



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, 2006

REVISED 11/29/06

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 7 and 8, 2006.

Thursday, December 7, 2006

11:00 a.m. – All Regents Invited

- Business, Finance, and Audit Committee meeting
2007-09 Unclassified Pay Plan Request
[Resolution I.2.a.]
1820 Van Hise Hall

12:00 p.m. – Box Lunch

12:30 p.m. – Education Committee meeting
1820 Van Hise Hall

Business, Finance, and Audit Committee meeting
1920 Van Hise Hall

Physical Planning and Funding Committee meeting
1511 Van Hise Hall

Friday, December 8, 2006

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

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

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

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

The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, December 7, 2006, at 11:00 a.m. until approximately 12:00 p.m., and Friday, December 8, 2006, at 9:00 a.m. until approximately 12:00 p.m.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - Thursday, December 7, 2006
1820 Van Hise Hall
1220 Linden Drive, Madison
12:30 p.m.

11:00 a.m. Business, Finance and Audit Committee - All Regents Invited

- 2007-09 Unclassified Pay Plan Request

12:00 p.m. Lunch

12:30 p.m. Education Committee

- a. Approval of the minutes of the November 9, 2006, meeting of the Education Committee.
- b. Planning Report: Public Health Needs in Milwaukee.
[Resolution I.1.b.]
- c. Guidelines and Criteria for: Proposed Wisconsin Technical College System Liberal Arts and Pre-Professional Offerings.
[Resolution I.1.c.]
- d. Program Authorizations:
 1. M.S. in Information and Communication Technologies, UW-Stout;
[Resolution I.1.d.(1)]
 2. Ph.D. in Communication, UW-Milwaukee.
[Resolution I.1.d.(2)]
- e. Contract Extension: UW-Parkside for 21st Century Preparatory Charter School.
[Resolution I.1.e.]
- f. Approval: UW System Freshman Admissions Policy.
[Resolution I.1.f.]
- g. Report of the Senior Vice President:
 1. 2007-08 Sabbatical Assignments: Role of Sabbatical Program in Facilitating University of Wisconsin Student Success;
 2. "The Role of Academic Leadership in Planning for Student Success" – Farewell Remarks by Senior Vice President Cora B. Marrett.
- h. Additional items may be presented to the Education Committee with its approval.

Planning Report on
Public Health Needs in Milwaukee

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents accepts the Planning Report on the public health needs of Milwaukee; commends the collaborative work overseen on behalf of their institutions by the three principals, UW System President Kevin Reilly, Milwaukee Mayor Tom Barrett, and UW-Milwaukee Chancellor Carlos Santiago; and appreciates and supports UW-Milwaukee's commitment to moving forward with advancing the report's recommendations to address the public health needs of the city of Milwaukee.

Planning Report: Public Health Needs in Milwaukee

Executive Summary

BACKGROUND

In fall 2005, the University of Wisconsin System Board of Regents engaged in discussion of the City of Milwaukee's urgent public health challenges and appropriate ways for the University System to work towards addressing and resolving these challenges. To that end, the Board of Regents charged UW-Milwaukee and UW System Administration to work with the City of Milwaukee to conduct a feasibility study to examine public health initiatives at UW-Milwaukee, including the possible development of a school of public health. The resultant planning team, appointed by UW System President Kevin Reilly, Milwaukee Mayor Tom Barrett, and UW-Milwaukee Chancellor Carlos Santiago, included representatives from UW-Milwaukee, UW System Administration, and the City of Milwaukee Health Department.

The Planning Team carried out the study during the spring and summer of 2006, and submitted their report to the three principals in November 2006. The Report is available online at: <http://www.publichealth.uwm.edu/>. Its findings will be presented to the Board of Regents at its December 2006 meeting.

REQUESTED ACTION

Approval of Resolution I.1.b., accepting the Planning Report on Public Health Needs in Milwaukee, commending the contributions of those who produced it, and expressing the Board of Regents' support for UW-Milwaukee as it moves forward with its public health planning initiatives.

DISCUSSION

The Planning Report outlines the public health education and research needs of the Milwaukee community and the State of Wisconsin, assesses UW-Milwaukee's capacity to provide high-quality public health programs, and defines the steps that would need to be taken to create a distinctive, high-impact school of public health at UW-Milwaukee.

As part of the feasibility study, three experts were engaged to conduct an independent assessment: Patricia Wahl, Dean of the School of Public Health and Community Medicine at the University of Washington; Hugh Tilson, Clinical Professor of Public Health Leadership and adjunct professor of epidemiology and health policy at the University of North Carolina School of Public Health; and Sylvia Furner, Interim Dean of the School of Public Health at the University of Illinois at Chicago. Their findings, included in the Report, illustrate the strengths in research and teaching capacity at UW-Milwaukee, as well as the areas that will require additional resources and

expansion as the University moves toward the goal of an accredited School of Public Health.

As the Planning Report delineates, the health and well-being of the people of Wisconsin depend on the health of the State's public health infrastructure. This is especially true in highly populated urban centers such as Milwaukee. Essential elements of public health infrastructure include a highly qualified workforce, research that examines root causes of public health problems, the identification of strategies to improve overall health outcomes, and the analysis and development of policies to protect the health of the public.

The Planning Report identifies a number of specific recommendations to address the public health challenges of the City of Milwaukee and develop a public health infrastructure, including the establishment of an accredited school of public health at UW-Milwaukee. While improving the health of the public is a complex, long-term endeavor that requires the collaboration of government, universities, health care providers, business and industry, and community-based groups, academic public health programs have a special role to play in enhancing capacity across all of these sectors. In addition to education and research, schools of public health help collect and examine data, refresh the workforce through continuing education, galvanize public concern and debate, and promote actions toward achieving the vital goals of improving health and eliminating disparities in health (Wisconsin Department of Health and Family Services, 2002).

The Report's recommendations are as follows:

Infrastructure:

- Establish an accredited school of public health at UW-Milwaukee.
- Create a formal School of Public Health Planning Council to begin building an infrastructure of academic public health programs at UW-Milwaukee.
- Identify significant new resources to support the expanded academic programming focusing on public health. These resources are absolutely essential to the development of high-quality academic public health initiatives leading to an accredited school of public health.
- Implement a cluster hiring plan to attract high-quality faculty.

Collaboration:

- Enhance existing Academic Health Department partnerships between the City of Milwaukee Health Department and UW-Milwaukee.
- Work collaboratively with other institutions of higher education, local health departments, and community-based organizations, within the seven counties of metropolitan Milwaukee and across the state, on public health education and research to maximize efficiencies and resources.

Policy:

- Develop an Urban Health Policy Institute, which would be an analytical think tank and health policy recommendation body, to improve coordination and effectiveness of public health policy efforts.
- Conduct research on urban health issues that would inform and help guide policy actions and funding decisions, and translate into best practices.
- Promote public health initiatives that are consistent with the Wisconsin state health plan.

Curriculum:

- Build a Masters of Public Health degree program with two delivery models: a traditional model and an “executive” model directed to those already in the workforce.
- Establish three additional Ph.D. programs in niche areas based on strengths at UW-Milwaukee (e.g. environmental health, health administration, and social and behavioral sciences).
- Implement the joint Ph.D. in Community and Public Health (offered with the Medical College of Wisconsin).
- Develop a variety of public health certificates and continuing education offerings for the current public health workforce that can be accessed in both face-to-face and online delivery formats.
- Develop programs with a research focus on health disparities and expand community-based participatory research.
- Create undergraduate/graduate courses that move participants toward graduate degrees, such as Masters of Public Health or Masters of Public Health and Nursing.
- Strengthen the public health focus of existing graduate and undergraduate programs at UW-Milwaukee in order to have an immediate impact on current public health workforce shortages, including nursing, clinical laboratory sciences, and environmental health.

RELATED POLICIES

Resolution 9073 (10/7/05)

Resolution 9093 (11/11/05)

Criteria for
Approval of Wisconsin Technical College System
Collegiate Transfer Programs

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.

CRITERIA FOR PROPOSED WISCONSIN TECHNICAL COLLEGE SYSTEM LIBERAL ARTS AND PRE-PROFESSIONAL OFFERINGS

EXECUTIVE SUMMARY

BACKGROUND

Wisconsin Statutes (Wis. Stat. §36.31) require that the Wisconsin Technical College System (WTCS) Board, and the University of Wisconsin System Board of Regents approve the broadening of collegiate transfer programs in WTCS districts. Currently, liberal arts programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree are offered at three WTCS colleges: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College.

In 2005, WTCS indicated that it would pursue additional collegiate transfer offerings through the development of pre-professional associate degree programs and through increasing the number of liberal arts (formerly called College Parallel) associate degree programs. Since that time, WTCS has established criteria for approval of additional collegiate transfer programs by the appropriate District and the WTCS Board. At its September 2006 meeting, the WTCS Board approved the establishment of a liberal arts collegiate transfer associate degree program for the Chippewa Valley Technical District.

Prior to considering approval of the Chippewa Valley Technical District collegiate transfer program, as required by statute, the UW System Board of Regents is asked to consider and adopt criteria, including principles and guidelines, to be used in approving any broadening of collegiate transfer programs in WTCS districts. The Chippewa Valley Technical District proposal, and any additional new collegiate transfer proposals approved by the WTCS Board, will be presented and considered by the UW System Board at subsequent meetings.

REQUESTED ACTION

Approval of Resolution I.1.c., adopting the Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.

DISCUSSION

The UW System Board of Regents Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs describe the process, principles and guidelines by which the Board will be asked to consider new collegiate transfer programs approved by the Wisconsin Technical College System. These programs include both pre-professional and liberal arts programs, as defined in the attached criteria.

As guidelines for the development of new academic programs for transfer, the criteria will constitute Academic Information Series 1.2. The WTCS criteria are also attached.

RECOMMENDATIONS

UW System Administration recommends approval of Resolution I.1.c., adopting the Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.

RELATED POLICIES

Academic Information Series 6.0 (ACIS 6.0 Revised): the UW System Undergraduate Transfer Policy (Board of Regents Resolution 8847 [5/7/04])

Academic Information Series 1.0 (ACIS 1.0)

UNIVERSITY OF WISCONSIN SYSTEM
BOARD OF REGENTS CRITERIA FOR APPROVAL OF
WISCONSIN TECHNICAL COLLEGE SYSTEM COLLEGIATE TRANSFER PROGRAMS

December, 2006

Other Relevant Documents:

ACIS 6.0 (May 2004)

ACIS 6.1 (Feb. 2005)

ACIS 6.2 (Feb. 2005)

revised 11-30-06

**University of Wisconsin System
Board of Regents Criteria for Approval of
Wisconsin Technical College System Collegiate Transfer Programs**

Wisconsin Statutes (Wis. Stat. §36.31)¹ require that the Wisconsin Technical College System (WTCS) Board, and the University of Wisconsin System (UW) Board of Regents (BOR) approve collegiate transfer programs for WTCS colleges.

WTCS is pursuing additional collegiate transfer offerings through the development of pre-professional associate degree programs and through increasing the number of liberal arts (formerly called College Parallel) associate degree programs. Liberal arts programs leading to the Associate of Arts (A.A.) or Associate of Science (A.S.) degree are currently offered at three WTCS colleges: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet Area Technical College.

WTCS has established criteria for approval of additional collegiate transfer programs by the appropriate District and the WTCS State Board. The following describes the process, principles and criteria for Board of Regents consideration of new collegiate transfer programs.

I. Principles

1. The goal of expanding opportunities for liberal arts programs and creating pre-professional programs in the technical college system is to enhance credit transfer so as to expand the opportunities for Wisconsin citizens to earn baccalaureate degrees.
2. State resources are best utilized by ensuring that additional liberal arts and pre-professional programs do not unnecessarily duplicate existing resources.
 - a. In considering additional sites for liberal arts programs and new pre-professional programs, consideration must be given to options, including distance education, currently available through UW System institutions.

¹ **36.31 Coordination with other educational agencies.**

36.31(1)

(1) The board shall not, without the approval of the technical college system board, broaden the system's post-high school training mission to include the preparation of persons for semiprofessional or skilled-trade occupations beyond those offered during the 1972-73 academic year. The technical college system board shall not, without the approval of the board of regents, broaden its system's collegiate transfer program offerings beyond those in existence during the 1972-73 academic year. In this section, "collegiate transfer program" has the meaning given in s. 38.01 (3).

36.31(2)

(2) The technical college system board, in agreement with the board may designate courses other than those covered under sub. (1) as transferable for collegiate credit between the 2 systems.

- b. Effective and efficient collaboration that draws on existing strengths and resources of WTCS and UW institutions, and meets the needs of students, should be utilized.

II. Liberal Arts Programs

The WTCS Liberal Arts Program offers two 64-credit degrees, an Associate in Arts (A.A.) and an Associate in Science (A.S.) degree. The degrees are designed for students planning to transfer to a baccalaureate institution. By completing one of these degrees, the student will generally satisfy the first two years of general education requirements for various majors in baccalaureate institutions and obtain an educational foundation in languages, humanities, natural sciences, mathematics, and the social sciences.

A. *Guidelines for Liberal Arts Programs*

1. Additional liberal arts programs will be considered for WTCS districts in which there is a demonstrated need on the part of existing and potential students that is not being met by UW educational options. (Note: Currently, there appear to be one or two WTCS Districts in which there may be such a need because of the absence of a nearby UW College campus, and the inability of the local UW comprehensive campus(es) to accommodate the demand in the respective areas.)
2. Face-to-face and distance education collaboration opportunities offered by UW institutions should be utilized.

B. *Review and Approval Process for Liberal Arts Programs*

1. Prior to WTCS State Board approval, WTCS staff and UWSA staff will be in communication about the proposed new program so that UW institutions can be informed and consulted as the Liberal Arts program is being developed.
2. Upon WTCS District and State Board approval, the programs will be submitted to the BOR through its Education Committee for approval. WTCS staff, in collaboration with UWSA staff, will make a formal presentation on the new liberal arts program to the Education Committee at one of its regularly scheduled meetings. The BOR will grant the final approval for the program.

C. *Criteria for Liberal Arts Program Approval*

1. Approval of the curriculum for course transfer is obtained from at least one UW institution to which students are likely to transfer following completion of the Liberal Arts degree.
2. Approval is granted by the appropriate District Board and WTCS State Board.
3. The program meets a demand from a student population that is not currently served by a WTCS or UWS institution, i.e. there is a demonstrated need for the program.

4. The program meets appropriate accreditation standards.
5. Concerns raised by WTCS and/or UWS institutions have been considered and addressed.
6. Collaboration with existing UW or WTCS programs has been investigated and, when appropriate, initiated.
7. The program is an efficient and effective use of state educational resources.

III. Pre-Professional Programs

Pre-professional programs would offer a degree that is new to the WTCS. The degree would be an Associate of Arts or Associate of Science in a specified disciplinary area, e.g., engineering, business, and include 40-45 collegiate transfer liberal arts credits, and 18-21 collegiate transfer credits in the pre-professional core area.

Pre-professional programs would be designed to facilitate transfer between a specific WTCS institution and a specific UW or other baccalaureate institution, between WTCS and UW institutions generally, or some combination of the two. They would be created with the intent of enabling students to transfer seamlessly into a partner UW institution's professional program.

A. *Guidelines for Pre-Professional Programs*

1. Pre-professional programs will be considered from WTCS districts that have liberal arts degree authority (currently MATC Madison and Milwaukee and Nicolet Technical College).
2. Pre-professional programs may be proposed by a non liberal arts transfer institutions if offered in collaboration with a UW institution(s).
 - This collaboration should draw on the respective strengths and existing courses of the institutions, e.g., liberal arts in the case of the UW institution, and the pre-professional in the case of the WTCS institution.
 - This collaboration could involve the development of a consortial degree, offered jointly by a WTCS and UW institution.
3. In exceptional cases where the BOR concludes that effective and efficient collaboration with a UW institution is not feasible, the Board may consider a pre-professional degree proposal from a WTCS district that does not have liberal arts degree authority.

B. *Review and Approval Process for Pre-Professional Programs.*

1. Upon WTCS District and State Board approval, the programs will be submitted to the BOR through its Education Committee for approval. WTCS staff, in collaboration with UWSA staff will make a formal presentation on the new pre-professional program to the Education Committee at one of its regularly scheduled meetings. The BOR will grant the final approval for the program.

2. Prior to WTCS State Board approval of a pre-professional program, WTCS staff and UW System Administration (UWSA) staff will be in communication about the proposed new program so that UW institutions can be informed and consulted as the pre-professional program is being developed.
3. Proposed pre-professional programs will be presented to and approved by the BOR through its Education Committee.

C. Criteria for Pre-Professional Program Approval

1. Approval of the program is obtained from the partner WTCS and UW institution(s), including the transfer and application of courses toward a degree at the UW institution.
2. Approval of the program is granted by the appropriate WTCS District Board and the WTCS State Board.
3. The program meets a demand from a student population that is not currently served by a WTCS or UW institution, i.e., there is a demonstrated need for the program.
4. The program meets the appropriate accreditation standards and the UW partner institution is authorized to award a degree in the pre-professional area.
5. Concerns raised by WTCS and/or UW institutions have been considered and addressed.
6. Collaboration with existing UW or WTCS programs has been investigated and, when appropriate, initiated.
7. The program is an efficient and effective use of state educational resources.

Appendix A

WTCS COLLEGIATE TRANSFER PROGRAM DEVELOPMENT AND APPROVAL PROCESS

Scope Proposal

1. The type of program being considered.
2. The need for the program. Include preliminary data on student intent to transfer and potential market demand for baccalaureate prepared graduates;
3. How the new degree program relates to the District's mission, strategic plan, goals and objectives.
4. Projected preliminary cost assessments related to development and on-going maintenance of the program.
5. Members of the Ad Hoc Advisory Committee, and documented results of their initial meetings.
6. Documentation of initial discussions with districts offering Collegiate Transfer programs.
7. Documentation of initial District Board approval.

Need Demonstration

1. Detailed student intent data based on the question, "Does the student intend to complete a transfer program?"
2. Survey results that specifically document the unmet local need and/or expanding transfer opportunities. In addition to the survey, other instruments may be used to document the need/opportunities.
3. Preliminary estimated FTE and preliminary estimated headcount.
4. The salaries and honorarium related to the development of the proposed program.
5. Documentation of anticipated costs and revenues.
6. How the new program transfers and applies to partnering 2- and 4-year colleges and universities.
7. Documentation of collaborative opportunities that have been explored with other 2- and 4-year colleges and universities.
8. A listing of current articulation agreements already in existence and their relationship to this new program.
9. An analysis of how this new degree program supports or relates to the district's existing program mix.
10. An analysis of the financial impact this new program will have on current programs based on the following question: "Will the financial impact of opening this new program cause the district to decrease sections within an existing program or eliminate an existing program (s)?"
11. An analysis of how this new degree program supports employment demand at the baccalaureate level or relates to other programs in the district, the region, the WTCS and the UW system and/or private colleges and universities.
12. A determination related to Financial Aid eligibility has been documented.

Program Proposal

1. The analysis and summary the reasonableness of the cost/benefit to district stakeholders.
2. The curriculum meets the standard configuration for its program type and sufficient depth and breadth to meet student's intent to transfer.
3. Brief course descriptions.
4. The final salaries and honorarium related to the instruction of the proposed program are documented.
5. Detailed facilities cost and final costs/revenues are documented.
6. Final estimate of FTE and Headcount
7. Program capacity for all collegiate transfer programs is less than 25% of overall approved credits.
8. In addition to the Quality Review Process, other plans for quantitative and/or qualitative assessment of student outcomes have been documented.
9. The number, if any, of new faculty members required offering the program and projected long-range needs for new faculty is provided.
10. Evidence that the program meets Higher Learning Commission accreditation.
11. Evidence that the District will provide adequate access to the range of student services appropriate to support the program, including admissions, financial aid, library and career and academic advising.
12. Documentation of the District Board review and approval of the Program Proposal.

Program Implementation

- A. Following approval of the Program Proposal phase by the State Board, the District moves into the Program Implementation phase. The WTCS office will forward the Program Proposal to the Board of Regents for their consideration.
- B. The UW System Board of Regents will review the final program proposal as authorized by s.36.31. Upon formal approval of the Board of Regents, the District will submit the curriculum electronically to the System Office prior to enrolling students. The submission of the curriculum must be within six (6) months of Board of Regents Approval. The System Office will authorize the electronic curriculum submission, generally within one (1) week.

Program Authorization (Implementation)
M.S. in Information and Communication Technologies
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1d.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Information and Communication Technologies.

NEW PROGRAM AUTHORIZATION
Master of Science in Information and Communication Technologies
University of Wisconsin-Stout
(IMPLEMENTATION)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Master of Science in Information and Communication Technologies (MS-ICT) at UW-Stout is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The institution and System Administration will conduct that review jointly, and the results will be reported to the Board.

The MS-ICT program has been developed in response to the needs of state, national and global ICT professionals for graduate programs in several information and communication technology areas that are undergoing rapid development. Information and communication technologies (ICTs) are used to produce, store, process, disseminate, and exchange information. The term encompasses a wide range of technologies including the “older” ICTs: radio, print, television, film, and telephones; and the “newer” ICTs: email, CD-ROMs, websites, computers, mobile phones, palm pilots, digital video cameras, and cell phones. The program will be implemented in a distance education format to accommodate full-time working professionals.

REQUESTED ACTION

Approval of Resolution I.1.d.(1), authorizing the implementation of the M.S. in Information and Communication Technologies, UW-Stout.

DISCUSSION

Program Description

The MS-ICT program will have three emphasis areas: Media Technology; Information Technology; and Visual Communications Technology. These emphasis areas will appeal to individuals working in related occupations who currently hold baccalaureate degrees. The curriculum will require 30 credits including 15 credits in the core curriculum, 12 credits in an emphasis area, and 3 selective credits. There is also a required research component which students will satisfy through course-embedded projects. These projects, as well as additional research completed in the chosen emphasis area, will be included in the student’s portfolio. The portfolio will allow the learner to demonstrate growth in both the broader core curriculum of the program and the specific competencies of their emphasis area.

Program Goals and Objectives

Upon completion of the MS-ICT, students will be able to:

1. Discuss the historical, philosophical, sociological, psychological, multicultural, and political influences of information and communication technologies on a global economy.
2. Analyze current issues and trends in information and communication technologies.
3. Relate how the information society affects global social transformation.
4. Plan, evaluate, and revise information and communication technology systems.
5. Evaluate and use information and communication technologies appropriate to one's own career.
6. Analyze the philosophy and principles underlying the organization and operation of information and communication technology enterprises.
7. Interpret and conduct research to improve the body of knowledge relating to information and communication technologies.

Each emphasis area has additional specific learning outcomes.

Relation to Institutional Mission

The proposed MS-ICT is closely aligned with UW-Stout's select mission and long-term goals. The select mission of UW-Stout recognizes the institution's "distinctive array of programs leading to professional careers focused on the needs of society." It reflects UW-Stout's "approach to learning which involves combining theory, practice and experimentation," and a longstanding commitment to build "collaborative relationships with business, industry, education, community and government."

The first goal in Stout's long-term plan is to "offer high-quality, challenging academic programs that influence and respond to a changing society." The proposed graduate program will lead to professional careers in industry, commerce and education.

Diversity

Special efforts will be made to recruit women and minorities into the program. UW-Stout has a diversity plan in place entitled "UW-Stout's Plan 2008: A Strategic Plan for Diversity." Program faculty will work with the initiatives implemented by the university and the college to identify women and minorities who are interested in the area of information and communication technologies.

Information concerning cultural sensitivity and working in a diverse workplace is infused into the curriculum and incorporated in several of the core courses. Special attention will be placed on these areas in *ICT 700 Seminar in Information and Communication Technologies* and *ICT 702 Issues in Information & Communication Technologies*, which are the introductory courses for the program. Students will receive exposure and discuss the role that ICT plays in diversity.

Distance delivery provides added flexibility for those who need to balance continuing their education with other responsibilities. This program will be marketed in all parts of Wisconsin, with a special emphasis in the southeastern part of the state. The University of Wisconsin-Stout has hired a recruiter based out of Milwaukee who has contacts in education and

industry in the Milwaukee area. The distance delivery of this program will allow the University to reach a much more diverse audience than an on-campus program.

Need

There has been considerable growth in the number of high-technology jobs in the State of Wisconsin. The Bureau of Labor Statistics projects that five of the six fastest growing occupations for college-educated workers relate to information and communication technologies. The MS-ICT degree was developed to meet the needs of employees requiring professional updating, the acquisition of new knowledge and skills, and the maintaining of industry certification. The program is designed to prepare working adults for an increased leadership role within ICT areas of study and to help them perform at a higher level in the fields of information technology, media technology, and visual communications technology.

The specific need for graduates in the three emphasis areas are as follows:

- 1 *Media Technologies:* According to the U.S. Department of Labor Standards-Wisconsin Detailed Industry Employment projections for 2002-2012, there will be a 27.3 percent increase in internet publishing and broadcasting.
- 2 *Information Technology:* According to the U.S. Department of Labor Standards-Wisconsin Detailed Industry Employment projections for 2002-2012, there will be a 34.9 percent increase in internet service providers, web search portals, and data processing services.
- 3 *Visual Communications:* According to the U.S. Department of Labor Standards-Wisconsin Detailed Industry Employment projections for 2002-2012, there will be a 20.9 percent increase in motion picture and sound recording industries.

Comparable Programs in Wisconsin

There are no comparable Master of Science degrees offered in Wisconsin.

Comparable Programs Outside Wisconsin

There are several comparable programs outside Wisconsin. The University of Michigan has an M.S. in Learning Technologies. The University of Colorado Denver has an M.S. in Information and Learning Technologies and a dual master's degree in Information Learning Technologies and Technical Communications. American Intercontinental University has an online Master of Information Technology.

Use of Technology/Distance Education

The targeted student population for this program is working professionals. This program will be offered only as a distance program, although there may be selected occasions for students to meet as a group, if possible. Selected courses may also be available on campus and students may prefer to take them on-site.

Academic and Career Advising

Both traditional and online career advising and job placement services are available to students through the Advisement Center and Career Services Offices. At UW-Stout, academic advisement of graduate students is carried out by the program directors associated with the major. The program director provides the attention and assistance required by graduate students in planning and fulfillment of the degree requirements. The Graduate School is an additional resource providing information on admissions, records, policies and other procedures pertaining to graduate students.

Projected Enrollment

The projected enrollment assumes 90 percent retention. The numbers reflect the projected enrollment reached by the end of each academic year (i.e., 15 students admitted at the end of the first year).

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	15	15	20	20	20
Continuing students	0	13	25	32	33
Total enrollment	15	28	45	52	53
Graduating students			10	15	20

Assessment and Program Evaluation

All programs at UW-Stout undergo an annual assessment under the direction of the Provost's office. Each program director is required to submit an annual report that summarizes the primary methods used to assess student learning and progress in the program. Methods used to assess student learning outcomes are designed to correlate with program objectives and may include standardized tests, portfolios, course-embedded assessments or other direct measures of student learning and performance.

A comprehensive electronic portfolio project that is the culmination of each ICT student's work will be the primary tool used to evaluate mastery of all of the required competencies of the program. The portfolio evaluation is part of the common core curriculum and required of all students in each of the three emphasis areas. Each student will be assigned a faculty chair, who along with two other faculty members will evaluate the student's portfolio to ensure that the student has met the learning outcomes and the quality standards of the program. If the student's portfolio does not meet the specified standards, the student will be given direction on the needed improvements. The data gathered from the portfolios will also be used as part the program assessment.

The campus Planning and Review Committee (PRC) conducts formal reviews of all degree programs every seven years. As part of this review, currently enrolled and former students, faculty, and program advisory committee members are surveyed. The program director develops a self-assessment report which is reviewed in a formal hearing conducted by the PRC with final results presented to the Faculty Senate and the Provost. Graduate and Employer

Follow-up surveys are conducted regularly in all degree programs to track one- and five-year graduates and assess employer satisfaction with graduates. Analysis of the results of the surveys provides an important basis for change by program directors and department chairs. Questions related to the ICT program objectives will be included as a supplement to the standard survey.

Evaluation from External Reviewers

This program was reviewed by two individuals knowledgeable about this area of study. Their evaluations were generally positive, but they noted some of the same concerns that were identified in the on-campus approval process, most notably that there were a large number of courses being offered in each emphasis area. The program has since focused and condensed the number of courses being offered.

Resource Needs

The MS-ICT will be self-funded through customized tuition, which was approved by the Board of Regents in December 2001 (Resolution 7841). Customized tuition will provide salaries for a .25 FTE program director and .75 FTE faculty member by year three. The graduate tuition rate of \$424 per credit will be proposed for customized tuition for this program. This rate is consistent with other graduate distance education programs offered through the College of Technology, Engineering and Management. Programs supported by customized tuition are assessed 18 percent in indirect costs to support the administrative expenses incurred by the institution in serving these students.

The College of Technology, Engineering and Management will provide start-up funds for the first two years of the program with revenue generated by customized tuition from other distance education programs. As the program enrollment increases, it will become self-sufficient.

Budget projections are based on the average number of students enrolled in the program per year, the average number of credits taken per year, and the cost per credit. Because this is a self-funded program the cost of faculty benefits have also been included. The cost in the budget reflects a 2 percent increase in wages per year.

Budget based as follows:

- First year: 10 FTE x 9 credits x \$424 per credit;
- Second year: 20 FTE x 9 credits x \$424 per credit;
- Third year: 35 FTE x 9 credits x \$424 per credit.

CURRENT COST	First Year		Second Year		Third Year	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Faculty/Instructional Staff	0.25	\$12,500	0.25	\$12,750	0.25	\$13,005
Benefits (42.5%)	0.25	\$5,313	0.25	\$5,419	0.25	\$5,527
Non-instructional Staff	0.25	\$6,240	0.25	\$6,365	0.25	\$6,493
Benefits (42.5%)	0.25	\$2,652	0.25	\$2,705	0.25	\$2,760
Supplies & Equipment		\$1,500				
Marketing		\$2,500				
Subtotal		\$30,705		\$27,239		\$27,785
ADDITIONAL COST						
Faculty/Instructional Staff	0.25	\$12,500	0.5	\$25,500	0.75	\$39,015
Benefits (42.5%)	0.25	\$5,313	0.5	\$10,838	0.75	\$16,581
Supplies & Equipment		\$1,500		\$3,000		\$3,000
Marketing		\$2,500		\$5,000		\$5,000
Subtotal		\$21,813		\$44,338		\$63,596
18% Overhead		\$3,926		\$7,981		\$11,447
Subtotal		\$25,739		\$52,318		\$75,044
TOTAL COST		\$56,443		\$79,557		\$102,828
CURRENT RESOURCES						
GPR		\$30,705		\$27,239		\$27,785
Subtotal		\$30,705		\$27,239		\$27,785
ADDITIONAL RESOURCES						
GPR Reallocation						
Gifts						
Custom Tuition		\$38,160		\$76,320		\$133,560
Subtotal		\$38,160		\$76,320		\$133,560
TOTAL RESOURCES		\$68,865		\$103,559		\$161,345

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(1), authorizing the implementation of the M.S. in Information and Communication Technologies, UW-Stout.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006).

Program Authorization (Implementation)
Ph.D. in Communication
University of Wisconsin-Milwaukee

EDUCATION COMMITTEE

Resolution I.1d.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Ph.D. in Communication.

**NEW PROGRAM AUTHORIZATION
Ph.D. in Communication
University of Wisconsin-Milwaukee**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Doctor of Philosophy (Ph.D.) in Communication at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Milwaukee and System Administration will conduct that review jointly, and the results will be reported to the Board.

The Department of Communication at UW-Milwaukee requests authorization to implement a Ph.D. in Communication. The proposed program will address the national and statewide shortage of doctorally educated individuals able to serve as faculty in Departments of Communication.

REQUESTED ACTION

Approval of Resolution I.1.d.(2), authorizing the implementation of the Ph.D. in Communication, UW-Milwaukee.

DISCUSSION

Program Description

The Ph.D. in Communication will be housed within the Department of Communication in the UW-Milwaukee College of Letters and Science. Nationally, there is a strong movement within the discipline of communication to develop a focus on practical theory. A primary goal of the UW-Milwaukee program will be to give Ph.D. students expertise in both theory and practice so that they are equipped to teach and do research in an increasingly complex communication environment. One of the program's primary learning outcomes will be that Ph.D. students engaged in research in the community will be able to evaluate and assist community agencies and institutions regarding the practical consequences of their organizational, interpersonal, and public communicative processes. The benefits of this research include improving services to clients, increasing the effectiveness of corporate human resource practices, and decreasing the negative outcomes of interpersonal, group, and organizational conflict.

The program will emphasize communication in context through studying:

1. the effects of professional communication practices on organizational goals and structure;
2. the processes of interpersonal communication and conflict resolution; and

3. the conduct of civic practice and public communication.

Entering students will be required to have a Master's degree. Students with a Master's degree in a field other than communication will be required to take up to 12 credits of pre-requisite courses, based upon an evaluation of the individual's previous academic work. The Ph.D. program will require 54 credits beyond the Master's level, successful completion of a comprehensive preliminary examination, and a dissertation. Coursework will include study in communication research tools, thematic courses combining theory and practice in the study of communication processes, and electives.

The program is designed and the courses are offered so that students may pursue the degree on either a full-time or part-time basis. All of the graduate-level courses will be offered in the evening. The department already has part-time Master's-level students and has experience in working with part-time students to see that they complete their programs in a timely fashion. A typical course of study for full-time students will consist of two-and-a-half years coursework and the comprehensive exam, and an additional one-and-one-half years to design, complete research, and write up the dissertation. This time frame is consistent with the average time-to-degree for Communication Ph.D. programs. Financial support is available in the form of teaching assistantships and the department expects to be able to support all full-time students in good standing.

Program Goals and Objectives

The goal of the program is to provide study and training that enables students to enter academic or professional careers in Communications. The program is designed to enable graduates to achieve the following learning outcomes and competencies. Graduates will be able to:

- think and write critically at a level commensurate with doctoral work;
- design and implement collaborative and independent scholarship that improves the understanding of communication practices and applications;
- synthesize and extend existing bodies of literature about the nature, practices, and consequences of communication;
- design and implement quality classroom instruction.

