



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

February 28, 2001

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby".

RE: Agendas and supporting documents for meetings of the Board and Committees to be held on March 8 and 9, 2001.

Thursday, March 8, 2001

1:00 p.m. – Review of Governor's Biennial Budget Proposal
1820 Van Hise Hall
All Regents Invited

2:00 p.m. Committee meetings convene

Education Committee
1820 Van Hise Hall

Business and Finance Committee
1920 Van Hise Hall

Physical Planning and Funding Committee
1511 Van Hise Hall

Friday, March 9, 2001

9:00 a.m. – Board of Regents
1820 Van Hise Hall

Upon conclusion of Board meeting - Committee for Academic Staff Excellence Awards
1648 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.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Thursday, March 8, 2001
1:00 p.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

Review of Governor's Biennial Budget Proposal

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, March 8, 2001
1820 Van Hise Hall
University of Wisconsin-Madison
2:00 p.m.

1:00 p.m.

- Review of Governor's Biennial Budget Proposal (All Regents Invited).

2:00 p.m. (or upon completion of the previous session)

Administrative items:

- a. Approval of the minutes of the February 8, 2001 meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs:
 - (1) PK-16 Educational Initiatives: PK-16 Standards/Alignment;
 - (2) Other.
- c. Authorization to Recruit:
 - (1) Coach, Men's Basketball, UW-Madison, within a salary range that exceeds 75 percent of the President's current salary.
[Resolution I.1.c.(1)]

Policy discussion items:

- d. Presentation: Academic Program Review and Development.
- e. New Program Authorization:

Additional items:

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

Closed session items:

- g. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. [Possible agenda item: appointment of named professors, UW-Madison.]

Background Material for Agenda Item I.1.b.(1):

1. PK-16 Alignment Briefing Paper
2. *K-16 Alignment as a strategy to improve the Connection Between High School and Postsecondary Education*, M. Bruce Haslam and Michael C. Rubenstein

PK-16 Alignment Briefing Paper
March 8, 2001
Board of Regents

"...the world is rapidly becoming a more complex and challenging place. As a result, we must expect greater academic achievement from our children today if they are to be adequately prepared for the challenges of tomorrow."

A letter to the citizens of Wisconsin from Lieutenant Governor
Scott McCallum and State Superintendent John Benson. 1998.

Introduction

Throughout the United States, educators are facing the challenge of helping all students learn at higher levels than ever before so that they are prepared to thrive in a globally competitive knowledge-based economy and society. In nearly every state, including Wisconsin, K-12 education is undergoing comprehensive, systemic change in response to this challenge. This work, which is predicated on high levels of achievement for all students, includes adopting or moving rapidly toward standards-led education reform.

It is increasingly clear that for changes in one education system to be sustained, other education systems must change as well. A critical question in every state is how to establish continuity between what students are expected to learn in high school and what they must know to succeed in college. It is equally important that post-secondary institutions be prepared to receive students who have been educated and assessed in new ways. Post-secondary institutions need to work in close partnership with K-12 educators if students are to move efficiently and successfully from one educational system to another without requiring remediation or encountering redundancy. This paper describes a variety of Wisconsin projects and initiatives that are focused on this task.

Attached is a slightly edited issue paper by M. Bruce Haslam and Michael C. Rubenstein, *K-16 Alignment as a Strategy To Improve the Connection Between High School and Postsecondary Education*. This was prepared for the National Commission on the High School Senior Year (www.commissiononthesenioryear.org/). It provides a summary of the issues that are germane to the national discussion of alignment. It also presents a hypothetical model that depicts possible reforms and effects of alignment between high school and post secondary institutions. As the authors point out, the model is idealized and the reforms suggested by the model are just beginning. Some of the national concerns, proposed solutions and possible effects described in the paper are of less concern in Wisconsin than elsewhere. It does, however, provide a national context for the Wisconsin initiatives.

Wisconsin Model Academic Standards

www.dpi.state.wi.us/dpi/oea/standrds.html

In January 1998, after extensive public engagement, the Wisconsin Model Academic Standards (WMAS) in English language arts, mathematics, science and social studies at grades four, eight and twelve were issued by Governor's Executive Order #326. The standards documents include content standards that clearly define what students should know and be able to do in each subject area at different points in their education. They also include performance standards that provide concrete examples and explicit definition of how well students must learn the material represented by the content standards. As is indicated in the quotation that prefaces this document, these standards are intended to be rigorous and demanding. Subsequently, model academic standards have been released for 14 additional content areas.

School boards and charter school operators are required to adopt pupil academic standards in mathematics, science, reading and writing, geography and history. The standards are used as the framework for curriculum and will serve as the basis for the content of statewide assessments, including the High School Graduation Test.

The release of the K-12 WMAS and subsequent revision in K-12 curriculum and assessments have significant implications for postsecondary institutions in Wisconsin. It means that students will be entering our institutions with a different kind of preparation, which has implications both for placement and entry-level course content. It also means that the teachers who are prepared in our institutions will need to be prepared to teach the content and assess students according to the WMAS. The document is focused on the first of these issues.

UW System Initiatives

Background

The UW System was well positioned to respond to the release and adoption of the WMAS. For many years, students entering all UW institutions have taken statewide placement tests through the Placement Testing Program. Also, Wisconsin is one of a very few states in which university faculty have developed and published competencies; i.e., content standards; for admission.

A. The University of Wisconsin Placement Testing Program (wiscinfo.doit.wisc.edu/exams/)

In 1972, faculty in the UW System began to develop what has since become the University of Wisconsin Placement Testing Program. The University of Wisconsin Center for Placement Testing oversees the development, administration, and scoring of placement tests in English, mathematics, French, German and Spanish. Test development committees, composed of faculty and staff from each discipline, meet regularly to evaluate and improve the respective placement tests. Funding for the Center is provided by each of the 14 UW System institutions and UW System. It has an advisory board composed of UW System Vice Chancellors and faculty representatives of each of the test development committees. The placement tests are available to students at several sites throughout the state each spring.

B. UW System Competency-Based Admission (www.uwsa.edu/acadaff/cba/)

The University of Wisconsin began investigation of an alternative, supplementary admission process in 1992. This initiative was designed to provide students from high schools with a non-traditional curricular structure an equitable opportunity to gain admission to UW institutions. It was not intended to be more or less rigorous than the traditional Carnegie unit admission process.

Admission competencies were prepared in the five subject areas required in the traditional admission process: English, mathematics, science, social studies and foreign languages. These competencies are statements of what UW faculty members think students should know and be able to do when they enter UW institutions. A standard reporting profile, to be submitted in place of the traditional transcript, and a rating scale were also developed. This work was done by UW faculty committees during 1992-1993 in consultation with faculty and

staff from Department of Public Instruction (DPI), Wisconsin Technical College System (WTCS) and several high schools.

In 1993, the Board of Regents authorized a Competency-Based Admission (CBA) Pilot Project. Partial funding for this project was provided by the United States Department of Education: Fund for the Improvement of Post-Secondary Education. The pilot study involved all UW institutions and 11 pilot high schools. Pilot high school students were evaluated on the competencies by their faculty and included the competency profile in their applications to UW institutions. A total of 593 applications were processed throughout the UW System from 406 pilot school students in 1996 and 1997.

The pilot project data indicated substantial agreement between the admission decision based on CBA and the decision based on traditional credentials. Competency scores provided by the high school teachers were as effective in predicting student outcomes in the first year of college as traditional admission criteria such as high school grades, rank in class, and ACT scores. After review of the pilot study results in November 1997, the UW System Board of Regents formally approved the CBA process for use statewide in lieu of, or as a supplement to, the traditional admission process for all UW institutions.

UW System/DPI/WTCS Alignment Project (www.uwsa.edu/acadaff/align/phase1/report.htm)

The Wisconsin Alignment Project took place between September 1998 and June 1999. It was undertaken to address issues of continuity between what students are expected to learn in high school, as described by the WMAS, and what they must know to be prepared to succeed in postsecondary institutions. Participants compared the WMAS in English language arts, mathematics, science, social studies and foreign language with the UW System competencies developed for the CBA Process and with the content of UW System placement tests. They also compared the WMAS and CBA competencies with WTCS document *Knowledge, Skills and Processes*.

