and expense patterns will change dramatically making it difficult to create benchmarks by which to establish a new contract. Therefore, this request is to complete the University Center project and have one full year of operations to identify new operational benchmarks before soliciting and negotiating a new contract.

### **REQUESTED ACTION**

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Whitewater, the Board of Regents approves a three-year contract extension with the provision of an additional year if construction is not completed on the current timeline with Chartwells providing Dining Services to the University according to existing contract provisions.

### **DISCUSSION**

UW-Whitewater's existing retail operations will shut down during the estimated two-year construction period. This disruption to all retail services will be a challenge for the existing contractor to manage. It is not reasonable or prudent to issue a Request for Proposal for a new contract during this time when multiple programmatic, operational,

and financial aspects will change during and after construction. Premature solicitation of these services could jeopardize student board rates. The current student board rates are the best in the University system. Chartwells, the current vendor, is willing to honor the current pricing structure and all other contract provisions including the current commission structure. Customer satisfaction is high in all aspects of the program.

#### **RELATED REGENT POLICIES**

Regent Resolution 8875, dated June 2004, Authorization to Sign Documents



## REVISED

### I.3. Physical Planning and Funding Committee

Thursday, December 8, 2005  
Van Hise Hall  
1220 Linden Drive

10:30 a.m. Board of Regents – Room 1820 Van Hise Hall

- Discussion on Financial Aid and Tuition

12:00 p.m. Box Lunch

12:30 p.m. Joint session with Business, Finance, and Audit Committee – Room 1820

- a. UW-Madison: Campus Master Plan Presentation
- b. Report on Apportionment of Energy Costs for the University of Wisconsin System

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

- c. Approval of the Minutes of the November 10, 2005 Meeting of the Physical Planning and Funding Committee
- d. UW-La Crosse: Naming the UW-La Crosse Stadium the “Roger Harring Stadium” [Resolution I.3.d.]
- e. UW-Madison: Potato Storage Facility at Hancock Agricultural Research Station - Authority to Construct Under the Terms of a Land Use Agreement and Accept the Completed Facility as a Gift-in-Kind [Resolution I.3.e.]
- f. UW-Milwaukee: Lease of Space for WUWM Radio Station [Resolution I.3.f.]
- g. UW-Platteville: Platteville Dairy Center – Adjust the Project Budget [Resolution I.3.g.]
- h. UW-Whitewater: Connor University Center - Authority to Construct and Adjust the Project Budget [Resolution I.3.h.]
- i. UW System: Facility Maintenance and Repair Projects [Resolution I.3.i.]

- j. UW System: 2007-09 Criteria for Ranking GPR Major Projects  
[Resolution I.3.j.]
- k. UW-Stevens Point: Lease of Space for Temporary Location of University Center  
Functions  
[Resolution I.3.k.]
- l. Report of the Assistant Vice President
  - Building Commission Actions
- x. Additional items which may be presented to the Committee with its approval

**REVISED**

Naming the UW-La Crosse Stadium the  
"Roger Harring Stadium," UW-La Crosse

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-La Crosse Chancellor and the President of the University of Wisconsin System, the Board of Regents name the UW-La Crosse stadium the "Roger Harring Stadium" and waives the closed session required in policy 96-1.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin-La Crosse
2. Request: Requests authority to make an exception to Regent Policy 96-1 and name the UW-La Crosse stadium "Roger Harring Stadium" in recognition of the UW-La Crosse retired football coach, former tenured faculty member, and Assistant Professor Emeritus of Exercise & Sport Science.
3. Justification: The University of Wisconsin System Board of Regents policy 96-1 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 respond as soon as possible to the formal request of the city of La Crosse on behalf of veterans' organizations in the community after five years of legal challenge and disagreement. The city has requested that the university reinstate the name of Memorial Field on the football field and surrounding outdoor space and acknowledges that the university has the authority to name the stadium the "Roger Harring Stadium." The chancellor has responded publicly to the city that he will use his authority to comply with the request without delay, thereby removing the name of Roger Harring from the football field, reinstating the name Memorial Field on the football field and surrounding grounds, and requesting that the Board of Regents name Veterans Memorial Stadium the "Roger Harring Stadium." Roger Harring's association with the UW System ended in June 2000.
4. Biographical Information: Roger Harring posted a 261-75-7 record in 31 years during his tenure at UW-La Crosse, which ranks 12th in the history of college football at any level and fourth among NCAA Division III coaches. The Eagles won three national championships under the leadership of Harring. UW-La Crosse won the NAIA II title in 1985 and won its first NCAA III football national championship in 1992. The program added another NCAA III Championship in 1995. In addition, the Eagles made 14 playoff appearances during Harring's career, compiling an overall record of 23-11, including 13-5 in NCAA III post-season play.