Relation to Institutional Mission

The proposed Ph.D. in communication has a clear connection to the institutional mission of the University of Wisconsin-Milwaukee to "develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university." In addition, this program is closely aligned with UW-Milwaukee's mission to "promote public service and research efforts directed toward meeting the social, economic and cultural needs of the State of Wisconsin and its metropolitan areas."

Consistent with these aspects of UW-Milwaukee's mission, the doctoral students in this program will be engaged in collaborative research with a variety of organizations in the metropolitan Milwaukee area. This research will provide opportunities for students to apply

theory to practical settings while also being responsive to and serving the needs of the metropolitan region and communities. The doctoral program will use research as a tool for educating doctoral students, and the knowledge resulting from the research to improve the community infrastructure and the lives of those residing in the region.

Assessment and Program Evaluation

Each student will submit a portfolio of teaching, research and service activities to the Graduate Affairs Committee. A graduate faculty committee will meet annually to assess student portfolios. The student portfolios will include:

- Copies of the student's preliminary examination;
- Quantitative and qualitative evaluations of UW-Milwaukee doctoral teaching assistants by undergraduate students and faculty;
- Syllabi and other instructional materials generated by the student;
- Scholarly work produced by the student, including papers completed as part of coursework as well as those presented at professional conferences or published;
- Information regarding any ongoing campus, community and professional service.

These portfolios will be used to assess how well students are meeting the program's learning outcomes. The papers generated for course work, as well as for professional conferences, will illustrate the student's abilities in critical thinking and exposition, and demonstrate student abilities to design, implement, and analyze empirical data and research literature. Based on the assessment, the Graduate Affairs Committee will offer recommendations for program revisions to the faculty.

The program will also evaluate program success by reviewing data from indirect sources, including:

- Annual Review of Student Assessments of Faculty: The Graduate Affairs Committee will review student course evaluations
- Internal Audit: For the first 4-year cycle of admissions, the Graduate Affairs Committee will annually conduct a complete analysis of program procedures and practices and of evaluations of student and faculty performance. The audit cycle will then revert to a bi-annual basis.
- Alumni Assessment: Every five years, program alumni, and students who left the program without finishing, will be surveyed by the Director of Graduate Studies.

Need

The proposed Ph.D. program will help alleviate a growing statewide, and national shortage of doctoral graduates in communication. The expectation is that the demand for college and university teachers in departments of communication will continue to significantly exceed supply for the foreseeable future. National Communication Association surveys conducted for the years 2002-2004 found a shortage of more than 100 Ph.D.s for each of those years. The field produced less than 400 each year while the number of teaching jobs available was about 550.

This unmet need is also reflected in data gathered for the State of Wisconsin. A report from August, 2004, by the UW System Office of Market Research on the “Outlook for Jobs in the Communications Sector” found that employment projections indicated a growth rate in the demand for post-secondary instructors of roughly 24 percent in the United States and 20 percent in Wisconsin. The report estimates that by 2010 Wisconsin will need 150 *new* post-secondary communication teachers as well as another 200 replacement instructors. Given that the total number of doctoral degrees in communication granted annually in the United States has ranged from 354 in 97-98, to 368 in 00-01 (data from the U.S. Department of Education), Wisconsin institutions face a serious shortfall in instructional personnel holding a communication terminal degree. In September and October of this year, there were listings for 18 faculty positions in communications at Wisconsin colleges or universities. Given the disparity between the number of positions available and the number of doctorates granted in communications, it is extremely unlikely that these positions will be filled.

Although the program will educate students to be competitive in the national market, it is expected that many graduates will be individuals currently resident and place-bound in southeastern Wisconsin and that they will choose to accept employment as faculty members in Wisconsin because of their history and ties in the state.

Projected Enrollment (5 years)

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	5	5	6	6	6
Continuing students	0	5	9	13	13
Total enrollment	5	10	15	19	19
Graduating students	0	0	0	3	5

Comparable Programs in and outside Wisconsin

Currently, the only other Communication Ph.D. in Wisconsin is at UW-Madison. The UW-Madison program is housed in the Communication Arts Department, and includes program concentrations in film, broadcasting, rhetoric, and communication theory. These foci are not the same as the UW-Milwaukee Department of Communication program which emphasizes: (a) organizational and professional communication; (b) interpersonal communication and conflict resolution; and (c) civic practice and public communication. The UW-Milwaukee Communication Ph.D. is distinguished from the UW-Madison program by, among other things, the exclusion of mass media and film from the curriculum. Furthermore, the inability of existing Ph.D. programs at UW-Madison and nationwide to meet current and projected national and statewide needs justifies the creation of an additional option for interested students.

Collaboration

The student and faculty research in this program is based upon long-term collaborative relationships with community organizations and agencies such as: the Milwaukee County Child Protective Services, the Milwaukee AIDS Resource Center, the Milwaukee County Family Court

and Conciliation Services, the Peace Learning Center, the Milwaukee Public Schools, Second Harvest, the Milwaukee City Aldermen, and the Black Historical Society. At this time there are no plans for collaboration with the Departments of Communication at UW-Madison or Marquette University. The pressing need to address the shortage of Ph.D.-trained graduates, able to become faculty members in departments of communication, requires multiple options for students. Marquette University welcomes the development of this Ph.D. program because it will provide an opportunity for their own Master's graduates to earn a doctorate locally.

Diversity

The program curriculum will include courses focused on issues related to cultural diversity such as "Intercultural Communication," "Application of Intercultural Communication," "Theory and Practice of International Peace Building," "Public Dialogue and Divisive Social Issues," "Gender and Communication," and "Intergroup Communication." These courses build on the existing undergraduate curriculum, as well as ongoing faculty research in areas of communication focused on diversity. Doctoral students will have the opportunity to assist in these research efforts and initiate similar ones of their own.

The program expects to attract place-bound students whose numbers include a high proportion of students of color resident in Milwaukee. The M.A. in Communication program graduate profile between 1996-2005, has consisted of 87 percent women and 17 percent minority students. This program is expected to be a significant pipeline for the Ph.D. program. The percentage of minority students receiving undergraduate degrees in Communication has also grown from 8 percent in 2000-01, to 14 percent in 2005-06. These 72 graduates provide a base from which to recruit additional minority students for the graduate programs. The success of the program in attracting and graduating minority students will assist in diversifying faculty in departments of communication across the state.

Currently, the department's faculty is diverse in terms of gender (56 percent are female or 9 of 16) but not in terms of minority status. The national shortage of Communication Ph.D.s makes recruitment of minority faculty highly competitive. A doctoral program on a campus and in a city with rich diversity will enhance the department's ability to compete for and retain minority faculty members.

Evaluation from External Reviewers

The proposal was evaluated by two nationally respected scholars. Both reviewers strongly endorsed the proposed program. One reviewer stated, "The unit has a faculty that is unquestionably capable of delivering a high-quality doctoral program. In fact, the faculty is more capable and accomplished than those of many other departments in the discipline that are presently offering the Ph.D. In addition, doctoral study in Communication at UW-Milwaukee would help satisfy both regional and national needs for Ph.D.s." The other reviewer stated, "The evidence provided to me indicates that the university, department, community and students would benefit from creating this program. The department has a strong track record of productivity and graduate training. Many of the needed resources are in place. Given the nature of the job market, I think the graduates would have little difficulty finding employment." The

reviewers' suggestions for exercising vigilance to preserve the quality of the M.A. program, addressing the needs of part-time students, and ensuring that the graduates are prepared for teaching were well received and have been incorporated into the program plans.

Resource Needs

The proposed program requires the addition of five new courses. Two new faculty positions will be added for the Ph.D. program. Also, the program will add 10 half-time teaching assistantships in order to provide more support to students in the program. The budget also reflects the purchase of furniture, computers, and printers for these individuals in the categories of capital equipment and computing. The funding for these additional costs will come from reallocation of GPR dollars within the College of Letters and Science. The reallocation will be possible through funds generated by the elimination of two lecturer positions, increased tuition revenue from additional sections of basic and upper-level undergraduate courses, and fees from online instruction in undergraduate programs.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.d.(2), authorizing the implementation of the Ph.D. in Communication, UW-Milwaukee.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006).

Estimated Total Costs and Resources

(assumes costs increase 3% over previous year)

	FIRST YEAR 2007-2008		SECOND YEAR 2008-2009		THIRD YEAR 2009-2010	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.0	\$182,448	2.0	\$187,921	2.0	\$193,559
Non-instructional Academic/ Classified Staff	0.20	\$10,315	0.20	\$10,624	0.20	\$10,943
Non-personnel						
Supplies & Equipment		\$1,305		\$1,305		\$1,305
Subtotal		\$194,068		\$199,850		\$205,807
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.5	\$92,939	2.0	\$156,378	2.0	\$161,070
Graduate Assistants			2.5	\$79,223	5.0	\$163,200
Non-personnel						
Supplies & Equipment		\$3,000		\$3,000		\$3,000
Capital Equipment		\$2,000		\$9,000		
Computing		\$2,000		\$9,000		
Subtotal		\$99,939		\$256,601		\$327,270
TOTAL COSTS		\$294,007		\$456,451		\$533,077
CURRENT RESOURCES						
GPR		\$194,068		\$199,850		\$205,807
ADDITIONAL RESOURCES						
GPR Reallocation from College of Letters & Science faculty, fees, and tuition resources		\$99,939		\$256,601		\$327,270
TOTAL RESOURCES		\$294,007		\$456,451		\$533,077

The University of Wisconsin-Parkside
Charter School Contract Extension
21st Century Preparatory School

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with Racine Charter One, Inc., together with amendments to the contract, maintaining a charter school known as the 21st Century Preparatory School.

**UNIVERSITY OF WISCONSIN-PARKSIDE
CHARTER SCHOOL OFFICE
CONTRACT AMENDMENT WITH
RACINE CHARTER ONE, INC.**

EXECUTIVE SUMMARY

INTRODUCTION

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

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved nine charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children. In 2001, Wisconsin law was modified to allow the University of Wisconsin-Parkside to charter one public school within the Racine Unified School District. In 2002, UW-Parkside entered into a contract with Racine Charter One, Inc., to operate the 21st Century Preparatory School. The School was approved by the Board of Regents in March 2002 and has completed its fourth year of operation.

The Charter School Office at UW-Parkside and Chancellor Keating recommend that Racine Charter One, Inc., be granted a five-year extension to its charter to operate an independent public school known as the 21st Century Preparatory School. The charter contract is virtually identical to that used by other charter schools, including those authorized by UW-Milwaukee, and has been approved by the Legal Counsel at UW-Milwaukee. State law also requires that the Chancellor submit a report to the Legislature every two years on the performance of the charter school. The next report is due in fall 2007.

REQUESTED ACTION

Approval of Resolution I.1.e., authorizing the extension of the charter school contract with the Racine Charter One, Inc., to operate a public school known as the 21st Century Preparatory School.

BACKGROUND

UW-Parkside is authorized by Wis. Stat. 118.40 to charter one K-8 school within the Racine Unified School District. UW-Parkside is committed to providing quality educational services to the children residing within that district. To this end, the UW-Parkside Charter School Office was developed to carry out the University's oversight responsibilities under Wisconsin Statutes and is structured to cooperate with community organizations, parent groups, educators and other individuals who are committed to improving the quality of education in the

Racine area. Further, the mission of UW-Parkside includes research and the dissemination of knowledge that results from research on reforms in urban education.

In 2002, Racine Charter One, Inc., a not-for-profit corporation, opened the 21st Century Preparatory School at 1220 Mound Street, Racine, Wisconsin. The school is governed by a board of directors, which has 11 members who serve three-year staggered terms and represent community members and parents. The board is self-perpetuating in the non-profit model and receives no compensation.

The mission of the school is to offer a high quality education to children within the boundaries of the Racine Unified School District. The school uses the Core Knowledge curriculum along with the Direct Instruction approach to teach reading, language arts and mathematics. The school is located in a renovated printing plant, is handicapped accessible, and is located on two floors in the building. The school makes use of current technology and employs a full-time technology specialist. The building conforms to all codes and provides a safe and secure facility for children. Classroom sizes are slightly smaller than traditional classrooms with the design of keeping class size down to an average of 17 students per room.

For the first year of enrollment, the school began with three classes in each of the grades K-4. It has added a grade level each year and will achieve an enrollment capacity of 458 with three classrooms for each grade level at the start of the 2006-07 school year. Currently the school has waiting lists for enrollment and conducts an annual lottery for admission to the school.

The 21st Century Preparatory School has completed its fourth year of operation. For the first three years of operation, the School assessed students with the Wisconsin Concepts and Knowledge Exams (WCKE), a test administered in the 4th grade, and the Stanford 9 standardized achievement test for all grades on a fall/spring testing cycle. These test results, as well as the results of the Wisconsin 3rd grade Reading Test, are reported below.

The charter school is funded by revenues from the Wisconsin Department of Public Instruction (DPI) based on the previous year's statewide average for educating children in the state of Wisconsin. For the 2005-06 year this amount is \$7,400 for each child enrolled. The DPI reimburses the school quarterly based on enrollment headcounts provided by the school.

PROGRAM EVALUATION PROCESS

Schools must meet rigorous requirements in order to obtain and maintain a charter from a University of Wisconsin institution. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The decision to renew or non-renew a charter occurs at the end of the third year of operation (first semester of the fourth year) and is based on cumulative results. Renewal of a charter is based on evidence of meaningful progress on key measures of performance.

Like the UW-Milwaukee-authorized charter schools, the evaluation (accountability) process for the UW-Parkside charter school is based on continuous school improvement efforts.

The UW-Parkside Charter School Office (Office) evaluates the performance of the 21st Century Preparatory School in the areas of leadership, strategic planning, student, stakeholder and market focus, information and analysis, process management, and organizational performance results, as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program. Prior to its first year of operation, the School provided a strategic plan to the University, which specified the mission and vision of the school, identified the target population of students, and established strategic goals for the development of the school. The strategic plan must be resubmitted upon each revision and following each renewal of the initial term of the school's charter contract.

At the beginning of each school year, the School submits to the Office a school profile which provides general information about the school and its operations. No later than August 1 of each school year, a school accountability plan is also submitted for approval which sets forth, in measurable terms, goals for school improvement in the following school year. If the School has not made Adequate Yearly Progress (AYP) under "No Child Left Behind" (NCLB), as determined by the State of Wisconsin, this plan shall include a detailed description of the School's plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year. Further, no later than July 1 of each school year, the School submits a school performance report to the Charter School Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report includes a description of how the charter school is or is not meeting the State of Wisconsin's definition of AYP under the NCLB and, if the School has not made AYP in the past, a detailed description of the School's compliance with the responsive and/or corrective requirements of the NCLB in the prior year.

The decision to renew or not to renew a charter at the end of the third year is made at that time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Charters may be renewed for up to five years. A school may also be placed on probation and have the charter extended on a year-to-year basis. A charter may be allowed to lapse at the end of the approved period or in rare cases, where safety or critical educational concerns exist, terminated.

PROGRAM EVALUATION SUMMARY

As summarized above, the charter school contract outlines a process of assessment to determine how the school has achieved its stated outcomes and to determine a basis for consideration of the renewal of the contract to continue to operate as an independent charter school. The basic model for analysis is the information required by the Baldrige Model of continuous improvement. In addition, the UW-Parkside Charter School Office formed a team of reviewers consisting of three community members and four UW-Parkside professors to determine how well the school had achieved its stated goals and to make recommendations to the Chancellor for contract negotiations about potential renewal. The Evaluation Team's onsite review of the 21st Century Preparatory School was conducted in April 2006; their report is summarized below.

The Evaluation Team conducted meetings with the School's parents, teachers, administrators, and board of directors (in the Baldrige model these groups are called "stakeholders"). Additionally, team members visited classes to better understand the academic culture of the school.

General Culture of the School

The review team was impressed with the overall operation of the school and the commitment of all stakeholders to its successful operation. Classes were well run and the school met the general expectation of what a public school should look and operate like. The interior of the building is inviting, colorful, with a lot of artwork on display. Children move in orderly ways and on a whole the school operates in a successful manner. Students wear uniforms, blue for younger children and brown (khaki) for older students. The school has an extended school day beginning at 8:00 a.m. and concluding at 4:00 p.m., and an extended school year of 195 days versus the traditional 180-day year. Teachers have a 200 work-day calendar (as opposed to the standard 185-day contract). The school is staffed by fully certified personnel and follows standard educational organizational patterns (with the exception that the leader of the school is called the Executive Director, not the principal). The title of Executive Director implies a broader range of duties than the traditional role of principal.

Class size is generally in the 16-18 student range and plans are to keep it at that level. The school uses "looping" in the early grades (that is, the teacher stays with the same group of children for more than one year). Because the school has no gym, the YMCA provides physical education under a contract arrangement in which the students are bussed to an off-site location. After-school day-care is also available on-site for children whose parents pick them up later than the dismissal time. The school does not provide transportation and parents therefore drop off and pick up their children.

Leadership at the School

Stability in the 21st Century Preparatory School's leadership has been the biggest challenge for the school's operation. The founding Executive Director, who was well liked, left just before the third year of the school was to begin. While a representative of the school stepped up to serve in a leadership role this was always considered to be a temporary appointment by the staff, board and the interim herself. Additionally, the Curriculum Coordinator left to take another position during the school year. These two vacancies created a leadership vacuum that was identified by each of the school's stakeholder groups. A new Executive Director was hired in the summer of 2005 as well as a Dean of Students to work with the upper grades. The administration and the board both indicated the desire to hire a Curriculum Coordinator for the 2006-07 school year to complete the leadership team. The review team identified the retention of a unified leadership as critical to the school's future success.

The school's leadership challenge led to some communication problems that the school has worked hard to resolve. For example, teachers were not sure how certain changes in curriculum and schedules were determined or why changes were made in the math curriculum.

Likewise, the school's discipline policy surfaced in two separate documents each with different policies that created confusion for parents and teachers during the 2004-05 school year. A new policy was subsequently developed that seems to have clarified the issue. The school has worked hard to present clear and consistent policies and expectations to all of the school's stakeholders.

Student Achievement

The original application established very high expectations for academic achievement by students at the 21st Century Preparatory School. To measure achievement the school uses the state-mandated Wisconsin Concepts and Knowledge Exam (WCKE), and uses the Stanford 9 Achievement Test to monitor educational progress. The WCKE is administered in fall to all Wisconsin fourth-graders and the results are published in late spring of the same school year. The Stanford 9 is administered in fall and spring of each school year, and reports are prepared for each class in the subject areas of Reading, Language, Mathematics, Science and Social Studies. The Stanford 9 is administered at all grades (Grades 1-6) and thus presents a more comprehensive analysis of the overall academic performance of the school. The school also administers the statewide 3rd grade reading test.

An analysis of the Stanford 9 test results from the first three years of the school's operation was conducted by the Consulting Office for Research and Evaluation at the University of Wisconsin-Milwaukee. The methodology utilized a cohort analysis following students from the first year through the third year (the cohort consists of approximately 50 students who were tested both in the fall and spring of each year). A complete copy of this report is on file with the UW-Parkside Charter School Office. The report concluded the following: "Student performance was generally higher than the national norm from kindergarten through third grade, lower than the national norm in grades four and five, and higher than the national average in grade six, with general performance in kindergarten and first grade being statistically higher than the national norm."

This pattern of strong performance in the lower grades, followed by a decline in grades four and five and then an upturn in grade six, is evident in all the subject areas tested. Several explanations are possible for this variation in data: 1) instructional efforts in grades four and five have been inadequate; 2) the curriculum in these grades is not sufficient to keep pace with national standards; or 3) the students who were in the grade three and four cohorts had lower skill levels when they started the school. The school leadership is monitoring this issue carefully to increase the performance in grades four and five.

Test results from WCKE are for fourth grade only as the school will not have an eighth grade cohort until 2006-07. The results for the three years of operation suggest that the test performance in all subject areas fell below the state level for the advanced and proficient categories, with mathematics showing the most significant discrepancy. This information is consistent with the Stanford 9 testing which revealed below-average performance for the school's fourth graders. More detailed information is available at the UW-Parkside Charter School Office.

Test results from the 3rd Grade Reading test indicate that 21st Century Preparatory School (at 70% for 2005) falls below the statewide average (87.4% for 2005) for the combined advanced and proficient categories. While the school's reading scores are also below the average of Racine Unified School District as a whole (79.5%), they are similar to schools that are demographically comparable. The 21st Century Preparatory School is demographically comparable to three Racine Schools: Jerstad, Knapp, and Mitchell. The table below gives the results for those schools and 21st Century Preparatory.

	WCRT 3 rd Grade Advanced + Proficient		
	2003	2004	2005
21 st Prep	66.7%	74.5%	70.6%
Jerstad	71.2%	76.2%	70.9%
Knapp	75.7%	57.6%	73.2%
Mitchell	65.1%	76.1%	62.9%
Racine/all	73.3%	76.5%	79.5%
State	81.1%	84.9%	87.4%

While no significant conclusions can be drawn, it is reasonable to state that 21st Century Preparatory is slightly below the overall state performance but is similar to other schools in the Racine District.

The UW-Parkside Charter School Office feels confident that the use of the Stanford 9 assessment provides more insight into the achievement performance than the WCKE, because it has multiple points of assessment and tracks performance over time. For example, the Stanford 9 assessment results indicate that achievement issues are clearly tied to the school's fourth grade, since the Stanford data is positive in grades one, two and three, with performance getting back to above average in grade six. In response to the results from the standardized testing, both personnel and curricular changes have been adopted at the school. The school has changed its math curriculum to the Saxon Math Series, which the school believes is more aligned with state standards. Staff changes have been made in grades four and five. Additionally, the review team noted a major effort in reading in the early grades; a federal grant entitled "Reading First" has brought additional resources to the school to enhance its reading program. One review team member noted that a similar effort in math should be considered to impact the acquisition of math skills and concepts.

Finally, the school has also introduced a new test, MAP (Measurement of Academic Performance), which tests twice a year in each grade. The school moved to this because of the belief that it offered more information to teachers and could impact instruction more quickly than other tests. This is a computer-aided test that provides results within 72 hours. Additionally, this test is now being used in the Racine Unified School District, thus allowing for solid comparison of the 21st Century Preparatory School with district-wide data in the next few years. The UW-Parkside Charter School Office believes that the changes made by the school over the past four years demonstrate a solid capacity to respond to data and performance issues as required by the Baldrige model of continuous improvement.

Meetings with Stakeholder Groups

Teachers

In conducting its review, the review team met with several stakeholders groups. A group of the school's teachers identified two issues that were of concern: the leadership issue discussed above and the school's extended school day. Teachers were concerned that the longer day was hard on students as well as teachers. Teacher generally need to arrive around 7:30 and need time at the end of the day to prepare for the next day and with the time necessary for dismissal the day frequently doesn't end till 5:00 with planning work going home with them.

Teachers also expressed some concerns about staff fully understanding the mission of the school. Teachers who joined the school in the first year of operation were afforded a lot of training before the school year began on Direct Instruction and given team-planning time for curricular coordination. New teachers who arrived after the first year have not been afforded the same level of training and understanding of the mission of the school.

Parents

The review team met with a group of parents elected to an advisory council to the Executive Director. These parents expressed support for and satisfaction with the school's Core Knowledge curriculum, the practice of looping, the smaller class size, and the alternative provided by the school to other Racine Unified public schools. The group of parents also identified some concerns, including: turnover in leadership; the challenge of full inclusion of special education students for the school's staff; the discontinuation of foreign language and swimming lessons; and discipline issues. There were mixed feelings concerning the longer school day: some parents like it and some do not. These topics warrant further dialogue among all the stakeholder groups.

Board of Directors

The review team met with the board of directors and many points of pride surfaced. They have kept the school operating and are moving forward in a way that will demonstrate continuous improvement and support of staff development. Curricular implementation also was identified as an area of pride with the positive acceptance of the Core Curriculum and the use of Direct Instruction in reading and math. Challenges identified included the turnover in leadership and the student achievement data. Board members indicated that they worked with the school leadership when evaluating achievement data, especially the results in mathematics. Based on the results from the school's first two years of operation, it was determined that the math program was not well aligned with state standards and thus the test results were lower than expected. The math program was changed and a new curricular series (Saxon) was purchased and implemented during the 2005-06 school year. Teachers have expressed satisfaction with the new series.

The review team expressed its agreement with the board that the 21st Century Preparatory School is a work-in-progress and that attaining the original vision and culture of high standards for the school remained a goal.

Business Operations

The review team reviewed the practices of the school's business office. The school has been audited yearly since inception and has received successful reports for each year. Additionally, a review of state and federal revenue sources was conducted. The school has enjoyed support from a local corporation, the SC Johnson Fund, in financing the remodeling of the building. This review suggests that the school has developed sound business practices and that information and analysis for the board and Executive Director are meaningful and should support effective decision-making and managing of resources.

General Conclusions of the Review Team

The Review Team reached the following conclusions:

- The 21st Century Preparatory School is operating in a manner that the public would expect for a public school.
- The school offers a safe and secure environment.
- Stakeholders like the Core Knowledge curriculum.
- The school has an overall program that appeals to parents.
- The school has not achieved all of its goals but is making progress and has a planning process that addresses the challenges that the school must address.
- All stakeholders understand the importance of leadership for the school's future success.
- The school has been willing to make changes based on student achievement data; a new math curriculum is evidence of this.
- An achievement gap is especially apparent at the fourth and fifth grade levels of the school and the school needs to address this.
- A curricular effort in math seems warranted given the achievement test results, especially at the fourth and fifth grade.
- A review of stakeholder communication(s) needs to be considered to seek a more effective level of understanding of the decisions made by the board and administration.
- Retention of staff members who are committed to the mission of the school seems to be crucial and the board should consider a staff development program that promotes retention.

The review team recommended to the Chancellor that the charter school contract be renewed for five years. Members further recommended that several additional reports to be filed with the Charter School Office at UW-Parkside, including reports ensuring that the Baldrige criteria and strategic planning were being appropriately implemented, and that careful attention was being paid to stakeholder communication, organizational and leadership structures, as well as to the results of 2005-06 math achievement and the Reading First Grant. Finally, the review team recommended that in 2007-08, the Charter School Office should conduct a mini-review of the charter school using three educational professionals (certificated) reviewing, curriculum,

administration and student services. The Charter School Office and the School Board of Directors will mutually agree on the team membership. The review is intended to help focus the efforts of the school in preparing for its next contract review, which will be scheduled for 2009-10.

ELEMENTS OF THE CONTRACT

The contract amendment negotiated with Racine Charter One, Inc., meets all requirements of the UW-Parkside model charter school contract. Racine Charter One is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The framework of the contract and substantive modifications made by the amendment to the contract are as follows:

1. Article One – Definitions - Key terms of the contract.
(No substantive changes.)
2. Article Two – Parties, Authority and Responsibilities.
(No substantive changes.)
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: (a) school governance; (b) measuring student progress; (c) methods to attain educational goals; (d) licensure of professional personnel; (e) health and safety; (f) admissions; (g) discipline; (h) insurance standards and other topics. *(Section 3.1 (11) establishes specific requirements for financial reporting to the Office. Section 3.1(14) sets new requirements for insurance coverage and provides for the grantee to apply for coverage waivers for certain small business contractors.)*
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Parkside administrative fees, and financial reporting.
(No substantive changes.)
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.
(No substantive changes.)
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Parkside's oversight responsibilities.
(No substantive changes.)
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
(No substantive changes.)

8. Article Eight – Provision Facilitating UW-Parkside Research. This section sets forth the guidelines that UW-Parkside will use to conduct research into the concept of charter schools and their impact upon educational practice.
(No substantive changes.)
9. Article Nine – Revocation of Agreement by UW-Parkside. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Parkside. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).
(Section 9.1(1) grants the University the right to terminate the charter contract if the school fails to make adequate yearly progress for three consecutive years under the federal No Child Left Behind requirements of ESEA Title I).
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.
(No substantive changes.)
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.
(No Substantive changes.)

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).
Regent Resolution 8517 (March 8, 2002)

CHARTER SCHOOL CONTRACT

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

AND

RACINE CHARTER ONE, INC.
(d/b/a 21st Century Preparatory School)

CHARTER SCHOOL CONTRACT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
(d/b/a the University of Wisconsin-Parkside)
AND
RACINE CHARTER ONE, INC.
d/b/a 21st Century Preparatory School

This Contract is made by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Parkside), located at 900 Wood Road, P.O. Box 2000, Kenosha, Wisconsin 53141-2000, and Racine Charter One, Inc. (the “Grantee”), located at 1220 Mound Avenue, Racine, Wisconsin.

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

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

Whereas, on March 8, 2002, the Board of Regents of the University of Wisconsin System previously approved the Chancellor’s grant of a charter to the Grantee;

Whereas, the University of Wisconsin-Parkside has reviewed the performance of the Grantee and as a result of this review has recommended the renewal of the Grantee’s Charter School Contract for a period of five years commencing upon its current expiration on June 30, 2007;

Whereas, on _____, 2006, the Board of Regents has approved the Chancellor’s entering into this Contract with the Grantee for the continued operation of the Charter School; and

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

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

Whereas, the mission of the University of Wisconsin-Parkside includes research and the dissemination of knowledge that results from research on reforms in urban education; and

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

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

NOW THEREFORE,

- A. As contemplated under Wis. Stat. § 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Parkside), hereby establishes by charter the Charter School to be known as Racine Charter One, Inc. d/b/a 21st Century Preparatory School; and
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Parkside), hereby enters into this Contract with Racine Charter One, Inc. d/b/a 21st Century Preparatory School and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin – Parkside and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

ARTICLE ONE

DEFINITIONS

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

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

- (5) “Charter School” and “School” mean a school to be known as 21st Century Preparatory School, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,
 - (a) The first day shall be the day after the event, such as receipt of a notice, and
 - (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
- (8) “District” and “RUSD” means the Racine Unified School District, operating pursuant to Wis. Stat. ch. 120, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Grantee” means Racine Charter One, Inc. d/b/a 21st Century Preparatory School, a nonprofit, nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (10) “Parties” means the Board (d/b/a the University of Wisconsin-Parkside) and the Grantee, through their designated representatives.
- (11) “University” means the Board (d/b/a the University of Wisconsin-Parkside) and the Chancellor acting as the Board’s representative.
- (12) “School Board” means the Board of Directors of Racine Charter One, Inc.

ARTICLE TWO

PARTIES, AUTHORITY AND RESPONSIBILITIES

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

Section 2.2 The University.

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

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

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

ARTICLE THREE

OBLIGATIONS OF GRANTEE UNDER WISCONSIN STATUTES SECTION 118.40

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

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

President of the School Board, currently Mr. Gregory Anderegg, on behalf of Racine Charter One, Inc.

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

An Executive Director, currently Ms. K. Michele Clarke, who serves at the direction of the School Board, will be in charge of the Charter School's day-to-day operations. In the event there is a change in the Executive Director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change.

In addition to the Executive Director, the School will also have the following administrative team. An Academic Coordinator, currently Dr. Robert Morelan, who is responsible for creating and coordinating an appropriate curriculum for the students. A Coordinator of Student and Community Services, currently Karen Noble, who is charged with the responsibility to oversee and direct special education and other student and family services. A Dean of Students, currently Kimberly Branch, who is responsible for coordinating and overseeing student discipline and co-curricular and extra-curricular programs. An Office Manager, currently Doreen Daniels, who is charged with the financial accounting, human resources and data management and reporting. A Technology Coordinator, currently Richard Sanger, whose duties include overseeing all hardware, software and systems management within the school.

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

The School will serve grades K4 through 8. It will use a Curricular Instructional Model/Plan that interrelates state standards, curricular models to attain those standards, and instructional and assessment strategies aligned with those standards. The classroom structures will feature multi-age student grouping and teacher looping to promote prolonged relationships among teachers, students and parents. The primary instructional and curricular models used will be Direct Instruction and Core Knowledge. Direct Instruction provides a framework for teaching to mastery in reading, language arts and mathematics. Core Knowledge provides a framework for application of the skills acquired through Direct Instruction by integrating instruction in multiple disciplines, e.g., history, literature, writing, social sciences, visual and performing arts, music and science, around a specific theme, primarily a period in history. In addition, several specific research-based instructional strategies will be used to deliver the Core Knowledge and Direct Instruction materials and sequences at all grade levels, including (a) multiple intelligences strategies incorporated into assignments and lessons, (b) thematic instruction, and (c) cooperative learning.

- (4) The methods the School will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01, including a description of how pupils with disabilities will be served:

The School will use an instructional program that emphasizes mastery of skills in grades K4-8, with an emphasis on reading and math. Using a multi-age strategy that includes placing students in groups according to their academic need, the School will insure that students are instructed for enrichment and remedial needs in the various subject areas. Mastery Tests are built into the Direct Instruction and Core Knowledge programs to verify student progress within those programs in regular and continuous intervals. Criterion referenced tests like the Northwest Education Association Measures of Academic Progress (NWEA-MAP) will be used as the pre and post-test measures to assess student growth over time. The Wisconsin Reading Comprehension Test, Wisconsin Knowledge and Concepts Exam and the Terra Nova will be used in grades 3-8 to verify the instructional efficacy of the program with children, as required by the Wisconsin DPI. Teachers will also use rubrics and other authentic assessment tools to regularly evaluate student progress. Special education follows the full-inclusion model whereby all students are served within the regular classroom setting. Instruction, while modified based on the child's needs, is aimed at assisting children to accomplish the learning goals of the class. Special education staff along with a speech and language instructor and consultants in occupational therapy and psychology provide direct support to students and faculty. The School Social Worker and Dean of Students work closely with the Coordinator of Student and Community Services to see that all students are provided the services and support needed for success.