Seven working groups, each including K-12, UWS and WTCS faculty, were formed. Curriculum consultants from the DPI and WTCS and professional staff from University of Wisconsin Center for Placement Testing also participated. The faculty participants were unanimous in their expression of appreciation for the opportunity to work on curriculum issues across institutions and across educational systems.

The findings indicate:

- There is considerable congruence among the documents in English and social studies. A curriculum based on the WMAS would prepare a student to meet admission requirements for UWS institutions and to enter WTCS institutions without remediation. It would also prepare students for the content of the English Placement Test.
- There are some areas of congruence in mathematics and science. A curriculum based on the WMAS would prepare a student to enter WTCS institutions without remediation. However, additional preparation would be required beyond that described by the WMAS for students applying to UW institutions. Additional preparation would also be required to prepare students for the Mathematics Placement Test.
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- The WMAS for foreign language and the CBA competencies are very different in scope and vision. Placement tests in French, German or Spanish focus on grammar and reading comprehension. A student completing two years of a curriculum based on the WMAS would be prepared for the content of these placement tests. However, the preparation would not be the result of direct emphasis.

UW System/DPI Curriculum Articulation Project

(www.uwsa.edu/acadaff/align/)

In fall, 1999, nine Curriculum Articulation Project working groups were formed. These groups, composed of faculty from UW institutions and high schools, are comparing the content of exit-level high school courses with entry-level UW courses in English, social studies, mathematics, science and foreign language.

The participants in the working groups are addressing the following questions:

K-12 Faculty:

- a. What content do you expect all students to master in high school?
- b. What are the performance standards?
- c. How is your curriculum designed to deliver this curriculum?
- d. How will you know if all students master the curriculum?

UW System Faculty:

- e. What content do you expect students entering your institution to have mastered?
- f. At what level do you expect them to know this content?
- g. How does your curriculum reflect these assumptions and expectations?

All Faculty:

- h. Do the K-12 assumptions for exit content and performance standards match the post-secondary assumptions for entrance content and performance standards?
- i. If not, what kinds of revisions are indicated to eliminate redundancy and/or to fill gaps?

This work is on-going. A report from each working group will be available in May, 2001. The groups have used a combination of curriculum and assessment comparison, student surveys, classroom visits and forums to address these questions. Participants from one of the mathematics articulation groups will discuss their activities and findings at the March 8 Education Committee meeting.

Discussion

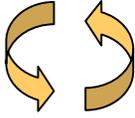
The issues surrounding alignment among education providers are complex and challenging. As is the case with other PK-16 issues, UW System cannot solve the associated problems alone. The regents may wish to discuss the following questions:

1. How can the Board of Regents communicate the support for rigorous academic standards for all students?
2. How can we support -- through policies as well as through financial resources -- the continued work necessary to align admission and placement expectations with the new Wisconsin Model Academic Standards?
3. How can the Board of Regents encourage institutions to provide time, resources and recognition to faculty who participate in this work?
- 4.

5. How should efforts to address curriculum alignment be incorporated in the PK-16 principles that the Board of Regents will be developing over the coming months?

Changes in K-12 Education

- Eliminate general track
- Familiarize students and parents with academic standards and new curricular links to higher education
- Provide challenging courses
- Tie exit exams to standards
- Support students at risk of failing exit exams



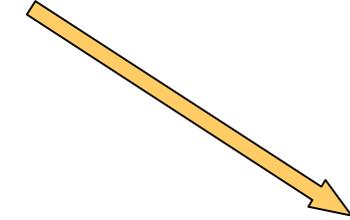
Alignment Between K-12 and Postsecondary Education

- Align content, proficiency standards for students and teachers, and curriculum guidelines
- Align high school graduation, college admission, and course placement
- Measure college readiness
- Structure governance to support K-16 alignment



Changes in Postsecondary Education

- Abide by admissions criteria
- Guarantee for-credit courses
- Simplify credit transfer from two- to four-year institutions
- Phase out remedial classes
- Assist failing students
- Provide standards-based preservice training for teachers



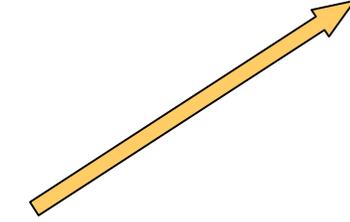
K-12 Outcomes

- Achievement and graduation rates improve for all students and at a faster rate for poor and minority students
- College becomes attainable for students whose parents did not attend college
- Graduates enroll in for-credit courses
- Public support increases



Possible Long-Term Outcome

States restructure grades 11-14



Postsecondary Outcomes

- Admission and completion rates rise for all students and at a faster rate for poor and minority students
- Community college credits transfer easily to universities
- Graduates go on to postgraduate education and challenging careers
- Public perception rises

The National Commission on the High School Senior Year <http://www.commissiononthesenioryear.org> published this issue paper, which has been slightly edited for length. It is provided with permission of the authors and the organization.

K-16 ALIGNMENT AS A STRATEGY TO IMPROVE THE CONNECTION BETWEEN HIGH SCHOOL AND POSTSECONDARY EDUCATION

M. Bruce Haslam
Michael C. Rubenstein

Historically, America's systems of K-12 education and postsecondary education have operated independently of one another, with each having its own governance system and politics, its own goals and objectives, and its own institutional culture. Indeed, in some cases, K-12 and postsecondary education have even operated at cross purposes. In the late 1960s, some observers noted this bifurcation and began calling for the establishment of closer relationships between the two systems.¹ These calls went largely unheeded until the 1990s, when it became clear that in order for either of these systems to change, the other must change as well.

In the meantime, following the publication of *A Nation at Risk*, the report of the National Commission on Excellence in Education, aggressive reforms in K-12 schooling resulted in the establishment of higher standards for student performance, students taking more challenging courses, and the use of more rigorous assessments. For the most part, however, higher education remained on the sidelines of these reform efforts. Now, with an estimated 72 percent of high school graduates going on to some form of postsecondary education, including four-year colleges and universities (43 percent), community colleges (22 percent), and technical institutes and other kinds of training (7 percent), leaders in postsecondary institutions recognize that they have a large stake in the quality of the K-12 system. Many also see a closely related need to improve the operations of their own educational sector.

They see several reasons for concern. One is the large number of students who enter postsecondary education requiring some form of remediation before taking college-level courses and the corresponding large numbers who drop out without receiving a degree. (Twenty-seven percent of freshmen in four-year colleges and 44 percent of freshmen in community colleges do not return for their sophomore year.) Another reason is increased corporate sector demands for greater accountability to ensure that graduates of both K-12 and postsecondary systems have the necessary knowledge and skills to succeed in the workplace. As Donald Langenberg, the Chancellor of the University System of Maryland, observed (1997):

It is becoming increasingly clear that [the university's] role must extend far beyond simply helping our embattled K-12 colleagues with "their" problems. We need to deal with our own, including the way we educate and train teachers and administrators of the K-12

¹ See, for example, *The Politics of Elementary-Secondary and Higher Education* by Michael Usdan et al. (1968), *All One System* (1985) and *All One System: A Second Look* (1999) by Harold L. Hodgkinson. Also see *Overcoming the High School Senior Year Slump: New Education Policies*, a paper prepared by Michael W. Kirst for the National Commission on the High School Senior Year (2000).

schools as well as the processes by which high school graduates become college students and graduates. Simply put, pervasive K-12 reform requires—and cannot succeed without—higher education reform. That is, we must have K-16 reform.

A final, powerful incentive for K-12 and postsecondary systems to work together is to address the persistent under-representation of minority students, particularly Hispanics and African Americans, among entrants and graduates of postsecondary institutions. National data on student achievement and participation in postsecondary education clearly indicate that minority students begin falling behind their white peers in the K-12 system. These gaps continue in higher education as fewer minority students enroll in college. For example, according to the Bureau of Labor Statistics (2000), about 63 percent of white high school graduates in 1999 enrolled in college, compared with 59 percent of African-American graduates and 42 percent of Hispanic graduates. Other data indicate that more minority students than whites are placed in remedial courses and that minorities drop out at higher rates than their white peers.