The program placed first or second in the Wisconsin Intercollegiate Athletic Conference 25 times under Harring, winning the title 15 times. He has won more games in the WIAC than any other coach in the league's history with a 182-44-7 record against conference opponents. For his success, Harring was named WIAC Coach of the Year numerous times.

A native of Green Bay, Wisconsin, Harring has received numerous awards and honors during his career. In 1992 and 1995 he was chosen as the national Chevrolet Division III Coach of the Year. In 1995, he also received the Division III Coach of the Year honor from his peers in the American Football Coaches Association.

He was inducted into the National Association of Intercollegiate Athletics District Hall of Fame in 1989, the same year that he was enshrined into the UW-La Crosse Wall of Fame. In 1998, he was inducted into the Wisconsin Football Coaches' Association Hall of Fame. And in 1999, Harring was enshrined into the Wisconsin Rapids High School Hall of Fame.

Harring has been named to the College Football Hall of Fame for the Divisional Class. He is one of two head coaches selected to the Hall of Fame this year. Four players were also elected to this year's class. Harring was inducted into the College Football Hall of Fame during Enshrinement Ceremonies at the Hall, August 12-13, 2005, in South Bend, Indiana.

In order for a player to be eligible for College Football Hall of Fame consideration, that player must have received First Team All-America status by a selector that is recognized by the NCAA; played their last year of intercollegiate football within the last 50 years, but no fewer than 10 years ago; and be currently retired from playing on the professional level. A coach becomes eligible three years after retirement provided that coach was a head coach for a minimum of 10 years and coached at least 100 games with a .600 winning percentage.

Harring is credited with guiding the progress of 40 players who have received professional tryouts in the National Football League, including All-Pros Tom Newberry and Joel Williams, and current NFL players Bill Schroeder and Mike Maslowski.

A 1958 graduate of UW-La Crosse, Harring played offensive line and linebacker for the university as an undergraduate during the 1950's. He remained at UW-La Crosse to earn his master's degree in 1962.

5. Previous Action: None.

Authority to Construct Under the Terms of a Land  
Use Agreement and Accept the Completed  
Facility as a Gift-in-Kind, 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 execute a land use agreement between the Board of Regents and the Wisconsin Potato and Vegetable Growers Association, Inc. (WPVGA) to allow the association to construct a potato storage research building at the Hancock Agricultural Research Station, and to accept the gift-in-kind of the completed new facility valued at approximately \$2,000,000.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to execute a land use agreement between the Board of Regents and the Wisconsin Potato and Vegetable Growers Association, Inc. (WPVGA) to allow the association to construct a potato storage research building at the Hancock Agricultural Research Station, and to accept the gift-in-kind of the completed new facility valued at approximately \$2,000,000.
3. Description and Scope of Project: The project will construct an approximately 9,000 GSF potato storage research building at the UW-Madison's Hancock Agricultural Research Station, located in Hancock, Wisconsin. The cost of the facility has been estimated at \$2,000,000. The Wisconsin Potato and Vegetable Growers Association (WPVGA) has obtained \$700,000 in funds from the United States Department of Agriculture (USDA) for this project. The remaining balance of \$1.3 million in funds will come from the Wisconsin Potato and Vegetable Growers Association, Inc.

The new storage building will be equipped with multiple storage chambers capable of handling a range of quantities of potatoes under variable, controlled storage conditions. The building will also include basic laboratory and office space to support the research being conducted.

The WPVGA, headquartered in Antigo Wisconsin, will build the facility and gift it to the UW-Madison. The facility will be administered by the current Hancock Agricultural Research Station staff. UW faculty and USDA scientists will conduct the research. The WPVGA will continue to assist researchers by providing research support and/or identifying and facilitating other funding sources for the station's research efforts. The WPVGA is also establishing a \$500,000 endowment for the operational support of the facility.

4. Justification of the Request: The project is a cooperative project between UW-Madison College of Agricultural and Life Sciences and the WPVGA to conduct research initially related to potato storage problems that cause substantial losses (averaging \$4.1million per year) to growers. This effort is a high priority by the WPVGA which recently formed a committee to evaluate the development of a research facility devoted to this problem. The committee recommended the Hancock Research station as the best potential site for a new facility because of ongoing potato related research already being undertaken at that location and because of the past successes of the station in addressing problems unique to the potato and vegetable industry.