- (5) The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.01 will be measured:
- (a) The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office in such form as the District shall customarily transmit such data.
 - (b) With respect to examinations required under Wis. Stat. § 118.30(1r), the Parties hereby agree that, if the District's Board of School Directors shall develop or adopt any of its own examination(s) (in lieu of the Department's examination(s)) for administration to the District's pupils, the Charter School may elect to administer and transmit testing data for either the Department's or the District's examination(s). In that event, the Charter School shall provide the Office six months' notice of its plan to use such examination(s) and shall give the Chancellor a timely opportunity to comment on the intended change.
- (6) The governance structure of the School, including the method to be followed by the School Board to ensure parental involvement:

The School Board will be composed of 11 voting members who will be elected or appointed for three-year terms. Composition of the School Board will be designed to ensure that it has ample expertise to provide guidance to the School and staff on key issues related to education and operations. The School Board meets monthly and will establish, as necessary, standing or ad hoc committees to address particular areas of importance, or specific issues as they arise. The School Board will consist of: Parents (3); Educational professionals with extensive backgrounds in education administration, practice, and leadership (2); and the balance Community leaders from business, public and non-profit sectors who have financial, human resources, legal and operations experience (6). The Chancellor of UW-Parkside, or his/her representative, will participate in a non-voting capacity. All School Board members will be elected by the board of directors following a recommendation of a board nominating committee which will be appointed by the president of the School Board.

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

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department. Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the Charter School is not subject to requirements arising in connection with Wis. Stat. §§ 118.40(7)(a) and 118.40(7)(am).

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

The Health and Safety plan is attached as Appendix C and incorporated herein. The Charter School shall also comply with all Applicable Laws. In addition, Wis. Stat. § 118.32, which prohibits a strip search of a pupil, shall apply to the Charter School.

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

The Charter School will not discriminate in its admission policies or practices, or deny participation in any program or activity on the basis of a student's race, religion, national origin, ancestry, or physical, mental, emotional or learning ability. The recruitment and admissions process will seek to produce a student body that reflects the community as a whole and is culturally and economically diverse and inclusive of children at risk.

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

The School shall be open to any age-appropriate students living within the RUSD boundaries. The School's admission process will follow the following process:

- Applications for admission will be distributed prior to and accepted up to a published application deadline.
- Following the application deadline, if the number of applications exceeds the number of seats available, a lottery will be held to determine acceptance. Special attention will be paid to grade level balance and enrollment caps will be set and made public for grade level enrollments.
- Preference will be given to children who have a sibling enrolled in the school and children whose parents are employees. If a number is drawn in the lottery for an applicant with sibling(s) who are also applying, the sibling(s) will be immediately placed in their respective grade(s), if room permits.
- The lottery will continue until all seats are filled and a waiting list order has been established.
- The lottery meeting will be open to the public.
- Letters will be sent to all applicants within one week of the lottery.
- Applications will be accepted after the deadline if space permits.
- Waiting lists will not be carried over from year to year.
- The lottery shall take place no later than 30 days prior to the start of each academic year.

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

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

(a) Total Revenue

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

(b) Total Expenditures

- (1) Instruction
- (2) Pupil services including special education
- (3) Instructional support including curriculum development, library/media and faculty/staff development
- (4) School Board
- (5) Administration
- (6) Facilities
- (7) Transportation
- (8) Food service
- (9) Debt service
- (10) Uncategorized

(12) The procedures for disciplining students:

The Student Discipline Rules and Procedures are attached as Appendix D and incorporated herein. In addition, Wis. Stat. § 118.31, which prohibits corporal punishment of pupils, shall apply to the Charter School.

(13) The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School: Under Wis. Stat. § 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District's schools.

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

The School is located on property at 1220 Mound Avenue, with 24 classrooms, library, theatre, technology center, administration offices, art and music rooms, cafeteria and a playground.

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

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

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Fidelity Bond Coverage (for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)	
Limit per Loss	\$500,000
B. Worker's Compensation	
Worker's Compensation	Statutory Coverage
Employer's Liability Limits:	
Bodily Injury by Accident	\$100,000 each accident
Bodily Injury by Disease	\$500,000 policy limit
Bodily Injury by Disease	\$100,000 each employee
C. Commercial General Liability (which must delete any X, C, and U exclusions and must include coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment)	
Each Occurrence Limit	\$1,000,000
Personal & Advertising	\$1,000,000
General Aggregate	\$3,000,000
Products-Completed	
Operations Aggregate	\$3,000,000
Medical Expense	\$5,000
D. Auto Liability	
Combined Single Limit	\$1,000,000 each accident
E. Umbrella (providing excess employer's liability, general liability and auto liability coverage)	
Each Occurrence Limit	\$5,000,000
General Aggregate Limit	\$5,000,000

F. School Leader's Errors & Omissions/Educator's Legal Liability

Aggregate Limit	\$2,000,000
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The "Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Parkside" shall be named as an additional insured under the insurance policies described in section C above. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year; specifically, the certificate holder shall be the UWM Office of Charter Schools, L119 Tallent Hall 900 Wood Road, P.O. Box 2000, Kenosha, WI 53141-2000. Under no circumstances is the Board's right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

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

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

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

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

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

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

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

Section 3.3 Tuition. To the extent provided in Wis. Stat. § 118.40 *et seq.*, the Charter School shall not charge tuition.

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

ARTICLE FOUR

ADDITIONAL OBLIGATIONS OF THE GRANTEE

The Grantee hereby covenants to undertake the following:

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

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

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, the Grantee shall cooperate with those actions and comply with those requirements. In particular, the Grantee agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the No Child Left Behind Act of 2001 (the “NCLB”) and its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the Grantee is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

Section 4.2 Non-profit Status. The Charter School shall be created, maintained, and operated by the Grantee, a nonstock corporation created under chapter 181, Wisconsin Statutes. The Grantee shall provide to the Office documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. The Grantee shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, as the Chancellor requests, provide the Office documentary evidence that confirms its good standing and its nonstock status. The Grantee shall apply for and obtain tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986.

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

Section 4.4 Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements regarding certification and qualifications of employees of public schools, including but not limited to, Wis. Stat. § 118.19 and Wis. Stat. § 121.02. The Grantee shall provide to the Office a copy of all faculty and staff certification reports filed with the Department, including but not limited to the Fall Staff Report (Report No. PI-

1202), showing that such personnel are licensed as required by this section or have applied for licensure from the Department. The Grantee or its designee shall make available to the Office, upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

Section 4.5 [Omitted.]

Section 4.6 Administrative Fee.

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

Section 4.7 Student Activities and Rental Fees.

- (1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may

not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.

- (2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall profit from the sale of uniforms to pupils.

Section 4.8 [Omitted.]

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

Section 4.10 Access to Charter School Records. Subject to Applicable Law, the Grantee shall grant any designee(s) of the Chancellor upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records and reports submitted by the Grantee to the Department, at any time within normal business hours during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the staff of said school. The Grantee also agrees to provide the Office with a copy of any and all Charter School records and documents within two (2) weeks of any reasonable request. To the extent that the Charter School provides any Charter School records to the University that are protected by privacy or confidentiality laws, the University agrees to abide by such laws as are applicable to the Charter School and not to disclose such records to any third party, except as required by law.

Section 4.11 Financial Reports. As required under Section 3.1(11) of this Contract, the Grantee shall submit audited financial statements of the Charter School's operation, including an audited report of the Charter School's revenues and expenditures in each of the categories and subcategories listed in Section 3.1(11), the auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with "Generally Accepted Accounting Principles" [GAAP]. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies' expenditures on behalf of the Charter School.

Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the Office no later than the prior June 1 and shall be subject to the approval of the

Chancellor or Chancellor's designee. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar shall be deemed approved 30 days after submission to the Office.

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

Section 4.14 Authorization for Release of Department Reports. The Grantee hereby authorizes the Department to disclose and/or transmit to the Office upon the Office's request any information, data, or reports filed by the Grantee with the Department. Reports submitted by the Grantee to the Department include but are not limited to the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

ARTICLE FIVE

JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

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

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

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

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

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

Section 5.3 Performance Evaluation.

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

must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract.

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

ARTICLE SIX

NOTICES, REPORTS AND INSPECTIONS

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

Section 6.2 Other Notices.

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

- (3) Legal Actions. The Charter School shall immediately report to the Office any litigation or formal legal proceedings in which the Charter School is a party or alleging violation of any Applicable Law with respect to the Charter School.
- Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office shall reasonably deem necessary to confirm compliance by the Grantee and the Charter School with the terms and conditions of this Contract.
- Section 6.4 [Omitted.]

ARTICLE SEVEN

MISCELLANEOUS PROVISIONS

- Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.
- Section 7.2 Code of Ethics. A member of the School Board and any of the officers of the Grantee directly involved in the implementation of the terms and conditions of this Contract (together “the board members”) shall be subject to the following code of ethics:
- “Anything of value” means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not include compensation paid by the Grantee for the services of a board member, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.
- “Immediate family” means a board member’s spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.
- (1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain anything of substantial value for the private benefit of the board member, his or her immediate family, or any organization with which the board member is associated.
- (2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.

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

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

Section 7.4 Copies of Certain Documents. The Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate and (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin. The Chancellor reserves the right to review and approve the sufficiency of such documents.

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

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

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

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

ARTICLE EIGHT

PROVISIONS FACILITATING UNIVERSITY RESEARCH

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

- (1) Surveys. The University may survey individuals and groups (including but not limited to, parents, students, teachers, board members, others involved in the governance of the Charter School, and the public) concerning the performance of the Charter School, provided that such surveying (i) shall be done at the University's sole expense and (ii) shall not materially interfere with the orderly and efficient operation of the Charter School. The Grantee agrees to cooperate with the University's efforts to conduct such surveys. Employment contracts with teachers employed at the Charter School shall specify that they shall cooperate with such surveys.
- (2) Pupil Testing. The University may seek to administer to each pupil of the Charter School (other than kindergarten pupils), in connection with the pupil's first enrolling in the Charter School, a one-time examination designated by the University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School. The results of any such examination shall be promptly shared with the Grantee.
- (3) Parent/Guardian Evaluation Participation. The University may ask the parent and/or legal guardian of a pupil enrolled in the Charter School to participate in an evaluation or research, which may include their participation in an interview or

responding to a questionnaire, about the performance of the Charter School. The Grantee shall use its good offices to urge that the parent and/or legal guardian to participate in such evaluation or research process, subject to their consent.

- (4) Research Observers. The Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School. Costs and expenses incurred for the evaluation activities of such observers shall be reimbursed to the University as part of the reimbursement owing under Section 4.6 of this Contract.

ARTICLE NINE

REVOCATION OF CONTRACT BY THE UNIVERSITY

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

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, or have failed to achieve AYP, as determined by the State of Wisconsin, pursuant to the federal NCLB, for 3 consecutive years;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;
- (4) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (5) The Charter School has failed materially to comply with Applicable Law;
- (6) The Charter School has violated Wis. Stat. § 118.40 *et seq.*;
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (8) The Grantee fails to submit the documentation required in section 7.4 of this Contract and is, therefore, unable to commence operations, or the Grantee fails to commence operation of its Charter School by September 15 following initial grant of its Charter.

Section 9.2 Procedures for the University's Revocation.

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

Section 9.3 General Termination or Nonrenewal Procedures.

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

statement of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, which must be received by the Office within 120 days after the end of the Grantee's final school year.

- (2) Records Retention. Upon termination or nonrenewal of this Contract, the Grantee shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period and the contractual retention requirements as described below, whichever is longer, the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
 - (a) Administrative and Personnel Records. Upon termination or nonrenewal of this Contract, the records custodian will maintain a copy of the School's administrative records, including personnel records, and will provide copies of such records to third parties as required by law or otherwise appropriately requested for a period of not less than six (6) years.
 - (b) Student Records. Upon termination or nonrenewal of this Contract, the Grantee shall provide the Office and the Department with a list of pupil names and their contact information, along with the name of the school to which each pupil is transferring, if known. The records custodian shall transfer a copy of the pupil records, as defined in Wis. Stat. § 118.125, to the school to which each pupil is transferring. The records custodian shall also maintain a copy of pupil records in accordance with Wis. Stat. § 118.125(3).
- (3) Financial Obligations/Asset Distribution. Upon notification of termination or nonrenewal of this Contract and dissolution of the Charter School, the Grantee shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall implement a procedure for limiting all expenditures to those that are reasonable and necessary for the ongoing day-to-day operations of the Charter School, such as preauthorized payroll expenses, utilities, rent and insurance. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall provide the Office and the Department with an inventory of any property or equipment purchased, in whole or in part, with state or federal funds. Following any disposition required by state or federal law, and following the satisfaction of the creditors, the trustee shall distribute any remaining property and equipment purchased with state or federal funds to other University-chartered Charter Schools.

ARTICLE TEN

TERMINATION BY THE GRANTEE

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

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

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

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

- (b) If such results of the review and the Chancellor's determination are not delivered to the Grantee in writing within 30 days after the Chancellor receives the Grantee's notice, the Grantee's notice shall be deemed an approved basis for termination.
- (3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in the Grantee's notice under Section 10.2(l).

Section 10.3. [Omitted.]

Section 10.4. General Termination and Nonrenewal Procedures. The requirements set forth in Section 9.3 above shall be applicable to a termination of contract under this Article Ten.

ARTICLE ELEVEN

TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on July 1 following its execution and shall continue for a period of five years. During the third full year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least 3 months prior to the beginning of the third full year of the operation of the Charter School. The University shall complete the review and shall issue a written report by the end of the third full year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with the Grantee.

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

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

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

Appendix B: Statement of Anticipated Performance Measures and Required Reports

Appendix C: Health and Safety Plan

Appendix D: Student Discipline Rules and Procedures

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

- Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, the Grantee shall hold harmless and indemnify the University against any and all liability, claims, demands, and causes of action (including reasonable attorneys fees) which arise out of, occur in connection with or are in any way incident to the Grantee, its contractors, subcontractors or agents' performance of obligations under this Contract.
- Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.
- Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.
- Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.
- Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.
- Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.
- Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

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

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

To Grantee:

Executive Director
21st Century Preparatory School
1220 Mound Avenue
Racine, WI 53404

with a copy to:

Gregory Anderegg
c/o SC Johnson & Son, Inc.
1525 Howe Street
Racine, WI 53403

with a copy to:

Jeffrey Leavell, Esq.
723 S. Main Street
Racine, WI 53403

To Office:

Director
UWP Office of Charter Schools
L119 Tallent Hall
900 Wood Road
P.O. Box 2000
Kenosha, WI 53141-2000

with a copy to:

Director
UWM Office of Legal Affairs
Chapman Hall 380
P.O. Box 413
Milwaukee, WI 53201

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

the United States Postal Service, if made by certified mail with return receipt requested.

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

FOR GRANTEE:

FOR THE UNIVERSITY:

Name: Gregory Anderegg

Name

President, Racine Charter One, Inc. d/b/a,
21st Century Preparatory School.

Title

Chancellor

Title

Date

Date

APPENDIX A

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



PART 4 Miscellaneous Liability Issues

Subject: Vendor Certificates of Insurance

1. Purpose:

When an institution contracts with a vendor for materials, equipment, supplies, or services, that vendor's activities and the goods provided create an inherent liability risk to the institution. The goal of this program is to protect the institution from loss or exposure to loss resulting from any negligence on the part of an under/uninsured vendor who furnishes services to the institution. By obtaining an appropriate certificate of insurance and maintaining a current certificate of insurance on file, for a high risk procurement, the institution has evidence that insurance has been obtained which transfers risks associated with the business relationship with the vendor from the institution to the insurer.

This document reinforces and adds to policy as established under State Procurement PRO-D-34. Due to the uniqueness of some services provided to the UW System, System Risk Management has added six additional high risk services to the ones listed in PRO-D-34. These high risk service vendors are **required** to meet the certificate requirements as specified in PRO-D-34 and in this document for the additional service vendors.

2. Definitions:

Certificate of Insurance: A document issued by an insurer which evidences that an insurance policy exists and provides information such as insurer, insurance agency, insured, types of insurance, policy numbers, effective dates, limits, certificate holder, cancellation procedure, special Provisions, e.g., additional insured, and the name of the representative authorizing the policy.

High Risk Services Procurement: Means a contract or procurement that significantly increases the possibility of loss or exposure to loss to the University System from a third party.

Additional Insured: Affords the Board of Regents coverage under the vendor's policy including defense should the Board be sued based on the actions of the vendor.

Minimum Limits: Minimum specified limits must be received unless prior approval is received by the Purchasing Director. These limits may be reached by combining a commercial general liability policy limit with an umbrella policy limit. For example, a vendor may have a general/automobile liability policy with a \$500,000 limit and a \$1,000,000 umbrella. This total meets a \$1,000,000 general/automobile/umbrella requirement.

3. Vendors Insurance Program:

The Standard Limits are the minimum acceptable for any vendor, but there are specific requirements for vendors of high risk services that supersede the Standard Limits. Please

refer to PRO-D-34 and this document before specifying vendor coverage requirements. If commodity purchase requires installation of heavy equipment, contact Risk Management.

The following are criteria and a list of high risk services.

CRITERIA OF HIGH RISK SERVICES:

- Service presents a severe risk of injury or death to students, faculty, staff, and visitors.
- Service presents a severe risk of extensive property damage to institutionally or privately owned property.
- Service has a history of negligently causing injury or damage to property.
- Likelihood is great the service provider will have difficulty procuring and maintaining insurance because of the hazards of the work.

HIGH RISK SERVICES:

Air Charter

Ambulance Service

Asbestos Abatement Contractors

Building Remodeling and Construction

Custodial Services*

Day Care*

Elevator Maintenance

Manual Food Service*

Medical Services

Recreational Services/High Risk Entertainment-Speakers*

Refuse Transportation and Disposal

Security*

Transportation Services (of people)

Travel Services* (tours, agencies)

*** Denotes High Risk Service Vendors requirement unique to the UW System.**

HIGH RISK services, other than the above, are to be evaluated on a case-by-case basis.

The following pages delineate the requirements for each class of vendor and provide a list of vendor types for each class. Judgment must be used by the contract manager when dealing with vendors that are not specified on these pages.

Attention must be paid to the various outside contractors who service the institutions with respect to their insurance protection. Failure to monitor this exposure by the contract manager may result in substantial losses for the institution.

Certificates are required for all service vendors, however, high risk service vendors require receipt of the certificate and continued renewal of the certificate while the

contract exists. Internal audit will periodically sample the service contracts to ensure compliance.

4. Cancellation:

If a certificate of insurance is not received prior to issuance of the Purchase Order or is incomplete, notice should be given to the vendor indicating the certificate must be received by the contract administrator, via certified mail within 15 days or the contract will be canceled. See sample letter shown in Appendix 1. Receipt of one certificate from the vendor is all that is necessary for that one year, if the institution has multiple contracts with the vendor. However, the vendor must send a renewal each year or cancellation should take place. Appendix 2 is a sample letter for noncompliance after the 15 day period.

5. Procedures:

Specific procedures for the evaluation of vendor certificates of insurance exist at each institution and at the System level. System Risk Management considers the Additional Insured Provision an important condition to be stated on the certificate, especially with regards to our high risk service vendors. The following requirements may be used by the institutions as minimal guidelines and additional guidance may be obtained from System Risk Management as necessary.

Categories for high risk services require a certificate of insurance be in the contract administrator's possession before the purchase order is issued.

Standard Limits (Non High Risk Service Vendors)

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	Statutory Limits
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Additional Insured Provision:	

The contractor shall add the "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Limits For High Risk Service Vendors

Air Charter

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Aircraft Liability	
Piston	\$5,000,000
Jet	\$25,000,000
D. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general and aircraft liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Ambulance Service

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$2,000,000
D. Professional Liability Insurance	\$2,000,000
E. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general, automobile, and professional liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Asbestos Abatement

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Contractor's Pollution Liability Insurance	
(With one year extended reporting period.)	
Each Occurrence	\$1,000,000
Aggregate	\$2,000,000

E. Additional Insured Provision:

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general and contractor's pollution liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Building Remodeling and Construction

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. <i>If hazardous substance is involved:</i>	
Contractor's Pollution Liability	
(With one year extended reporting period.)	
Each Occurrence	\$1,000,000
Aggregate	\$2,000,000

E. Additional Insured Provision:

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general, automobile and contractor's pollution liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Custodial Services

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000

D. Additional Insured Provision:

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Day Care

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Elevator Maintenance - This applies to all passenger and freight elevators.

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Manual Food Service - All contracts

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
Fire Legal	\$100,000
C. Liquor Liability (When applicable)	\$1,000,000
D. Automobile Liability Combined Single Limit	\$1,000,000
E. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Medical Services (including optical and laboratory) - This applies to all contracted medical services including, but not limited to, assisted physician services, laboratory equipment maintenance and patient testing.

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Professional Liability Insurance (malpractice)	\$2,000,000
E. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general, automobile and professional liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Recreational Services/High Risk Entertainment-Speakers - This applies to a broad range of contracted services including, but not limited to, golf course management, carnival activities, pyrotechnical displays, audience participation activities, third parties hosting camps and clinics at our institutions, controversial speakers, and the like.

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$2,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$1,000,000
D. Umbrella Liability	\$1,000,000
E. Additional Insured Provision:	

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Refuse Transportation and Disposal

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000

- C. Automobile Liability
- | | |
|-----------------------|-------------|
| Combined Single Limit | \$1,000,000 |
|-----------------------|-------------|
- D. Contractor's Pollution Liability (with 1 year extended reporting period)
- | | |
|-----------------|-------------|
| Each Occurrence | \$1,000,000 |
| Aggregate | \$2,000,000 |
- E. Additional Insured Provision:
- The vendor shall add the, "The State of Wisconsin, its officers, employees, and agents" as an additional insured under the commercial general and contractor's pollution liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Security

- | <u>Coverage Type</u> | <u>Minimum Limit</u> |
|---|----------------------|
| A. Worker's Compensation | REQ'D NO EXCEPTIONS |
| B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO | \$1,000,000 |
| Each Occurrence | \$1,000,000 |
| C. Automobile Liability Combined Single Limit | \$1,000,000 |
| D. Professional Liability Insurance | \$1,000,000 |
| E. Additional Insured Provision: | |
| The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy. | |

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Transportation - *This applies primarily to the transport of people. If air transport see Air Charter.*

- | <u>Coverage Type</u> | <u>Minimum Limit</u> |
|--|----------------------|
| A. Worker's Compensation | REQ'D NO EXCEPTIONS |
| B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO | \$1,000,000 |
| Each Occurrence | \$1,000,000 |
| C. Automobile Liability Combined Single Limit | |
| Wisconsin Combined Single Limit | \$2,000,000 |
| Interstate Combined Single Limit | \$5,000,000 |
| D. Additional Insured Provision: | |
| The contractor shall add the, "Board of Regents of the University of | |

Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general and automobile liability policies.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

Travel Services: *Tour Operators and Agencies - This applies to any organization that makes travel arrangements, including travel services, tour operators, etc., on our behalf.*

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Worker's Compensation	REQ'D NO EXCEPTIONS
B. Commercial General Liability Gen. Aggr. Incl. Prdts/CO	\$1,000,000
Each Occurrence	\$1,000,000
C. Automobile Liability Combined Single Limit	\$2,000,000
D. Professional Liability Insurance	**
(** not required but may be a consideration if bids are comparable and a bidder has the coverage.)	

E. Additional Insured Provision:

The contractor shall add the, "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" as an additional insured under the commercial general liability policy.

In addition to these coverages the contract must contain **all** of the clauses listed under the Special Terms and Conditions for the UW System.

6. Special Terms and Conditions

* On notification of award and prior to issuance of a contract, the contractor (vendor) shall provide the University a Certificate of Insurance with the required coverage and limits of insurance issued by an insurance company that has an AM Best Rating of A-, is licensed to do business in the State of Wisconsin, and signed by an authorized agent.

* All policies of insurance shall contain a covenant requiring sixty (60) days written notice by the insurer and sent certified mail to the contract administrator at the specific institution, before cancellation, reduction or other modifications of coverage. The insurance certificate shall be for the initial contract period of one (1) year and shall be renewed by the contractor for each subsequent renewal period of the contract.

* In the event of non-renewal, cancellation, or expiration, the contractor shall provide the University evidence of the new source(s) of required insurance within twenty-one (21) calendar days after the University's receipt of the sixty (60) day notice. Failure to maintain the required insurance in force may be cause for contract termination.

* In the event that the contractor fails to maintain and keep in force the insurance herein required, the University shall have the right to cancel and terminate the contract without notice.

* The contractor agrees to indemnify, defend and hold harmless the Board of Regents of the University of Wisconsin System, its officers, employees and agents from and against any and all claims, losses, liability, costs or expenses (hereinafter collectively referred to as "claims") occurring in connection with or in any way incidental to or arising out of the occupancy, use, service, operations or performance of work in connection with this contract, but only to the extent that such claims are caused by or result from the negligence, misconduct or other fault of the contractor, its agents, employees, subcontractors or contractors.

APPENDIX B

Statement of Anticipated Performance Measures and Required Reports

Date	Requirement Item
07/01	Annual School Accountability Progress Report
07/01	Annual School Calendar
07/01	Initial Building Title/Lease <i>(Provide again if changes are made)</i>
07/01	Insurance Coverage Summary/Certificate Coverage Period:
07/01	Internal Revenue Code 501(c)(3) <i>(Provide again if changes are made)</i> , and Non-Stock Corporation Organization Bylaws <i>(Provide again if changes are made)</i>
07/01	PI-3200 Special Education Plan: Part I – Assurances, Part II – Narrative Part III – Certification & Entitlement
07/01	PI-9550 ESEA Consolidated <u>Application</u> : Title I, Title II, Title III, Title IV, Title V Federal Funds
08/01	Strategic Plan Initial: <i>(Provide updates whenever plan is modified)</i>
08/01	Annual School Accountability Plan
10/30	Annual Financial Audit
10/01	Staff Background Check Letter
10/01	PI-1567-A, Third Friday in September Enrollment Report and Enrollment by Grade Showing Number of Students and FTE, Enrollment ____, FTE ____
10/31	School Performance Report
11/11	First Quarter Administrative Fee Payment
12/16	PI-1202 Fall Staff Report – Note: Due date changed as DPI completion dates are 11/11 – 12/15
12/31	Second Quarter Administrative Fee Payment
12/31	PI-2197-A Federal Collection: Special Education Child Count
02/01	PI-1567-B Second Friday January Pupil Count Report
03/31	PI-1215 Course Offerings (High Schools Only)
04/01	Next School Year Calendar
04/15	Third Quarter Administrative Fee Payment
04/15	WKCE Test Results: Data, ID Code and ID Code Verification
06/01	Projected Budget for Coming Year
06/01	Initial Building Occupancy <i>(Provide update if modified)</i>
06/15	Fourth Quarter Administrative Fee Payment
06/30	Current Board Membership Listing; Board Minutes <i>within 45 days of publishing</i>

APPENDIX C

Health and Safety of Students

HEALTH

Emergency

In the event of an emergency requiring immediate medical treatment, the child may be transported by ambulance; in that case the child will be accompanied by a school staff member. The parent or guardian will immediately be contacted regarding the medical situation of the child and the location to which the child is being transported.

Immunizations

Each child will be required to comply with the Wisconsin state requirements for student immunizations prior to attendance at the 21st Century School of Learning.

All student immunization records are on file in the school office as well as appropriate immunization and testing records for all teachers and administrators. Parents failing to provide immunization records are notified in writing by US Mail of the deadline for these records; when necessary the School Nurse makes phone calls to the parents or guardian. Families that remain non-compliant are referred by the School to the local health department and the appropriate law enforcement authority in accordance with Health and Family Services regulations.

Insurance

The 21st Century Preparatory School does not carry health insurance covering students. In view of this, parents may wish to review their own health insurance policies.

Accidents

Every accident in the school building or on school grounds, whether before, during or in after school activities, must be reported immediately to the person in charge and the school secretary. First aid will be given by the school nurse or other qualified person. School staff are required to fully report all accidents and create a written record of such accidents.

Medication Policy

Medication administered in school MUST HAVE:

- Written order from a physician
- Child's full name on the container
- Name of drug and dosage
- Time drug is to be given
- Physician's name
- Written permission from parent or guardian
- Medication will be taken by the child at the designated time, supervised by Authorized personnel.
- Limited quantities of any medication should be kept at school.

- All medication administered at school will be stored in a locked drawer, cabinet or file.
- Parents must notify school when the drug is discontinued, and the dosage or time is changed. If the medication is resumed, a new order must be received.
- No aspirin or other over the counter medication will be administered to children unless the guidelines listed above are followed.

Nursing Services

Nursing services are provided 20 hours per week at the school. If a student feels ill during class time, he/she must get a pass to the office from the teacher and will be sent to the nurse's office. The nurse keeps a record of all student complaints of illness or injury. If it is advised that the student leave school due to illness the office will call the parent. Students may not use the phone to obtain permission to leave school. A school office staff member will dismiss students only to individuals identified on the emergency card. When the nurse is not present, qualified staff to assist students are at the reception desk.

Smoking

Under Wisconsin law, minors can be cited for possession of tobacco products. Based on the law, smoking is prohibited on school grounds.

SAFETY

Bicycles

All bicycles should have their own locks and licenses. Bicycles must be parked in the racks provided. Bicyclists must know and obey all applicable laws. Bicycles are not to be ridden on the school lawns or in the parking lot. The school cannot be held responsible for damage or theft of parts when bicycles are parked on the school grounds.

Fire Drill

At the sound of the fire alarm (steady tone on buzzer) every person must leave the building. Exit directions for fire drills are posted in every room near the door. All entrances should be cleared to make way for fire fighters in case of a real emergency. The following rules have been established for fire drills:

- Cease work immediately upon the sound of the alarm.
- Pass QUIETLY in an orderly manner out of the building.
- Remain in distinct lines on the walks.
- See that all entrances are cleared.
- Close classroom doors.
- An announcement or bell will signal the end of the drill.

Halls and Playground Areas

During the school day the hallway areas and playground areas will be continuously monitored to ensure that no unauthorized individuals are present on the property.

Harassment

The 21st Century Preparatory School Board prohibits harassment of students and staff. Students, parents and staff have a right to be in a school environment that is free from all forms of harassment, including sexual harassment, and that anyone who engages in harassing behavior will be disciplined.

Name Tags

Each child will be required to have a picture id name tag worn around their necks at all times. This will allow the school staff members to immediately identify any unauthorized visitors to the school. Additionally, this measure will allow staff members to quickly identify the students in the event of accidents or altercations.

Playground

The playground is located in a secure area, free of traffic and accessible only from inside the school building. At all times the children are out of doors the children will be monitored by adult staff members. All injuries, accidents or fights will be immediately dealt with by the staff and a report will be generated. The staff is additionally responsible for ensuring no uninvited visitors enter the playground and reporting any suspicion looking activity.

Non-Discrimination Policy

The 21st Century Preparatory School Board does not discriminate on the basis of national origin, ancestry, race, color, creed, sex, age, disability, physical appearance, sexual orientation, religion, pregnancy, marital or parental status, or political affiliation in its educational programs, related activities (including School- Community Recreation) and employment practices.

If a student believes that he/she has been discriminated against, he/she may make a claim that his/her rights have been denied. A student may obtain a copy of the grievance procedure and receive assistance in filing a complaint by contacting the Executive Director, who serves as the TITLE IX/AFFIRMATIVE ACTION COORDINATOR for the school.

Tornado Drill

Intermittent fire alarm buzzer will indicate tornado drills. Before a drill is held, the teacher will notify students of the group's designated area of safety. When a drill is held follow these procedures:

- Go to the designated area in an orderly fashion walking on the right-hand side of the hallway.
- Absolutely no talking is allowed during the drill.
- Leave books and supplies in room - do not take them with you.
- An announcement or bell will signal the end of the drill.

Violence Policy

Violence is any word, look, or sign that threatens or hurts a person's body, feelings, or things. No one is entitled to be violent. No form of violence will be tolerated from anybody at school, on school-sponsored transportation, or at school-sponsored activities away from school. The goal is to maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning.

Visitors

All visitors to the School are required to sign in at the main office. Upon signing in at the office the visitor will be issued a wearable visitor pass. On exiting the school the pass will be returned and the individual will be required to sign out.

Appendix D

Student Discipline Rules and Procedures

The School will adhere to all applicable Federal and State laws governing student discipline, suspension and expulsion. The School's current Discipline Plan contained in the Parent/Student Handbook for 2006-2007, which is subject to regular revision by the School, is reproduced below in italics for reference purposes.

21st Century Preparatory School Philosophy on Discipline

21st Century Preparatory School is committed to creating a safe, student-centered environment where children are valued, grow and reach their full potential. Members of the 21st CPS learning community are expected to be respectful of each other and of the community and act in the best interest of the safety and well being of themselves and others.

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment and consideration for the rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self discipline. When self-control falters and self-discipline fails, disciplinary forces from outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

Student Expectations

Students are expected to make positive contributions to the learning environment. Any behaviors that detract from the learning environment are not permitted. All behaviors that enhance and encourage a positive learning environment are appreciated as an example of how we can learn from each other. In particular:

- *All 21st Century Preparatory School students are expected to conduct themselves in a manner consistent with the values of the school, and to work in cooperation with all members of the school community to contribute positively to the educational atmosphere of the school.*
- *Student behavior should always reflect a seriousness of purpose and a cooperative attitude, both in and out of the classroom.*
- *Students are obligated to show proper respect to their teachers and peers at all times. Disrespectful words, actions and attitudes have no place in the 21st Century Preparatory School.*
- *All students are expected to take responsibility for their actions and to change unacceptable behaviors.*
- *All students are entitled to an education free from undue disruption. Students who willfully disrupt the educational program will be subject to the discipline procedures of the school.*

Students are expected to be accountable for their actions and comply with the following school-wide rules at all times:

- 1. Be prepared to learn and do their best*
- 2. Listen to directions from adults, especially teachers*
- 3. Respect self and others*
- 4. Respect others' property and the school environment*
- 5. Follow the uniform guidelines fully*

Parent/Guardian Involvement

We acknowledge that parents/guardians have the ultimate responsibility for their student's behavior at school and at home. We are seeking to partner with parents to encourage students to comply with the behavioral expectations and rules set forth by the school. By working collaboratively and sending the same message to students, the learning and accountability that takes place at school is reinforced at home. Parents will be notified of inappropriate behavior on the part of their children.