This paper presents a hypothetical model to depict the K-16 perspective on education reform.² The model, which is displayed schematically on the next page, is intentionally idealized in its suggestions of causal links among various dimensions of alignment and institutional reforms in the K-12 and postsecondary systems. In focusing on the reforms necessary in postsecondary institutions, the model recognizes that, although not all students will go on to some form of postsecondary education and those who do will in fact enroll in a variety of different postsecondary institutions (e.g., four-year colleges and universities, community colleges, and technical institutes), there is growing consensus that the knowledge and skills required for success along any of these pathways are similar if not the same. In a recent essay entitled *Help Wanted: Advanced Education and the Changing Workforce*, Anthony Carnevale (2000) reported that “more than two-thirds of the jobs being created in the fastest growing sectors of the U.S. economy—office jobs (including legal, sales and marketing, accounting, managerial, and editorial positions), health care jobs and teaching positions—now require at least some education beyond high school.” Reflecting on this convergence of expectations, some observers argue that the goal of the K-12 system should be that students graduate “career ready,” not only college ready.

The model highlights the extent to which responsibilities for reform are both complementary and shared. In highlighting the extent to which responsibilities for reform are shared between the K-12 and postsecondary system, the model understates the complexity of postsecondary education. There is, for example, significant diversity among the state systems of four-year colleges and universities, community college systems, and large systems of postsecondary vocational and technical training institutions. However, because of the increasing convergence of expectations for success in college and university studies as well as the workplace, the model does consider these disparate institutions as part of a postsecondary system. It should also be noted that much of the current work on K-16 reforms focuses on the transitions from high school to college. The role of the community colleges and technical institutes in these partnerships has not been well defined in most instances, and, as is discussed in more detail later in the paper, the corporate sector has played a limited role. The model assumes that much of the leadership and direction for K-16 reforms will come from the state level, although there is a considerable amount of activity at the local level.

² This model was originally developed to inform an evaluation of four state K-16 alignment initiatives funded by the Pew Charitable Trusts.

An important caveat is in order before reviewing the rationale for the model and the individual elements. Work on the K-16 reforms suggested by the model is just getting underway. By one estimate, approximately 20 states have embarked on some type of K-16 initiative. However, all of these efforts are relatively small and many are in a pilot phase. In addition, none of these initiatives has yet taken on the full array of reforms included in the model. In short, the model is a long way from being proven.

K-16 Alignment and Why It May Be Needed

In the alignment process, which is depicted in the exhibit in the box labeled “Alignment Between K-12 and Postsecondary Education,” states develop uniform sets of standards for what students need to know at various transition points as they progress through K-12 education and postsecondary education. Virtually all states have established their own academic standards for K-12.³ Typically, however, these standards do not explicitly relate to the postsecondary curriculum. For their part, most postsecondary systems have done little to establish clear standards and curriculum guidelines for the first two years of college, which are traditionally the years in which college students study a core, liberal arts curriculum. The absence of postsecondary standards, much less standards aligned with those of the K-12 system, increases the chance that postsecondary curricula will be redundant, incomplete, or unacceptably varied across institutions. This disconnect can, in turn, impede (or significantly complicate) student progress and preclude or limit student transfers among postsecondary institutions. By contrast, aligned curriculum standards that span high school and postsecondary education, particularly the first two years of college, can send clear signals to teachers, students, parents, and administrators about the content that high school and postsecondary core courses need to cover.

Given the current levels of student achievement upon graduation from high school, as well as the relatively low expectations for student performance embedded in many of the current K-12 standards, faculty and administrators in postsecondary institutions often express the concern that setting postsecondary standards aligned with those in the K-12 system will result in a “dumbing down” of the postsecondary curricula. The K-16 model assumes that the K-12 standards will be rigorous and that the accompanying accountability systems will sustain them. This is not to suggest that the concerns of postsecondary institutions are groundless. On the contrary, it points to the importance of the K-12 system and the postsecondary system holding firm to high standards for all students.

Setting standards for teacher performance that are aligned with the standards for what students should know and be able to do can be an important part of the standards-setting and alignment processes. As many states and school districts are learning, one of the most serious challenges associated with implementing higher standards for students is that teachers are not adequately prepared to teach to these standards. To begin to remedy this problem, states can set standards for teacher performance and create accountability systems to ensure that teachers meet these standards. At the national level, the National Board for Professional Teaching Standards and the Interstate New Teacher Assessment and Support Consortium have set standards for teachers that focus on the intersection of content mastery and pedagogical skills as well as teachers’ roles in the larger professional community. As is discussed in more detail below, the model of K-16 alignment suggests that the K-12 system and colleges and universities share responsibility for teacher preparation and professional development.

³ For an up-to-date review of state efforts to introduce standards for content and student performance, see “Quality Counts 2000,” a publication of *Education Week*.

A second component of the alignment process entails establishing uniform sets of expectations for student performance at the key transition point from high school to postsecondary education—the senior year. In the current disjointed system, students must often meet three different sets of requirements in order to graduate from high school, be admitted to college, and enroll in credit-bearing college courses. (This is much less of an issue for students who enter postsecondary training or certificate programs.) One consequence of this arrangement is that students who satisfy requirements for a high school diploma and believe that they are prepared for college-level work may find themselves placed in a remedial class once they enter college or, even worse, have their application for admission to a state university rejected. Establishing a single set of performance expectations that defines what students need to know and be able to do for high school graduation, college admission, and credit-bearing course placement may facilitate transitions between the levels of schooling. This does not mean that performance expectations need to be absolutely uniform at any single transition point. An aligned system can account for differences in admissions selectivity among a state's postsecondary institutions by, for example, establishing discrete admission cut points on a single measurement continuum.

A third component in aligning K-12 and postsecondary systems is the establishment of a single assessment system to determine whether students are ready to graduate from high school and enroll in credit-bearing college courses. The need for better student assessment and preparation is demonstrated by current statistics on remediation in postsecondary institutions. In 1995, all public two-year colleges and 81 percent of four-year colleges and universities offered remedial course in reading, writing, and mathematics (National Center for Education Statistics, 2000).⁴ In that same year, 22 percent of entering students in four-year institutions and 41 percent of students in two-year institutions took remedial courses (NCES, 2000). Significant numbers of students who take remedial courses either do not graduate or take considerably longer than their peers to do so.

In the present system, students often take one test to certify that they have completed the requirements for a high school diploma and a different test (such as the SAT or ACT) to measure their readiness for college. Then, once they reach college, they may take a third test to determine whether they must enroll in one or more remedial courses before being allowed to earn college credit in that subject area. Creating a single assessment system eliminates this duplication of effort on the part of students and educators. Moreover, a single system need not rely on a one-time written test, but can incorporate proficiency measures from work that students complete while in high school, including projects, demonstrations, and writing samples.

The final component of K-16 alignment is the development of governance structures that facilitate K-16 relationships. Current governance structures often impede meaningful collaboration between K-12 and higher education systems. In many states, the leaders of the two systems rarely, if ever, meet to discuss common concerns, and they have few incentives to collaborate. Indeed, legislative and budgeting processes often pit K-12 and postsecondary systems against each other for state resources. In addition, education professional associations, such as subject area associations, rarely include members from both the K-12 and postsecondary levels. Therefore, it is not surprising that when representatives from K-12 and postsecondary education do work together on alignment tasks, they report that one of their most important outcomes is simply establishing a dialogue.

⁴ For a more detailed discussion of the problem of remediation and how state K-16 initiatives can address it, see *Statewide Remedial Education Policies* by Edward Crowe (1998).

One example of state-level structures to support K-16 alignment are state K-16 councils. Typically, these entities include representatives from postsecondary education, including the community colleges, and K-12 education.⁵ They may also include business leaders as well as representatives of youth development and similar programs. In some states, such as Georgia and Maryland, state-level K-16 councils have supported the development of local or regional councils to carry on the work. In Ohio, the state K-16 initiative arose out of efforts to integrate a number of local initiatives. A recent study of state K-16 councils identifies six functions that they can carry out (Tafel & Eberhart, 1999).