5. Budget: Not applicable.

6. Previous Action:

August 22, 2002	Board of Regents: Recommended for enumeration of the UW-Madison Hancock Agricultural Research Station Potato Storage Building project at an estimated total project cost of \$1,500,000 Gift/Grants as part of the 2003-05 Capital Budget.
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Authority to Lease Space for WUWM  
Milwaukee Public Radio Station,  
UW-Milwaukee

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority to amend the existing lease with Polacheck Property Management to increase the present 9,900 square feet of space by 10,100 square feet for a new total of 20,000 square feet for the WUWM Milwaukee Public Radio station in the Plankinton Building at the Grand Avenue Mall.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Requests authority to amend the existing lease with Polacheck Property Management to increase the present 9,900 square feet of space by 10,100 square feet for a new total of 20,000 square feet for the WUWM Milwaukee Public Radio station in the Plankinton Building at the Grand Avenue Mall. The annual additional cost of \$151,500 will yield a new total annual space cost of \$300,000. The cost of the entire lease has been and will continue to be totally supported by fund-raising gifts.
3. Project Description and Scope: This lease amendment will expand the current facilities into currently available adjacent space. The additional space will be used for three additional studios and space for additional news staff and daily radio magazine production staff. The current rental rate is \$15 per square foot. The additional space will be leased at the same rate and will include the radio station's build out requirements.
4. Justification: The WUWM radio station serves the Milwaukee campus by providing both a professional instructional environment for students in the Department of Journalism and Mass Communication and a dynamic means of community information and University outreach. Licensed to the Board of Regents and operated by the UW-Milwaukee College of Letters and Sciences, WUWM is a charter member of National Public Radio (NPR). The station broadcasts a format of in-depth news and information 24 hours a day with a power of 15,000 watts at 89.7 on the FM dial. WUWM is the most listened to public radio station in Southeastern Wisconsin.

Since 1995, the University has occupied the upper two floors of the Continuing Education Plankinton Building. Since late 1999, the WUWM radio station has occupied space on the lower level of the building's central rotunda, a highly visible downtown Milwaukee location. The initial lease was planned to accommodate the needs of the station for five years. The initial plan included two studios, one of which is enclosed by glass so that passers-by may watch live broadcasts.

Local Milwaukee radio marketplace has evolved in the last five years which has led WUWM to expand local programming. An increasing audience now relies on satellite and Internet services. A handful of national ownership group companies now control competing local Milwaukee radio stations. WUWM plans to expand its news department so that the station is a primary source of local news and information, as well as a focal point for the discussion of important local issues and trends.

The initial two studios have already been supplemented by converting a former storage area into a small studio/announce booth. All three of these facilities are now used at near capacity. During peak periods, producers must wait in line to finish their stories. Eight full time staff have been added along with expanded part time student employees. At present, office cubicle space is nearing full capacity.

WUWM is funded by private listener donations, contributions from local businesses, professions and foundations, as well as the Corporation for Public Broadcasting and the University of Wisconsin-Milwaukee. In the last fiscal year, WUWM exceeded its fund-raising goal of \$2.1 million. \$2.3 million is anticipated to be raised this fiscal year. A fund-raising professional is being hired to help expand the station's initiatives with major donors.

5. Previous Action:

September 10, 1999 Resolution 7998	Authorized entering into a lease with the Grand Avenue Corporation for 9,896 square feet of space for the WUWM Milwaukee Public Radio station in the Plankinton Building at the Grand Avenue Mall at an annual cost of \$116,773 plus an estimated annual electrical charge of \$9,896, the cost of the lease to be totally supported by fund-raising gifts.
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Authority to Increase the Budget of the Dairy  
Center Improvement Project, UW-Platteville

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Platteville Chancellor and President of the University of Wisconsin System, authority be granted to increase the budget of the Dairy Center Improvement Project by \$948,520 (\$948,520 General Fund Supported Borrowing – All Agency) for a total revised budget of \$2,775,520 (\$1,725,000 General Fund Supported Borrowing, \$948,520 General Fund Supported Borrowing–All Agency, and \$100,000 Institutional Non-GPR Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin-Platteville
2. Request: Requests authority to increase the budget of the Dairy Center Improvement Project by \$948,520 (\$948,520 General Fund Supported Borrowing – All Agency) for a total revised budget of \$2,775,520 (\$1,725,000 General Fund Supported Borrowing, \$948,520 General Fund Supported Borrowing–All Agency, and \$100,000 Institutional Non-GPR Funds).
3. Description and Scope of Project: The Dairy Center Improvement project will construct dairy farm facilities at the UW-Platteville Pioneer Farm for the College of Business, Industry, Life Science, and Agriculture. The new facilities will total 30,852 GSF, and will replace an existing 8,800 GSF freestall barn and 1,200 GSF milking center. The new facility will be designed for a total herd size of 200 milking cows, and greatly improve cow comfort, traffic, milking operations, and manure handling. The Dairy Center Improvement project includes: new milking systems, including a robotic milking parlor and a traditional milking parlor, a new manure handling system, and a new manure lagoon.
4. Justification of the Request: The project was enumerated in the 2001-03 Capital Budget as part of the Wisconsin Agricultural Stewardship Initiative for several projects at both UW-Madison and UW-Platteville. That recommendation included \$1,725,000 of General Fund Supported Borrowing for the UW-Platteville Swine Center/Dairy Improvements project.