Classroom Management

Teachers provide classroom environments that support learning. Teachers recognize that in order for optimal student learning to take place, they must implement effective classroom management strategies. Teachers engage students and foster a positive learning environment while holding students accountable for complying with school-wide rules and behavioral expectations. In each classroom, the teacher posts rules and procedures and adopts a warning and reward system. Teachers make every attempt to manage student behavior in the classroom.

Referrals to Administration

In cases where there are recurring disruptions to the learning environment or serious violations of school policy, teachers and staff refer students to administration. While it is not possible to anticipate and categorize all possible infractions, the following list of inappropriate behaviors that, in school and on school grounds, warrant immediate referral to administration:

- Attempted arson*
- Bullying*
- Cheating*
- Destruction of property*
- Disrespect*
- Dishonesty*
- Fighting or physical contact*
- Inappropriate language*
- Plagiarism*

- *Possession of firearm, knife, explosive or other dangerous object*
- *Severe and/or repeated class disruption*
- *Stealing*
- *Threats of harm*
- *Vandalism*

Steps in Discipline Process

When a student is referred to administration, the incident is documented and the following steps may be taken:

1. *Memo to parents, reparation when appropriate, and consequences as appropriate.*
2. *Memo and call to parents, stronger consequences and reparations as appropriate.*
3. *Memo and conference with parents, student, Dean of Students, consequences and reparations.*
4. *Memo and call to parents, in-school suspension, and community service at school.*
5. *Memo and conference with parents, student, Dean of Students and at home suspension. Reinstatement meeting with parents, student and Dean of Students required prior to the student's return to school.*
6. *Students at risk of failure due to behavioral concerns will be referred for a Student Support Team Meeting.*
7. *Memo, conference with all parties, extended suspension, possible recommendation that the child attend a different school*
8. *Recommendation to a different school*

The Dean of Students determines at which step, in this graduated discipline process, to enter the child. The decision is based on the nature and severity of the infraction and the student's behavioral record.

Appeal Procedures

a. In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school, other than out-of-school suspensions or expulsions, the parent may appeal as follows:

Appeals should be made to the Executive Director by arranging an appointment or by writing the Executive Director.

If the parent is dissatisfied with the result of the appeal to the Executive Director, the parent may appeal to the designee of the Board of Directors. Appeals must be filed in writing, within three school days of receipt by the parent of the Executive Director's notice of his/her decision.

b. Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five (5) consecutive days or fewer, the parent may appeal the decision of the Executive Director as follows:

Appeal requests must be made in writing by the parent to the Executive Director. Such written request must be filed with the Executive Director within three school days of the notice of suspension, or the right to review and appeal is waived.

If the parent is dissatisfied with the Executive Director's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Executive Director determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Executive Director will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make up assignments.

c. Expulsions

An expelled student or the parent or guardian of a minor student may appeal an expulsion decision as follows:

Parents/guardians may appeal an expulsion within three (3) school days of receiving notification of the expulsion being issued. This appeal will be made to the Executive Director by providing a written appeal statement to him/her. The Executive Director will issue his or her decision on appeal in writing within three (3) school days of his or her receipt of the written appeal statement.

If parents/guardians are dissatisfied with the Executive Director's decision, they may request an expulsion hearing before the Board of Directors. This request must be made in writing within five (5) school days of the Executive Director's decision.

The Executive Director will provide written notice of the hearing to the parent/guardian, and the notice will contain the following information: the specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based; the time and place of the hearing; that the student and, if the student is a minor, the student's parent or guardian, may be represented at the hearing by counsel at their own expense; that the Board of Directors shall keep written minutes, or at the Board of Directors' option, an audiotape of the hearing; and that if the Board orders the expulsion of the student, the Board secretary shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian.

If the Board orders the expulsion of the student, the Board will reduce its decision to writing in the form of a written order. Such order must state the length of time that the student is to be expelled including the beginning and ending date. The order should state the specific findings of fact and conclusions in support of the decision. The order should be sent to the student and, if the student is a minor, to the student's parent or guardian.

21st Century Preparatory School will be a safe and secure school for teaching and learning and will afford its students the due process rights to which they are entitled.

Consequences

Consequences are corrective actions that occur immediately after a behavior. Consequences are proportionate to the student's offense. Just as each person is an individual, the circumstances surrounding a disciplinary referral are often unique. At times, the school administration may need a few days to investigate a disciplinary situation before a decision is made about what action will be taken. Consequences may include, but are not limited to: reprimand, counseling, time out, detention, conference with parents, in-school suspension, apology (written or verbal), completion of a re-focus sheet or assignment related to the infraction, development of a behavioral plan, revocation of privileges or suspension.

Interventions

Interventions differ from consequences. Interventions are strategies that staff implements to replace or change undesirable behaviors. The interventions that staff choose relate directly to earlier documentation of specific, observable changes in a student's behavior and what occurs after the behavior. Appropriate interventions affect positive changes in children's behavior – or staff returns to the drawing board to find effective interventions. Interventions are designed to help students replace or change their undesirable behaviors.

UW System Freshman Admissions Policy

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the attached UW System Freshman Admissions Policy, replacing and hereby superseding Regent Policies 72-5 on Nonresident Undergraduate Quotas, 72-11 on the Freshman Admissions Policy, 86-5 on the Use of the American College Test, 87-8 on Traditional and Nontraditional Freshman Admissions Policy, and 97-4 on Competency Based Admissions.

**UW SYSTEM
FRESHMAN ADMISSIONS POLICY
EXECUTIVE SUMMARY**

BACKGROUND

The University of Wisconsin System has long recognized that higher education serves as a crucial pathway for advancing individual self-knowledge and knowledge of the world, fostering new knowledge and ideas, preparing individuals for future leadership positions, and for promoting the economic success of UW students and the State of Wisconsin. In recent decades, the UW System's admissions policies and practices have sought to reflect this recognition by striving to make a quality educational opportunity accessible to all qualified students, and by creating educational and diverse environments at each of its institutions which would permit students to maximize that opportunity.

In order to ensure that the UW System's admissions policies are consistent with recent court decisions, clear to Wisconsin students and their families, and designed to enhance access and student success, UW System Administration President proposes revisions to the System's freshman admissions policy. The revisions seek to clarify and unify in one policy a group of policies approved at various times since merger.

REQUESTED ACTION

Approval of Resolution I.1.f., adopting the UW System Freshman Admissions Policy.

DISCUSSION

The revised freshman admissions policy provides the framework for an admissions process that allows each institution to admit those students whose academic preparation, background and personal experience suggest that the student will benefit from the educational experience and contribute to the educational environment at that institution. More specific requirements may be implemented by the various institutions of the UW System.

The following is a listing of modifications recommended for the UW Freshman Admissions Policy to be considered by the Board of Regents. These modifications do not substantively change existing policy, but rather bring the various admission policy documents into one combined document, clarify admissions requirements and criteria, and update outdated language or information.

Noteworthy modifications include the following:

1. Incorporating the following related admissions policies into a single Freshman Admissions Policy document.

- 72-5: Nonresident Undergraduate Quotas
 - 72-11: Freshman Admissions Policy
 - 86-5: Use of the American College Test
 - 87-8: Traditional and Nontraditional Freshman Admissions Policy
 - 97-4: Competency Based Admissions
2. Modifying and updating the introductory paragraph of 72-11 to lay out the goals for the combined Freshman Admissions Policy document.
 3. Combining portions of existing policies to create a list of “admissions requirements” for all UW institutions.
 4. Adding a section on “admissions criteria” to identify factors used by UW institutions in making admissions decisions.
 5. Including reference to home-schooled students as a category of applicants with alternative educational backgrounds.
 6. Removing reference to the ACT test as the preferred standardized test for admissions. This modification was made to reflect the fact that UW institutions now readily accept both the ACT and the SAT tests.

In addition, the language of the revised policy uses current terminology and removes information which is no longer needed or appropriate, for example:

1. Regent Policy 87-8 “Traditional and Nontraditional Freshman Admissions Policy” was eliminated. This 1987 policy required institutions to use specific categories to report on certain qualities and characteristics of admitted students. That information is now available and will be provided from other sources.
2. References to fall 1991 distribution requirements, which were revised in 1995, were removed.
3. The new document consistently uses the term ‘units’ rather than ‘credits’ which is the term more frequently used by high schools to refer to one year of high school study.

RECOMMENDED ACTION

UW System recommends approval of Resolution I.1.f., adopting the UW System Freshman Admissions Policy.

RELATED REGENT POLICIES

Regent Policy 72-5: Nonresident Undergraduate Quotas
 Regent Policy 72-11: Freshman Admissions Policy

Regent Policy 86-5: Use of the American College Test

Regent Policy 87-8: Traditional and Nontraditional Freshman Admissions Policy

Regent Policy 97-4: Competency Based Admissions

FRESHMAN ADMISSIONS POLICY

The University of Wisconsin System has long recognized that higher education serves as a crucial pathway for advancing individual self-knowledge and knowledge of the world around us, fostering new knowledge and ideas, preparing individuals for future leadership positions, and for promoting the economic success of our students and of our state. The UW System through its freshman admissions policy strives to provide the highest quality educational opportunity for all students in a diverse environment. To achieve this, the UW System's admissions policy provides for an admissions process that allows each institution to admit those students whose academic preparation, background and personal experience suggest that the student will benefit from the educational experience and contribute to the educational environment at that institution.

The following principles establish minimum requirements for freshman admissions. Institutions may establish more specific requirements, consistent with the principles and requirements of this systemwide policy.

I. Admissions Requirements.

Freshman applicants must satisfy the following minimum requirements to be eligible for consideration for admission:

- A. Graduation from a recognized high school or the equivalent.
 - 1. A recognized high school is one which either (a) is accredited by a regional accrediting association or state university or (b) is recognized or accredited by a state department of public instruction or its equivalent.
 - 2. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system, or state department of public instruction based on the GED examination, the Wisconsin High School Equivalency Examination, or other established criteria. Applicants from alternative educational backgrounds, including home-schooled students, should contact the Admissions Office at the campus of interest for admissions information. Additional documents, testing, and a personal interview may be required.
- B. Completion of the UW application form and submission to the institution(s) by the required deadline.
- C. Submission of ACT or SAT scores to the institution.

D. Satisfaction of academic unit requirements. Students must satisfy either (1) or (2).

1. For students graduating from high school in spring, 1995 and thereafter, a minimum of 17 high school units is required. (One unit equals one year of high school study or the equivalent.) Thirteen of the 17 units must be distributed as follows:

English	4 units
Social Science	3 units
Mathematics	3 units
Natural Science	3 units

The remaining four units will be:

From the above areas, foreign language, fine arts, computer science, and other academic areas	4 units
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TOTAL	17 units
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Each institution may specify additional unit requirements for the remaining four units and may specify required content for all 17 units. Students graduating from high school prior to spring, 1995, should consult with the Admissions Office at the UW institution(s) for the appropriate academic unit requirements.

2. In recognition of curricular initiatives occurring in many high schools that depart from a traditional Carnegie unit structure, the UW System Board of Regents has approved an alternative method by which an applicant may demonstrate that he or she has satisfied the academic unit requirement. This is referred to as Competency-Based Admission.

High school officials may elect to prepare a UW System Competency-Based Admission profile in addition to, or in lieu of, the traditional high-school transcript for those students whose high school curriculum is not well described by the traditional Carnegie unit structure. The combination of the student's credentials must indicate evidence of preparation in English, social sciences, mathematics, and natural science at a level comparable to that assumed by the traditional academic unit requirements. The admission requirements at each institution for students who apply using Competency-Based Admission will be equivalent to the admission requirements for students who apply under the Carnegie unit system.

- E. An institution has the discretion to waive one or more of the minimum requirements for particular applicants where appropriate, based on sound educational judgment.

II. Admissions Criteria.

Freshman applicants must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying, and that their membership as part of the campus community will contribute to the quality and educational environment of the institution. The following criteria will be considered in making the admissions decision:

- A. Academic factors, such as an applicant's college preparatory course work and grade point average and/or class rank.
- B. ACT or SAT scores, although they may not be the sole criteria for admission. An institution may require additional test scores of some or all of the applicants as supplemental information.
- C. Other factors will be considered in the admissions decision. These factors include student experiences, leadership qualities, motivation, special talents, status as a non-traditional or returning adult, veteran, and whether the applicant is socio-economically disadvantaged or in an historically underrepresented racial or ethnic group.

III. Non-resident Enrollment.

Non-resident undergraduate enrollment may not exceed 25% at any UW institution. Each institution may limit the admission of non-resident new freshman to ensure that the total undergraduate non-resident enrollment does not exceed 25%. This limitation does not include Minnesota reciprocity students. Requirements and standards for out-of-state applicants will be the same as those for resident applicants except that an institution may adopt special requirements for international applicants.

IV. Admissions Appeals.

Applicants who are not accepted for admission may appeal for special consideration through a process defined by the institution.

Revised 11/29/06

Board of Regents Policies

<http://www.uwsa.edu/bor/rpd/index.htm>

72-5 NONRESIDENT UNDERGRADUATE QUOTAS

History: Res. 164 adopted 5/5/72. See Resolution 5608 adopted 10/5/90, Exhibit A, for further nonresident student definition.

All prior actions of the University of Wisconsin Board of Regents and the Board of Regents of the Wisconsin State University System relating to non-resident undergraduate admissions quotas are hereby rescinded and the following non-resident undergraduate admissions policy is hereby adopted:

1. A common non-resident undergraduate admissions quota of 25% for each campus of the University of Wisconsin System is adopted, beginning 1972-73; and to protect against any possible overbuilding of facilities, the long-range enrollment projections adopted by the Board on April 7, 1972 shall not be adjusted upwards in the future on the basis of new projections of increases in non-resident undergraduate students.
2. Consistent academic standards shall be applied in passing upon admissions applications of both resident and non-resident undergraduates.

72-11 FRESHMAN ADMISSIONS POLICY

History: Res. 239 adopted 7/14/72; amended by 87-7 and Res. 6152, 7/92; supplemented by Res. 6441, 6/93; amended by Res. 7317, 10/96. (See also 87-8.); amended by Res. 7584, 12/5/97; amended by Res. 8267, 12/8/00; reaffirmed by Res. 8318, 3/9/01

Wisconsin has long held a strong commitment to maximize educational opportunity for her citizens. In recognizing the necessity of making educational opportunity equally accessible to all its citizens through the University of Wisconsin System, it is important that the diverse needs of the state's population be accommodated through a flexible admissions policy. The state must meet the dual goals of fulfilling the special missions of each campus and providing accommodation for students at some institutions within the University System's range of programs. The following parameters provide a framework for a System wide admissions policy, from which more specific requirements may be implemented by the various institutions of the university system.

Freshman applicants must satisfy the following minimum requirements to be considered for admission:

- I. Graduation from a recognized high school or equivalent.
 - A. A recognized high school is one which either, (1) is accredited by a regional accrediting association or state university or, (2) is recognized or accredited by a state department of public instruction or its equivalent.
 - B. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system or state department of public instruction based on the GED examination, the Wisconsin High School equivalency Examination or other established criteria.
- II. Distribution Requirements
 - A. Effective fall 1991, a minimum of 16 high school credits is required. Eleven of the 16 units will be the DPI requirements (P.I. 18.03):

English	4 credits
Social Science	3 credits
Mathematics	2 credits
Natural Science	2 credits

The remaining 5 units will be:

From the above areas or foreign language	3 credits
From the above and/or fine arts, computer science and other academic areas	<u>2 credits</u>
TOTAL	16 credits

Each institution may specify additional unit requirements for the remaining 5 units and may specify required content for all 16 units.

B. Effective fall 1995, for students graduating from high school in spring 1995 and thereafter, a minimum of 17 high school credits is required. Thirteen of the 17 credits will be distributed as follows:

English	4 credits
Social Science	3 credits
Mathematics	3 credits
Natural Science	3 credits

The remaining 4 units will be:

From the above areas, foreign language, fine arts, computer science and other academic areas	<u>4 credits</u>
TOTAL	17 credits

Each institution may specify additional unit requirements for the remaining 4 units and may specify required content for all 17 units.

- C. In recognition of curricular initiatives occurring in many high schools that depart from a traditional Carnegie unit structure, the UW System has initiated an alternative admission process referred to as Competency-Based Admission. Effective fall 1998, high school officials may elect to prepare a UW System Competency-Based Admission profile in addition to, or in lieu of, the traditional high school transcript for those students whose high school curriculum is not well described by the traditional Carnegie unit structure. The combination of the student's credentials must indicate evidence of preparation in English, social science, mathematics and natural science at a level comparable to that assumed by the traditional distribution requirements. The admission requirements at each institution for students who apply using Competency-Based Admission will be equivalent to the admission requirements for students who apply under the Carnegie unit system.
- III. Evidence that the applicant is prepared to do satisfactory work at the campus to which he or she is applying.
 - A. Normally this evidence will consist of the student's rank in class. Any Institution, based on its mission and supportive services, may set specific requirements on rank in class.
 - B. Any institution may require test scores of all or some of the applicants as additional evidence but they may not deny admission to any student based on test scores alone.
 - C. Students lacking rank-in-class or test score qualifications may be considered if, on the basis of other factors, they appear to have a reasonable probability of success. Particular consideration in admission will be given to applicants who have been out of school for two or more years, service veterans, as defined by state and federal policies, and to students who have been disadvantaged as a result of substandard education, family income level, or ethnic background.
- IV. Requirements for out-of-state students will be the same as those for resident students except that an institution may adopt special requirements for foreign applicants. If the number of qualified out-of-state students exceeds the ability of the institution to accommodate them, the institution shall determine the criteria for selection from among qualified applicants.
- V. Applicants who do not qualify according to the above requirements may appeal for special consideration through the appropriate Director of Admissions. Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration.

86-5 USE OF THE AMERICAN COLLEGE TEST (SG 24)

History: Res. 3688 adopted 12/5/86, revised by Res. 7875, 3/5/99.

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents revise Regent Policy 86-5, Use of Standardized Tests for Admission, to state the following:

The UW System admissions policy shall provide that either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) is to be required of all freshmen entering a campus of the University of Wisconsin System effective in fall, 2000.

It is the intent of the Regents that:

1. The ACT is the preferred test for admission.
2. Institutions themselves will determine how the ACT or SAT is to be used.
3. In no situation can the ACT or SAT be the sole criterion for admission.

Any institution may waive the admission test requirement for freshmen applicants who require special and unique exemption.

87-8 TRADITIONAL AND NONTRADITIONAL FRESHMAN ADMISSIONS POLICY

History: Res. 3810 adopted 6/5/87, amended by Res. 7584, 12/5/97. (See also 72-11.)

Whereas, the purpose of enrollment management is to preserve and enhance educational quality throughout the University of Wisconsin System, and whereas, to assure quality, it is important to use the limited resources in the most effective manner, and whereas institutions, schools, and programs should not admit more students than can be served in an orderly fashion, the Board establishes two categories of freshman admissions: (1) Traditional and (2) Nontraditional. All students admitted in the fall, 1988 will be admitted on the basis of the criteria established within these categories.

1. Traditional Admissions includes:

- (a) Standard Admissions: Those students (a) who are from a recognized Wisconsin high school, meet the high school academic unit distribution requirements, and effective fall, 1989 have taken the ACT and meet the predetermined high school rank for the institution, (b) who did not meet the predetermined high school rank but meet a predetermined ACT/SAT or combined ACT/high school rank score, or (c) for whom high school rank is not available or who did not meet the standard criteria but who meet other quantifiable criteria such as standardized or institutional achievement test scores, alternate high school units, specified courses, g.p.a., or have demonstrated exceptional talents in particular areas, or (d) effective fall 1998, who are from a recognized high school and meet predetermined admission criteria based on UW System Competency-Based profile.
- (b) Discretionary Admissions: Those students in the traditional admissions category who meet the predetermined admissions criteria but who have less probability of success. The student's chance of success will be based on a comparison with the past degree recipients admitted on the same criteria. Should there be a need to limit admissions, students in the discretionary admission category would be admitted on a limited basis to achieve the enrollment management goal.

2. Nontraditional Admissions:

- (a) Older Nontraditional Admissions Over Age 20: Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. Students who are over the age of 20 will be evaluated on criteria appropriate to their special circumstances.
- (b) Nontraditional Admissions Under Age 20 (Exceptions): Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. These students may be admitted but considered exceptions.

Further, the Board of Regents requires institutions to evaluate the retention and graduation success of students admitted under its various admissions criteria to establish baselines for determining the probability of student success. These evaluations shall be shared with the Board of Regents annually, with the initial report due in December 1987.

97-4 COMPETENCY BASED ADMISSIONS

History: Res. 7575 adopted 11/7/97

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approve implementation of the Competency-Based Admissions process on a statewide basis, to be used as a supplement to the traditional admission process.

UW SYSTEM FACULTY SABBATICAL ASSIGNMENTS 2007-2008

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 its most recent review of the UW System Sabbaticals Guidelines, in December 2005, 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*, 290 faculty members have been selected to receive sabbatical leaves during 2007-08, 144 of whom will be gone for one semester and the remaining 146 for the academic year. Of these totals, 114 or 39 percent are women, and 49 or 17 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.

07-08 Sabbatical Abstracts

University of Wisconsin-Eau Claire

Charlene Burns Associate Professor	Philosophy & Religious Studies	SEM II	My project undertakes a critical analysis of the problem of religious violence from an interdisciplinary perspective drawing from theology, philosophy, and psychology to go beyond explanation to application. I offer a critical analysis of numerous current thinkers on the causes and cures of religious violence before turning to Immanuel Kant's (1724-1804) epistemology, Friedrich Schleiermacher's (1768-1834) philosophical theological critique of Kant, and Carl Jung's (1875-1961) psychology of religion to complete the project within a religious studies framework. The final outcome of the project will be a book length manuscript.
Selika Ducksworth- Lawton Associate Professor	History	SEM I	The Deacons for Defense and Justice are an armed self-defense group who fought the Original Knights of the Ku Klux Klan in southeastern Louisiana. This oral history will document the voices of some of the original Deacons and activists. The sabbatical will allow Dr. Ducksworth-Lawton to finish the book by editing the oral histories and writing analysis.
Douglas Faulkner Associate Professor	Geography & Anthropology	07-08	A year-long sabbatical would give me the time needed to complete an introductory physical geography textbook, which I am writing with two co-authors. The textbook is scheduled to be published by McGraw-Hill in January 2009. A sabbatical would also allow me to do the research needed to lay the foundation for a new research agenda focusing on the lower Chippewa River.
Brady Foust Professor	Geography & Anthropology	SEM I	The rank-size rule is a mathematical consistency observed between the rank of cities and their populations that is a surrogate measure of relative regional economic expansion and decline, which can be traced over time as primary cities change places in the rank-size progression. While most theoretical work has focused on the underlying statistical relationships at a single point in time, my project will examine every decade from 1790 – 2000 using population data that I have compiled and standardized over the past 25 years. Ultimately, the project will focus on the relationship between rank-size and regional growth/stagnation in the Great Plains/Upper Midwest.
Warren Gallagher Associate Professor	Chemistry	07-08	The goals of the proposed sabbatical are to obtain expertise with doing electron microscopy and NMR spectroscopy. It is anticipated that the electron microscopy expertise will allow Professor Gallagher to get an ongoing project involving biophysical studies on the behavior of amyloid β -fibril-forming peptides to a point where he can begin publishing results. The NMR spectroscopy expertise will allow the project to move in new directions by allowing the study of peptides in membrane simulating environments.
Erna Kelly Professor	English	07-08	My goal is to produce a manuscript for a modern print edition of two important plays by Margaret Cavendish, thus making them available for scholars and students alike. This will entail researching appropriate primary and secondary texts for contextual introductory essays and for explanatory footnotes; it will also entail collating variant versions of those plays. Finally, research and queries for a publisher will be part of the project.

Martina Lindseth Professor	Foreign Languages	SEM II	Does study abroad improve students' speaking abilities in a foreign language, and if so, how, how much, and can improvement be facilitated? Finding answers to these complex questions will improve study abroad programs and foreign language curricula. Three consecutive cycles of "before and after" oral proficiency interviews will be recorded, rated, and compared, followed by an in-depth "internal" analysis of the transcribed speech samples to see if, and to show how students improve their speaking ability over the course of a semester abroad.
Susan R. McIntyre Professor	Curriculum and Instruction	SEM II	This sabbatical will provide direct experience working with two different populations of adult learners in different settings, one in California and one in Ohio. Curricular and training materials in health literacy will be developed as products of this professional development activity. These materials will be used in preservice and graduate education literacy courses at UW-Eau Claire.
Kate Mastruserio Reynolds Associate Professor	Foreign Languages and Curriculum & Instruction	07-08	This project will consist of an objective investigation of themes in American Studies in order to develop a curriculum that can be taught in English as a Foreign Language (EFL) courses. The researcher will investigate American Studies topics relevant to international English language learners. The researcher will also gather materials and construct a complete curriculum for content-based language instruction to be employed in the EFL environment. This curriculum will objectively consider aspects of American culture(s) so as to eliminate issues of cultural imperialism.
Daniel Strouthes Associate Professor	Geography & Anthropology	07-08	This study will provide an ethnography of the Ojibwe people, and an in-depth study of their territorial and mathematical systems. It will examine my hypothesis that territorial groups are more successful than non-territorial groups in attaining their political goals due to an increased cohesiveness in times of political upheaval and "leaderlessness." The study will result in new content for my existing courses, two new courses, and several publications, including one on human territoriality in general.
Kent Syverson Professor	Geology	SEM I	Syverson will visit Scandinavia to study glaciomarine sediments and the impact of high-relief topography on ice-flow directions and the resulting glacial landscape. Syverson will also write a peer-reviewed journal article to summarize more than seven years of glacial geology research in western and north-central Wisconsin. These activities will result in scholarly growth and enhance his ability to teach UW-Eau Claire undergraduates in the classroom and through funded collaborative research projects.

Patricia R. Turner Professor	History	07-08	In the historiography of the French Revolution, most standard interpretations rely on overly simplistic social and spatial categories (rural-urban, town-country, peasant-bourgeois). This year-long sabbatical project, an outgrowth of three faculty-student research collaborations, aims to transcend these reductionist categories by approaching from a relational perspective questions of local identity, civic populism, and suburban inter-communal networks within the Forez province from 1787-1800. My objective during the sabbatical period is to complete all archival research and to make substantial headway on the writing of a book-length manuscript that will contribute a new perspective on the French Revolution as the quintessential crucible for modern meanings of citizenship, civil society and political culture.
Paul J. Wagner Associate Professor	Computer Science	SEM I	The objective of this sabbatical is to develop synthesized expertise and knowledge in the area of database system security, a relatively recent application of computer security to database systems in the age of the world-wide web. I will build on my current interest and expertise in database systems and computer security by further researching database security issues in general and by researching several questions within the area of database systems security that appear to be under-represented in the current literature. I will disseminate this research through the writing of several papers, including one on educational issues for database systems security, and through the development of an expanded and updated database security course module.
Rama Yelkur Associate Professor	Management and Marketing	SEM II	The primary goal of this project is to expand my knowledge in the international marketing area by conducting research in China. Country of origin preferences of Chinese consumers will be studied and the University of Wisconsin-Eau Claire relationship with two major Chinese Universities will be strengthened. This proposal is expected to revive my research program and to initiate connections for faculty and student exchanges and student and faculty internships in China.
CeCelia Zorn Professor	Nursing Systems	07-08	The purpose of this sabbatical is to prepare a book manuscript and move it forward in the publication process. The thesis will be to invite the readers, both as emerging and experienced nursing faculty, to consider the voice of the student and the voice of the educator in: (a) exploring the essence of nursing as a discipline; (b) being students of our students; and (c) examining the self as teacher. Linked with popular and professional literature and serving as a complement to existing writings about teaching techniques and curriculum development, this manuscript will be a collection of essays and narratives about nursing education.

University of Wisconsin-Green Bay

Forrest Baulieu Associate Professor	Information and Computing Science	SEM II	The purposes of this sabbatical are: (1) to study an object-oriented programming language (C++); (2) to implement this language in order to create a generic neural network software product, that would allow students to experiment with various neural network structures; and (3) to begin to study genetic programming. These efforts are intended to lead to a new upper-level course for the interdisciplinary, Computer Science track.
Derryl Block Professor	Nursing	07-08	This sabbatical will allow Dr. Block to engage in health and environmentally-related federal policy advocacy in Washington, D.C. Professor Block also proposes to spend concentrated periods of time conducting public health nursing competency research and incorporating policy advocacy exemplars/activities into two of her Professional Nursing courses.
David Dolan Associate Professor	Natural and Applied Science	07-08	Professor Dolan's proposal involves spending a year at the Acadia Centre for Estuarine Research in Nova Scotia, and writing a textbook and developing a graduate course in applied statistics for the aquatic sciences. The proposal also includes a plan to collaborate with a colleague at Acadia University to continue his efforts in the area of international education.
Harvey Kaye Professor	Social Change and Development	07-08	The focus of Professor Kaye's sabbatical will be to complete research and write a book tentatively entitled, "FDR, The Four Freedoms, The Greatest Generation, and Us." This interdisciplinary work will positively enhance his current course offerings and pedagogy and will incorporate research in political, social and intellectual history, political theory and popular culture and the arts.
Hye-Kyung Kim Associate Professor	Humanistic Studies	07-08	The principal aim of this project is to integrate Western approaches to teaching and research with Asian, Ancient Greek and Eastern philosophies. Research findings will serve as the basis for a text and at least two professional journal articles. The project promotes UW-Green Bay's commitment to interdisciplinary liberal education, scholarship of teaching and learning, and its emphasis on international/multicultural education.
Ganga Nair Professor	Natural and Applied Science	SEM II	As an internationally recognized expert, Professor Nair proposes to develop a "World Atlas of Internationally Dangerous Tree Diseases with International Quarantine Regulations," that describes their invasive characteristics and how they can be controlled. The United Nations has invited Dr. Nair to Rome to start identifying outstanding scientists to include on this United Nations team to work on this World Atlas.
Lisa Poupart Associate Professor	Humanistic Studies	SEM I	Dr. Poupart will take part in traditional First Nations oral teachings and study the traditional teaching and learning methods of tribal Elders in an effort to integrate traditional cultural knowledge and practices into her classes. The project is also intended to support the UW System Plan 2008 which encourages campuses to build partnerships within multicultural communities and implement curricular change to better prepare students to work in a multi-cultural society.

Lynn Walter Professor	Social Change and Development	07-08	The primary purpose of Professor Walter's sabbatical is to facilitate a research project, in collaboration with other faculty involved with the Center for Food in Community and Culture (a new UW-Green Bay interdisciplinary research institute that she co-directs). The major outcome will be an analysis of the current state of research in sustainable agri-food systems, healthy eating, and food security internationally. The application of her interdisciplinary expertise to such a significant problem as local and global food security epitomizes UW-Green Bay's special mission.
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University of Wisconsin-La Crosse

Richard Pinnell Professor	Music	SEM II	The sabbatical will provide time for the professor to complete a book on the history of women's music. The book will be used in a forthcoming course that will serve as an elective for two degree programs: the Music Major emphasis in Music History, and the minor in Women's, Gender, and Sexuality Studies.
Dean Stroud Professor	Modern Languages	SEM II	This book project has two parts: 1) writing a critical introduction to the Evangelical Church Struggle in Nazi Germany; and 2) the selection and translation of representative sermons from the Nazi period. Preaching was viewed by Nazi authorities as subversive. This book will examine the reasons for this and will discuss preaching as resistance in an authoritarian state. The professor's research for the book will enable him to update the content in his German courses.
Lalita Pandit Professor	English	SEM I	This project will lead to a set of essays, articles, and book chapters exploring how emotion is elicited and represented in Shakespearean Drama. The professor will use models and insights derived from cognitive theory of emotions and cognitive poetics to approach the plays from an interdisciplinary perspective. This project will enable the professor to enrich her courses by incorporating the new research and methodology into her teaching of upper-division and General Education courses.
Victor Macias- Gonzalez Associate Professor	History	SEM I	This archival research project in three of the major archival and library holdings of Mexico will enable the professor to review personal correspondence, wills, and housing permits, as well as the period's literature on architectural and interior design, to study how urbanization and industrialization between 1759-1915 affected the way in which individuals used interior spaces and decorative schemes to construct their sense of class, gender, and the national. The professor expects that a draft of a book will result from this archival research. The sabbatical project will allow the professor to infuse new material into his General Education courses.
Tom Kernozek Professor	Health Professions	SEM I	Due to the high risk of females sustaining anterior cruciate ligament (ACL) tears, there is a need to better understand differences in ACL injury mechanisms between males and females. Dr. Kernozek will study these gender differences at two premiere research institutions: the Steadman Hawkins Research Foundation and the Cincinnati Children's Hospital, thereby establishing a new professional collaboration between these institutions and UW-La Crosse. This sabbatical will further enhance Dr. Kernozek's teaching effectiveness in the Physical Therapy program.
D. Timothy Gerber Associate Professor	Biology	SEM II	Dr. Gerber will work to improve instructional strategies for teaching science in the Onalaska School District. He will focus on teaching plant science, develop web-based instructional materials, and work with pre-service science students at UW-La Crosse.