- Establish explicit goals for statewide activities
- Create statewide organizational frameworks for pursuing the K-16 agenda
- Find incentives to sustain the partnerships
- Develop comprehensive data systems to identify system gaps and inform new policy
- Establish a communication system to disseminate information and encourage public engagement
- Identify substantive issues that require immediate attention

Echoing Chancellor Langenberg's observations about the need for the K-16 perspective on education reform, one of the critical challenges for these leadership councils is to focus on reform at all levels of the K-16 system. In many instances, relationships between K-12 institutions and postsecondary institutions, particularly four-year colleges and universities, involve higher education helping to improve K-12 education. There is much less attention to improving postsecondary education except in the areas of teacher preparation.

The convergence of expectations for success in postsecondary education and the workplace suggests that there is an important role for the corporate sector in the K-16 councils and similar entities. During the past two decades, business leaders have exerted considerable leadership and provided much-needed support for standards-based reforms in the K-12 system, but thus far the business community has had a relatively limited role in K-16 reforms and in partnerships with postsecondary institutions. There is, however, evidence to suggest that business leaders have serious concerns about postsecondary education and recognize the need for reform in these institutions as well as in the K-12 system.⁶ A forthcoming report from the Business-Higher Education K-16 Task Force of the Business Higher Education Forum, which is a partnership of the American Council on Education and the National Alliance of Business, will call for tri-partite partnerships to address these issues and to ensure that the business perspective is reflected in the K-16 reform agenda.⁷

Possible Effects of K-16 Alignment on K-12 and Postsecondary Systems

As the upper left and right boxes in the exhibit suggest, K-16 alignment could promote profound changes in both K-12 and postsecondary education, four-year and two-year institutions.

⁵ In addition to these state initiatives, a few communities around the country have organized their own K-16 initiatives. For a review of the progress in three of these local K-16 initiatives, see *Community Compacts for Student Success: Improving Local Schooling Through K-16 Collaboration* by Elizabeth R. Reisner (2000).

⁶ See *Great Expectations: How the Public and Parents—White, African American, and Hispanic—View Higher Education* by John Immerwahr and Tony Foleno (2000).

⁷ For more information about the Business Higher Education Forum, readers may visit the Forum's Web site at <http://www.bhef.com>.

For the K-12 system, the model suggests that high schools could respond to clear, challenging graduation, admission, and placement criteria by eliminating general track classes that do not

prepare students for challenging graduation requirements or for life after high school. Teachers and guidance counselors could explain to students and their parents the implications of aligned standards and assessment systems, so students can plan their course of study at an early age.

The elimination of the general track, plus enlightened counseling, and, in some cases, advocacy, could encourage students to enroll in more challenging courses that prepare them for success in college. The higher stakes embedded in K-16 alignment could also encourage high schools to provide additional support to students who need it. In addition, the revised system could provide motivation—and opportunities—for high schools to offer more Advanced Placement and other early college credit options to students who achieve proficiency at an early age and who are looking for additional academic challenges beyond those that high schools typically offer. Finally, the model suggests that the K-12 system could invest in high-quality professional development for teachers to ensure that they are able to help all students meet high standards. Professional development could focus on strategies for helping low achieving students as well as those students who are ready for the more challenging courses, including Advanced Placement options. In addition to improved professional development and other support for teachers, states and districts may find it necessary to explore instructional options, such as distance learning, to meet the demand for more rigorous courses if the current supply of teachers is inadequate to meet the increased demand.

For postsecondary education, the model suggests that public colleges and universities, including community colleges, would commit to turning away students—or at least recent high school graduates—who have not demonstrated proficiency in the agreed-upon standards (after a reasonable phase-in period). Without that commitment from postsecondary education, high school students may assume that they can go to college without first meeting the admissions criteria and may thus lack the motivation to achieve proficiency. Community colleges would make the same commitment as four-year schools. Unless they end their open-enrollment policies for students in their general education (or four-year college transfer) track, they risk becoming the destination of last resort for students who have not met the new standards.⁸ Once colleges and universities commit to aligned admissions criteria, they should be able to eliminate noncredit bearing, remedial courses, at least for students admitted to college through the newly aligned system.

Remedial courses are a significant barrier to college completion for many students, especially the disproportionate number of minority students assigned to such courses, because they undermine student confidence, delay enrollment in credit-bearing courses, and can drain personal, financial, and other resources that may already be in short supply. To counter negative effects of eliminating remedial courses, postsecondary institutions could provide additional support (e.g., counseling, tutoring, study groups) to students who are at risk of failing to complete the core curriculum.

Finally, the model suggests that improving preservice teacher training could be included on the postsecondary reform agenda. Improving these programs would entail aligning them with standards for student performance as well as standards for teacher performance. In addition,

⁸ Community colleges may want to retain their open enrollment policies for students entering technical fields or for older students who are returning to formal education after an absence.

preservice teacher training would increasingly become a university-wide responsibility, involving faculty from the academic disciplines as well as from the colleges of education. With this transition, preservice training would focus more explicitly on the intersection of content and pedagogy.

The two-directional arrows connecting the K-12 box and the postsecondary box to the middle box are intended to suggest the potential interactive effect of these changes. As alignment proceeds, it could exert stronger and stronger effects on the two educational systems. As they adjust to the alignment of their standards, performance expectations, and assessments, both high schools and colleges could, for example, conclude that it is necessary to review their curricula periodically to ensure that they meet the demand for challenging content and pedagogy. Ultimately, the best indicator that alignment is proceeding as planned will be the elimination of general track courses in high schools and remedial courses in postsecondary institutions, and their replacement with more rigorous courses.

Possible Results of K-16 Alignment

Some of the possible results of K-16 alignment appear in the two large boxes at the bottom of the exhibit. First, the clear connection across success in high school, college admission, and enrollment in credit-bearing courses in postsecondary institutions may motivate students to succeed in high school. Increasing student motivation, coupled with an emphasis on preparing all students for college, should ultimately raise academic achievement and high school graduation rates, although there may be a temporary downturn in both indicators as students adjust to the higher expectations. Because students of color have traditionally been underrepresented in college preparatory tracks, the higher standards and higher stakes should generate disproportionate gains for them. As parents, employers, and other community members witness the improvements, their support for public education could rise accordingly.

Similar phenomena could occur at the postsecondary level. With more students prepared to enter college, more could apply and be admitted. Once again, because students of color are underrepresented at the college level, they could reap the benefits of K-16 alignment in disproportionate numbers. The development of core curriculum standards for postsecondary institutions would make it easier for students to transfer credits from a state's community colleges to the state's four-year institutions because coursework during the first two years of college will gradually become more consistent. Finally, more challenging curricula and higher success rates could make public colleges and universities more attractive to high-performing students who might otherwise attend elite private universities.

A potential long-term outcome of K-16 alignment is the fundamental restructuring of the last two years of high school and first two years of postsecondary education (shown in the small box at the bottom of the exhibit). Some analysts consider the last two years of high school to be lost years: The content that students are supposed to learn during those years typically is not on the high school exit or college admissions exams, and students' attention typically turns to applying to college or finding a job. The first two years of college, meanwhile, are viewed as merely preparation for the more serious work in the final two years, after a student has selected a major field of study. As educators immerse themselves in the business of achieving K-16 alignment, they may find that the key to their success lies in finding ways to challenge students to make better use of that four-year stretch of time.

National Leadership and Support for K-16 Reform

The kinds of reforms included in a comprehensive K-16 agenda are difficult and time-consuming. There are few good precedents that demonstrate how this work looks when it is being implemented successfully, and it is too soon to know very much about the real payoffs in terms of increased success for all students in the K-12 and postsecondary systems. Indeed, these

reforms could take a decade or more to implement, and it will be even longer before the nation sees the results for students and for a better educated labor force. As both a practical and political matter, the pace and time required for these reforms greatly exceed the 2-4 year time horizons of most legislators, thus making it even more difficult to complete the work.

Nevertheless, despite the challenges, the effort continues. In some places it is expanding. There are no clear strategies or formulas for K-16 reforms. For the foreseeable future, these efforts will depend on the hard work and dedication of the partners.

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EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Coach, Men's Basketball, within a salary range that exceeds 75 percent of the President's current salary.