The Building Commission approved the Design Report in December 2004 at a cost of \$1,825,000 (\$1,725,000 GFSB and \$100,000 Institutional Funds).

Bids received on September 14, 2005, resulted in a total project cost of \$2,792,750 (\$967,750 over budget), including an allowance for excavation for which no bids were received. Revisions to the project program and bidding sequences were made and the project was subsequently bid again on November 15, 2005. Excavation was included with general construction in the new bid package.

The bids received on November 15 were \$36,480 less than the September 14 bids and excavation estimate. The bid results exceed the construction estimates primarily because of recent steep price increases in fuel and building materials.

5. Budget:

	%	Cost
Construction		\$2,313,920
Contingency	4.5%	110,000
A/E Fees	9.52%	254,600
DSF Management	4.21%	100,800
Movable Equipment		0
Percent for Art		0
Total Project Cost		\$2,779,320

6. Previous Action:

August 25, 2000 Resolution 8175	Endorsed the Governor's Agriculture Initiative, including a Dairy/Swine Center Improvements component at \$1,725,000 of General Fund Supported Borrowing, as part of the 2001-03 Capital Budget. The project was subsequently enumerated at \$1,736,000.
June 7, 2002 Resolution 8554.	Granted conceptual approval to accept a gift of a new Swine Center Site and facility to be constructed and funded by the UW-Platteville Foundation, and authorized the use of \$1,736,000 General Fund Supported Borrowing enumerated for the Swine/Dairy Center Improvements projects to fund a revised Dairy Center Replacement Project.
December 9, 2004 Resolution 8952	Approved the Design Report and granted authority to (1) construct a dairy center project at the Pioneer Farm in Platteville, Wisconsin, at an estimated cost of \$1,825,000 (\$1,725,000 General Fund Supported Borrowing, \$100,000 Agency Funds) and (2) increase the project budget by \$100,000 (Agency Funds).

Approval of the Design Report and Authority to  
Construct and Increase the Budget of the Connor  
University Center Addition and Remodeling Project,  
UW-Whitewater

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Whitewater Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to construct the Connor University Center Addition and Remodeling project; and increase the project budget by \$612,000 (\$355,000 General Fund Supported Borrowing-Utilities Repair and Renovation and \$257,000 Program Revenue-Cash) for a total estimated cost of \$20,249,000, (\$8,854 General Fund Supported Borrowing, \$16,310,000 Program Revenue Supported Borrowing, \$390,000 Gift Funds, \$3,185,146 Program Revenue-Cash and \$355,000 General Fund Supported Borrowing-Utilities Repair and Renovation Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin-Whitewater
2. Request: Requests: (1) approval of the Design Report; (2) authority to construct the Connor University Center Addition and Remodeling project; and (3) authority to increase the project budget by \$612,000 (\$355,000 General Fund Supported Borrowing-Utilities Repair and Renovation and \$257,000 Program Revenue-Cash) for a total estimated cost of \$20,249,000, (\$8,854 General Fund Supported Borrowing, \$16,310,000 Program Revenue Supported Borrowing, \$390,000 Gift Funds, \$3,185,146 Program Revenue-Cash and \$355,000 General Fund Supported Borrowing-Utilities Repair and Renovation Funds).
3. Description and Scope of Project: This project will add 49,991 GSF of new program space and renovate 47,296 GSF of existing program space. Fire protection will be added to all areas of the new and existing facility. The oldest portion of the existing facility will be dismantled and replaced by the new addition. This addition will connect all portions of the existing building and greatly increase the facility's accessibility, functionality, and economic viability. The service dock will be relocated to eliminate a traffic conflict between delivery trucks serving the building and a major campus pedestrian pathway. Work will include rerouting and updating site utilities within the building footprint, site work and landscaping. This project will provide additional parking and safer pedestrian flow in the central area of campus. It will also provide a new drop-off area improving visitor access to the University Center. Interior spaces will be visually open, with a minimum of circulation corridors. This openness reinforces the building's purpose of encouraging interaction between members of the campus community.
4. Justification of the Request: The James R. Connor University Center's incremental development and significant site constraints (in particular, site utility locations) have resulted in a building that lacks connectivity and efficiency. There are five separate portions of the building that do not connect. This results in very poor accessibility and makes way finding a significant challenge. Programmatic services are spread throughout the building requiring unnecessary duplications of resources, impacting staffing and facility expense. There is only one elevator to accommodate accessibility to the basement and second floor of the original 1958 part of the building. This elevator was originally used as a freight elevator and is located by the loading dock and kitchen area.