Taggart J. Brooks Associate Professor	Economics	07-08	Three major objectives will be met from the research completed while on sabbatical. First, professional and curricular development in the area of health economics will be accomplished by attending research seminars and conferences. This development is necessary to teach Economics 471, "Health Economics," upon completion of the sabbatical. Second, work will be done on the preparation of a book manuscript geared toward a non-academic audience, based on the intersection of economics and sexuality. Lastly, as a product of the background and original research in support of the first objectives, scholarly articles will be researched and drafted for publication in peer-reviewed journals.
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University of Wisconsin-Madison

Steven Ackerman Professor	Atmospheric and Oceanic Sciences Department	07-08	I will work with the National Oceanic and Atmospheric Administration (NOAA) on the development of analysis tools for the next generation of weather satellites. I plan to consolidate and integrate several e-learning resources to develop an e-book on satellite meteorology to support the Atmospheric and Oceanic Sciences program and NOAA's education programs.
Ramon Aldag Professor	School of Business	07-08	I will develop course elements tied to other classes in the MBA Core, focus more on "real world" applications, and revise course requirements to enhance involvement. I will update and revise the content and delivery of two courses: "Managing Behavior in Organizations" (MHR 704); and "Behavioral Analysis of Management Decision Making" (MHR 729).
Dan Anderson Professor	School of Business	SEM I	I will conduct interviews at a number of top university business schools with leading environmental and social stewardship programs and joint business-environmental degree programs to examine ideas to strengthen and improve the teaching of new courses in comparable programs which I lead at UW-Madison. I will formulate research planning with presentations at these universities.
Amy Barger Associate Professor	Astronomy Department	07-08	I propose a sabbatical at the University of Hawaii in order to be an early user of a next-generation submillimeter camera (SCUBA-2). This instrument will significantly change our understanding of galaxy formation and evolution. I will train students in the burgeoning field of submillimeter astronomy, and construct observational research projects for the graduate Cosmology course.
David Baum Professor	Botany Department	07-08	I will develop curricular materials for teaching evolution at the undergraduate level, including a book-length primer and pod-cast lectures. This will enhance my ability to teach effectively in introductory biology courses (i.e., Bot/Zoo 151 and Bot 130). I will also conduct research in phylogenetics and evolutionary developmental genetics which will enhance my graduate level teaching.
Linda Baumann Professor	School of Nursing	SEM II	During this sabbatical, I will work in Uganda and Vietnam to develop opportunities for health science student clinical training, and undergraduate and graduate research. This immersion will be at two international sites where I have done both research and teaching in global health issues with an emphasis on diabetes prevention and treatment. Courses enhanced include "Community Health Nursing Practice" (N419) and "Research Practicum" (N798).
William Berg Professor	French and Italian Department	SEM I	I intend to develop an undergraduate topics course (tentatively entitled "The Landscape of Quebec: Literature, Painting and History") and work on a book. Both will deal with the unique perception and representation of the Quebec landscape in works ranging from the travel writings of early French explorers to the canvases of contemporary Quebec landscape painters.
Michael Bernard-Donals Professor	English Department	07-08	<i>Conflations of Memory: The U.S. Holocaust Memorial Museum and the End of Remembrance</i> examines the way the U.S. Holocaust Memorial Museum has not only shaped American memories of the Holocaust but also -- and more problematically -- how those memories shape American understanding of other violent events. This work will contribute to my ability to teach courses in contemporary literature and culture, and on the relationship of memory to representation (i.e. English 236, 706, 722).

Craig Berridge Professor	Psychology Department	07-08	I will expand my expertise in the use of electrophysiological methods and examine the effects of drugs used in the treatment of ADHD on cortical neuronal activity. New information/skills will be integrated into undergraduate and graduate neuropharmacology courses and will facilitate training of graduate and undergraduate students in cutting-edge behavioral neuroscience methods. This work may also lead to the development of a new graduate/advanced undergraduate seminar on the neural substrates of higher cognitive functions.
Ksenija Bilbija Professor	Spanish and Portuguese Department	SEM II	The underlying purpose of my research project, "The Authoritarian Within," is to critically outline and define the terms of the construction and production of memory in the post-authoritarian regimes of Argentina, Uruguay and Chile. My study will include testimonials and documentaries produced during the transitional and democratic governments by the direct victims of previous dictatorships. This research will lead to a new interdisciplinary topic in the department's undergraduate major (i.e., 363, 512, 460, 466) and foster a new graduate course oriented towards Latin American cultural studies, most specifically, issues of transitional justice and traumatic memory.
Karen Bogensneider Professor	Human Development	07-08	I will write a book on strategies for diminishing the gap between knowledge-producers and consumers in making public policy. This book will be useful in teaching courses such as "A Family Perspective in Policymaking" (HDFS 535), and "Family Policy" (HDFS 843). The book's important lessons will be distilled into fact sheets for professionals interested in connecting research and policy.
Rachel Brenner Professor	Hebrew and Semitic Studies Department	SEM II	The project examines Polish and Jewish contemporaneous literary responses to the Holocaust. These empathic literary acts create a dialogic interaction between witness and victim which disrupts the trajectory of mass-murder. Also, I plan to develop an undergraduate course, tentatively entitled "Victim - Witness Narrative Encounters."
David Brown Professor	School of Business	07-08	I will be a visiting faculty member at Pontificia Universidad Catolica de Chile (PUC) in Santiago, Chile, and teach courses in investments, my area of expertise. By visiting banks and other business institutions, I will educate myself on the issues associated with investing in Latin America. Courses which will be enhanced by my work are "Investment Theory" (Finance 320) and "Investment Theory and Practice" (Finance 720).
Gudrun Buhneemann Professor	Languages and Cultures of Asia	SEM II	The completion of my book project on Tantric deities of Nepal will enable me to revise and expand the syllabi of my courses "Gods and Goddesses of South Asia" (LCA 626) and "Sanskrit and Asian Cultures" (LCA 625). The analysis of relevant Sanskrit texts will enrich my presentation of the grammatical peculiarities of Tantric texts in my Advanced Sanskrit courses.
Henry Bunn Professor	Anthropology Department	07-08	The project combines field research in Africa, analysis of a long-term field and laboratory database on the ways of life of Hadza foragers in Tanzania, and publication of the results. It will enhance teaching of human origins lectures and undergraduate seminars on behavioral ecology, diet, and archaeology of hunter-gatherers (i.e. Anthro 100, 321 and 333).

Jin-yi Cai Professor	Computer Sciences Department	07-08	I plan to investigate a new algorithmic design paradigm called Holographic Algorithms. I want to understand better its structure, its scope and applicability, and its limitations. This research will likely bring this new research area to the department's graduate studies by enriching the theory of computing courses. Courses which will be updated include "Introduction to Theory of Computing" (CS520) and graduate-level "Theory of Computing" courses.
Monika Chavez Professor	German Department	SEM I	I will investigate how foreign-language learners position themselves vis-à-vis other learners and specific language tasks, and how the learners' positioning interacts with specific language behaviors. Insights from the proposed study will benefit teaching assistant trainers in German Linguistics and in Second Language Acquisition.
Sally Chisholm Professor	School of Music	SEM I	Relatively few of the 91 string quartets of Luigi Boccherini are available for performance, and those available are often inaccurate. Several manuscripts are located in Italy. By studying and playing the scores prepared by Pina Carmirelli during the sabbatical, Professor Chisholm and two other members of UW-Madison's Pro Arte Quartet will have a large body of new work for the School of Music to perform.
Jane Collins Professor	Rural Sociology Department	07-08	I plan to complete preparation of a book tentatively entitled "Only Work Should Pay" on the labor market experiences of women leaving welfare. I will draw on this research to prepare two new 300-level courses: one on Gender and Globalization and another on Gender and Poverty.
John Cooper Professor	History Department	07-08	I plan to develop a course in U.S. political history during the twentieth century (History 600). Also, I plan to complete a biography of Woodrow Wilson.
F. Fleming Crim Professor	Chemistry Department	SEM II	I will spend time in laboratories in Germany and Switzerland where there are significant connections with my research in chemical dynamics in gases and liquids. The research topics will become part of my graduate course in molecular reaction dynamics and influence my advanced undergraduate courses.
Michael Curtin Professor	Communication Arts Department	07-08	My sabbatical will be devoted to the completion of three major writing projects that should significantly enhance my research and teaching capabilities, particularly in "Global Media Cultures" (CA 458), and "Media Industries" (CA 557). Also, I plan to complete a co-edited anthology, "Re-Orienting Global Communication: Indian and Chinese Media Beyond Borders."
Sridhara Dasu Associate Professor	Physics Department	07-08	For 12 years, I have been responsible for construction of various aspects of the CMS (Compact Muon Solenoid) experiment, which is finally getting ready to take data late in the year 2007 in Geneva, Switzerland. I will utilize my sabbatical year to transition our Wisconsin CMS group from being the leaders of the CMS construction team to being leaders of physics analysis efforts. I will establish a streamlined training program for graduate students and postdoctoral researchers in CMS physics analysis software and grid-computing tools.

Martine Debaisieux Professor	French and Italian Department	07-08	I propose to do research on French 17 th -century poetry focusing on texts that are representative of the cultural and political climates of the period. This will allow me to develop new courses at the undergraduate and graduate levels, while also preparing a book manuscript on the treatment of cultural models in poetry. Courses to be enhanced include "Introduction to Literary Analysis" (French 204) and "French Literature from the Middle Ages to the Revolution" (French 321).
Juan DePablo Professor	Chemical and Biological Engineering Department	07-08	I will work on three projects. The first is a review article describing "density-of-states"-based techniques for molecular modeling of complex fluids and macromolecules. The second project is concerned with the study of protein aggregation and misfolding in model bi-layer membranes. The third project is the study of crystallization in inhomogeneous, ultra-small environments.
Vinay Dharwadker Professor	Languages and Cultures of Asia Department	07-08	My new project, "Histories and Theories of Modernity," will examine influential recent accounts of modernity by Jurgen Habermas, Anthony Giddens, Stuart Hall, Fredric Jameson, and others, and current debates on Asian modernity. The research will help me design a new undergraduate course and a graduate seminar for Literary Studies.
Aparna Dharwadker Associate Professor	Theatre and Drama Department/ English Department	07-08	My sabbatical project, "A Poetics of Modernity," is a scholarly edition of the seminal works of theater theory produced in India between 1860 and the present. It will directly benefit my cross-listed courses in Modern Indian Theatre, Postcolonial Theatre, and Theories of Theatre, while also making a new research and teaching resource available to scholars of comparative modern drama and theatre theory.
Ian Dobson Professor	Electrical and Computer Engineering Department	07-08	I will visit the Center for Computational Science and Engineering at UC-Davis to estimate blackout risk from data, study network evolution as loading increases, and learn about the larger problem of catastrophic infrastructure failures. The sabbatical will strengthen and extend my teaching in a range of probabilistic and infrastructure topics (i.e., ECE 331 and 730).
Alexander Dolinin Professor	Slavic Languages Department	SEM I	My aim is to complete research for a series of articles on the Russian apocalyptic cultural mythology that predicts the imminent end of the West. Material selected will be used to offer two new graduate seminars on Russian culture necessary for the department's Ph.D. program.
Greg Downey Associate Professor	Journalism and Mass Communications Department	SEM I	I will research the history of library automation and networking, especially geographical transformations in service delivery and changing divisions of human labor. This will enhance my teaching in existing courses (i.e., "Foundations of Library and Information Sciences", "Geography and Mass Communication"). I plan to develop a new course on the history of the networked and digital library for both undergraduate and graduate students.
Donald Downs Professor	Political Science Department	07-08	I plan to provide a new topics course on terrorism and the law, tentatively entitled "Terrorism, Liberal Democracy and the Law." Also, I plan to work on developing a book on the subject.
Neil Duffie Professor	Mechanical Engineering Department	SEM II	The sabbatical will be used to modernize the curriculum in computer control of processes, machines and production systems. Specific goals include: revising the ME 447/747 textbook "Computer Control of Machines & Processes," and revising ME 747 by incorporating results of extensive research in distributed system control and production system control.

Steven Durlauf Professor	Economics Department	SEM II	My sabbatical will be used to study and conduct research on the evaluation of government policies in complex environments. The work will be both theoretical and empirical. The sabbatical will allow me to gain expertise that is relevant to developing new lecture materials and enhance my teaching in macroeconomics.
Charles Dyer Professor	Computer Sciences Department	SEM II	I plan to enhance my understanding in two areas: using machine learning for solving computer vision problems; and studying problems and methods for medical image analysis. Improving my knowledge in these areas will strengthen my teaching (i.e., in CS 766 and CS 540), and enable me to develop new research directions.
Lawrence Earp Professor	School of Music	SEM I	I will perform research in two promising areas, musical rhythm and text declamation, which partially reconstruct compositional conventions known to elite 14th-century audiences. This research will be utilized in a seminar on medieval notation (660-923) required of Ph.D. musicology students, and in an upper-level undergraduate survey of medieval music (660-411). Also, it may lead to additional future seminar topics.
Charles Engel Professor	Economics Department	SEM I	I will pursue research in open-economy macroeconomics and international finance which will be incorporated into my undergraduate courses in macroeconomics, and graduate courses in international finance. My research will focus on three areas: the determination of prices of goods in open economies; the determination of exchange rates; and the study of optimal monetary policy in open economies.
Ivan Ermakoff Associate Professor	Sociology Department	SEM II	I am currently working on a cross-disciplinary book-length project entitled "Enacting State Persecution." To complete this project, I will broaden my historical knowledge beyond the case I have been investigating thus far, that is, the involvement of the French police in the round-ups of foreign Jews during World War II. Also, I will develop a course, entitled "Sociology of Persecution."
Kristin Eschenfelder Associate Professor	Library and Information Studies	SEM II	I will use the sabbatical period to analyze and write up data from a survey of libraries about digital rights management (DRM) use for digital collections, and begin several industry studies of DRM use by academic publishers. This will allow me to develop a new course on Managing Licensed Digital Resources.
Steven Feren Professor	Art Department	07-08	I will study techniques in the glass area that use the kiln rather than the furnace as the heating method. These techniques include painting, slumping, fusing and lost wax casting. I plan to develop an intermediate to advanced Glass course dealing with glass kiln working.
Marcin Filutowicz Professor	Bacteriology Department	SEM I	Sabbatical leave is requested to accelerate internationalization of CALS. I plan to spend time in Brazil: 1) exploring educational opportunities for UW undergraduates at two universities in Brazil; 2) performing research using metagenomics approach to isolate genes from various Brazilian Ecosystems; and 3) developing a series of workshops commencing with a symposium.
David Furumoto Associate Professor	Theatre and Drama Department	SEM I	My proposal is three pronged. First, I will direct and possibly act in the premiere of a play that I have written for the Honolulu Theatre for Youth. Second, I will train for the highest level of certification from the Onoe School of Classical Japanese dance. Third, I will perform research in preparation for writing a new play based on folklore from the Islands. These new skills will aid in teaching and recruiting students who want to specialize in Asian stage movement.

Samuel Gellman Professor	Chemistry Department	SEM I	I will expand my knowledge of biology to lay a foundation for future advances in my laboratory's chemistry research, specifically in the area of "foldamers." This effort will enhance my role as a research mentor to graduate and undergraduate students. The work will impact my teaching of undergraduate courses in organic chemistry (Chem 343 and 345).
Barry Gerhart Professor	School of Business	SEM II	I plan to continue my research program on human resource decisions and business performance/effectiveness. Methodologies and examples from my research will be incorporated into my doctoral-level Research Methods course. Substantive findings will be incorporated into my masters-level course on human resources and into my books which reach an even broader audience.
Gelsomina Gilbert Professor	Physics Department	SEM II	I will develop a companion website for the "Physics in the Arts" book, I wrote with Willy Haeberli (Elsevier, 2007). The new didactic materials, including problems, solutions, interactive knowledge tests, computer graphics, and movies of physics experiments, will be of interest to the "Physics in the Arts" (Physics 109) students and the general public who may use the new Website.
Beverly Gordon Professor	Environment, Textiles and Design	07-08	I will study contemporary cross-cultural design and the ways in which globalization is affecting the design of textiles, apparel and interiors. After surveying the literature and programs at other universities, and establishing contacts with relevant organizations, I will develop materials for integration into three existing classes (ETD 655, ETD 430 and ETD 355) and a new seminar.
Lisa Gralnick Associate Professor	Art Department	07-08	I will perform research of historical gold objects and techniques in European museums and create a meaningful catalogue of objects. This will be used to design a curriculum for a course on the history of artworks in gold for art metals students.
Cheryl Hanley- Maxwell Professor	Rehabilitation Psychology and Special Education Department	07-08	I plan to explore what is known about at-risk students without disabilities, visit at-risk programs, and infuse the information gained into the graduate and undergraduate special education courses, especially the teacher education courses. Specific courses to be enhanced include two Methods courses (194-471 and 194-472), and "Research Policies and Practices in Special Education" (194-801).
Donald Hausch Professor	School of Business	SEM I	Proposed research will extend our understanding of how markets function with emphasis on auctions and contracting as an important means of managing market transactions. This work will provide additional examples, insights, and concepts for my managerial economics courses, which are core requirements of the School's daytime, evening and Executive MBA programs.
Susan Heidrich Professor	School of Nursing	07-08	I will further my knowledge of cutting-edge issues in aging, including biological aging and genetics, geriatric clinical care, dementias and cognitive aging, and geropsychiatry. This knowledge will be used to enhance undergraduate nursing education and to expand opportunities for research training and mentoring. Courses to be enhanced include "Essentials of Gerontological Nursing" (N433) and two undergraduate clinical courses (N219 and N319).
John Hitchcock Associate Professor	Art Department	SEM II	I will pursue research on cross-cultural issues in art, explore direction in contemporary printmaking for the expansion of my Relief and Serigraphy courses, and develop a topics course on "International Convergence Print Media." This research will include projects at Proyecto'ace, Buenos Aires, Argentina, and the Vermont Studios Center, Johnson, Vermont.

Susan Horwitz Professor	Computer Sciences Department	07-08	My sabbatical will be spent working at the Ecole Normale Supérieure in Paris, France. My goals are to enhance my research, to explore new topics that can be used to update CS704, a graduate programming language course, and to develop a new entry-level computer science course for undergraduates.
Yu Hen Hu Professor	Electrical and Computer Engineering Department	07-08	I will develop international collaboration in both research and instruction methodology in the area of multimedia signal processing and wireless sensor network. I plan to visit colleagues at international research institutes in Asia. I intend to develop new course materials for ECE 738, in order to include modern materials such as image and video water-marking, human face, iris, and other biometric signal processing, and sensor network information processing.
Steven Hutchinson Professor	Spanish and Portuguese Department	SEM II	I will explore the workings of emotion in literature by looking into how emotion is represented and elicited particularly in Cervantes' novels. I will develop techniques to heighten awareness of students at all levels regarding how emotion is inseparable from meaning and from the experience of writing and reading. Courses to be enhanced include "Introduction to Hispanic Literature" (Spanish 224) and my graduate seminar on Cervantes' <i>Don Quixote</i> (Spanish 851)
I. Martin Isaacs Professor	Mathematics Department	07-08	I propose to work on completing a book on finite group theory. This is based on and will enhance a course I teach frequently (Math 745). Also, I propose to participate in a program in finite group representation theory at the Mathematical Sciences Research Institute.
Rick Jenison Professor	Psychology Department	07-08	I will expand my knowledge into the new field of neuroeconomics. I will spend one semester at the California Institute of Technology immersing myself in the study of behavioral economics and decision theory, and the second semester at the University of Iowa studying neural coding of decision making in human cerebral cortex. This will lead to the development of new undergraduate courses in decision theory (Psych 617) and a graduate seminar in neuroeconomics (Psych 970).
Parry Karp Professor	School of Music	SEM I	Relatively few of the 91 string quartets of Luigi Boccherini are available for performance, and those available are often inaccurate. Several manuscripts are located in Italy. By studying and playing the scores prepared by Pina Carmirelli during the sabbatical, Professor Karp and two other members of UW-Madison's Pro Arte Quartet will have a large body of new work for the School of Music to perform.
Jack Kloppenburg Professor	Rural Sociology Department	SEM I	I will perform research on genetic resources and complete a book manuscript tentatively entitled "Sophisticated Science, Primitive Accumulation: Bioprospecting in an Ecoliberal Era." This will allow me to offer an updated graduate seminar on biopolitics and improve the content of my undergraduate introduction to environmental studies course.
Eric Knuth Associate Professor	Curriculum and Instruction Department	07-08	My sabbatical program will provide the time necessary to develop a graduate course for practicing secondary-school mathematics teachers, develop a doctoral course for future teacher-educators, complete data analyses and publish the results from two 5-year longitudinal research projects, and begin work on a practitioner-oriented book related to my research.

Julia Koza Professor	Curriculum and Instruction Department	SEM I	I will be enfolding what I learn from my sabbatical into two graduate courses in music education (i.e., a new course on race, and an existing one on historical research "Past Perspectives in Music Education"). I will analyze primary sources documenting Carl Seashore's participation in the American eugenics movement, revisit contemporaneous writings on race, and read recent contributions to race theory.
Gloria Ladson- Billings Professor	Curriculum and Instruction Department	07-08	I developed a graduate course 15 years ago entitled, "Culturally Relevant Pedagogy" based on research with effective teachers of African American students. Since that time the notion of Culturally Relevant Pedagogy has spread throughout the educational theory and practice worlds. This project is designed to investigate the implementation of the theory at the teacher education level, and update the course (C&I 844).
Clark Landis Professor	Chemistry Department	07-08	"Chemical kinetics" describes the rates of chemical processes and factors that influence them. Sabbatical activities will focus on the (1) creation of new empirical methods for measuring chemical kinetics in a high throughput fashion; and (2) development of a modern chemical kinetics textbook featuring exploitation of recently created technologies which will be used in teaching "Chemical Kinetics and Catalysis" (Chem 801).
Carol Lee Associate Professor	Zoology Department	07-08	The purpose of the proposed sabbatical program is to gain advanced training in statistics and computational methods in genetics. This added expertise will allow me to implement the newest statistical software and analytical approaches in both my teaching (Zoology 151, 611 and 612) and research.
Ruth Litovsky Associate Professor	Communicative Disorders Department	07-08	Two courses that are currently taught to ComDis majors will be revised to incorporate hands-on learning tools. In ComDis 202, computer simulations and labs will be added to involve students more actively in learning the material. Visits to anatomy, physiology and perception labs will be developed for ComDis is 851.
Miron Livny Professor	Computer Sciences Department	07-08	The sabbatical will be focused on two areas: a) develop an training program for students from scientific domains that rely on e-Science technologies to establish a framework for teaching basic e-Science concepts to K-12 students; and b) expand and enhance collaborations in the context of the Open Science Grid.
Thomas Loeser Professor	Art Department	07-08	I will develop technical skills and conceptual understanding in the fields of boatbuilding and traditional rustic furniture-making. The underlying impetus for strengthening my skills will be to expand the curriculum in the wood area to teach more skills that use simpler and safer hand tools and use lower-cost levels of technology.
Tomislav Longinovic Professor	Slavic Languages Department	SEM II	I will conduct research in Croatia on the model of cultural interaction developed in the region of Istria. It will be carried out through the cultural analysis of material gained in archival research and observation of cultural activities. My findings will be incorporated into the courses "Societies and Cultures of Eastern Europe" (888-241) and "Slavic Imagined Communities" (888-755).
Robert Lutfi Professor	Communicative Disorders Department	07-08	I will update an instructional program on acoustics (CD 850) to run on modestly-equipped PCs. Interactive instruction sets, laboratory exercises, and audio demonstrations will fill a current need to bring the "laboratory experience" to ComDis undergraduates and students taught at a distance in the Department's new consortial Doctorate of Audiology program.

Maryellen MacDonald Professor	Psychology Department	07-08	Students increasingly request course material on bilingualism in Psychology of Language courses, but existing U.S. research and textbooks are thin on this topic. I will use my sabbatical to develop the necessary knowledge in bilingual language comprehension and production to teach state-of-the-art courses in this area. The work will directly benefit two graduate proseminars I teach ("Language Comprehension" and "Language Production").
Marlys Macken Professor	Linguistics Department	07-08	The goals of my sabbatical include: (i) strengthening and further developing the writing and critical reasoning components of three courses (Linguistics 310, 510 and 426); and (ii) development of new materials for an advanced course, and a possible Hmong course.
Sandy Magana Assistant Professor	School of Social Work	SEM I	My sabbatical projects has two main goals: 1) To develop and expand my expertise on research in communities of color., which will have several teaching-related outcomes including enhancing a graduate-level research methods course; and 2) To write a grant proposal to submit to the National Institutes of Health to recruit a large Latino sample of children with autism and their families. The latter goal will also strengthen my teaching in my service learning course (SW 657), "Understanding Latino Families and Communities."
Florencia Mallon Professor	History Department	SEM I	I will divide the modern Latin American survey course (History 242), a key course in non-Western and Latin American, Cabbibean and Iberian Studies curricula, into two semesters in conjunction with writing a new book that rethinks the meaning and impact of nation-state formation in postcolonial Latin America.
Nadine Marks Professor	Human Development and Family Studies	07-08	I am proposing two sabbatical projects to enhance the UW-Madison curriculum and increase the expertise I bring to undergraduate and graduate teaching on adult development and aging. The first project involves developing a new upper-division undergraduate course on "Aging in Family and Community Context." The second project involves developing a new graduate seminar on "Social Development Across the Life."
Ann Smart Martin Associate Professor	Art History Department	SEM II	This multi-layered experience in England will augment my teaching in several critical ways. My work with British museums and academic programs will improve the exhibition practice course (AH 601-602). My research on lighting and the interior will be a new topic in my art history proseminar (AH 564: Method and Theory in Material Culture). Finally, I will revise and improve my undergraduate lecture (AH 363: "History of Decorative Arts and Interiors: 1607-1840").
Anne McClintock Professor	English Department/ Women's Studies	07-08	I will complete my non-fiction book "Skin Hunger, A Chronicle of Sex and Money," which explores the clandestine world of the sex trade in New York and London. Completion of the book will enrich my undergraduate and graduate courses on sexuality, gender and contemporary culture, and, in particular, my courses on creative writing including "Writing the Body" (English 307).
Sabine Moedersheim Associate Professor	German Department	07-08	My project explores emblem books as a new "multimedia" genre that emerged with the printing press and techniques of image reproduction such as woodcuts and engravings and their impact on the media landscape of the Reformation period. Results will be incorporated into "German Culture to 1648" (German 601) and "German Literature to 1700" (German 611).

Colleen Moore Professor	Psychology Department	SEM II	I will study philosophical works on ethics under uncertain risks in order to: a) add information about ethical issues to my undergraduate and graduate courses on environmental risk (Psychology 411 and 918); and b) pursue empirical studies of moral evaluations and risk perceptions of uncertain environmental risks.
John Moore Professor	Chemistry Department	07-08	I will evaluate and collect web-based resources for teaching chemistry, add them to the collection of the NSF-funded Chemical Education Digital Library (which is part of the National Science Digital Library), and meld existing resources into instructional units appropriate for use in general chemistry courses (i.e., Chem 109).
Michael Morgan Professor	Atmospheric and Oceanic Sciences Department	07-08	A sabbatical leave is requested to support the development of pedagogy, software, and a textbook for my synoptic meteorology courses (AOS 650, 651), and a data assimilation course (AOS 750). Time will be spent at the Naval Research Laboratory and National Taiwan University where I have already established research collaborations.
Julia Murray Professor	Art History Department	07-08	I will write a book presenting extensive research on the art and history of a once-important but now destroyed shrine to Confucius near Shanghai, tracing its evolution, components, activities, and significance from the 12-20th centuries. I will also develop a new course on shrines in China.
Jeffrey Naughton Professor	Computer Sciences Department	07-08	The goal of the sabbatical is to broaden my research and educational perspective through collaboration with faculty at Princeton, and to broaden and deepen my knowledge of information retrieval, extraction, and integration. I plan to develop new material for the department's database courses.
Carole Newlands Professor	Classics Department	07-08	I will finish my book project, "Status: Between Rome and Naples," which aims to place the writer and original audience in their social context and examine important aspects of Roman culture. Research for this book will enhance my teaching and enable me to develop new courses, for example on Roman religion.
William Nienhauser Professor	East Asian Languages and Literature Department	SEM II	I will produce a monograph on Du Fu, China's greatest poet, and address the previously ignored allusive nature of his verse. I will use electronic databases to augment traditional commentaries and determine the full meanings of selected poems, organized in essays on: Du Fu's indebtedness to earlier poets; his use of two allegorical images; and his "benefactor poems." Courses to be enhanced include "Survey of Chinese Literature" (EA 352) and "History of Chinese Literature, Part II" (EA 652).
Robert Nixon Professor	English Department	07-08	I will complete work on my book "Environmentalism and World Literature" which seeks to inaugurate a dialogue between two of the dynamic areas of contemporary literary studies. My research will help me develop two new interdisciplinary courses, "Narratives of Slow Violence, and Globalization Theory" and "World Literature," and extend the reach of my current teaching in environmental studies.
James Ntambi Professor	Biochemistry Department/ Nutritional Sciences Department	07-08	The research will establish whether long-term anti-retroviral drug treatment affects the prevalence of the metabolic syndrome among Ugandans with HIV/AIDS. The outcomes of the program will strengthen future teaching and research collaborations for students and faculty at the University of Wisconsin-Madison and Makerere University Kampala, Uganda.

Kristopher Olds Associate Professor	Geography Department	07-08	I will complete one project on Singapore's global education hub strategy, and begin another on regionalism(s) and higher education restructuring in Asia and Europe. Four courses will be revised (Geography 101, 305, 312, 505), and a new interdisciplinary course on the internationalization agenda in higher education will be developed.
Ken Ono Professor	Mathematics Department	07-08	I will be investigating the precise interplay between basic hypergeometric series and Maass forms, and developing the curriculum for my summer REU ("Research Experience for Undergraduates") program to be held in 2008. The REU program attracts talented undergraduates to pursue exciting problems and careers in mathematics.
Yibin Pan Associate Professor	Physics Department	07-08	I propose to conduct searches for new elementary particles at the Large Hadron Collider (LHC) at the European Center for Nuclear Research (CERN). LHC is the largest and most advanced particle collider. The experience will benefit courses like "Particle Physics" (Physics 735) and "Collider Physics" (Physics 835).
Zhongdang Pan Professor	Communication Arts Department	07-08	The proposed project will contribute to testing and advancing a framing theory in deliberation and improve our understanding of deliberation as a practical domain in democratic politics. This will directly impact "Advances in Communication Theory" (CA 760) and "Media, Deliberation and Public Issues" (CA 525).
John Parrish Professor	Animal Sciences Department	07-08	I have two objectives: 1) to enhance existing and develop new web-based teaching resources for "Reproductive Physiology" (AS 434), "Equine Reproductive Management" (AS 375), and "Gamete and Embryo Biology" (AS875); and 2) to conduct research in several areas related to male fertility but to also develop modules to include these within the teaching program.
David Perry Professor	School of Music	SEM I	Relatively few of the 91 string quartets of Luigi Boccherini are available for performance, and those available are often inaccurate. Several manuscripts are located in Italy. By studying and playing the scores prepared by Pina Carmirelli during the sabbatical, Professor Perry and two other members of UW-Madison's Pro Arte Quartet will have a large body of new work for the School of Music to perform.
Jon Pevehouse Associate Professor	Political Science Department	07-08	I propose to investigate how states design their international trade treaties while placating domestic actors (e.g., labor unions) that could derail these efforts, as well as examine whether these efforts hinder free trade. I will use this research to design a new undergraduate and graduate-level course on the comparative politics of economic regionalism and globalization.
Jose Pincheira Associate Professor	Civil and Environmental Engineering Department	07-08	The purpose of my sabbatical is to devote focused time to enhance my teaching and scholarship in my field. The main activities of my sabbatical will be: a) instructional and curricular activities; b) research of seismic rehabilitation and design of concrete structures including visits at research laboratories at the Universidad Autonoma de Mexico and the University of Chile; and c) textbook writing. Courses enhanced include "Concrete Structures I" (CEE 447) and "Steel Structures I" (CEE 445).
Brenda Plummer Professor	History Department	07-08	The project examines how civil rights activism transformed American society and U.S. foreign relations between 1964 and 1980. The work will form the basis of two new courses (one undergraduate and one graduate level) to be offered in the departments of History and Afro-American Studies.

Gary Price Professor	Curriculum and Instruction Department	SEM II	I will conclude a 12-year study of post-baccalaureate achievement rates for former undergraduate students from 1,462 different colleges. Schools whose graduates' achievements are exceptional relative to the school's selectiveness will be studied on-site. Faculty instructional practices and student experiences thereby identified will benefit my teaching of "Early Childhood Education" (Curric 660) and "Design of Research in Curriculum and Instruction" (Curric 715).
Volker Radeloff Associate Professor	Forest Ecology and Management Department	07-08	During my sabbatical I plan to learn state-of-the-art remote sensing methods at the Humboldt University (Berlin, Germany) to monitor forest and biodiversity from space. With this knowledge, I will develop a new graduate-level course entitled "Remote Sensing for Biodiversity Assessments."
Kenneth Raffa Professor	Entomology Department	SEM II	This sabbatical concerns forest resource management, plant-insect interactions, and environmentally judicious approaches to pest insects. Instructional components include updating two courses (ENT 473 and 500) to incorporate changing issues and methods, and building linkages for future exchanges. Research components involve two multidisciplinary projects on how insect populations escape normal constraints to undergo outbreaks.
James Raymo Associate Professor	Sociology Department	07-08	The primary objective of the research is to establish a solid empirical basis for understanding relationships between family behavior and economic well-being in Japan. This work is closely related to a planned course on contemporary Japanese society from a population perspective. Two versions of the course would be developed, a 100-300-level and a 600-level version.
Shiela Reaves Professor	Life Sciences Communication	SEM II	My instructional goal is to develop a course on Digital Picture Editing and Media Practice. The department used to offer a course on Photography until student evaluations indicated that they were frustrated with outdated technology. I am thus exploring how best to teach visual composition in the context of current technology.
Thomas Reps Professor	Computer Sciences Department	07-08	My sabbatical would be spent in Paris, France, at the Ecole Normale Supérieure and/or the University of Paris 7. My goals are to strengthen my research and explore new topics to update our graduate programming language course (CS 704). Also, I hope to enhance the department's graduate software and engineering course (CS 706).
Andrew Reschovsky Professor	LaFollette School of Public Affairs	07-08	I will undertake a research project to identify Wisconsin households facing high property tax burdens, and an international comparative project on the fiscal health of central cities. I will work on improving my course on public finance ("State and Local Finance") and on developing a new course on current issues in U.S. tax policy.
John Rudolph Associate Professor	Curriculum and Instruction Department	SEM II	I plan to develop case-study curriculum materials drawn from historical research that I have completed on the changing image of science and the process of science in American schools during the twentieth century. The information will be used to revise the graduate course, "The Nature of Science and Science Education" (C&S 975), as well as undergraduate courses I teach on the nature of science and scientific epistemology.
Kathryn Sanchez Associate Professor	Spanish and Portuguese Department	SEM II	I plan to complete research on a book manuscript "The Creation and Legacy of Carmen Miranda" that analyzes her performance in film and other media, as well multiple imitations. As the most widely know icon of Brazil, Carmen Miranda will become a central component of the courses I regularly teach. Also, I plan to develop a new undergraduate course, "Brazil and Brazilians in the U.S."