**Supporting material for Resolution I.1.c.(1) may be obtained
by contacting the Board of Regents Office.**

Phone: 608-262-2324

Fax: 608-262-5739

I.2. Business and Finance Committee

Thursday, March 8, 2001
1920 Van Hise Hall
2:00 p.m.(or upon conclusion
of 1:00 p.m. All Regent Session)

- a. Approval of minutes of the February 8, 2001 meeting of the Business and Finance Committee
- b. Support for Federal Funding for Stem Cell Research
[Resolution I.2.b.]
- c. Discussion on Private Capital Investing
- d. Trust Funds
 - (1) Revision of Small Fraction Spending Plan
[Resolution I.2.d.(1)]
 - (2) Revision of Statement of Investment Objectives & Guidelines
[Resolution I.2.d.(2)]
- e. Report of the Vice President
 - (1) UW-Madison Contractual Agreement with Pharmacia & Upjohn AB
[Resolution I.2.e.(1)]
- f. Audit Subcommittee
 - Student Health and Safety in UW International Education Programs
 - Quarterly Update
 - Recent LAB Audits
- g. Closed session to consider trust fund matters, as permitted by s.19.85(1)(e), *Wis. Stats.*

BUSINESS AND FINANCE COMMITTEE

Resolution:

Research on human embryonic stem cells has enormous potential to improve human health and is critical to finding treatments and cures for diseases such as Parkinsons, Juvenile Diabetes and Alzheimers. Researchers associated with the University of Wisconsin-Madison and supported by the Wisconsin Alumni Research Foundation are on the cutting edge of developing this research and are leaders in the nation in advancing the promise held by these cells.

Therefore, the Board of Regents of the University of Wisconsin System strongly supports the continuation of human embryonic stem cell research. The Board further supports continued federal funding that will enable research on human embryonic stem cells to move forward rapidly and, at the same time, ensure public access to such advances. Further, the Board opposes any state or federal legislation or administrative action that would have the effect of slowing or banning research in this area.

University of Wisconsin System Trust Funds
Revision of Small Fraction Spending Plan

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the Regent Business and Finance Committee, the following revision of the Small Fraction Spending Plan be approved.

"...The fraction will be applied to a three year moving average of endowment valuations (~~36 monthly valuations~~ 12 quarterly valuations)."

"...The formula for determining the ~~annual~~ quarterly amount for the Stabilization Reserve is: . . ."

UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS REVISION OF SMALL FRACTION SPENDING PLAN

EXECUTIVE SUMMARY

BACKGROUND

Regent Policy 90-4 defines the Small Fraction Spending Plan for the University of Wisconsin System Trust Funds. This policy sets the payout rate for the Long Term Fund at 5.0% and requires annual review of the fraction. The 5% payout rate is applied to a three-year moving average market value (36 monthly valuations) to determine the annual distribution amount.

REQUESTED ACTION

Approval of revised Small Fraction Spending Plan.

DISCUSSION

Currently the University of Wisconsin System Trust Funds pays income and capital gains to investors annually based on the Regent approved spending policy. Dividends and interest earned on stocks and bonds are collected throughout the year and retained in the fund. As part of the end of year process, all dividends and interest are allocated to fund investors. The typical income yield for the Long Term Fund is roughly 2.3%. In order to reach the 5% payout rate, capital gains of roughly 2.7% are realized and paid out to investors.

In conjunction with the implementation of a new endowment accounting system, it is proposed that fund valuation and distribution will be completed quarterly. This will simplify processing and provide funds to departments in a more timely fashion. The increased frequency of distribution should have no material impact on financial return. Currently, as income is earned it is invested in a short-term fund generating money market returns. The investment of this earned income will remain the same but an accounting entry will move the income from the investment pool to the individual participant accounts. However, the capital gains required to meet the prescribed payout rate may result in decreased investment returns. Under the current spending policy, the capital gains accumulate throughout the year and are reinvested in securities. With the proposed change, these capital gains will be realized and paid out to participants. The funds from the realized gains will be moved to a short-term fund generating money market returns. Although the rates earned on these realized gains will be lower than when they are allowed to reinvest in the Long Term Fund, the effect should be quite small, as the quarterly capital gain distribution would represent less than 1% of the total fund.

RELATED REGENT POLICIES

Regent Resolution 6390; May 7, 1993 – Small Fraction Spending Plan

University of Wisconsin System Trust Funds
Revision of Statement of Investment Objectives & Guidelines

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the Regent Business and Finance Committee, the revision of the Statement of Investment Objectives and Guidelines be approved.

3/9/01

I.2.d.(2)

**UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS
REVISION OF STATEMENT OF INVESTMENT OBJECTIVES & GUIDELINES**

EXECUTIVE SUMMARY

BACKGROUND

The Statement of Investment Objectives and Guidelines governs the investment and operation of the UW System Trust Funds. The first section of the document describes the three investment funds (Income Fund, Intermediate-Term Fund, Long-Term Fund) and their distribution procedures.

REQUESTED ACTION

Approval of revisions to Statement of Investment Objectives and Guidelines.

DISCUSSION

Currently the University of Wisconsin System Trust Funds pays income and capital gains to investors annually. In conjunction with the implementation of a new endowment accounting system, the distribution frequency for the three investment funds will be changed. The following table summarizes these changes:

	Existing Procedure		Proposed Procedure	
Fund	Income	Capital Gains	Income	Gains
Income Fund	Annually	n.a.	Monthly	n.a.
Intermediate Term Fund	Annually	Annually	Monthly	Reinvested in the fund
Long Term Fund	Annually	Annually (based on 5% spending policy)	Quarterly	Quarterly (based on 5% spending policy)

The proposed changes should have no material impact on the financial performance of the fund and will greatly improve processing efficiency. In this new operating environment campus departments will be able to access and utilize the earnings from their investments in a more timely fashion.

The requisite changes to the investment objectives are noted on the attached document.

RELATED REGENT POLICIES

Resolution 8090 – March 2000 – Statement of Investment Objectives & Guidelines

Summary of Changes to Statement of Investment Objectives and Guidelines

Principal-Long Term Fund

This fund represents the "endowment" portion of the University of Wisconsin System Trust Funds. The accounts invested in this fund include all true endowments, quasi-endowments and designated endowments. The asset allocation for this fund includes significant commitments to equity securities to enhance return and protect purchasing power. ~~An annual~~ **quarterly** distribution is executed based on the small fraction spending plan adopted by the Board of Regents in 1990. ~~Each year~~ **Participant** accounts receive a distribution equal to five percent (5%) of the average market value of the prior three-year period.

Principal-Intermediate Term Fund

This fund is used to invest unspent income from previous years' distributions. It is also used for funds that will be withdrawn for spending within one to three years. The asset allocation for this fund is 100% fixed income securities. All income **is distributed to participants quarterly and capital gains are reinvested in the fund.** ~~and investment gains/losses are distributed to participants annually.~~

Income Fund

This fund is used to invest the cash balances available for spending. The State Investment Fund (managed by the State of Wisconsin Investment Board) ~~and the Common Trust – Cash Investment Fund (managed by Mellon Trust Company)~~ **are** is utilized. All income is distributed to participants **monthly annually.**

Contractual Agreement with
Pharmacia & Upjohn AB Company

BUSINESS AND FINANCE COMMITTEE

Resolution:

That upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents accepts the agreement with Pharmacia & Upjohn AB to be the coordinating and pathology center for the Latanoprost Ocular Pathology Study.

3/9/01

I.2.e.(1)

CONTRACTUAL AGREEMENT WITH PHARMACIA & UPJOHN AB

EXECUTIVE SUMMARY

BACKGROUND

On January 1, 1997, UW – Madison entered into a contractual agreement with Pharmacia & Upjohn AB to serve as the Pathology Study and Coordinating Center for evaluation of iris and related changes in patients receiving an antiglaucoma eye drop drug, latanoprost as well as control patients.

The objective of this research project is to evaluate tissue specimens from glaucoma patients undergoing glaucoma procedures requiring iridectomy with and without prior latanoprost therapy. A standard grading form has been developed and will be used for grading each specimen.

REQUESTED ACTION

That upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents accepts the agreement with Pharmacia & Upjohn AB to be the coordinating and pathology center for the Latanoprost Ocular Pathology Study.

DISCUSSION

To date, \$426,762.75 has been received by UW-Madison with \$101,072.50 scheduled for payment. Acceptance of this payment will bring the total receipts for the work on this project to \$527,835.25. Board of Regent Policy requires Regent approval when a contractual agreement with a private for-profit organization exceeds \$500,000.