There are a number of program spaces that are inadequate to serve the current occupants and other campus participants. There are currently nine meeting rooms on the second floor of the University Center, five of which seat ten or fewer individuals, none provide enhanced technology. Only fifty percent of all student organization meetings requests can



be held in the University Center due to the lack of number and size of meeting rooms. Currently there is not a 250-350 fixed-seat auditorium on campus. There is great demand for this type of venue to address meetings, speaker series and programmatic space needs of student and staff. There are eight food concepts in six locations within the University Center, each location having its own support kitchen. This inefficient use of space causes additional cost to the food contractor, the university and students. In addition, it limits the synergy created from the consolidation of food platforms. Student organization offices and the Leadership Development Center are located in numerous locations throughout the building and across campus. This has resulted in duplication of services and lack of synergy within the student involvement components of the facility. Currently the Recreation Center is isolated in one basement of the three buildings without any visibility or connectivity to other portions of the building. Even though this is a popular area for entertainment for students, it is not realizing its potential for meeting the needs of students because of this remote location. A number of current spaces for administrative and student organization offices do not have sufficient space or their adjacencies prohibit them from effectively meeting the needs of students.

The following building infrastructure needs have been identified and will be addressed with this project:

- Deteriorated restroom toilet partitions, lighting and fixtures.
- Window air conditioners and unit ventilators serving the second floor meeting rooms that are inefficient, costly to operate and do not provide consistent temperature and humidity control. The unit ventilators, installed in 1958 as part of the original equipment, are becoming difficult to maintain because replacement parts are expensive and hard to obtain.
- A 40-year-old electrical system that is in need of upgrade to comply with current codes, higher occupancy and to allow for greater technology.
- Single-glaze windows that need to be replaced with double-glaze energy efficient window units.
- A 40-year-old plumbing system that is inadequate to meet current occupancy levels.
- Interior finishes, such as ceilings, lighting, flooring and walls that are in need of renovation or replacement.

The Connor Center is served by the utility lines in the Wyman Mall. None of these utility lines have been replaced since being installed in 1964 and 1974. Most are at or beyond their expected life. An All Agency project to replace and upgrade the utilities in this mall is being planned for next year. However, this project will add All Agency utility funding to deal with the upgrades to the portion of the utility line that is within the Connor Center construction site.

5. Budget:

Budget	%	Cost
Construction		15,102,500
A/E Fees	10 %	1,589,400
DSF Mgmt. Fee	4 %	661,000
Contingency	7 %	1,082,000
Misc. Design Costs		69,900
Misc. Construction		253,100
Construction Testing		58,900
DDC Work		54,000
Movable Equipment		1,327,600
Percent for Art*	.25%	50,600
Total Project Cost		20,249,000

6. Previous Action:

August 22, 2002  
Resolution 8582

Recommended that the Connor Center University Center project be submitted to the Department of Administration and the state Building Commission, as part of the university's 2003-05 Capital Budget request, at an estimated total project cost of \$7,430,000 Program Revenue Supported Borrowing. The project was subsequently enumerated in the 2003-05 Capital Budget at \$7,430,000 Program Revenue Supported Borrowing.

August 19, 2004  
Resolution 8888

Recommended that the Connor Center Addition & Remodeling–Increase project be submitted to the Department of Administration and the State Building Commission, as part of the university's 2005-07 Capital Budget request, at \$9,951,000 (\$9,811,000 Program Revenue Supported Borrowing, \$45,000 Program Revenue-Cash and \$140,000 Gift) for a revised total estimated project cost of \$17,381,000 (\$17,196,000 Program Revenue Supported Borrowing, \$45,000 Program Revenue-Cash and \$140,000 Gift Funds). The project was subsequently enumerated in the 2005-07 Capital Budget at \$19,637,000 (\$17,651,000 Program Revenue Supported Borrowing, \$1,846,000 Program Revenue-Cash, and \$140,000 Gift Funds).

Authority to Construct a Maintenance and Repair  
Project, 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 a maintenance and repair project at an estimated total project cost of \$373,500 Program Revenue-Cash.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: The University of Wisconsin System
2. Request: Requests authority to construct a maintenance and repair project at an estimated total project cost of \$373,500 Program Revenue-Cash.

### HEALTH, SAFETY, & ENVIRONMENTAL PROTECTION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
LAX	05K2S	Angell/Laux Fire Alarm Repl	\$0	\$0	\$373,500	\$0	\$0	\$373,500
HS&E SUBTOTALS			\$0	\$0	\$373,500	\$0	\$0	\$373,500

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MONTHLY TOTALS	\$0	\$0	\$373,500	\$0	\$0	\$373,500

3. Description and Scope of Project: This request constructs a maintenance and repair project through the All Agency Projects Program.

### Health, Safety, and Environmental Protection

#### LAX - 05K2S – Angell Hall and Laux Hall Fire Alarm System Replacement (\$373,500):

This project completely replaces fire alarm systems in Angell Hall and Laux Hall, both student residence halls. The new fire alarm systems will be fully addressable with one way voice capability. A new annunciator panel, new pull stations, heat and smoke detectors, and new speaker/strobe signal devices will all be installed per current applicable codes, including ADA. The new fire alarm panels will be connected to the campus central fire alarm central reporting network.