Eric Schatzberg Associate Professor	History of Science Department	07-08	I will devote my sabbatical to exploring the history of the concept of technology from the mid-19th century through the 1960s. This research will contribute to revision of an upper-level survey course, "History of Technology" (Hist. Sci. 337), and the development of a new freshman-level course on the culture of technology.
John Scholz Professor	Economics Department	07-08	I propose projects examining the effects of children on life-cycle wealth accumulation and the role that credit barriers play in college enrollment, which will enhance my teaching of Economics 101, 441 and 742. I will also edit a book on evidence-based changes to the social safety net that enhance self-sufficiency of disadvantaged individuals.
Sissel Schroeder Associate Professor	Anthropology Department	07-08	I will undertake research and writing on social identity and materiality in non-state societies to prepare a new class on "Ethnicity and Materiality" (Anthro 310) and update course content for "Archaeology of Eastern North America" (Anthro 335), and "Archaeology of Wisconsin" (Anthro 354). The latter two courses meet the ethnic studies requirement.
Mark Seidenberg Professor	Psychology Department	07-08	My principal goal is to gain knowledge to develop a new undergraduate course on the implications of neuroscience research for education. There is a growing body of evidence, mainly derived from neuroimaging methods such as magnetic resonance imaging, regarding the brain circuits that support reading and mathematical knowledge, and how these skills are acquired. The new undergraduate course would be followed by the development of others at the graduate level.
Vadim Shapiro Professor	Mechanical Engineering Department	07-08	I will assess, revise, and improve curriculum in the areas of computer-aided design, geometric modeling, and engineering informatics. Specific goals include a comprehensive revision of teaching materials for ME 232 (required undergraduate course), and the integration of ongoing research activities into graduate and undergraduate coursework.
Lawrence Shapiro Professor	Philosophy Department	07-08	I plan to write a book about embodied cognition and gain some background in neuroscience. The knowledge I acquire in writing the book will allow me to teach new material in my undergraduate and graduate philosophy of mind and philosophy of biology courses. In addition, I hope to construct a new course focusing on philosophical issues in the neurosciences.
Gail Simpson Associate Professor	Art Department	SEM II	I am requesting time to research environmentally-based public artwork with the intention of introducing this content into the 3D Design classes that are a part of our Foundations Program. As ecological concerns gain more prominence in my field (public art) and in my own practice, I would like to find ways to integrate these issues into a series of outreach projects in the studio classes that I teach and supervise. I may also propose this material as a seminar class.
Benjamin Singer Associate Professor	Communication Arts Department	SEM II	I plan to finish my book "World Melodrama," which aims to provide an in-depth analysis of film melodrama's constituent elements, particularly those associated with strong emotional responses of empathy and tearfulness. A corollary goal is to assess the degree to which melodramas from diverse cultural traditions hinge upon equivalent techniques of emotional elicitation. The work will enhance my teaching of "Film Melodrama" (CA 354) and a graduate seminar on 'Film, Emotion and Cognition' (CA 613).

Kristen Slack Assistant Professor	School of Social Work	07-08	My project goals are: (1) to update and strengthen course modules related to my main area of research (the etiology of child abuse and neglect); (2) to develop new course modules related to the developmental consequences of abuse and neglect; and (3) to become more familiar with child protection practice in the state of Wisconsin. Courses to be enhanced by my work include SSW 646, 606, 920 and 921.
David Sorkin Professor	History Department	SEM I	I will develop a new capstone course in Jewish Studies, which will satisfy the Communications B writing requirement. Also, I will start on a new book, provisionally entitled "The Emancipation of European Jewry, 1656-1919." The book directly relates to the theme of the capstone course, "Jews and the State."
Aleksandar Stajkovic Associate Professor	School of Business	07-08	I plan to develop a Ph.D. seminar on meta-analysis, and develop pod-casts and agent-based modeling teaching simulations. Also, I plan to complete as many as possible of my 16 current research projects. I will visit Stanford (Graduate School of Business and Psychology Department) for a least a semester.
Christopher Taylor Associate Professor	School of Music	SEM II	I plan to perform on campus the 32 Beethoven piano sonatas, a new undertaking. Students will benefit by attending these concerts. This project will enhance my repertoire and technique, and thereby my teaching. In the future, I hope to develop a piano literature seminar.
Paul Terwilliger Professor	Mathematics Department	07-08	I propose to spend a year in Japan working with Prof. Tatsuro Ito at Kanazawa University. We will investigate some problems in algebraic combinatorics. The experience will improve my ability to teach advanced courses (i.e. Math 744, 841 and 843) and lead graduate students to the forefront of research in this area.
Freida Tesfagiorgis Professor	Afro-American Studies Department	SEM II	As an artist, art historian and visual culturalist, I will develop a series of paintings on the theme, "Life's Transitions, Journeys, and Aging." I will study related feminist literature on aging, review photographs, video clips, and develop new lectures on "visualizing aging" for my courses on gender and visual culture.
Francois Tochon Professor	Curriculum and Instruction Department/ French and Italian Department	07-08	I will study teacher education standards and politics regarding pre-service teacher evaluations with electronic portfolios in the U.S., France and Turkey. The work will enhance methods courses I teach and benefit student teacher supervisors.
Aili Tripp Professor	Political Science Department/ Women's Studies	07-08	The proposed study, which will result in a book, contrasts women's and men's peacemaking activities in Africa. The study builds on previous work on gender and politics in Africa and Uganda, and will involve additional field work in Angola, Mozambique and Liberia in addition to cross-national survey analysis of Afro-barometer data. The project will enhance two undergraduate courses, "African Politics," and "Women and Politics in Comparative Perspective."
Lih-Sheng Turng Associate Professor	Mechanical Engineering Department	SEM I	The sabbatical leave will be used to work on a textbook for "Fundamentals of Injection Molding" (ME 419), a course available to both on-campus and outreach students. As the Co-Director for the Polymer Engineering Center, I plan to visit other Mechanical Engineering departments and polymer research groups at major institutes worldwide to develop collaborative educational activities and student/faculty exchange programs.

M. Jake Vander Zanden Assistant Professor	Zoology Department	07-08	I propose to develop new modeling approaches for simulating the spread of invasive species in Wisconsin, as well as to forge new research on benthic production in lakes. This will enhance my instructional program, including the development of a new teaching module to demonstrate pathways of invasive species spread, which will be added to the "Ecology of Fishes" course.
Katherine Walsh Associate Professor	Political Science Department	07-08	I plan to research social class identity and political inequality through fieldwork in neighborhood gathering places in Dane County. This work will enhance my teaching, particularly my service-learning course "Citizenship, Democracy, and Difference," by enabling me to establish relationships with area neighborhood residents and leaders, and allow me to revise my lectures to reflect a more citizen-centered perspective.
Anja Wanner Associate Professor	English Department	07-08	I will write an article and co-edit a book on the relationship between syntactic variation and the emergence of new genres. I will organize an international workshop on the subject in March 2007, and develop a new course on text linguistics for the English linguistics curriculum. Courses to be enhanced include English 324 and 329.
Michel Wattiaux Associate Professor	Dairy Science Department	SEM I	I will study economic and environmental performances of dairy production systems in Mexico, and teach a related course in Spanish at the University of Guadalajara. Instructional benefits include: learning how to teach Hispanic students; improvements of two UW-Madison courses (Dairy Sci 375 and 468); and completion of a scholarly project in teaching and learning.
David Weimer Professor	LaFollette School of Public Affairs/Political Science Department	07-08	I will complete a manuscript on the topic of medical governance, drawing heavily on the case of organ transplantation rulemaking. The effort will prepare me to teach undergraduate courses on health policy and develop an advanced undergraduate course on health politics and policy. Also, I will be able to more effectively participate in the newly-created joint degree program in public affairs and public health.
Mariamne Whatley Professor	Curriculum and Instruction Department/ Women Studies	SEM I	I will use the proposed sabbatical to revise my health, health education, and biology courses to be more inclusive of diverse/multicultural perspectives and materials, placing the course issues in a more global context, and to integrate those perspectives into one revised and one new health text.
Neil Whitehead Professor	Anthropology Department	07-08	My project is to extend comparison of key issues in current research in South America by looking at: 1) how local cultures respond to de-colonization, and/or modernization; 2) the emergence of new transnational cultural forms in such locales. I also plan to study how transnational culture reconfigures local expressions of violence and sexuality through research in post-Soviet Ukraine. I plan to develop new courses on sexuality and the ethnography of transnational cultural phenomena, and generate new materials for Anthro 300.
Kirsten Wolf Professor	Scandinavian Studies Department	07-08	I propose to prepare normalized texts of the saints' legends in <i>Kirkjubacjarbok</i> , an Icelandic all-female legendary from ca. 1500. I will make the texts accessible to students and non-specialized readers. The texts will be used in "Survey of Old Norse Literature" (409). Other courses which will benefit from my work include "Old Norse" (408) and "Paleography and Philology" (511).

Nancy Ann Worcester Professor	Women's Studies	SEM I	I will do research on the role of Women's Studies in leadership development which will benefit my “Internship in Women's Studies” course (WS 660) and “Women and Violence” course (WS 320). I will also re-evaluate, update resources and information, and develop new topics for my course, “Women and their Bodies in Health and Disease” (WS 103), and develop a new edition of the textbook entitled "Women's Health."
Margarita Zamora Professor	Spanish and Portuguese Department	SEM II	I will continue my study "Internal Subversions: The Rise of Spanish American Intellectual Culture in the 16th and 17th Centuries." This research will yield a graduate seminar topic on the discourses of commentary and the rise of the colonial intellectual, and enhance my teaching of colonial culture at both the graduate and undergraduate levels.
Kenneth Zeichner Professor	Curriculum and Instruction Department	07-08	During the proposed sabbatical I will develop a new graduate course on Teacher Learning, prepare myself to teach an undergraduate teacher education course (“Introduction to Education”), and finish a research project that will inform the department’s teacher education programs.
Yongming Zhou Associate Professor	Anthropology Department	07-08	I have expanded my research focus into new areas of culture, environment, and ethnicity. I will use the sabbatical to expand my instructional scope and develop two new courses. The courses are “Environment and Indigenous Livelihood,” and “Tourism, Culture and Sustainable Development.”
Jun Zhu Associate Professor	Statistics Department/Soil Science Department	07-08	The primary objective of the sabbatical is to update the curriculum of “Statistical Methods for Spatial Data” (Statistics 575) and prepare detailed course notes. These new course materials are expected to enrich the learning experiences of Statistics 575 students from a wide range of disciplines.

University of Wisconsin-Milwaukee

Daniel Agterberg Associate Professor	Physics	SEM I	Prof. Agterberg intends to take a visiting scientist position at the University of Tokyo from August 1, 2007 to December 1, 2007, during which he will develop new areas of research.
Anita Alkhas Assistant Professor	French Italian & Comparative Literature	07-08	I intend to prepare a book manuscript, under the working title, "Roughing It: Artistic Renewal through Self-Imposed Constraints." The research I am undertaking for this book project will also permit me to create a new graduate-level literature course and to revise several existing French courses.
David Allen Associate Professor	Journalism & Mass Communication	SEM II	Research will examine legal and popular notions of property and freedom of speech as a way of understanding the use of free speech zones in the management of dissent. Research will be used for the author's next book and aid both undergraduate and graduate teaching in freedom of expression.
Paul Brodwin Associate Professor	Anthropology	07-08	I will write a book based on my current research about everyday ethical dilemmas in community psychiatry, and apply for extramural funding for future research from the National Institute for Mental Health. These activities will advance the dialogue between anthropology and bioethics, and improve care for the mentally ill. I will also prepare a new syllabus for Urban Anthropology, focusing on urban social problems in the US and abroad.
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 "Hmong American Studies: An Introductory Reader" with Dr. Vincent K. Her. The intended essay collection would be the first of its kind to be published; it would meet the growing demand in undergraduate and graduate programs nationwide for up-to-date scholarship on Hmong and Hmong American history, heritage, and culture. Its positive effects would include its usefulness in curriculum development at UW-Milwaukee (including courses offered by Cultures and Communities, the English Department, Ethnic Studies and the School of Education) and at other schools interested in integrating Hmong American studies into more comprehensive cross-cultural and multicultural programs.
Vicki Callahan Associate Professor	Film	07-08	I have outlined three projects for the year: first, a book project (with multimedia component) focused on the silent film actress/director, Mabel Normand; second, a book series that features conversations between artists and theorists on new directions in research/creativity would be begun; and third, I hope to develop my practical skills in digital technology to aid in teaching and research
Yea-fen Chen Assistant Professor	Foreign Languages & Linguistics	07-08	The objective of the sabbatical leave is to work on two textbook projects, one entitled "Activity Book for Integrated Chinese" and the other "Advancing in Chinese." Tseng & Tsui Company in Boston is interested in publishing the former and Columbia University Press is interested in the latter.
Cecelia Condit Professor	Film	SEM II	I will use my sabbatical leave to complete the final editing of an hour-long digital video called "Annie Lloyd," which is about the final years of my mother's life. I also plan to continue a series of photographic drawings around humans and natural landscapes.

Carrie Yang Costello Associate Professor	Sociology	SEM I	I intend to initiate a new research project investigating how children's disabilities are assessed by their parents and by doctors who interact with them. Besides leading to publications, this research should contribute to my development of a course on the sociology of disability and to securing research funding.
John Dellinger Professor	Health Sciences	SEM II	I will work with epidemiology collaborators at the National Institute of Environmental Health Sciences (NIEHS) and with clinical psychologists at Crossroads Drug Rehabilitation Center. Crossroads Center physicians are optimistic that my research methods will allow them to monitor the nervous system status of patients and to make better treatment decisions.
John Friedman Professor	Physics	SEM I	The sabbatical has two primary goals: (1) The completion of a book on rapidly rotating relativistic stars, under contract with Cambridge University Press; and (2) research on gravitational waves emitted in the inspiral of binary neutron stars and binary black holes. The book will be appropriate for graduate courses on relativistic astrophysics.
Alice Gillam Associate Professor	English	SEM II	After nearly twelve years of administrative work in the Department of English, first as Director of Composition and second as Department Chair, 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, "Feminist Rhetorical Theory and Postmodern Studies in Rhetoric and Composition."
Prasenjit Guptasarma Associate Professor	Physics	SEM II	Using recent NSF and RGI grants, Guptasarma's lab at UW-Milwaukee will acquire, in Fall 06, further capabilities in growth and physical property studies of novel single crystals. The sabbatical period will be spent traveling to U.S. and European national facilities for experiments. Also to be developed is an edited book and a multi-institution grant proposal with collaborators in these facilities
Kristie Hamilton Associate Professor	English	SEM II	I will complete archival research at two major libraries and write two chapters for my second book "Critical Sensations and the Limits of Sentiment in Nineteenth-Century America," focusing upon the literary sensationalism that erupted with a vengeance to challenge the social order of nineteenth-century, middle-class Americans. This work will enable me to create new undergraduate research courses, new Honors and graduate seminars, and direct M.A. and doctoral students toward a large body of new material for their own research.
William Heinrichs Associate Professor	Music	SEM II	I will continue to write a series of rhythm performance workbooks to be used in the typical core theory program for college freshmen and sophomores. The projected three-volume series will range from easy to very difficult exercises. Work has already begun on the first volume. There is currently nothing comparable on the market and UW-Milwaukee students will be able to use it. I will also return to my chamber compositional roots and investigate new ways to incorporate electronics into my music. I will share my discoveries and music with my students.

Eugenie Hildebrandt Associate Professor	Nursing	07-08	This sabbatical research will generate understanding of health, socio-cultural, and occupational experiences of women unsuccessful at becoming work-ready through Temporary Assistance for Needy Families (TANF), the work-based welfare program that replaced Aid to Families with Dependent Children (AFDC). The research will involve graduate students, and dissemination will inform education and policy
Jean Hudson Associate Professor	Anthropology	07-08	I will be setting up educational opportunities and seeking extramural funding for UW-Milwaukee students studying Peruvian archaeology. I will meet with colleagues in Peru to establish support for a regular summer and/or winter study abroad program and assess the study potential of specific museum collections and archaeological sites.
Sharon Keigher Professor	Social Work	07-08	I will finish three more qualitative analyses from the Wisconsin Women Living with HIV Study (Stevens, P.I.) and help launch the Longitudinal Narrative Study of Women Dropped from W2. (Hildebrandt, P.I.). I will consult with UW faculty in social policy and DHFS administrators regarding both studies, update 2 courses, and prepare the Qualitative Research course for our new Social Work Ph.D. program.
Sunwoong Kim Professor	Economics	07-08	South Korea's education sector has been expanded tremendously in the last fifty years. This expansion has created tremendous opportunities for economic and social development. But, at the same time, it has generated serious social and public policy challenges. I would like to devote my sabbatical leave to writing journal articles and a book on this topic.
Yong-Cheol Kim Associate Professor	Business Administration	07-08	I will spend my sabbatical leave in Korea, sharing my expertise on a bank-centered financial system with Korean students. The leave will give me the opportunity to redesign current and potential business programs at UW-Milwaukee. Networking in Korea will also potentially attract more Asian students to UW-Milwaukee's business programs.
Kay Knight Associate Professor	Visual Art	SEM I	The first-semester sabbatical will have two overlapping objectives. The first will be to create interdisciplinary curriculum for an advanced drawing class. The second goal will be to create a series of personal investigational drawings and artist's books using vintage wallpaper and a variety of other materials. Both goals will be supported by investigation of contemporary artists and art.
Vincent Larson Associate Professor	Mathematical Sciences	SEM II	I propose to use my sabbatical leave to research "cloud parameterization," a necessary component of weather and climate models. I will visit the Geophysical Fluid Dynamics Laboratory at Princeton. I will incorporate aspects of what I learn into a graduate course that I teach, "Cloud Dynamics" (ATM SCI 711).
Marc Levine Professor	History	07-08	The proposed project for this sabbatical will be to complete the research and writing of a book entitled "The Rise and Fall of an Urban Renaissance: Baltimore and the Crisis of the American City." 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.

Edward Levitas Associate Professor	Business Administration	07-08	International business research increasingly suggests that, in addition to firm and industry dynamics, country-specific factors also determine the success of firms in the global competitive arena. In light of this, I will use the sabbatical to explore nation-specific systems of innovation in the context of pharmaceutical biotechnology.
Rickie Lovell Associate Professor	Criminal Justice	SEM I	I will utilize this sabbatical to develop manuscripts for dissemination of findings from recently completed federally funded projects. Since I bring my research into the classroom, this will further the instructional mission at UW-Milwaukee and the broader mission of providing information to national, state, and local policy making bodies.
Thomas Malaby Associate Professor	Anthropology	07-08	I propose expanding my research to explore how the architecture of persistent digital environments transforms ideas about innovation and authorship. Linden Lab, the makers of Second Life (a virtual world with 650,000 users, and U.S. \$3 million in trade/week), has invited me to examine these issues. This research will contribute to UW-Milwaukee's growing instructional strength on issues critical to technology and society.
Linda McCarthy Associate Professor	Geography	07-08	My sabbatical leave will allow me primarily to develop two new research initiatives involving off-site research in China and Europe and a number of extramural funding proposals. The off-site research will be incorporated into my teaching.
R. John McCaw Associate Professor	Spanish & Portuguese	SEM II	During this sabbatical I propose to: design instructional materials for a core undergraduate course ("Hispanic Literature and Civilization") in the new Spanish major; develop a new undergraduate/graduate course on a canonical author (Sister Juana de la Cruz); and work on a scholarly book.
Robin Mello Associate Professor	Theatre	SEM I	This sabbatical will be used to write "Building Bridges and Breaking Down Boundaries," an invited chapter for <i>The Arts in Children's Lives</i> , Edition II, slated for publication in 2009. Additionally, the time will be spent on retreat in order to complete the manuscript of my book, <i>The Heroine's Journey</i> .
Stephen Meyer Professor	History	07-08	The principal project of the sabbatical is to complete writing of a book manuscript tentatively entitled "Gendered Terrain: The Gendered Cultures of Male Automobile Workers, 1900-1980." Almost all of the research for this project has been completed, although some minor filling in of details m07-08 be required. This additional research most likely will involve some travel to the UAW archives at the Walter P. Reuther Library at W07-08ne State University in Detroit. A secondary project will be additional research for a book project tentatively titled "The Degradation of Work Revisited: Workers and Technology in the American Automobile Industry, 1900-1980." The content of both projects are embedded in the history courses that I teach on the history of manhood and labor history.

Richard Monti Professor	Foreign Languages & Linguistics	SEM I	The project involves revision and expansion of the website <i>Campania Felix</i> (http://www.nsula.edu/campaniafelix/Introduction.asp), a website introducing the scholarly and academic public from a variety of disciplines to the rich traditions of Campania (in Italy). The website covers both the ancient world and the afterlife of the traditions established in antiquity, and focuses on the relationship between the topography of Campania, especially its volcanic nature, and the development of the mythological, literary and visual traditions of the region.
Graham Moran Associate Professor	Chemistry/Bio chemistry	SEM I	The sabbatical will be used to research and prepare a manuscript to be published as scientific reference, entitled "The Graphical Analysis of Biochemical Data". This text is intended to ultimately serve as a guide for graduate students and postdoctoral researchers.
Boris Okun Associate Professor	Mathematics Sciences	SEM I	I propose a one-semester sabbatical in order to visit the Mathematical Sciences Research Institute in Berkeley, CA, which will hold a special half-year program (Fall 2007) in Geometric Group Theory. This will simultaneously bolster my research and have significant impact on the UW-Milwaukee graduate program in topology.
Carol Ott Associate Professor	Nursing	SEM II	The purpose of this sabbatical is to conduct research, write a manuscript for a refereed national professional journal based on the results of the Research Grant Initiative pilot feasibility study (RGI awarded for the time period January 2007-December 2007), and complete a competitive National Institutes of Health (NIH) grant for submission in May 2008.
Laura Owens Associate Professor	Exceptional Education	07-08	The focus of my sabbatical will be on national policy development concerning the social and economic inclusion of individuals with disabilities. My activities will involve an internship with a professional association in Washington, DC, research, grant work, and writing.
Peter Paik Assistant Professor	French Italian & Comparative Literature	SEM II	I will be initiating a research project that examines the idea of world creation in a diverse array of texts: classical and modern political philosophy, the doctrines and techniques of mysticism, science-fiction narratives, graphic novels, Japanese animé, and on-line games. The project will lead to completion of a book-length manuscript.
Krishna Pillai Associate Professor	Mechanical Engineering	SEM I	A sabbatical leave is being requested by the applicant during the fall semester of 2007-08 to finish a textbook for his graduate course "Transport in Porous Media," which is expected to improve the quality of instruction in the course significantly. He will also explore new areas of research in this field, including the processing of the hybrid (micro-nano) polymer composites and process modeling of metal matrix composites. He also plans to use this leave to conduct research with his graduate students as well as work on an NSF proposal on modeling the evaporation of multicomponent liquids from a porous medium.

Richard Priem Professor	Business Administration	SEM II	I plan to initiate a program of research focusing on immigrant entrepreneurs in Milwaukee, and particularly on their opportunity-finding processes and initial strategic decision-making. These activities are critical to entrepreneurial success, and to the economic success of society, yet there is little established theory on these topics. My qualitative, theory-building study will entail a stratified sample, repeated case study approach involving semi-structured interviews with 30–50 immigrant entrepreneurs. The goal is to build theory useful to both entrepreneurs and scholars.
Adeep Rahman Associate Professor	Civil Engineering & Mechanics	07-08	The objective of the sabbatical is to develop assessment tools to measure critical thinking in student work, and how well mechanics textbooks engage students in critical analysis. I will also examine new trends in engineering instruction using critical thinking and integrated approaches. Finally, I will work to develop engineering solutions to improve the resistance of structures to earthquakes and natural disasters.
Susan Rascon Associate Professor	French Italian & Comparative Literature	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 Víctor Montejo; my previous translations of these authors have already resulted in several published books.
Joel Rast Assistant Professor	Political Science	SEM II	This project focuses on the politics of urban renewal in Chicago during the administrations of two mayors: Martin Kennelly (1947-1955) and Richard J. Daley (1955-1976). The research will result in a scholarly paper and will also be used to enhance my teaching of graduate and undergraduate courses in urban politics.
Paul Roebber Professor	Mathematics Sciences	SEM II	I will use the sabbatical to expand my ongoing research collaborations with internationally recognized scientists and introduce that expertise to my students in the undergraduate and graduate programs in the atmospheric sciences. Specific, planned collaborations, building on previous relationships, include scientists at: the National Oceanic and Atmospheric Administration/Hydrometeorological Prediction Center (snowfall forecasting); the National Center for Atmospheric Research (object-oriented forecast verification); and the Institute for Human and Machine Cognition at the University of West Florida in Pensacola (understanding forecaster expertise).
Pradeep Rohatgi Professor	Materials	SEM II	I will use the sabbatical to strengthen my research and instructional capabilities in the emerging field of nanotechnology. I will also use the sabbatical period to visit the Indian Institute of Technology, the Indian Institute of Science and CSIR Laboratories, where I worked prior to coming to UW-Milwaukee and have continued to do joint research. In addition, I will visit universities in the U.S., Europe and Asia, which have leading research groups in Solidification, Composites and Nanostructured Materials. The objective of these interactions and visits will be to develop new courses and collaborative research proposals in the emerging area of bulk nanostructured materials and nanomanufacturing.
Brian Schermer Associate Professor	Architecture	SEM I	Post-occupancy evaluation (poe) is a term used to describe a systematic approach to assess building performance. I will use the sabbatical to investigate how different theoretical approaches to the topic of organizational learning can inform the conception, design, and implementation of building evaluation efforts.

Ruth Schwertfeger Professor	Foreign Languages & Linguistics	07-08	The purpose of this sabbatical is twofold: to complete a book-length manuscript on narratives written by German Jews in France prior to and during the years of the occupation of France; and to begin a fresh research project based on a collection of German books that was recently donated to Special Collections of the Golda Meier Library at UW-Milwaukee.
Sandra Strawn Associate Professor	Theatre	SEM II	My sabbatical will allow me time to begin writing a textbook for use at the University or professional production level describing the shop management, organizational methods, design/rehearsal collaboration process, and technical skills needed to produce props for the stage. This book will become the textbook I utilize in teaching classes at UW-Milwaukee for the B.F.A. and B.A. theatre program. My second book proposal is on the design history and creative process of Paul Owen, resident designer for Actors Theatre of Louisville.
Keith Sverdrup Professor	Geosciences	SEM II	The purpose of this sabbatical is to modify and update existing earthquake location algorithms so that they make use of the most accurate Earth travel-time models. I will then test the algorithms using earthquake data sets from the northeast Pacific Ocean basin and from the Himalayas, remote regions where seismic station coverage is relatively sparse and earthquake locations are often poorly constrained.
Hani Titi Associate Professor	Civil Engineering & Mechanics	07-08	The applicant is proposing to conduct research and teach in the area of pavement and geotechnical engineering with emphasis on innovative methods of characterizing geomaterials for mechanistic-empirical pavement analysis and design at the Jordan University of Science and Technology.
William Van Pelt Associate Professor	English	07-08	My research investigates cultural factors affecting web design and professional communication within the emerging environment of global information technologies. I will publish my research (in articles and a book) on how cultural dimensions (masculinity-femininity, androgyny, individualism-collectivism, etc.) facilitate communication among diverse international audiences, and to develop course materials for the English technical writing and B.A. in Global Studies curricula.
Leslie Vansen Professor	Visual Art	SEM II	I request sabbatical leave for creative studio and curricular research. My curricular investigations will test pedagogical links between technological and traditional image invention strategies, restructure the Art Survey's course content, and establish new critical theory course content. The studio research continues my ongoing "constructed color" painting series but adds collaborative projects for future cross-disciplinary presentation
William Velez Professor	Sociology	SEM II	I plan to use my sabbatical leave to finish a book manuscript tentatively entitled "The New 'Ethnics': Latinos in the Twenty-First Century." My purpose in writing this book is to elucidate the major sociological debates surrounding the incorporation and socio-economic mobility of Latinos in the United States by bringing the latest research results into the discussion and by applying new theoretical models. The literature review and original research needed to complete this project will greatly enhance my capacity to include the latest and most up-to-date information on Latinos and multicultural issues into the classes I teach at UW-Milwaukee.

Gabrielle Verdier Professor	French Italian & Comparative Literature	SEM II	I will work on two projects whose outcomes will serve teachers and students of early modern French culture, specifically women writers: 1) an on-line article and a classroom edition of a play by Mme Staal-Delaunay; and 2) an article for the Modern Language Association <i>Options</i> series and larger study of Mme d'Aulnoy's historical writings.
Ying Wang Associate Professor	Art History	07-08	My book project focuses on the art and salt trade of Yangzhou city of China during the 18th century. It is necessary for me to work at the site in Yangzhou to engage in a detailed survey of its architectural remains and use the local libraries to access original records of the time.
Michael Wilson Associate Professor	English	SEM I	I have completed about 1/3 of a book of short stories. By the time the the first semester of 2007 arrives, I hope to have completed or nearly completed the collection in rough form. I will spend the sabbatical leave revising and consulting with professional writers for revisions before submitting the collection to a publisher. As a member of an indigenous nation whose research and teaching focus on indigenous issues, I hope these stories will engage the complexity of many of the issues I discuss in my classes: "race," class, gender, multiculturalism, local color, Indian sovereignty, and various aspects of postcolonial theory.
Mariam Zahedi Professor	Business Administration	SEM I	The role of web-based information systems in delivering critical services is an under-investigated area of research. I plan to launch a research program with multiple projects for studying web-based information systems at the service of public health, banking, and disaster aid. Ph.D. students and interdisciplinary graduate programs will benefit from this research program.

University of Wisconsin-Oshkosh

Andrew Redington	Art	SEM II	The artist will execute a series of functional art works, which will consist of anywhere from eight to ten pieces. This project will represent an exploration of ideas and themes seen in the artist's current work of applied and functional design.
Joyce Andrews	Music	SEM II	The proposer will study Scottish-themed song cycles by contemporary composers Thea Musgrave and Judith Weir. She will also research and interview Scottish composer Sally Beamish, to become familiar with her vocal works and gather material for an article.
Gail Panske	Art	07-08	The artist will create a new body of work entitled "What Remains," which will incorporate drawing, print media and found objects. She will complete print editions, mixed media two-dimensional and mixed media three-dimensional found object works. The artist will also pursue an artist-in residence program.
Judy Lambert	Reading Education	SEM I	The purpose of the sabbatical is to provide time for intensive investigation and study of a specific area of literacy assessment. The goals are to expand her assessment knowledge base, to survey, interview and observe PK-8 teachers in the field, and to develop an extensive set of instructional materials.
David Siemers	Political Science	07-08	The proposer will study how three presidents, John Adams, Thomas Jefferson, and Franklin Delano Roosevelt, have dealt with political theory. Specifically, what did they learn from political theory and how was it used in their job? His goal is to write three chapters of his book manuscript.
Jennifer Mihalick	Chemistry	07-08	The proposer will research and write a draft textbook for the course "Chemistry 104: Introduction to the Chemistry of Materials." In addition, she will develop eight new laboratory experiments involving metal and ceramic materials to be added to the course laboratory manual.
Thomas Naps	Computer Science	SEM I	The proposer's sabbatical will focus on the use of algorithm visualization (AV) systems. The proposer will collaborate with Finnish colleagues to integrate their respective AV software systems. The resulting system will be used in an algorithms course for computer science majors. The second phase of his sabbatical will involve developing instructional materials in hypertextbook form for an Advanced Data Structures and Algorithms course.
Paul Klemp	English	SEM II	The proposer will research and write two long essays focusing on the sermons of William Laud, Archbishop of Canterbury, delivered just before his execution in 1645. The essays will be submitted to scholarly journals.
Susan McFadden	Psychology	07-08	The proposer will study both the existential and spiritual challenges experienced by people diagnosed with Mild Cognitive Impairment and Early Stage Alzheimer's Disease. As part of this study, she will learn about the readiness of leaders and members of faith communities to respond to the growing numbers of persons who receive these diagnoses.
James Paulson	Chemistry	07-08	During this sabbatical, the proposer will further his research with the biochemistry of mitosis (cell division). Laboratory research will be conducted focusing on the structure of mitotic chromosomes and the mechanism of mitotic chromosome condensation. He will collaborate with a colleague at the Institute of Cell Biology at the University of Edinburgh, Scotland.

Jennifer Wenner	Geology	07-08	The proposer will expand her research on the role of quantitative literacy (QL) in the geosciences. The research will encompass two main projects: 1) Best practices in QL programs; and 2) Development of student-centered web-based modules.
Mark Lattery	Physics Astronomy	SEM II	This sabbatical will focus on theory change in classical mechanics (the study of force and motion). The two main research questions to be addressed are: 1) How does theory change occur? and 2) How can one teach for theory change? Research will be conducted in collaboration with a colleague at UW Madison.