RELATED REGENT POLICY

Regent Resolution 7844, dated February 5, 1999, Authorization to Sign Documents.

INTERNAL AUDIT PROJECT STATUS REPORT

BACKGROUND

This report is presented to the Board of Regents Audit Subcommittee to provide: 1) a status report on the major projects the UW System Administration Office of Internal Audit is conducting; 2) an update on Legislative Audit Bureau projects in the UW System; and 3) a summary of a recently completed program review project.

REQUESTED ACTION

For information only.

MAJOR OFFICE OF INTERNAL AUDIT PROJECTS

- 1) Study Abroad review activities are focused on assessing the ways in which UW System institutions manage student and faculty health and safety risks in study abroad programs. A report summary is attached.
- 2) Remedial Education review activities are designed to assess UW System institutions' compliance with and implementation of RPD 88-16, "Remedial Education Policy." Included are a review of procedures related to placement tests, test fees, and remedial courses.
- 3) Risk Management review work is examining the risk management function at both the UW System Administration and UW System institution level, as well as focusing on the management of selected high-risk areas.
- 4) High School Programs review work is examining opportunities for high school students to earn credits in the UW System, as well as the implementation of related UW System policies.
- 5) Student Health Services review work is addressing the implementation of RPD 78-9, related to health center services, as well as operational issues and cost-efficient practices at student health centers.
- 6) Protection of Digital Copyrighted Material review work is beginning. The review will focus on the mechanisms in place at UW System institutions to address potential copyright infringement by campus computer users.
- 7) Protection of Valuable UW Collections review work is beginning. The review will examine policies and procedures for managing and protecting the artwork, rare-book, antique and natural-history collections that UW institutions own, borrow or loan.

- 8) Outsourcing review work is being planned. This review will identify outsourcing efforts at the UW System institutions, examine policies for contracting for services, and examine the extent to which other institutions have contracted for services.

OUTSIDE AUDITS

The Legislative Audit Bureau (LAB) has been conducting several UW System-related projects. The annual, federally mandated A-133 financial compliance audit for FY 2000 is due to be completed by April 30, 2001, with work for FY 2001 to begin in March. LAB anticipates an April release date for its statutorily-required management review of the lease and affiliation agreements between the Board of Regents and University of Wisconsin Hospitals and Clinics. In February LAB completed a letter describing UW-Madison Tobacco Research and Intervention Center expenditures for FY 2000. LAB also completed its review of UW-Madison's Division of Information Technology, conducted as part of an on-going review of information systems; a management letter was issued in January.

Program Review Summary: Student Health and Safety in UW International Education Programs

Approximately 3,100 UW students participated in UW international education programs during the 1999-00 academic year. UW System institutions offer study abroad programs, exchange programs, and short-term study tour programs. Increasing the number of students who participate in international education has been a goal at both the state and national levels.

At the same time, several students have been injured or killed during programs sponsored by institutions here and in other states, raising concern about policies and practices in place to protect students. The UW System Academic Information Series includes guidelines intended to help protect the health and safety of students in international education programs; and other best-practice guidelines have been developed, as well. The report compares UW institutions' policies and practices with these guidelines. The review addresses: 1) strategies for protecting student health and safety; 2) responsibility for student health and safety problems; and 3) program administration.

Protection Strategies -- While not all risks can be avoided, UW System guidelines and other sources suggest that carefully evaluating program locations and educating students about potential risks may help prevent injuries and deaths. Site visits are the most direct method of assessing a potential program site, but information collected from students and faculty who have studied abroad can also be valuable. Some institutions use faculty committees in the advance-assessment process. The report recommends UW international education program administrators work with risk managers to develop guidelines for assessing health and safety issues before planning or approving programs.

Guidelines suggest that international education programs consider health and safety issues as part of the participant selection process. Most UW System institutions rely on academic and personal references to screen applicants. At least one institution asks students to voluntarily report medical conditions so that any necessary accommodations can be made. The report recommends UW international education programs establish appropriate approaches for identifying students' health and safety concerns prior to travel, while remaining sensitive to privacy and legal issues.

UW international education programs use a variety of orientation programs to provide participants with information about what to expect during a program. Orientations typically cover such areas as cultural adjustment, health information, emergency contacts, insurance coverage, sexual harassment and assault, money matters, and on-site transportation. In addition to student orientation, proper training for faculty who lead programs could also be beneficial. The report recommends UW institutions provide training to assure that faculty leaders are adequately prepared to handle emergency situations abroad.

Responsibility for Addressing Problems -- Accidents, illnesses and other emergencies can occur in international education programs, despite the best efforts to prevent them. UW System institutions take a number of steps to define responsibility for managing emergencies and other problems that may occur. The review recognizes these efforts and, in addition, recommends that UW international education programs: 1) require participants in non-credit programs, as well as for-credit programs, to sign the UW System release form; 2) in conjunction with UW System Administration, purchase health, medical evacuation and repatriation insurance and include this cost in students' program fees; 3) establish required contingency funds, where this has not been done; and 4) establish emergency plans for managing crises in international education programs.

Program Administration -- The review found that UW institutions have established various organizational structures for managing international education programs. The review also highlighted some contracting and reporting concerns. Included are recommendations for UW international education program administrators to assure that: 1) administrative structures are in place to ensure that UW System student-safety policies are implemented at all UW System institutions; 2) international education contracts are reviewed by legal counsel, as appropriate; and 3) incident reporting and program evaluation are established. In addition, the report recommends that the UW System Administration Office of Legal Counsel establish guidelines for UW administrators to use when establishing international education contracts.

I.3. Physical Planning and Funding Committee

Thursday, March 8, 2001
Room 1511 Van Hise Hall
2:00 p.m. (or upon conclusion of
All Regents Meeting)

- a. Approval of minutes of the February 8, 2000 meeting of the Physical Planning and Funding Committee
- b. Report of the Assistant Vice President
 - Building Commission Report
 - Other
- c. UW-Madison: Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography Project Scope and Budget Increase of \$120,000 Gift/Grant Funds \$2,520,000 Gift and Grant Funds
[Resolution I.3.c.]
- d. UW-Madison: Robert and Irwin Goodman Softball Complex Project Scope and Budget Increase of \$200,000 of Gift Funds \$1,993,500 (\$1,293,500 Gift Funds and \$700,000 Residual Program Revenue Borrowing)
[Resolution I.3.d.]
- e. UW-Madison: Campus Two-Way Communication System Replacement \$300,000 Institutional Funds (non-GPR)
[Resolution I.3.e.]
- f. UW-Milwaukee: Student Union Fire Alarm System Replacement \$410,000 Program Revenue Bonding
[Resolution I.3.f.]
- x. Additional items which may be presented to the Committee with its approval
- z. Closed session for purposes of considering personal histories, as permitted by s.198.85(1)(f), *Wis. Stats.*, related to naming facilities at UW-Green Bay and UW-Whitewater

Authority to Increase Scope and Budget of
Biochemistry Building-1985 Wing
Renovation for X-Ray Crystallography
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the project scope and budget by \$120,000 of Gift/Grant Funds for the Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography project, for a revised total project cost of \$2,520,000 (\$2,000,000 Gift Funds and \$520,000 Gift/Grant funds from previously approved Biochemistry/NMR Addition project).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action March 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to increase the project scope and budget by \$120,000 of Gift/Grant Funds for the Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography project, for a revised total project cost of \$2,520,000 (\$2,000,000 Gift Funds and \$520,000 Gift/Grant funds from previously approved Biochemistry/NMR Addition project).
3. Description and Scope of the Project: This project is underway to renovate a total of 8,615 GSF on the second and third floors of the 1985 Wing to provide offices, computing, meeting and laboratory spaces for the Biochemistry Department's crystallography group. In addition, approximately 1,860 GSF of building-wide space is being upgraded to improve accessibility, building security, and finishes in public corridors and three small seminar rooms.