The existing fire alarm systems were installed in 1989 and are several generations old. The systems are obsolete, have not been factory supported for years, and parts are no longer available. The fire alarm systems are not compliant with current building codes, fire codes, and ADA guidelines. The control panels have been experiencing problems with increased frequency. The inability to obtain parts has made it very difficult to address the problems in a timely fashion. The trend of increased downtime for the systems has caused concern about the possibility of wholesale failures of the systems. If a complete failure were to occur, it could take significant time to repair, and the buildings could not be safely occupied as residence halls.

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:

Program Revenue-Cash	<u>\$ 373,500</u>
Total Requested Budget	<u>\$ 373,500</u>
  
6. Previous Action: None.

Ranking Criteria for GPR Major Projects,  
UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Ranking Criteria for GPR Major Projects be adopted as the basis for prioritizing and categorizing GPR major projects for inclusion in UW System capital budget requests.

## **CRITERIA FOR RANKING STATE GENERAL FUND MAJOR PROJECTS REQUESTED BY UW SYSTEM INSTITUTIONS**

### **BACKGROUND**

Each biennium, the Board of Regents establishes criteria to be used by System Administration staff in ranking proposed GPR major projects that would require specific enumeration in the upcoming capital budget. Using approved criteria in preparing capital budget submissions was established in 1999-2001 and the criteria have been updated biennially to reflect current systemwide initiatives, priorities, and goals of the Board of Regents. The intended use of these criteria is to create a priority list that addresses the greatest needs, highest academic priorities, and most cost-effective solutions to various facility problems.

### **REQUESTED ACTION**

That the Board of Regents adopts Resolution I.3.j., authorizing the use of criteria as defined in Appendix A for ranking state general fund major projects for enumerated planning or construction.

### **DISCUSSION**

The proposed criteria for ranking major capital projects emphasize extending the useful life of existing facilities and functionality. They also support goals of improving the quality of education by providing effective learning and teaching environments with appropriate technology. Strong consideration is given to the academic significance of the program(s) served by each project, as well as any operating efficiencies to be realized. Consideration is also given to the institutional priority of each project established by the respective Chancellor. All general fund projects requiring enumeration must be supported by a completed Campus Space Use Plan.

A critical change is the prioritization of capital projects for which enumerated planning will be requested in the current biennium with the expectation of construction funding following in the subsequent biennium. This process provides the necessary linkage to accomplish rational programming and initial design that should produce more realistic cost estimates and capital budget submissions. It also gives credence for effective long-range planning efforts. Four major projects were enumerated for planning in 2005-07 and comprise a significant portion of our capital budget request for construction funding in 2007-09.

Given the magnitude of capital budget needs, each major project proposal will be ranked using the recommended criteria to determine its overall placement on a prioritized Systemwide list for Regent approval in the next capital budget.

System Administration has not yet received capital budget instructions from the Department of Administration. It is expected that additional guidelines, which may be established by the Department of Administration, will be addressed in the context of the foregoing framework.



## APPENDIX A - RANKING CRITERIA FOR STATE GENERAL FUND MAJOR PROJECTS

CRITERIA	DEFINITION	MAX. PTS.
<b>Facility Considerations</b>		<b>100 Total</b>
<b>Group 1</b>	<b>Maintenance, Safety, Environment and Accessibility</b>	35 Total
Maintenance	Renews backlogged maintenance items or eliminates backlogged maintenance through demolition	0-20
Health, Safety, Environment, & Accessibility	Eliminates health hazards, safety hazards, non-code-complying conditions, and accessibility barriers. Remediates hazardous materials	0-15
<b>Group 2</b>	<b>Functionality</b>	50 Total
Functionality	Eliminates functional obsolescence, improves functionality, and/or updates technology.	0-15
Space Utilization	Improves utilization of space and/or makes use of under-utilized space.	0-10
Space Adequacy	Relieves overcrowding and/or provides sufficient space to accommodate intended functions.	0-15
Operating Efficiencies	Accomplishes consolidation of services or reduces operating resources required (maintenance, custodial, support, energy consumption, or supplies).	0-10
<b>Group 3</b>	<b>Sustainability</b>	15 Total
Reuse of Facilities	Reuses existing space.	0-5
Infrastructure Impact	Makes use of existing utility, road and site infrastructure/ minimizes need for additional infrastructure construction.	0-5
Sustainable Design	Incorporates sustainable design principles (site, water conservation, energy conservation, material conservation, indoor environment)	0-5
<b>Institutional Significance</b>		<b>55 Total</b>
Institutional Mission	Directly supports institution's mission and goals	0-10
Academic Goals	Directly supports academic goals	0-15
Student Services	Improves access to student services	0-10
Programs	Addresses program needs that currently cannot be met, including program accreditation	0-10
Other	Other benefits to the institution, including benefit to support and administration areas.	0-10
<b>Long Range Planning</b>		<b>45 Total</b>
Development Plan Consistency	Identified in previous long-range development plan. Yes = 10, No = 0	0 or 10
Campus Number One Priority in 2003-2005		0-5
Campus Number One Priority in 2005-2007		0-5
Campus Number One Priority	Yes = 10 points, No = 0 points	0-5
Sequence of Project	Must be implemented before other projects in long-range plan can occur.	0 or 10
Timing of Project	Delaying project would jeopardize occupants, programs, operations, building integrity, or availability of external funding.	0-10
<b>Total Possible Points = 200</b>		