University of Wisconsin-Parkside

Helen Rosenberg, Associate Professor	Sociology	07-08	This one-year request for sabbatical leave has two primary goals. The first is to redevelop the course readings for a series of classes I teach that are subsumed under the general category of deviant behavior. In addition, I wish to develop a means of assessing learning outcomes on the basis of the stated competencies for these classes. With revised readings and a plan for assessing learning over the coming years, I can include assessment strategies in each class that relate to deviance. A second goal is to continue work to study the prevalence of alcohol and other drug abuse (AODA) among people 65+ in Southeastern Wisconsin.
Zhaohui Li, Associate Professor	Geosciences	07-08	The goal of this sabbatical leave is to provide time for the applicant to conduct preliminary research on using zeolite and brucite to remove nutrients from animal waste and to use the spent zeolite as slow release fertilizers (SRFs) to integrate waste management with food production.
Jonathan Shailor, Associate Professor	Communication	07-08	The purpose of this project is to write a book (working title: <i>The Theatre of Empowerment</i>). A central focus of the book will be The Shakespeare Project at Racine Correctional Institution (Jonathan Shailor, Director and Founder, 2004-present). The chapters on The Shakespeare Project will include an evidence-based, scholarly investigation of the following question: "How does the study, rehearsal and performance of classical literature (in particular, Shakespeare) contribute to the personal and social development of prison inmates?"
Alexander J. McNair, Associate Professor	Modern Languages	SEM II	The project is the blank-verse translation of two epic poems from the Spanish Middle Ages: the 12th-century oral epic "Poem of the Cid" and the 13th-century clerical epic "Poem of Fernán González." The poems represent two extremes of the epic tradition in Spain and reveal facets of Medieval culture that have an eerily contemporary relevance. They present different models of coexistence and conflict between Christian and Islamic civilizations, and as such ought be made available to a wider audience of readers.
Roby Rajan, Associate Professor	Business	SEM II	I will conduct an intensive study of knowledge process outsourcing so as to bring myself up-to-date in two related areas: incorporating offshoring/outsourcing in the business curriculum and in my ongoing research program in globalization. This will contribute to internationalizing the curriculum (as called for by the AACSB, the Business School accrediting body, and the Business Department's mission) and enlarging the global perspective of UW-Parkside students.

University of Wisconsin-Platteville

Harold Evensen Associate Professor	Chemistry & Engineering Physics	SEM II	Dr. Evensen plans to spend a semester in Newcastle, Australia, to help develop a novel technique for the nanoscale characterization of plastic solar cells. This interdisciplinary work would be imported to UW-Platteville, where students would be able to engage in research. Joint student design projects between the two campuses would also be explored.
Donna Perkins Associate Professor	Business & Accounting	SEM II	Professor Perkins plans to further internationalize the Business Administration program by visiting exchange partner institutions to develop a model for the international co-op and internship experience.
Deborah Gillespie Associate Professor	Humanities - English	07-08	Professor Gillespie plans to complete and publish a book-length manuscript of original poetry and to reestablish and develop a writers' workshop involving UW-Platteville colleagues, students and community members who were interested in pursuing their own writing projects.
David Krugler Associate Professor	Social Sciences - History	07-08	Dr. Krugler plans to research and write a book-length historical study of post-World War I civil unrest in the United States and the development of permanent, peacetime political surveillance methods by the federal government.
Avuthu Rami Reddy Associate Professor	Agriculture	SEM I	Professor Reddy's project will advance collaborative program activities with major agribusiness firms in UW-Platteville's tri-state area. In addition, development and publication of a scholarly review article will be written, which will be the basis of a book proposal on grain marketing.
Lisa Riedle Profess & Associate Dean	Civil & Environmental Engineering	SEM II	Dr. Riedle plans to: 1) gather information to include in the new International Management business course and to explore the possibility of new interdisciplinary courses leading to an international business certificate for engineering students; and 2) develop a two-week module on cross-cultural engineering management for use in capstone design courses in all engineering disciplines.
J. Elmo Rawling Associate Professor	Social Sciences – Geography & Geology	SEM II	Professor Rawling plans to disseminate the results of research conducted over the last four years through publication in several peer-reviewed journals.
Barry Ellis Professor	Fine Arts - Music	SEM II	Dr. Ellis plans to study and record to compact disc selected published and unpublished wind band works of James Clifton Williams. These recordings will serve as an education tool for directors, teachers, and students.
Susan Hansen Associate Professor	Business & Accounting	SEM II	Dr. Hansen plans to visit exchange partner institutions to discuss protocols for co-ops and internships between the institutions and to explore the potential of developing cross-cultural co-ops/internships for UW-Platteville's Engineering and Business Administration undergraduates and incoming international exchange students.

University of Wisconsin-River Falls

James Madsen Professor	Physics	07-08	Professor Madsen will use a year-long sabbatical leave to develop expertise that will enable UW-River Falls students and staff to contribute to data collection and analysis, and to explore and develop opportunities allowing students and staff to participate in research at IceCube Collaboration institutions. He will also bring science to a broader audience, including the general public and K-12 teachers and students. This sabbatical project involves intensive study of cosmic rays as part of the IceCube project at the University of Wisconsin-Madison. Cosmic rays come from outer space with an enormously wide-range of energies, and the origin of the highest energy rays remains unknown.
Hossein Najafi Professor	Computer Science and Information Systems	SEM II	Professor Najafi will spend a semester-long sabbatical to undertake and complete a comprehensive study of Hierarchical Temporal Memory Systems and their relationship to artificial neural networks. The major objective of this proposal is to investigate this new emerging technology which will have significant impact in his area of research, Artificial Intelligence and Neural Networks. This research project, which focuses on the very important and difficult problem of machine learning, will expand Hossein's current research capabilities. It will also enable him to make significant contributions to undergraduate student research and curriculum development at UW-River Falls.
Susan Rogers Associate Professor	Economics	SEM II	Dr. Rogers plans to use a semester-long sabbatical to develop, write, solicit and edit a comprehensive volume of exercises, simulations, and aids for teaching undergraduate business law courses such as UW-River Falls' Business Law 265 and 266. Although articles on pedagogy occasionally appear in the Journal of Legal Studies Education, there is currently no publication or general outlet for exercises designed for immediate and practical use in the classroom.

University of Wisconsin-Stevens Point

Mary R. Bowman Associate Professor	English	SEM II	The proposed project is a book-length study of two important models of heroism the middle ages have given the modern world, the heroic-age warrior and the chivalric knight. Studying how medieval stories have been interpreted and rewritten yields insights, not only about the flexibility and enduring power of the stories themselves, but also about the perspectives and interests of those who interpret and rewrite them. In particular, how the heroes found in these stories are viewed can reveal a great deal about what a later age sees as admirable traits. The two types of heroes to be studied (exemplified, respectively, by Beowulf and the knights of the Crusades) have strong cultural resonance at the present moment. The result of the study will be a better understanding of the contemporary appeal of these heroes and, more importantly, of what those heroes mean at this point in history.
Andrew J. Felt Assistant Professor	Mathematics & Computing	SEM II	The Suzuki method is a successful system of musical talent education based on early introduction, encouragement and careful selection of curriculum. Guided by UW-Stevens Point collaborators in early childhood education and in the Suzuki program, I intend to develop an analogous method and curriculum for the learning of mathematical skills and concepts. My goals for the one-semester project will be to develop the curriculum for preschoolers. This proposal is not to integrate music and math education, but to develop a mathematics curriculum in the model of the Suzuki music curricula. The goal is a deep learning of mathematical concepts through the careful selection of curricula.
David C. Gibbs Professor	Mathematics & Computing	07-08	In the eight years since its recommendation by the World Wide Web Consortium (W3C) standards organization, XML (eXtensible Markup Language) has exploded in use. Its direct use in web development, documentation, and database development are readily apparent. It has also become a key component of data exchange between different computer systems, as well as the sharing of data via the Internet. This Sabbatical proposes to create faculty expertise in XML through a direct examination of the content. In addition, the use of XML throughout university computing curricula will be examined with two goals in sight: first, to include the content in the curriculum at UW-Stevens Point, and second, to share the curricular knowledge with fellow UW System computing faculty through a systemwide workshop to be held in June 2008. Further, as computing is an applied discipline, the project will include the development of prototype applications, as demonstrations and learning/teaching tools. Those prototypes will include exchanges of data, and the specific application of XML to speech-enabled web browsers, i.e., those that can “listen” and “speak” interactively with its users.

David Hastings Professor	Music	07-08	During my sabbatical year, work will be focused on further development of my skills as a saxophone performer and the enhancement of my teaching abilities in the areas of applied saxophone, Musicianship 110-113 (music theory, ear-training), and jazz studies. Intensive study at the University of Minnesota-Twin Cities with Dr. Eugene Rousseau and other faculty in the areas of classical and jazz music will provide opportunities to explore and perform new saxophone repertoire and to engage in discussions regarding new developments in the teaching of music relative to the areas of saxophone, music theory, ear-training, and jazz music. Outcomes from this project will include on- and off-campus performances, the re-design of curricular offerings in saxophone study and Musicianship 110-113, and enhanced teaching style in the studio and classroom.
Gary Itzkowitz Professor	Sociology	SEM II	The purpose of this sabbatical is to improve a course in community research by exploring new methods that assess social programs. The aim is to enable students to meet the demand for accountability now facing social service agencies. One new method of program evaluation is participatory research, where the community being studied actively participates in research. Whether community involvement in research is effective in ensuring program accountability will be explored. In addition, whether community members with various skill levels can effectively carry out research also will be examined. The conclusions from this study will be applied to an evaluation of a social program in central Wisconsin to test their validity.
Sarah A. Kent Professor	History	07-08	Dalmatia is a region of Croatia that has received scant attention in the modern period, especially in western historiography. This sabbatical application proposes two articles to supplement the scholarly literature. The first article, which centers on two visits that Emperor Franz Josef made to Dalmatia (one in 1875 and the other in 1891), will compare and contrast the reception of those visits on the basis of economic developments in the province. The second article will contextualize recent innovative historical work written in Dalmatia in the last fifteen years within the larger historiography on the Habsburg empire.
Karen A. Lemke Professor	Geography/ Geology	07-08	Dr. Lemke proposes to complete her portion of a textbook, <i>Understanding Physical Geography</i> , which she has been working on with two co-authors, Dr. Michael Pidwirny, University of British Columbia–Okanagan, and Dr. Douglas Faulkner, University of Wisconsin–Eau Claire, since 2002, and which is under contract with McGraw Hill. She is responsible for approximately one third of the textbook, an introductory level college text. The first draft was submitted to McGraw Hill August 15, 2006. During semesters one and two she will be writing the final draft of her chapters, reviewing copyedited chapters and art proofs, and doing final chapter and artwork revisions based on copyedit comments and comments from reviewers. The book will be sent to the printer in fall 2008 with an anticipated publication date of January 1, 2009.

Susan Morrison Professor	Art & Design	07-08	This sabbatical project connects the auditory—jazz music and Spanish—with the visual arts—sculpture and painting—for a series of new artworks within the theme of three seasons: Fall, Winter, and Spring. I will create a series of forty-two pieces of artwork: thirty oil paintings on canvas and twelve multimedia sculptures. Further, I will seek additional professional, as well as, local venues for display.
Daniel J. Sivek Professor	Human Dimensions of Natural Resource Management	07-08	This proposal will involve an inventory of the cultural and natural resources of Vieques National Wildlife Refuge in Puerto Rico. A needs assessment of refuge staff, island residents, and users of the refuge will be conducted. Education and interpretive themes will be developed, and recommendations made for public education and for interpretation of the refuge's resources through personal and non-personal services.
John O. Smith Associate Professor	Art & Design	07-08	The purpose of this sabbatical is to provide time to work on the research and development of a significant studio-based art project. This creative work will take the form of an artist's book. Mr. Smith plans to combine and integrate his interests in book structures and gallery installation into this project, creating a book that can be expanded to fill a gallery space, encouraging the viewer to walk into the book and become a part of the content. All content, including text and images, will be created during the sabbatical period. The artist's book will be designed, constructed, documented photographically, and submitted for juried exhibition during the year-long sabbatical.
Jianwei Wang Professor	Political Science	07-08	The rise of China as a world economic and military power is the most epic development in the 21 st century. It has triggered heated debate on whether China's rise is a threat or opportunity in the United States, Asia, and elsewhere in the international community. To alleviate the increasing concerns from the international community, China has trumped a theory of "peaceful rise" in recent years. It argues that China's rise will be peaceful and beneficial to the world. This study attempts to analyze the underpinning rationale behind China's theory of "peaceful rise" and how the world has responded to this argument. It will focus on comparing the American and East Asian perceptions of China as a rising power and their respective reactions to the theory of "peaceful rise." The findings will help reveal the potential of cooperation and conflict between China and the United States and between China and its neighbors.
Erik R. Wild Associate Professor	Biology	07-08	The proposed full-year sabbatical project has two intimately related components. The research component proposes a collaborative study of the evolution of the bizarre South American horned frogs, requiring fieldwork in Colombia, Ecuador, and Brazil. The teaching component proposes to teach graduate courses in Biological Illustration, Evolutionary Systematics and Phylogeny, and Field Research in Herpetology (reptiles and amphibians) in Brazil. An application has been submitted for a Teaching and Research Award through the Fulbright Scholar Program for March-July, 2008, and a proposal will be submitted to the National Geographic Society for field research during September, 2007-February, 2008.

University of Wisconsin-Stout

Rajiv Asthana Professor	Engineering and Technology	07-08	The year-long sabbatical will be utilized to gain applied research experience to develop joining concepts and methods for space power and propulsion materials at the NASA Glenn Research Center, with emphasis on improving the durability of such materials. The project will continue the applied research I initiated on the joining of advanced ceramic-matrix composites at NASA. The research will complement the ongoing scholarly collaboration involving international partners at the Foundry Research Institute, Poland, which focuses on the interfacial science of joints. I will travel to Poland to strengthen the collaboration between Stout, FRI and NASA on the joining of CMC's, and explore possibilities to establish educational partnerships between Stout, FRI and universities in the Krakow and Warsaw regions, focusing on undergraduate research and education.
Desiree Budd Associate Professor	Psychology	SEM I	During the sabbatical I will prepare a proposal for a NSF RUI grant to support my research. The RUI is intended to serve a dual purpose, which is to support individual faculty research at predominantly undergraduate institutions, while enhancing the educational opportunity of the students, in the form of direct and indirect support to the students. I have three research projects at different stages of completion. The sabbatical would also be used to wrap up these projects and submit manuscripts for each of them.
Susan Eberhard Associate Professor	Rehabilitation and Counseling	07-08	Sabbatical plans consist of positioning the Bachelor of Science in Vocational Rehabilitation program into the future with four main goals. I will research undergraduate rehabilitation outcomes in collaboration with U.S. and international colleagues via the Council on Rehabilitation Education's Committee on Undergraduate Education. I will also research the best use of 30 years of program relationship resources, putting together a plan that lists methods to better use students, B.S. & M.S. alumni and employers to enhance student job opportunities/career mobility. The research results will be used to enhance the UW-Stout B.S. in Vocational Rehabilitation training. Finally, I will explore ways to provide the B.S. in Vocational Rehabilitation training to a larger area of the state, specifically researching the feasibility of online rehabilitation education at UW-Stout.
Brian Fitch Associate Professor	English and Philosophy	SEM I	Part of the sabbatical would be spent in northern Pennsylvania in the Sterling, Greentown, Gouldsboro area, researching the towns and the people who populated the towns at the turn of the twentieth century, reflecting those findings against the backdrop of the present day. I will also spend time in Newfoundland, Canada to see what parallels in geography exist with northern Pennsylvania and how the changing economic landscape has migrated with the people and how it has impeded or impelled the peoples' lives. The results of the research would be directly related to my activity at Stout as a teacher of writing and a working, publishing writer.

Mahshid Jalilvand Professor	Social Science	07-08	The purpose of this sabbatical is to ensure continued high quality online instruction by researching and investigating the most recent theoretical and practical approaches to online teaching. I will also continue my research on how women participate in the labor force based on their social and cultural values. In the current globalization of work, things are changing rapidly and the horizon has expanded for women. I will use my contacts at Delhi University in India to pursue this research.
Claire Sand Associate Professor	Engineering and Technology	07-08	A focused text for undergraduate and graduate students studying Food Packaging is lacking. While on sabbatical, I will write a textbook to meet the need of the UW-Stout Packaging and Food Science students (in current courses) and those of Packaging and Food Science programs worldwide. A detailed project plan has been developed with a publisher and key contacts identified. This text will enable effective teaching as well as heighten the profile of UW-Stout's programs.
Ken Welty Professor	School of Education	SEM II	The sabbatical will be used to develop six case studies that capture teaching and learning in technology education classrooms representing urban, suburban and rural schools. Research methodology will involve taping multiple sources of data using interview techniques, participant observations, document analysis, and insights into the nature of the teaching and learning process. Data derived from the research will be developed into cases that can be used in pre-service teacher education. Case studies are powerful tools for bridging the gap between education theory and classroom practice, enabling students to envision the context in their mind's eye, empathize with the characters in the case, identify and analyze the problems in question, and formulate informed conclusions that can guide their own practice in the future.
Geoffrey Wheeler Associate Professor	Art and Design	07-08	The proposal for this sabbatical has four parts: Part I - Working as an Artist in Residence at an international residency center; Part II - Working as a visiting Artist/Professor at Silpakorn University, Thailand, and possibly the National Taiwan University of Arts, Taiwan; Part III - Reflection and Creation, involving time in my studio to create a new body of work; and Part IV- Dissemination: Exhibitions and Publications.
Mingshen Wu Professor	Mathematics, Statistics and Computer Science	SEM I	I will continue to work on the Graph Algorithms Project. I will contact and provide software to other UW-Stout professors who teach a course that is graph algorithm-related, and I will meet with other professors from within and beyond the UW System to demonstrate the project, collect feedback, and discuss further developments.

University of Wisconsin-Superior

Sergei Bezrukov Associate Professor	Mathematics & Computer Science	SEM II	The purpose of this leave is to do research with colleagues at the Technical University of Catalonia (Barcelona, Spain) and the Rey Juan Carlos University (Madrid, Spain). Dr. Bezrukov will complete several joint projects and publish papers jointly in the area of Discrete Mathematics.
Anthony Bukoski Professor	Language & Literature	SEM II	Dr. Bukoski will use the sabbatical to complete a draft of a novel, his first. This novel is set in Superior, Wisconsin, and principally considers the harmful effect Hollywood and movies can have on an emotionally and psychologically insecure moviegoer. Secondly, it considers the harmful effect excessive religious fervor might have on the young, or on anyone for that matter, but in this case on the novel's youthful protagonist. The novel explores how one earns a place in a neighborhood, and how one comes to belong—in this instance, to a largely ethnic northern Wisconsin neighborhood?
Randy Gabrys-Alexson Associate Professor	Biology & Earth Sciences	SEM II	In 1977, concerned about continued threats to traditional commercial architecture in economically declining downtowns across America, the National Trust for Historic Preservation launched the Main Street project. Professor Gabrys-Alexson's home community has recently initiated a Plan 2020. The objective of her sabbatical is to have the opportunity to work full-time on this project: to write grants for funding, establish internship projects for students, involve colleagues, supplement classroom lessons with real examples, and to enhance overall professional knowledge and therefore student learning in the area of Urban Planning and Economic Geography.
Gary Keveles Professor	Politics, Law & Justice	SEM II	Under the topic of "Diminishing Crime Problems Through Innovative Means," Professor Keveles' research examines ways to diminish crime and delinquency problems by reframing offender and practitioner thinking as well as action. The lessening of problems is measured by indicators of community safety, offender accountability, and fiscal responsibility. The research domains to be examined include male violence, restorative justice practices, domestic violence situations, and jail programming.
Maureen Salzer Associate Professor	Language & Literature	07-08	Professor Salzer will complete a book manuscript that will enrich her classes with valuable new material, addressing the representations of native people by native writers and non-native women writers circa 1900. The work is an interdisciplinary study that draws upon literature, rhetorical theory, anthropology, women's studies, native studies, history and post-colonial theories.
Priscilla Starratt Professor	Social Inquiry	SEM I	Professor Starratt will complete a manuscript on sources of African history, and work towards getting it into print as a textbook for African history classes. The work will focus on oral history in Muslim Africa and what is learned about the nature of oral history from al-Maghili legends.

University of Wisconsin-Whitewater

Paul Adogamhe Associate Professor	Political Science	07-08	Despite Nigeria's vast oil wealth and abundant human resources, fluctuating oil prices, endemic corruption and mismanagement of resources have undermined economic progress and have made the majority of the country's population live in abysmal poverty. After the 2003 election, President Obasanjo's administration launched a series of economic reforms designed to address the structural and institutional weaknesses of the Nigerian economy. This research proposal will examine the issues emerging from the macro-management of economic policy reform through the lens of Nigeria and the government's implementation of its new policy.
Bruce Eshelman Associate Professor	Biological Sciences	SEM II	Industrial effluents are often a source of pollutants for freshwater and marine systems. In particular, heavy metals can enter the environment and subsequently the food chain in areas where they are not properly monitored and contained. Once in the environment and the food chain, these elements can persist for long periods of time. Proper identification of these elements and the monitoring of their output and accumulation is the first step in the control of the release of these elements into the environment. This study will examine the concentration of heavy metals in coastal fish and invertebrate communities in an area of the state of Victoria, Australia, where such sampling has not yet taken place.
Stuart Glosser Associate Professor	Economics	SEM II	Sabbatical activities will pertain to two goals. The first is to research methods used to compute enhanced earnings, an economic application used in family law court cases. The second is to research the use of nonlinear time series techniques for modeling exchange rates.
Jerry Gosen Professor	Management	SEM II	The objective of this sabbatical is to develop, deliver, and disseminate a training package for developing world micro-entrepreneurs to help them adapt to the complexity and rapid changes in the global business environment. Initially, this package will be developed for sari designers and weavers in India, and a group of these entrepreneurs will undergo training in their home town. The program will then be evaluated, improved, and disseminated to a wider audience. The results and implications will be published.
Jian Guo Professor	Languages and Literatures	SEM II	Since the publication of Edward Said's <i>Orientalism</i> in 1979, much scholarship has been done on the Western representation of the East, mostly in a colonial setting, as a negative self-projection of the West. The project that I am proposing is a long-term, book-length study of the flip side of Orientalism in a postmodern setting. The book examines critically an image of the Chinese 1960s in contemporary Western cultural theory and academic discourse as a positive, revolutionary Other of the West, an image that is no less fantastic than any from traditional Orientalist lore. In this sabbatical period of four months, I shall focus on the works of Louis Althusser and Fredric Jameson in relation to Maoism and the Chinese 1960s and plan to write two chapters of the book.
Linda Holmes Associate Professor	Accounting	SEM II	I will investigate the relationships between state higher education spending and level of college educated people, and income growth. Income growth is a measure of quality of life. I have two objectives. The first is to measure the benefits of higher education spending to the state. The second is to find the optimal balance between state spending and the number of college educated people.

Julie Letellier Associate Professor	Mathematical and Computer Sciences	SEM I	My sabbatical will be spent analyzing data collected in 2006-07 from my current Scholarship of Teaching and Learning (SoTL) research on developing and testing exercises designed to enhance the retention of prerequisite material in a mathematics course. A paper will also be prepared and submitted. Similar exercises will be designed for another course, as well as exercises to improve students' ability to see patterns. I expect to test the exercises developed in the future. A SoTL working group of colleagues will be organized and nurtured.
Guoli Liang Associate Professor	Health, Physical Education, Recreation, and Coaching	SEM I	The overall goal of this sabbatical leave is to enhance the applicant's teaching and scholarship in the field of human motor development. The academic field of human motor development has been neglected in China since the 1950s. A team of U.S. and Chinese scholars has assembled to write the first book about human motor development for China physical education teacher education programs and in-service teachers, and will be published in Chinese by the People's Education Press. As the associate editor of the book, my responsibilities include: 1) writing certain chapters; 2) translating the content from US authors into Chinese; 3) co-editing the book in English and Chinese; 4) coordinating with scholars from both the U.S. and China; and 5) promoting human motor development in Chinese physical education programs.
Beth Lueck Associate Professor	Languages and Literatures	SEM II	I propose to use the sabbatical semester to research and write an article on the private and public voices of Victorian womanhood as reflected in Harriet Beecher Stowe's <u>Sunny Memories of Foreign Lands</u> (1854). Focusing on a public appearance by Stowe at a reception at Stafford House in London, my study will explore how a female Victorian writer manipulates the gendered space of both public and private places to maintain her domestic role in the wider sphere of the political world.
Barbara Penington Associate Professor	Communication	SEM II	Loban (1963) has suggested that we listen to a book a day, speak a book a week, read a book a month, and write a book a year. Listening not only happens extensively on a day-to-day basis, but effective listening skills may also be the most important ingredient for professional success and satisfying personal relationships. The purpose of my sabbatical project is to better understand the listening process from a more multidisciplinary perspective and examine how listening is taught at schools in both the United States and Germany, where listening instruction is currently being studied extensively. Knowledge gained during the sabbatical will be used to enhance my teaching of communication courses and shared with scholars, teachers, and parents so as to enhance our ability to help further develop listening effectiveness in young people.
Geetha Samaranayake Associate Professor	Mathematical and Computer Sciences	SEM II	The purpose of this sabbatical leave is to learn and apply the computer software package <i>GAP (Groups, Algorithms, Programming – a system for Computational Discrete Algebra)</i> in teaching and in research. The project has the following objectives: 1) develop course material incorporating GAP software for my upper-level courses, "Introduction to Abstract Algebra" (Math 452) and "Abstract Algebra" (Math 453); and 2) use the software to conduct research in my area of study on the Index of Vector Fields.

University of Wisconsin Colleges

Wayne Schaefer Professor	Biological Sciences	07-08	My sabbatical project is a continuation of a collaborative research project on the biology of blue walleye in upper North America. Working with colleagues from several research universities, a graduate student at UW-Milwaukee, and over 100 undergraduates and 200 high school students, we have discovered a new protein pigment in the mucous cells of the blue walleye. During my sabbatical, we will do field and lab work to determine the physiological source of the blue protein in the fish and the adaptive significance of the chemical. In addition to publication of results in scientific journals, knowledge learned from the research will be incorporated into my and my colleagues' courses in physiology and zoology.
Kimberly Kostka Professor	Chemistry	SEM I	During my one-semester sabbatical I plan to create a set of ionic liquids curriculum materials that could replace traditional sophomore-level organic chemistry laboratories. These materials would be published for the chemical education and green chemistry community, and will enable instructors to teach their students about the synthesis, characterization, and application of ionic liquids. This work is part of a larger national initiative to "green" the undergraduate chemistry curriculum.
James Brey Professor	Geography and Geology	07-08	Jim Brey will engage in collaborative activities with the American Meteorological Society's Education Program and Policy Program staff to study the interface between climate policy and atmospheric science education. As part of this research he will explore the issue of what the learning materials for the science courses of the future should look like. This project will enhance his teaching and give him greater experience in collaborative efforts between agencies. A likely result will be a new online climate change course that blends atmospheric science content and climate change policy using geospatial technologies.
Jeffrey Leigh Associate Professor	History	07-08	My case study of the relationship between the rise of public opinion, the establishment of the rule of law, and the emergence of antagonistic nationalisms in mid-19th century Central Europe constitutes a new interdisciplinary approach to the study of the most potent form of modern politics, nationalism. My central question, which focuses upon the interaction between the means by which politically-oriented public opinion was created and the means by which states attempt to control its impact, has formed a central topic of scholarly inquiry in History, Political Science, Sociology, Anthropology, Literary Analysis, Communications Theory, and Philosophy. Not only will my research inform the scholarship of nationalism studies related to each of these separate disciplines, but it will also inform courses my colleagues and I teach in History, modern politics, Sociology, and public identity formation.

Peter Gibeau Associate Professor	Music	07-08	My sabbatical project includes research on the choral music of C.F. Zelter at the Alte Stadtbibliothek in Berlin, and conducting Zelter's choral music in Neuruppin, a town north of Berlin. I will bring Zelter's music back to perform with my own Moraine Chorus, a "communiversity" ensemble and share it with members of my department. I also plan to publish the music, thus making it accessible to the choral world generally. Finally, I will use my German stay to better prepare me for my integrated studies course, "Architecture and Music," and to teach third-semester German.
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University of Wisconsin Extension

Ken Mericle Professor	Department of Labor Education, School for Workers	SEM II	This sabbatical will involve library and archival research and interviews of representatives from unions, government, business, and actuarial and accounting professions regarding current issues in pension bargaining and the impact on collective bargaining of the Pension Protection Act of 2006. The end products of the research will include: a) teaching materials including power-point presentations, spreadsheet models, case studies and handout materials on current pension bargaining and the new legislation; b) a new curriculum on pension bargaining under the Pension Protection Act; c) a web conference hosted in Madison for previous participants in my pension bargaining programs to update them on issues related to the new legislation; and d) at least one paper submitted to a peer-reviewed journal such as the <i>Labor Studies Journal</i> or the <i>Industrial and Labor Relations Review</i> . The Pension Protection Act of 2006 phases in between 2008 and 2011 so the timing of the sabbatical is very appropriate.
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BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.2. Business, Finance, and Audit Committee

December 7, 2006
1820 Van Hise Hall
1220 Linden Drive
Madison, WI

11:00 a.m. Business, Finance, and Audit Committee Meeting – All Regents Invited

- a. 2007-09 Unclassified Pay Plan Request
[Resolution I.2.a]

12:00 p.m. Lunch

12:30 p.m. Business, Finance, and Audit Committee Meeting – Room 1920 Van Hise Hall

- b. Approval of Minutes of the November 9, 2006 Meeting of the Business, Finance, and Audit Committee
- c. Approval of Criminal Background Check Policy
[Resolution I.2.c.]
- d. Consideration of Salary Adjustments for Senior Academic Leaders to address Recruitment and Retention Challenges for Chancellors at UW-Green Bay, UW-Oshkosh, and UW-Parkside
[Resolution I.2.d.]
- e. University of Wisconsin System Audit Update
 - (1) Quarterly Status Update
- f. Committee Business
 - (1) Approval of 2007-09 Administrative Reduction Plan
[Resolution I.2.f.(1)]
 - (2) Approval of Policy on Recognition of Student Organizations
[Resolution I.2.f.(2)]
- g. Report of the Vice President
- h. Additional items, which may be presented to the Committee with its approval

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

Whereas, pursuant to s.230.12(3)(e) *Wis. Stats.*, the Regents are charged with the responsibility to recommend to the Director, Office of State Employment Relations a proposal for adjusting compensation and employee benefits for faculty, academic staff, and senior academic leaders for the 2007-09 biennium; and,

Whereas, the Director shall submit a proposal for same, which shall be based upon the competitive ability of the Board of Regents to recruit and retain qualified faculty, academic staff, and senior academic leaders, data collected as to rates of pay for comparable work in other public universities, recommendations of the Board of Regents, and any special studies carried on as to the need for any changes in compensation and employee benefits to cover each year of the biennium; and,

Whereas, the Board of Regents in their operating budget requested \$10 million over the biennium to address critical recruitment and retention needs for unclassified staff, and

Whereas, the Board of Regents has considered those factors and concluded that to recruit and retain faculty and academic staff a salary increase of 7.35% each year is needed; and,

Whereas, the Board of Regents is cognizant of the difficulty of funding the needed pay plan in the current fiscal climate, and

Whereas, a 5.23% increase each year over two biennia will close the gap between median faculty salaries and faculty peer median salaries, and

Whereas, traditional funding of a 5.23% increase would require a tuition increase of 2.6% each year and \$33 million of GPR, and

Whereas, a 5.23% increase would require approximately \$48 million per year from the compensation reserve, and

Whereas, the Board of Regents is committed to holding increases in tuition to no more than inflationary increases for the 2007-09 biennium.

Now, therefore be it resolved;

That upon the recommendation of the UW System President, and pursuant to

s. 230.12(3)(e) *Wis. Stats.*, the Board of Regents directs the UW System President to notify the Governor and the Legislature that the UW System has identified a need for a 7.35% salary increase each year of the 2007-09 biennium for faculty, academic staff, and senior academic leaders in order to obtain competitive salaries by the end of the biennium. The Board directs the UW System President to transmit to the Director of the Office of State Employment Relations, currently available information on unclassified salaries for UW System peer institutions and related economic indices, and request that the Director recommend to the Joint Committee on Employment Relations a salary increase of **5.23%** each year provided sufficient funds are placed in the biennial budget to address current critical recruitment and retention needs for unclassified staff.

Further, the Board of Regents directs the UW System President to recommend to the Director of the Office of State Employment Relations that:

Tuition not be used to fund any portion of this pay plan request, but rather sufficient funds be allocated to the compensation reserve for this purpose.

The UW System be authorized to increase the academic staff salary ranges and faculty minima by the full amount of the pay plan each year; and,

The salary ranges for senior academic leaders assigned to salary group one (Vice Chancellor/Provosts at non-doctoral institutions) and salary group two (Vice Presidents) be adjusted by the full amount of the pay plan each year.

The Board of Regents endorses state group health insurance for domestic partners of all state employees and encourages the Governor and the Legislature to amend state statutes to provide that benefit.

Further, the Board of Regents adopts the 2003-05 pay plan distribution guidelines for 2007-09 if the pay plan exceeds 2% each year. However, the Board suspends those pay plan distribution guidelines if the authorized amount for an unclassified pay plan is 2% or less in any year, and directs that in such instance the pay plan percentage be distributed across-the-board to all those who have at least a solid performance rating, with any unused funds distributed by the Chancellor to address critical salary needs.

Further, the Board of Regents directs that any and all recruitment and retention funds that may be provided in the biennial budget shall be distributed to correct market needs and salary compression with due regard to establishing average salaries as close to peer group medians as possible.

2007-09 UNCLASSIFIED PAY PLAN RECOMMENDATIONS

EXECUTIVE SUMMARY

BACKGROUND

It has been the practice of the Board of Regents to consider unclassified pay plan recommendations in concert with state biennial budget planning that begins in December in even-numbered years. In 2005-06, a general wage increase of 2% was approved and a 4.3% phased increase was approved for 2006-07.