The proposed scope and budget increase for this project will provide:

- Supplementary funding needed to acquire and install the audio-visual equipment in Colloquium Hall (Room B1118).
 - Replacement of worn finishes in the elevator lobby spaces, consisting of nearly 300 SF on each level. This includes new ceiling tile, paint and rubber base for lobbies on Floors 1 through 6.
 - Additional lab equipment, including a freezer and high purity water polisher.
 - Unforeseen construction work including shelving modifications, electrical panel changes, dark room modifications, and the replacement of worn glycol compressors that serve both new and existing cold rooms.
4. Justification of Request: The Biochemistry Building-1985 Wing Renovation for X-Ray Crystallography project was approved by the Board of Regents and State Building Commission in March 2000 at a cost of \$2,400,000. Approximately \$400,000 of the \$2,400,000 related to work in the 1985 wing that was identified in the scope and budget of a previously approved Biochemistry/NMR Addition project. Accordingly, that portion was funded through a transfer of \$400,000 from project balances in the Biochemistry/NMR

Addition project, enabling all work in the 1985 wing to be bid and implemented together by a single contractor.

Work on the project is nearing completion. Additional needs and expenses, however, have been identified that should be completed to make the affected space fully functional and aesthetically-pleasing. Handling the requested work as part of this project is the most efficient and effective means of finishing-out the area. The Division of Facilities Development supports the transfer of funds from the Biochemistry/NMR Addition project (#93778) to complete this project.

It is anticipated that approval of this request will enable the majority of the project related work to be completed in April 2001, with the audio-visual work targeted for installation during summer 2001.

5. Budget:

	<u>Previously Authorized</u>	<u>Revised Per This Request</u>
Construction:	\$1,815,900	\$1,915,900
A/E Fees	247,000	252,000
DFD Management:	73,000	77,000
Contingency:	127,000	138,000
Movable Equipment	133,500	133,500
Percent for Art	<u>3,600</u>	<u>3,600</u>
Total:	\$2,400,000	\$2,520,000

6. Previous Action:

March 10, 2000
Resolution #8084

Approved the Design Report and granted authority to construct a Biochemistry Building-1985 Wing Renovation for an X-Ray Crystallography project at an estimated total project cost of \$2,400,000 Gift and Grant funds (\$2,000,000 Gift Funds and \$400,000 Gift/Grant Funds from previously approved Biochemistry/NMR Addition project).

October 9, 1998
Resolution #7785

Authorized an increase in the scope and project budget for the biochemistry/NMR Addition/Instructional Greenhouses Replacement project by \$6,900,000 Gift/Grant Funds for a revised total project budget of \$45,148,000 (\$17,250,000 of General Fund Supported Borrowing-WISTAR Matching Funds and \$27,898,000 of Gift/Grant Funds).

Authority to Increase Scope and Budget of
Robert and Irwin Goodman Softball
Complex Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to expand the project scope and increase the budget for the Robert and Irwin Goodman Softball Complex project by \$200,000 of Gift funds, for a total revised budget of \$1,993,500 (\$1,293,500 Gift funds and \$700,000 Residual Program Revenue Borrowing).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action March 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to expand the project scope and increase the budget for the Robert and Irwin Goodman Softball Complex project by \$200,000 of Gift funds, for a total revised budget of \$1,993,500 (\$1,293,500 Gift funds and \$700,000 Residual Program Revenue Borrowing).
3. Description and Scope of Project: This project will provide for the installation of six light poles and a total of 68 lamps. The lighting level proposed will provide for 100 foot-candles (fc) in the infield and 70 fc in the outfield. Illumination will be confined to the field of play to the extent possible through the installation of glare-control visors and inserts.

Two 70-foot poles will be erected behind the stands, along the infield baselines. Two 80-foot poles will be located about 40 feet off the foul line, between third base and the outfield foul pole. The final two poles (70 feet tall) will be located beyond the outfield fence.

The project also includes adding a new electrical panel at the field and providing wiring from the panel to the light poles. The existing electrical service at the softball facility has adequate power for the lighting proposed.

4. Justification of the Request: This project was enumerated in 1997-99 at \$3,043,000 and approved for construction at a reduced scope and budget of \$1,600,000. Field lighting was part of the original stadium design, but was deferred with other items due to budget constraints. An increase was subsequently authorized to expand seating and toilet facilities, bringing the total project budget to \$1,793,500. Gift Funds are now available to fund the cost of field lighting.

Field lighting is needed to enable the women's intercollegiate softball team to practice at the field earlier in the spring and later in the fall than is now possible. It will also provide the coaching staff with more flexibility to schedule team practices later in the afternoon, so they will not interfere with regular class times. Currently, many players must miss early spring and late fall afternoon practices due to scheduling conflicts with classes.

Field lighting will allow scheduling of more "prime-time" games, increasing attendance at home games. The addition of lighting will also enable the University to host the WIAA state high school softball tournaments and make the field available for regional NCAA competitions and the Women's College World Series.

The lighting levels of 100 fc in the infield and 70 fc in the outfield are classified as Class II lighting as defined by the Illuminating Engineering Society. This lighting level is similar to that being installed at the University of Iowa and University of Nebraska and will allow games to be broadcast for television.

5. Budget:

	<u>Previously Authorized</u>	<u>Revised Per This Request</u>
Construction	\$1,517,000	\$1,679,000
A/E Design	118,600	131,600
DFD Management	57,900	65,900
Contingency	<u>100,000</u>	<u>117,000</u>
Total Project Cost	\$1,793,500	\$1,993,500

6. Previous Action:

August 1996 Resolution #7260	Recommended the Softball Complex project for enumeration as part of the 1997-99 Capital Building Program, at an estimated cost of \$3,043,000 Gift funds
December 1997 Resolution #7597	Approved the Design Report and granted authority to construct a Women's Softball Complex project at a scaled-down version and reduced estimated cost of \$1,600,000 (\$900,000 Gift Funds and \$700,000 Residual Program Revenue Bonding)
February 6, 1998 Resolution #7630	Approved a request to name the Women's Softball Complex the "Robert and Irwin Goodman Softball Complex" and to perpetuate the current Guy Lowman Field name.
May 8, 1998 Resolution #7695	Approved a request to expand the project scope and increase the budget of the Robert and Irwin Goodman Softball Complex by \$193,500 Gift funds for a revised total budget of \$1,793,500 (\$1,093,500 Gift funds and \$700,000 Residual Program Revenue Borrowing).

Authority to Construct a Campus Two-Way
Communication System Replacement
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to install a Campus Two-Way Communication System Replacement project, at an estimated total project cost of \$300,000, using Institutional Funds (non-GPR).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action March 2001

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to install a Campus Two-Way Communication System Replacement project, at an estimated total project cost of \$300,000, using Institutional Funds (non-GPR).
3. Description and Scope of Project: This project will provide for the installation of a five-channel, 400 MHz truncated radio system for campus use. It will require replacement of the existing system transmitter/receiver and 10-foot high antenna at Van Hise Hall.

The new radio system will replace the existing system used by Physical Plant, Transportation Services and the Division of Housing staff. The current system consists of three, single-channel, analog radio systems (800 MHz, 450MHz and 150 MHz) with three transmitter/receivers and three antennae (one on the roof of Van Hise Hall and two atop Van Vleck Hall). The proposed system will have sufficient capacity for subsequent use by other groups and accommodate campus needs for the foreseeable future.

Initially, the project includes installation of seven new base stations. Five will be used by Physical Plant (Shops-3, Truck Services-1 and Grounds-1), one by Transportation Services and one by Housing. The project also includes replacement of older, incompatible handheld units. Currently, there are approximately 200 handheld units in use (133 for Physical Plant, 47 for Transportation Services and 20 for Housing). It is estimated that approximately 75% of those units will need to be replaced. The Electric Shop will have primary responsibility for the maintenance and operation of the system.

4. Justification of the Request: The existing campus radio system is over 20 years old. Replacement parts are no longer available and the technology is obsolete. Single-channel systems limit each base station to one talk group per station, which results in extensive "talk over" among users, especially during emergencies. Talk-over interference cannot be avoided in a single-channel system. Each base station cancels out, or overrides, the transmissions of each handheld unit. Messages between handheld units, or handheld units and a base station, must occur in sequence or they are lost.

Talk-over interference makes it impossible for normal communication to occur between Physical Plant staff during emergencies, critical tests or equipment adjustments. Examples of these occasions are elevator testing or repairs, fire alarm inspections, emergency generator testing, power switching at electrical sub-stations or at the building level.

Transportation Services reports similar “clutter” problems, especially when the Special Events crews take air-time away from parking enforcement officers and/or SAFEwalk escorts.