## **ADDITION TO THE AGENDA**

Authority to Lease Space for University  
Center Functions, UW-Stevens Point

### PHYSICAL PLANNING AND FUNDING COMMITTEE

#### Resolution:

That, upon the recommendation of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, authority be granted for the Department of Administration to execute a 23-month temporary lease of 20,543 square feet of space at 200 Division Street in Stevens Point, Wisconsin, at an estimated total cost of approximately \$345,000, paid monthly using Program Revenue-Cash. This space will provide a temporary location for university center functions during the renovation of the Lee Sherman Dreyfus University Center.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action December 2005

1. Institution: University of Wisconsin-Stevens Point
2. Request: Requests authority for the Department of Administration to execute a 23-month temporary lease of 20,543 square feet of space at 200 Division Street in Stevens Point, Wisconsin, at an estimated total cost of approximately \$345,000, paid monthly using Program Revenue-Cash. This space will provide a temporary location for university center functions during the renovation of the Lee Sherman Dreyfus University Center.
3. Lease Description: This lease will allow for the temporary relocation of the University Bookstore, Text Rental, University Box Office, and Point Card operations during renovation of the Lee Sherman Dreyfus University Center set to begin in spring 2006. The triple net lease will provide 20,543 square feet of space at an annual cost of \$6 per square foot plus pro-rated costs estimated at \$2.75 per square foot for property taxes, common maintenance, and insurance. The lease will run for a minimum term of 23 months commencing Feb 1, 2006 and end December 31, 2007. Utilities will be individually metered and paid for directly by the University Centers operations budget. Details and protections are described in a lease document negotiated through the Department of Administration meeting the basic needs for public safety, access, restrooms, delivery dock, storage, parking, and utilities. The leased space will be one city block away from the academic core and located in vacant commercial retail space.

State Functions at Leased Location	UWSP University Bookstore, Text Rental, Box Office, and Point Card
Lease Location	200 Division Street, Stevens Point
Type of Negotiation or Selection Process	New Lease
Lessor	Scorpio Properties LLC
Lease Term	23 months
Escalation Rate	none
Renewal Option(s)	month to month, mutually agreed
Purchase Option	Lessor declined
Space Type	commercial retail
Square Feet	20,543
Cost per Square Feet – Base	\$6.00
Cost per Square feet – Operating Exp.	\$2.75
Total Gross Cost Per Square Feet	\$8.75
Annual Gross Cost	\$179,750
Funding Source	Program Revenue

4. Justification: The Dreyfus University Center will undergo significant renovation throughout the entire 155,300 GSF facility and experience major reconfiguration and an addition at its main entrance. The construction period is estimated to run from late spring

2006 to fall 2007. Careful review of the construction sequencing and impact to occupants/users by UWSP administration and campus community determined that the best option would be to close the entire center during construction. The opinion of the project architect is that taking such action would decrease the time and lower the costs for construction. Such action would also eliminate concerns for occupant and user safety caused by significant disruptions of noise, dust, fumes, utility outages, and other occurrences associated with occupying a facility during construction, and the requirement for certain departments to move multiple times at no small cost or inconvenience. Closing the facility means the primary period of construction will essentially be restricted to two summers and one academic year instead of two summers and most of two full academic years.

The master plan for closing the university center detailed activities that would not be offered during construction and the operations that would need to move to temporary locations. Temporary space for most office operations was identified primarily in a former residence hall. Dining will be directed to the recently renovated DeBot residential dining center and supported with a few small food stations set in public spaces in the academic core. The University Bookstore, Text Rental, University Box Office, and Point Card operations, however, had need for large open floor space and public access that was not available. A vacant former grocery store located one block from campus meets these needs at a cost determined to be reasonable for the market. The costs of leasing the facility will be largely paid for through the revenue generated by these program revenue operations.

5. Budget: Approximately \$345,000 plus costs for utilities and moving.
6. Previous Action: None.

REVISED

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 9, 2005

9:00 a.m.

Van Hise Hall, Room 1820

1220 Linden Drive

Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the November 10 and 11, 2005 meetings of the Board
3. Presentation by UW-Madison – University of Wisconsin Digital Collections
4. National Perspectives on Public Higher Education and State Competitiveness:  
Presentation by Peter Magrath, President of the National Association of State  
Universities and Land Grant Colleges
5. Report of the President of the Board
  - a. Report on the November 29, 2005 meeting of the Wisconsin Technical  
College System Board
  - b. Report on the December 7, 2005 meeting of the Hospital Authority Board
  - c. Additional items that the President of the Board may report or present to  
the Board
6. Report of the Committee Regarding Faculty/Academic Staff Disciplinary Process
7. Report of the President of the System
  - a. Additional items that the President of the System may report or present to  
the Board
8. Report of the Physical Planning and Funding Committee
9. Report of the Business, Finance, and Audit Committee
10. Report of the Education Committee
11. Additional Resolutions
  - a. Cancellation of January 5 and 6, 2006 meetings  
[Resolution II.11.a.]

12. Communications, Petitions, and Memorials

- a. Memorial Resolution: H. Rupert Theobald  
[Resolution II.12.a.]

13. Additional or Unfinished Business

14. Recess into Closed Session to consider UW-Milwaukee honorary degree nominations, as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider UW-Madison salary adjustments, as permitted by s.19.85(1)(c), *Wis. Stats.*, to consider appointment of a Chancellor of the UW Colleges and UW-Extension, 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 appointment of a Dean, UW-Rock County, as permitted by s.19.85(1)(c), *Wis. Stats.*

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

Cancellation of  
January 2006 meetings

BOARD OF REGENTS

Resolution:

That the Board of Regents meetings scheduled for January 5 and 6, 2006, be cancelled.

12/09/05

II.11.a.



**Board of Regents**

1860 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706  
(608) 262-2324

email: [board@uwsa.edu](mailto:board@uwsa.edu)  
website: <http://www.uwsa.edu>

November 30, 2005

To: The Board of Regents

From: Judith Temby

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

The Board of Regents meeting schedule calls for cancellation of the January 5 and 6, 2006 meetings, circumstances permitting.

Resolution II.11.a. provides for canceling those meetings.



**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 (UW-Madison Arboretum)

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 (UW-Green Bay)

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 - David G. Walsh  
Vice President - Mark J. Bradley

### **STANDING COMMITTEES**

#### **Executive Committee**

David G. Walsh (Chair)  
Mark J. Bradley (Vice Chair)  
Roger E. Axtell  
Elizabeth Burmaster  
Milton McPike  
Charles Pruitt  
Jesus Salas  
Christopher M. Semenas  
Michael J. Spector

#### **Business, Finance and Audit Committee**

Charles Pruitt (Chair)  
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)  
Thomas A. Loftus  
Gerard A. Randall  
Peggy Rosenzweig  
Brent Smith

#### **Education Committee**

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Roger E. Axtell  
Milton McPike  
Christopher M. Semenas  
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Judith V. Crain

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#### **Committee on Student Discipline and**

##### **Other Student Appeals**

Brent Smith (Chair)  
Milton McPike  
Charles Pruitt  
Christopher M. Semenas

### **OTHER COMMITTEES**

#### **Liaison to Association of Governing Boards**

Eileen Connolly-Keesler

#### **Hospital Authority Board - Regent Members**

Roger E. Axtell (Vice Chair)  
Peggy Rosenzweig

#### **Wisconsin Technical College System Board**

Peggy Rosenzweig, Regent Member

#### **Wisconsin Educational Communications Board**

Eileen Connolly-Keesler, Regent Member

#### **Higher Educational Aids Board**

Milton McPike, Regent Member

#### **Research Park Board**

Mark J. Bradley, Regent Member

#### **Teaching Excellence Awards**

Danae D. Davis (Chair)  
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Jesus Salas  
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#### **Academic Staff Excellence Awards Committee**

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Judith V. Crain  
Milton McPike

#### **Public and Community Health Oversight and Advisory Committee**

Patrick Boyle, Regent Liaison

#### **Regent Meeting Improvement Committee**

Eileen Connolly-Keesler (Chair)  
Roger E. Axtell  
Michael Falbo  
Charles Pruitt

#### **Committee Regarding Faculty/Academic Staff Disciplinary Process**

Michael J. Spector (Chair)  
Peggy Rosenzweig  
Brent Smith  
Pat Brady  
Walter Dickey  
Chancellor Markee

#### **Special Regent Committee for UW-Eau Claire Chancellor Search**

Peggy Rosenzweig (Chair)  
Eileen Connolly-Keesler  
Charles Pruitt  
Jesus Salas

#### **Special Regent Committee for UW-Colleges and UW-Extension Chancellor Search**

Danae D. Davis (Chair)  
Mark J. Bradley  
Elizabeth Burmaster  
Milton McPike

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