The proposed system will effectively eliminate talk-over. It will be an analog/digital system, which will have the capacity to create dozens of talk groups, each of which will not interfere with the other. Hand-held units will be programmable to communicate only within a designated talk group and assigned base station. This will enable various groups, such as steamfitters, electricians, mail service, truck service, parking enforcement, and special events staff, to maintain their own communications without interference. One channel, that will be available to all groups, will be reserved for emergencies only. Calls on that channel will be automatically transmitted to the Campus Police and Security 24-hour dispatch center. Backup electrical sources exist to operate this system during utility power outages.

The proposed radio system will be a totally independent, campus owned and operated system with a dedicated FCC approved frequency. This system will be more reliable and significantly more economical than a cell phone system. The reduction in frequency (from 800 MHz to 400 MHz) will permit the campus to obtain hand-held radios and increase system options at a more economical price. The system will have the capacity to accommodate other campus units, such as the Unions, Athletics, and the Arboretum, as their base stations and hand-held units age and need to be replaced.

5. Budget:

Construction	\$249,000
A/E Fees	20,000
DFD Management	11,000
Contingency	<u>20,000</u>
Total Project Budget:	\$300,000

6. Previous Action: None.

Authority to Construct a Student Union Fire
Alarm System Replacement Project,
UW-Milwaukee

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Milwaukee Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Student Union Fire Alarm System Replacement project at an estimated cost of \$410,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action March 2001

1. Institution: The University of Wisconsin-Milwaukee
2. Request: Request authority to construct a Student Union Fire Alarm System Replacement project at an estimated cost of \$410,000 Program Revenue Supported Borrowing.
3. Description and Scope of the Project: This project will replace and upgrade the fire alarm system in the Student Union and the adjacent parking structure. The existing first generation addressable fire alarm control panel will be replaced with a new addressable panel with enhanced voice communication capability. Addressable fire alarm panels report high heat or smoke conditions at specific detector locations. Older zoned fire alarm systems report these conditions over a larger building floor area or zone. All heat and smoke detectors will be replaced. New speaker/strobe devices will be installed to provide higher audio and visual alarm signal levels. Additional signal devices will be installed to provide alarm coverage to all public areas. Pull-station mounting heights will be adjusted to meet ADA requirements. The existing deluge control panel that supervises the atrium fire sprinkler system will be replaced. The new building fire alarm system will be connected to the campus automated central fire alarm reporting network. The new installation shall meet all current code requirements.
4. Justification of Request: The existing fire alarm control panel was installed about 15 years ago. This first generation addressable panel has become unreliable and difficult to maintain. The manufacturer of this panel does not support this product any longer and parts are very difficult to obtain. The existing pull-stations, heat detectors, smoke detectors and signal devices are not compatible with a modern addressable control panel and must be replaced.

Modern addressable fire alarm systems include methods of reducing false alarms, are very energy efficient, have power back-up internally and require little maintenance. Smoke and heat detectors report their status to the control panel and indicate when service is needed. The current addressable panel does not have this level of alarm verification or detector status tracking. The enhanced voice communication features of a modern fire alarm system allow responding persons to direct building occupants in specific areas of the building to evacuate via routes that avoid areas of smoke or fire. The existing fire alarm system voice communication system only allows general announcements.

5. Budget:

Construction	\$344,000
A/E Design Fees	27,500
DFD Management	14,400
Contingency	<u>24,100</u>
Estimated Total Project Cost:	\$410,000

6. Previous Action: None.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Friday, March 9, 2001
9:00 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

1. Calling of the roll
2. Approval of the minutes of the February 9, 2001 meeting of the Board
3. Report of the President of the Board
 - a. Report on the March 7 meeting of the Hospital Authority Board
 - b. Report on the February 16 meeting of the Higher Educational Aids Board
 - c. Report on legislative matters
 - d. Economic Summit Update: UW Campus Economic Development Plans
 - e. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Summary of UW Day
 - b. Report on first PK 16 Leadership Council Meeting
5. Report of the Physical Planning and Funding Committee
6. Report of the Business and Finance Committee
7. Report of the Education Committee
8. Additional resolutions
9. Communications, petitions, memorials
10. Unfinished or additional business
11. Recess into executive session to consider honorary degree nominations at UW-Oshkosh and UW-Parkside, and to consider personal histories related to naming facilities at UW-Whitewater and UW-Green Bay, as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider a compensation adjustment at UW-Madison, as permitted by s.19.85(1)(c), *Wis. Stats.*, to confer with legal counsel, as permitted by s.19.85(1)(g), *Wis. Stats.*, and to consider appointment of Chancellor, UW-LaCrosse, as permitted by s.19.85(1)(c), *Wis. Stats.*

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

Meeting Schedule 2001-02

2001

January 4 and 5
(Cancelled, circumstances permitting)

February 8 and 9

March 8 and 9

April 5 and 6

May 10 and 11 (UW-River Falls)

June 7 and 8 (UW-Milwaukee)
(Annual meeting)

July 12 and 13

August 23 and 24
(Cancelled, circumstances permitting)

September 6 and 7

October 4 and 5 (UW-EauClaire)

November 8 and 9

December 6 and 7

2002

January 10 and 11
(Cancelled, circumstances permitting)

February 7 and 8

March 7 and 8

April 4 and 5

May 9 and 10 (UW-Fox Valley and
UW-Fond du Lac)

June 6 and 7 (UW-Milwaukee)
(Annual meeting)

July 11 and 12
(Cancelled, circumstances permitting)

August 22 and 23

September 12 and 13

October 10 and 11 (UW-Whitewater)

November 7 and 8

December 5 and 6

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Jay L. Smith
Vice President - Gerard A. Randall, Jr.

STANDING COMMITTEES

Executive Committee

Jay L. Smith (Chair)
Gerard A. Randall, Jr. (Vice Chair)
JoAnne Brandes
R. Marcene James
Guy A. Gottschalk
Toby E. Marcovich
Frederic E. Mohs

Business and Finance Committee

Toby E. Marcovich (Chair)
Guy A. Gottschalk, (Vice Chair)
Alfred S. DeSimone
Phyllis M. Krutsch
Jonathan B. Barry

Audit Subcommittee

Toby E. Marcovich (Chair)
Alfred S. DeSimone
Guy A. Gottschalk

Education Committee

JoAnne Brandes (Chair)
Patrick G. Boyle (Vice Chair)
John T. Benson
Jose A. Olivieri
Roger E. Axtell
Frederic E. Mohs

21st Century Subcommittee

JoAnne Brandes (Chair)
Patrick G. Boyle
Gerard A. Randall, Jr.

Physical Planning and Funding Committee

R. Marcene James (Chair)
Gregory L. Gracz (Vice Chair)
Joseph M. Alexander
Lolita Schneiders

Personnel Matters Review Committee

Jonathan B. Barry (Chair)
JoAnne Brandes
Patrick G. Boyle
Ruth M. James

Committee on Student Discipline and Other Student Appeals

Patrick G. Boyle (Chair)
Joseph M. Alexander
John T. Benson
Gerard A. Randall, Jr.

OTHER COMMITTEES

Liaison to Association of Governing Boards

Phyllis M. Krutsch

Hospital Authority Board - Regent Members

Patrick G. Boyle
Guy A. Gottschalk
Frederic E. Mohs

Wisconsin Technical College System Board

Gerard A. Randall, Jr., Regent Member

Wisconsin Educational Communications Board

Patrick G. Boyle, Regent Member

Higher Educational Aids Board

Gerard A. Randall, Jr., Regent Member

Research Park Board

Roger E. Axtell, Regent Member

Technology for Educational Achievement in Wisconsin Board (TEACH)

Jonathan B. Barry, Regent Member

Special Regent Committee for UW-LaCrosse Chancellor Search

Jonathan B. Barry (Chair)
Joseph M. Alexander
Roger E. Axtell
Lolita Schneiders

Committee on Board Effectiveness

Phyllis M. Krutsch (Chair)
Jonathan B. Barry
Patrick G. Boyle
Jose A. Olivieri

Committee for Academic Staff Excellence Awards

Gerard A. Randall, Jr. (Chair)
Gregory L. Gracz
Phyllis M. Krutsch
Lolita Schneiders

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