Funding for biennial pay plan awards for faculty, academic staff, and senior academic leaders is budgeted along with salary increases for all classified state employees in the “compensation reserve” appropriation contained in the biennial budget. In order to advise the Governor and the Legislature of the projected salary increases needed to competitively recruit and retain faculty, academic staff, and senior academic leaders, the Board is expected to make known its pay plan request in time for biennial budget deliberations. Moreover, pursuant to s. 230.12(3)(e) *Wis. Stats.*, the Board is required to convey faculty, academic staff, and senior academic leader salary recommendations to the Director of the Office of State Employment Relations (OSER) so that the Director may make a pay plan recommendation to the Legislature’s Joint Committee on Employment Relations (JCOER). JCOER possesses the final authority to approve pay plan recommendations except for those matters which require legislative action for implementation. The UW System President will transmit the Board’s 2007-09 unclassified pay plan recommendation to the OSER Director immediately following Board action.

At the request of the UW System President, information was provided in November to the Business, Finance, and Audit Committee on the 2005-07 pay plan and base budget funds allocated for unclassified compensation as well as a history of recent pay plan experience, the current gap between unclassified staff median salaries and peer median salaries, a summary of the Board’s salary setting authority, a description of the pay plan process, and a report on UW System average salaries compared to peer group median salaries. In addition, the Committee also heard from four institutional representatives who described the impact of non-competitive salaries on recruitment and retention efforts at their institutions. Those previous presentations served as a foundation for the action the System President asks the Board to take at the December meeting.

REQUESTED ACTION

Approval of Resolution I.2.a.

The resolution directs the UW System President to transmit to the Director of the State Office of Employment Relations the Board of Regents recommendations regarding unclassified compensation and employee benefits that require action by the Joint Committee on Employment Relations.

DISCUSSION AND RECOMMENDATIONS

The System President has received the advice and counsel of the systemwide Compensation Advisory Committee composed of faculty and academic staff representatives of each institution and the nine-member Fringe Benefits Advisory Committee. The compensation committee reviewed salary data from established peer groups and national reports on faculty salaries. The committee also examined projections of several economic indicators obtained from the U.S. Bureau of Labor Statistics, Wisconsin Economic Outlook, and the Wisconsin Department of Revenue. In addition, the committee reviewed the results of a survey of peer institutions with respect to anticipated pay plans for faculty and staff at UW System peer institutions. The fringe benefits committee reviewed information concerning the number and availability of group health insurance plans to university faculty and staff and their families, as well as domestic partners, and the competitive impact of employee premium cost sharing.

Salary Increases Needed to Reach Peer Group Medians

Reported peer salary data for 2005-06 and survey results of pay plans implemented at peer institutions in 2006-07 indicated that faculty will enter the 2007-09 biennium 8.5% below peer group medians. Academic staff are nearly 12% behind market median salaries. Senior academic leaders are, on average, over 16% behind predicted peer group median salaries this fiscal year. By Regent Resolution 9224 the Board adopted the 2007-09 UW System GPR/Fee Biennial Operating Budget Request that included \$10 million in new funding to address critical recruitment and retention increases in faculty and academic staff salaries to move toward competitive market salaries. Although faculty, academic staff, and senior academic leaders will not achieve peer market median salary levels if that amount is set aside for retention purposes, it does help in restoring some of the lost market standing.

Pay Plan Needed to Prevent Further Erosion of Salaries Relative to Peer Group Medians

Preliminary survey results suggest that faculty, academic staff and many academic leaders at peer institutions will see pay increases during 2007-09 of 3.1% each year of the biennium.

Adjust Academic Staff Salary Ranges by the Total Salary Increase Plan

The unclassified compensation plan submitted to JCOER contains the authority to adjust academic staff salary ranges. Since the academic staff title and salary range structure was established in 1986, the Board has recommended that the salary ranges be increased by at least the full amount of any pay plan. If a recruitment and retention fund is included in the biennial budget, academic staff salary ranges will need to rise by the full amount of all salary increases if the most experienced staff at the top of the salary ranges are to be eligible for a retention increase.

Adjust Two Senior Academic Leader Salary Ranges to Match the Regent Policy for 2007-09

The unclassified pay plan proposal submitted by the OSER Director to JCOER “shall include the salary ranges and adjustments to the salary ranges for the university senior executive salary groups 1 and 2” (Vice Presidents and non-doctoral institution Vice Chancellors and Provosts). [Section. 230.12(3)(e) *Wis. Stats.*] These ranges need to be adjusted annually to allow the UW System to recruit and retain senior academic leaders within the competitive higher education marketplace.

Domestic Partner Benefits

The UW-Madison is the only Big 10 university that does not provide domestic partner health benefits for its employees. The Fringe Benefits Advisory Committee strongly believes that in the absence of domestic partner benefits, it will grow more difficult for the UW System to retain existing faculty and staff and to recruit new faculty and academic staff to replace our rapidly aging workforce. In the UW System pay parity request adopted in April 2004, the Board made known that it “endorses state group health insurance for domestic partners of all state employees, funded from the compensation reserve in the same way as for all other state employees.” The Board is also on record as recently as the October 2006 Board meeting in support of providing domestic partner benefits.

Distribution Guidelines

The 2003-05 general compensation distribution plan and guidelines adopted by the Board in December 2002 as Resolution 8639 were suspended by the Board in April 2004 because the authorized pay plan was less than 2% for 2004-05. The usual and customary guidelines have been used by the UW System President to direct the chancellors to begin faculty and academic staff performance evaluations, the results of which can be converted to compensation awards consistent with Board of Regents criteria for pay plan increases. Those guidelines were needed by the faculty and academic staff governance bodies so that they and the chancellors could develop merit pay distribution plans for the institution. The institution performance evaluation and pay plan distribution plans allow performance results to be converted to compensation adjustments irrespective of the specific amount of the pay plan. The guidelines provide that “not less than one-third of total compensation plan shall be distributed on the basis of merit/market and not less than one-third of the total compensation plan shall be distributed on the basis of solid performance.” Those guidelines should apply to any pay plan greater than 2%, but pay plans of 2% or less should be distributed across-the-board to satisfactory performers because such an amount represents a cost-of-living adjustment.

RELATED REGENT POLICIES

Regent Policy 94-4 Executive Salary Structure

Regent Resolution 8639 General Compensation Distribution Guidelines for 2003-05

Regent Resolution 8745 Unclassified Pay Plan Recommendation for 2003-05

Regent Resolution 8817 Parity Pay Plan Request for 2004-05

University of Wisconsin System
Criminal Background Check Policy

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Whereas, the University of Wisconsin System is committed to ensuring the security of our students, faculty, staff, and all those we serve and to protecting the university's many valuable resources; and

Whereas, one practice that aids in providing a safe and secure university community is the use of criminal background checks for prospective employees; and

Whereas, Wisconsin's Fair Employment Act prohibits discrimination based on arrest and conviction record, providing that a university employer may refuse to hire an applicant on the basis of a criminal conviction or pending arrest only if the circumstances of the conviction or pending arrest substantially relate to the requirements of the particular job; and

Whereas, in pursuit of safe and secure university communities, UW System officials will continue to adhere to nondiscrimination protections that are afforded to applicants for university employment; and

Whereas, in consideration of a specific recommendation submitted to the UW System Board of Regents in the Legislative Audit Bureau's February 2006 Letter Report, System Administration officials explored various options in anticipation of the adoption of a new system-wide policy on criminal background checks for newly hired university employees; and

Whereas, under Wisconsin and federal law, university employers are currently required to conduct criminal background checks of prospective employees for certain specified jobs; and

Whereas, after considering the feedback and advice from interested parties, the UW System President has determined that the most prudent course of action is to recommend to the Board of Regents adoption of a comprehensive policy requiring all UW System institutions to conduct criminal background checks on all new hires; and

Whereas, such a policy will ensure that all prospective employees are treated consistently and equitably, and it will underscore our commitment to providing our students, faculty and staff, as well as the citizens of Wisconsin we serve, with academic communities that are safe and secure;

Now, therefore be it resolved:

That, upon recommendation of the President of the University of Wisconsin System, the attached criminal background check policy be adopted.

**UNIVERSITY OF WISCONSIN SYSTEM
CRIMINAL BACKGROUND CHECK POLICY**

EXECUTIVE SUMMARY

BACKGROUND

In response to a specific recommendation submitted to the Board of Regents in the Legislative Audit Bureau's February 2006 Letter Report and based on an analysis of current practices of our own institutions, review of practices of our peers nationally, and consideration of best business practices, President Reilly recommends that the Board of Regents adopt a policy on criminal background checks for all new hires. Such a policy will ensure that all prospective employees are treated consistently and equitably, and it will underscore our commitment to providing our students, faculty and staff, as well as the citizens of Wisconsin we serve, with academic communities that are safe and secure.

REQUESTED ACTION

Approval of Resolution I.2.c.

DISCUSSION

The University of Wisconsin System is committed to ensuring the safety and security of our students, faculty, staff, and all those we serve and the security and integrity of the university's many valuable resources. One practice that aids in providing a safe and secure community is the use of criminal background checks for prospective employees.

In pursuit of safe and secure university communities, UW System officials will continue to adhere to nondiscrimination protections that are afforded to applicants for university employment. Wisconsin's Fair Employment Act prohibits discrimination based on arrest or conviction record unless the circumstances of the pending arrest or conviction are "substantially related" to the job in question. Thus, a university employer may refuse to hire an applicant on the basis of a criminal conviction or pending arrest if and only if the circumstances of the conviction or pending arrest substantially relate to the particular job. (See, 111.335, Wis. Stats.)

Under Wisconsin and Federal law, university employers must conduct criminal background checks of prospective employees for certain jobs. Additionally, university employers currently conduct background checks for certain positions of trust. Extensive discussions in the past several months have focused on whether a new UW System criminal background check policy should be expanded to cover jobs not already required by state or federal law, or otherwise already subject to criminal background checks.

After considering advice from interested parties, President Reilly determined that the most prudent course of action is to recommend to the Board of Regents a comprehensive policy requiring all UW System institutions to conduct criminal background checks on all new hires.

RELATED REGENT POLICIES

None.

University of Wisconsin System Criminal Background Check Policy

Policy Statement

Except as otherwise provided in this policy or under approved implementation plans of UW System institutions, it shall be the policy of the Board of Regents to require that a criminal background check be performed on each new hire for a UW System position. Criminal background checks shall be conducted on candidates recommended for hire, either prior to the extension of an offer of employment, or as part of an offer of employment that is made contingent upon a successful criminal background check.

Institutional Plans

Each UW System institution shall develop a plan for implementing this policy, and submit it for initial approval to the UW System Office of Human Resources not later than May 1, 2007. Institutional plans shall address the following:

1. *Coverage of Employee Groups*

Unless otherwise required by law to perform background checks for specified positions, institutions may determine whether the following employee and non-employee groups will be included in their implementation plans: (1) temporary or limited term employees; (2) positions to be filled by a vendor or contractor; (3) hourly student employees; (4) interns; and (5) unpaid volunteers. In making this determination, institutions should consider the level of direct supervision and guidance provided to individuals in these categories and the nature of the duties of the job.

2. *Use of In-House and/or Vendor Services for the Conduct of Criminal Background Checks*

In-house staff may be trained to use the Wisconsin Department of Justice, Crime Information Bureau (CIB) electronic database tool, and any other similar databases to conduct background checks on State of Wisconsin criminal records of prospective employees. Other states also offer electronic database searching of their criminal records. The time and cost associated with having to conduct multiple state searches might rule out the deployment of in-house staff for conducting comprehensive criminal background checks for all prospective employees.

Private vendors also offer background checking services to employers. University of Wisconsin institutions should consider the costs and benefits of purchasing such a vendor service. If a university retains a vendor to perform criminal background checks on prospective employees, university officials will have certain additional duties under the federal Fair Credit Reporting Act.

Institutions shall describe in their plans whether they will conduct criminal background checks in-house, through an outside vendor or through a combination of in-house and vendor conducted checks.

3. *Procedures for Application of the "Substantial Relationship" Test under the Wisconsin Fair Employment Act*

Each University of Wisconsin institution shall establish procedures for applying the substantial relationship test required under the Wisconsin Fair Employment Act to the information received about a prospective employee. The procedures should identify the institutional officials who will be consulted to apply the test to the facts and circumstances under review. The procedures should also describe how records gathered and documents prepared in furtherance of a criminal background check will be maintained confidentially and securely, separate from other personnel records. Moreover, the procedures should identify the officials who will serve as custodian of criminal background check record files.

When a prospective employee has a criminal record, university officials will have to apply the relevant legal standard and determine whether the facts and circumstances of the individual's conviction or pending arrest has a substantial relationship to the duties and responsibilities of the job. The Wisconsin Department of Workforce Development, Equal Rights Division, who has responsibility for enforcing the Wisconsin Fair Employment Act, has issued the following advice regarding the substantially related test:

“The law does not specifically define it. The “substantially related” test looks at the circumstances of an offense, where it happened, when, etc. - compared to the circumstances of a job - where is this job typically done, when, etc. The more similar the circumstances, the more likely it is that a substantial relationship will be found. The legislature has determined that certain convictions are substantially related to employment in child and adult care giving programs regulated by the Department of Health and Family Services.”

Therefore, some of the factors to consider when reviewing a prospective employee's particular situation might include:

- The nature and gravity of the criminal offense;
- The time since the conviction and/or completion of the sentence;
- The nature of the duties and responsibilities of the job; and
- The prospective employee's record of performance and behavior on other recent jobs.

In sum, if the circumstances of a prospective employee's conviction or pending arrest substantially relate to the duties and responsibilities of the particular job, the university employer may refuse to hire the applicant for that specific job.

4. *Positions of Trust*

UW System institutions currently conduct criminal background checks on candidates for certain positions of trust. These checks may be conducted on prospective hires who are not University of Wisconsin employees, as well as on individuals presently employed by the University of Wisconsin who are seeking to move to another position within the University through transfer, promotion or otherwise. Consistent with this policy and approved implementation plans, institutions may continue to perform criminal background checks on candidates, including current University of Wisconsin employees, for such positions.

Statutorily Mandated Background Checks

Notwithstanding anything in this policy or in the approved implementation plans of UW System institutions, institutions shall continue to perform criminal background checks for certain, specified positions in the form and manner required by state or federal law. Laws mandating criminal background checks for certain positions include: the Wisconsin Caregiver law (covering prospective caregivers for vulnerable populations such as minors, as well as those licensed by the state to provide direct health care services and treatment to clients); the Wisconsin Fiduciary law (covering positions that involve accounting, auditing, financial management, accounts receivable, accounts payable, procurement, retail operations, tax and fee collections, payroll and handling of cash and checks); and the federal Public Health Security and Bioterrorism Preparedness and Response Act of 2002 and the Agricultural Protection Act of 2002 (covering employees who will handle and work with hazardous agents or materials in campus labs, buildings or storage facilities).

UW System Administration Review and Approval

No later than May 1, 2007, each UW System institution will submit its criminal background check implementation plan to the UW System Office of Human Resources for review and approval to ensure consistency of practice in the System. In the future, any subsequent changes to an institution's plan should be submitted to the same System office for review and approval.

Consideration of Salary Adjustments for Senior Academic Leaders to
Address Recruitment and Retention Challenges for
Chancellors at UW-Green Bay, UW-Oshkosh, and UW-Parkside

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Whereas, pursuant to ss. 20.923(4g) and 36.09(1)(j), Wisconsin Statutes, the salaries of UW System senior academic leaders must be set within the salary ranges established by the Board of Regents, and based upon a formula derived from the salaries paid by peer institutions to their academic leaders, and

Whereas in addition, section 36.09(1)(j), Wisconsin Statutes, authorizes the Board of Regents to increase chancellors' and other university senior academic leaders' salaries to address salary inequities or to recognize competitive factors in the periods between pay plan adjustments, and

Whereas at the February 2006 Board of Regents meeting the Business, Finance and Audit Committee endorsed the recommendation that the President of the UW System periodically perform a review and assessment of individual Chancellors' salaries to determine whether there is a need for an adjustment to recognize competitive factors or correct salary inequities among senior academic leadership, as allowed by law, and

Whereas the Board of Regents affirms that leadership is critically important to the performance of our institutions and the students and citizens they serve and therefore places a high value on recruiting and retaining our outstanding senior academic leaders.

Now, therefore be it resolved;

That, upon recommendation of the President of the University of Wisconsin System, the annual salary for Chancellor Shepard, Chancellor Wells, and Chancellor Keating be adjusted due to competitive market factors and equity reasons per the attached recommendations, effective December 8, 2006.

**CONSIDERATION OF SALARY ADJUSTMENTS FOR SENIOR
ACADEMIC LEADERS TO ADDRESS RECRUITMENT AND
RETENTION CHALLENGES FOR CHANCELLORS AT
UW-GREEN BAY, UW-OSHKOSH, AND UW-PARKSIDE**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with ss. 20.923(4g) and 36.09(1)(j), Wisconsin Statutes, the salaries of UW System senior academic leaders must be set within the salary ranges established by the Board of Regents, and based upon a formula derived from the salaries paid by peer institutions to their academic leaders. Senior academic leaders also are eligible to receive increases to their salaries conforming to the amounts approved by the state for general state employee pay plan adjustments, pursuant to s. 230.12(3)(e), Wisconsin Statutes. In addition, section 36.09(1)(j), Wisconsin Statutes, authorizes the Board of Regents to increase employees' salaries to address salary inequities or to recognize competitive factors in the periods between pay plan adjustments.

REQUESTED ACTION

Approval of Resolution I.2.d.

DISCUSSION

The Business, Finance, and Audit Committee recommended in their February 2006 meeting that the President of the UW System shall periodically conduct a review and assessment of individual chancellor's salaries, taking into consideration the evaluation of the performance of the chancellor in his/her current position, to determine whether there is a need for an adjustment in the salary due to competitive market factors and equity reasons. The Business, Finance, and Audit Committee endorsed this new process as a step in the right direction. The President of the UW System has therefore initiated this process and with this resolution is forwarding for approval base salary adjustments for three chancellors.

RELATED REGENT POLICIES

Regent Policy 94-4

Wisconsin Statutes, s. 20.923(4g), s. 36.09(1)(j), and s. 230.12(3)(e)

Peer Salary Comparison for Non-Doctoral Chancellors

2006-07 Salary Range Calculated in Accordance with Board of Regents' Policy:

2004-05 peer group median salary:	\$199,400
CUPA-HR projects 3.3% increase in 2005-06	x 1.033
2005-06 projected peer group median:	\$205,980
Executive salary policy cost-of living adjustment	.95
Regents Salary Range Midpoint:	\$195,681
Regents Salary Range Minimum (90%):	\$176,113
Regents Salary Range Maximum (110%):	\$215,249

2004-05 Peer Group Salaries:

UW System Non-Doctoral Institution Chancellor Salaries 11/10/06

Wright State University	\$296,792		
University of Akron	\$281,011		
Western Michigan University	\$260,000		
Central Michigan University	\$236,200		
University of Northern Iowa	\$231,050		
University of Illinois-Springfield	\$230,625		
Western Illinois University	\$225,000		
Northeastern Illinois University	\$225,000		
Eastern Michigan University	\$222,000		
University of Michigan-Flint	\$217,608		
Oakland University	\$216,106		
St. Cloud State University	\$207,700		
Southern Illinois University-Edwardsville	\$205,800		
Youngstown State University	\$203,520		
Minnesota State University-Mankato	\$202,734		
Chicago State University	\$200,448		
University of Minnesota-Duluth	\$199,400		
University of Michigan-Dearborn	\$197,828		
Michigan Technological University	\$195,000	UW-Stout	\$195,264
Minnesota State University-Moorhead	\$194,055		
Winona State University	\$194,055	UW-Platteville	\$191,899
Purdue University-Calumet	\$188,100		
Grand Valley State University	\$187,932		
Indiana-Purdue University-Ft. Wayne	\$186,600		
University of Southern Indiana	\$184,600	UW-La Crosse (2/1/2007)	\$184,000
		UW-Superior	\$183,399
Saginaw Valley State University	\$181,335	UW-Eau Claire	\$180,000
Bemidji State University	\$179,855	UW-Stevens Point	\$179,476
		UW-Green Bay	\$178,814
		UW-Oshkosh	\$178,814
		UW River Falls	\$178,507
		UW-Whitewater	\$178,507
		UW-Parkside	\$178,348
		UW Colleges & Extension	\$178,000
Indiana University-Northwest	\$173,955		
Eastern Illinois University	\$173,004		
Ferris State University	\$170,000		
Indiana University-Southbend	\$156,060		
Indiana University-South East	\$156,060		
Northern Michigan	\$150,000		
Mean	\$203,922	Mean	\$182,086
Median	\$199,400	Median	\$179,145

Recommendation for Base Salary Adjustment for Chancellor Bruce Shepard

The following is an analysis of Chancellor Shepard's salary compared to peers and the broader market for similar institutions and for internal equity considerations.

Chancellor Shepard is our seventh longest serving chancellor having assumed his current position 11/01/01. His current salary is slightly lower than the most recently hired chancellor. Salary compression has resulted from our need to offer competitive salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Shepard will set his salary \$6,867 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Green Bay's budget is the third smallest at \$75,074,118 for 2005-06.

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$176,113	\$195,681*	\$215,249
Peer Median		\$205,980	
CUPA HR Median for UW-Green Bay		\$205,500**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

** Based on institutions of the similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions.

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,814

**Base increase requested effective
12/08/06 with Board approval \$10,000**

12/08/06 base salary \$188,814

Base Adjustment Percentage Increase 5.59%

Percent behind 2005-06 projected peer median (\$205,980) 8.33%

Percent behind CUPA median of comparable budget size (\$205,500) 8.12%

Recommendation for Base Salary Adjustment for Chancellor Richard Wells

The following is an analysis of Chancellor Wells' salary compared to peers and the broader market for similar institutions and for internal equity considerations.

Chancellor Wells is our fifth longest serving chancellor having assumed his current position 10/01/00. His current salary is slightly lower than the most recently hired chancellor. Salary compression has resulted from our need to offer competitive salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Wells will set his salary \$1,867 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Oshkosh's budget is the third largest at \$147,309,258 for 2005-06.

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$176,113	\$195,681*	\$215,249
Peer Median		\$205,980	
CUPA HR Median for UW-Oshkosh		\$232,599**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

** Based on institutions of similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions.

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,814

**Base increase requested effective
12/08/06 with Board approval \$15,000**

12/08/06 base salary \$193,814

Base Adjustment Percentage Increase 8.39%

Percent behind 2005-06 projected peer median (\$205,980) 5.91%

Percent behind CUPA median of comparable budget size (\$232,599) 16.67%

Recommendation for Base Salary Adjustment for Chancellor John Keating

The following is an analysis of Chancellor Keating's salary compared to peers and the broader market for similar institutions and for internal equity considerations.

Chancellor Keating is our fourth longest serving chancellor having assumed his current position 07/01/98. His current salary is slightly lower than the most recently hired chancellor. Salary compression has resulted from our need to offer competitive salaries to attract new chancellors and due to pay plans that have not kept pace with the market resulting in salary inequities among our comprehensive chancellors.

The recommended increase for Chancellor Keating will set his salary \$9,333 below the approved range midpoint. The salary adjustment is made in recognition of his years of service and to establish an equitable salary in comparison to the salaries of more recently hired chancellors. Budget size is also part of the consideration as a proxy for relative complexity of the job compared to other institutions. Of the 11 comprehensive institutions, UW-Parkside's budget is the second smallest at \$61,172,610 for 2005-06.

Salary Ranges and External Market/Competitive Factors

	<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>
Board of Regent Range (7/1/06)	\$176,113	\$195,681*	\$215,249
Peer Median		\$205,980	
CUPA HR Median for UW-Parkside		\$195,000**	

* 95% of Peer Median. Ranges for 2006-07 were based on 2004-05 salary survey data rolled up by 3.3% for 2005-06 and approved by the Board of Regents for 2006-07 making our ranges one year behind the market.

** Based on institutions of similar size budget and masters level programs from the CUPA-HR (College and University Professional Association – Human Resources) 2005-06 Survey of 1,345 institutions.

Base Salary Adjustment Recommendation

7/1/2006 Salary \$178,348

**Base increase requested effective
12/08/06 with Board approval \$8,000**

12/08/06 base salary \$186,348

Base Adjustment Percentage Increase 4.49%

Percent behind 2005-06 projected peer median (\$205,980) 9.53%

Percent behind CUPA median of comparable budget size (\$195,000) 4.44%

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) Computer Security Policies, Procedures, and Practices examines how UW institutions structure and manage computer security functions and the extent to which adequate safeguards are in place to minimize the risk of unauthorized access to private information. Fieldwork has begun.
- (2) Textbook Costs will examine efforts to keep textbook costs affordable for students and will include information about trends in textbook costs and approaches for containing textbook costs. Fieldwork is continuing.
- (3) Oversight of Information Technology (IT) Projects will provide an inventory of recent major IT projects in the UW System, describe oversight and management structures for IT-implementation projects, and provide policy options for Board of Regents oversight of systemwide projects. Fieldwork has begun.
- (4) Student Mental Health Services will provide information about mental health services UW System institutions provide, policies and procedures related to these services, and UW institutions' preparedness to address student mental health needs and mental health-related emergencies. Fieldwork is expected to begin in late spring.
- (5) Oversight of Student Organizations identifies efforts to manage risk and reduce liability associated with student organization activities. A report is being drafted.
- (6) Tuition Waivers will review policies and practices related to statutory and other tuition and fee remissions, waivers, and discounts. A report is being drafted.
- (7) National Collegiate Athletic Association Independent Accountant's Reports will be prepared for UW-Green Bay, UW-Milwaukee, and UW-Parkside. Due in January, these are required

reports on the application of minimum agreed-upon procedures for revenues and expenses associated with the athletics department at each institution. Fieldwork has begun.

- (8) 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) is working on several projects related to the UW System. The projects' status is as follows: (1) a statewide audit of implementation issues related to large information technology systems projects, including a project inventory and best practices review, is due to be completed in late winter/early spring 2007; (2) the annual compliance audit of federal grants and expenditures for FY 2005-06 is underway and will be released in March 2007; and (3) LAB's work on the university's annual financial report will be completed in December.

2007-09 Administrative
Reduction Plan

BUSINESS AND FINANCE COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the 2007-09 Administrative Reduction Plan as required by the Governor's 2007-09 Major Budget Policies document, be accepted for transmittal to the Department of Administration.

UNIVERSITY OF WISCONSIN SYSTEM

2007-09 BUDGET REDUCTION PLAN

The University of Wisconsin System's Growth Agenda for Wisconsin

The 2007-09 Biennial Budget request for the University of Wisconsin System is titled, "A Growth Agenda for the State of Wisconsin." The Growth Agenda was first introduced by UW System President Kevin Reilly at the February, 2006 meeting of the Board of Regents. It was an outgrowth of themes established by the Board for the 2005-06 fiscal year. The Growth Agenda is a response to both state and regional needs.

In establishing the Growth Agenda, the Board is seeking to:

- Improve access to the UW System for all qualified students and keep higher education affordable for all Wisconsin people. This includes improving access for people of diverse backgrounds, low-income families, and non-traditional students, using the proposed Wisconsin Covenant and the Adult Student Initiative.
- Increase the number of baccalaureate degrees in Wisconsin. Evidence establishes a link between a region's economic development and the number of baccalaureate degree holders.
- Improve the quality of the student experience on UW campuses and, thereby, increase success, as measured by retention and graduation rates.
- Strengthen and build relationships with stakeholders, including Wisconsin businesses.

The Governor's 2007-09 Major Budget Policies document reinforces the Growth Agenda as a priority for the state. Among the top priorities for the state, the Governor listed access to higher education for all Wisconsin citizens, implementation of a Grow Wisconsin Plan that supports high skill/high wage employment, and aggressive pursuit of federal funds. The Growth Agenda includes initiatives that directly address each of these priorities. The general 2007-09 budget instructions asked state agencies not to submit requests for increased state (GPR). However, in recognition of the UW System as a major engine of economic growth for the state, the budget instructions include a specific exemption that allows the UW System to submit initiatives for instruction and research activities focused on economic growth.

The ability of the UW System to implement the Growth Agenda will hinge on a reinvestment from the state and retaining base resources needed to maintain the infrastructure required to support its instruction, research, and public service activities. Instruction and student services do not just happen on their own. Administrative units that support instruction play an essential role in the success of any higher education institution, especially when dealing with students from disadvantaged backgrounds and working adult students. To be successful in higher education, both these student populations require high levels of support from personnel who are categorized as "administrators." Without a sufficient number of such "administrators" to attract, retain, and graduate more of our disadvantaged and older, working students, neither the Wisconsin Covenant nor the Adult Student Initiative will achieve its goals.

In a state whose high school graduates are projected to be essentially flat over the next decade, we must draw a wider and deeper pool of secondary students into postsecondary education through the Covenant, and better meet the needs of taxpaying adults seeking higher education

through the Adult Student Initiative. Unless we can do better, Wisconsin will not have the number of college degree holders it needs to be competitive in the 21st Century knowledge economy. The fact is that both these efforts require more, not less, student service professionals, often defined as “administrators.”

In lieu of a base budget reduction in the 2007-09 biennium, the University of Wisconsin System proposes to use a combination of a new state investment and the reallocation of some existing GPR resources to implement the growth agenda and improve services to students and the state. Specifically, the UW System would:

- Enroll more students, in particular more students who are veterans, or from minority, disadvantaged, and nontraditional populations;
- Reach out to middle school students to get the message out that college is possible by implementing the Wisconsin Covenant;
- Improve student retention and graduation rates;
- Expand advanced placement opportunities for students in rural high schools;
- Increase the number of online course offerings and the number of baccalaureate programs offered at the UW Colleges to place-bound students;
- Implement energy conservation initiatives that will result in continuing energy cost reductions;
- Increase research activities that provide an economic boost for Wisconsin, and;
- Launch a new Adult Student Initiative that would enable more working, taxpaying adults to complete college degrees.

High Productivity and Low Administrative Overhead

In December 2005, the National Center for Higher Education Management Systems (NCHEMS) released a study on higher education finance. In the NCHEMS study, *A New Look at the Institutional Component of Higher Education Finance: a Guide for Evaluating Performance Relative to Financial Resources*, **Wisconsin was ranked among the five “most productive state systems and public sectors of higher education relative to their resources.”** According to the report:

- **Wisconsin ranked fourth nationally in the public research sector (includes UW-Madison and UW-Milwaukee).**
- **Wisconsin ranked fifth nationally in the public comprehensive sector (includes the eleven four year comprehensive universities).**

Since 1995-96, the UW System has increased enrollments by 13,298 FTE students. At the same time the UW System absorbed nearly \$250 million in GPR funding cuts (partially offset by a \$100 million increase in tuition revenue). The University of Wisconsin System absorbed budget cuts that were more than double the amount planned for in the required biennial budget reduction exercise during the current biennium. The UW System also reduced GPR FTE staff by 438. **The UW System has never had fewer GPR FTE staff at a time when enrollments are this high.**

The United States Department of Education's National Center for Education Statistics collects and reports expenditure data through the Integrated Postsecondary Education Data System (IPEDS). The Association of Higher Education Facilities Officers collects and publishes data on facilities and maintenance expenditures. The most recent data show that the University of Wisconsin System spends significantly less on administration than higher education institutions in other states. According to these data:

- **The University of Wisconsin System spends 57% less than the national average dollars spent per student for institutional support. The UW System would have to increase funding for institutional support by more than \$100 million to reach the national average.**
- **The University of Wisconsin System spends 28% less than the Midwest average in dollars per gross square foot for operations and maintenance of facilities. The UW System would have to increase funding for facilities operations and maintenance by at least \$39 million annually to reach the Midwest average.**

Cost Saving and Revenue Enhancement Opportunities for the University of Wisconsin System

The UW System has identified cost savings and revenue enhancement opportunities that it is currently unable to take advantage of including, but not limited to, purchasing through higher education consortia, managing its phone service, investing and retaining interest on its funds, and retaining income from purchasing and travel card rebates. Ideally, the savings from these flexibilities, detailed as follows, would be retained by the UW System and used to invest additional funds into its educational mission.

	2007-08	2008-09
Purchasing Savings*	\$1,000,000	\$1,000,000
Cash Management of Select Funds*	\$1,000,000	\$2,000,000
UW System Phone Switches*	\$1,000,000	\$2,000,000
Purchasing and Travel Card Rebates*	\$1,000,000	\$1,000,000
Total	\$4,000,000	\$6,000,000

* Requires delegated authority from the Department of Administration.

This table shows that the UW System could achieve, with appropriate delegation of authority from the State of Wisconsin and the Department of Administration, annual savings of \$6 million beginning in fiscal year 2008-09. These savings could be accomplished without impacting services provided to students or damaging the infrastructure needed to support the Growth Agenda.

Budget Reduction Plan

The Budget Reduction Plan for the UW System would consist of the cost savings and revenue enhancement opportunities shown above and lapses of Program Revenue cash balances and GPR funds from holding positions vacant for longer periods of time. The total reduction plan is as follows:

UNIVERSITY OF WISCONSIN SYSTEM

PROPOSED STATE OPERATIONS REDUCTION PLAN

December 2006

	<u>Fund</u>	<u>Fiscal Year 2007-08</u>		<u>Fiscal Year 2008-09</u>	
		<u>Dollars</u>	<u>FTE</u>	<u>Dollars</u>	<u>FTE</u>
1. Program Reductions					
• N/A					
2. Administrative Reductions					
Cost Savings and Revenue Enhancement Opportunities					
• Purchasing Savings	GPR	\$1,000,000		\$1,000,000	
• Cash Management of Select Funds	PR	\$1,000,000		\$2,000,000	
• UW Phone Switches	GPR	\$1,000,000		\$2,000,000	
• Travel & P-card rebates	GPR	\$1,000,000		\$1,000,000	
3. Other Reductions					
• Campus Based Budget Lapses	GPR - lapse	\$5,000,000		\$5,000,000	
• Savings from holding positions vacant longer	GPR - lapse	\$2,000,000		\$2,000,000	
• Program Revenue Lapse	PR	\$3,129,700		\$1,129,700	
4. Summary					
	GPR	\$3,000,000		\$4,000,000	
	GPR-lapse	\$7,000,000		\$7,000,000	
	PR	<u>\$4,129,700</u>	<u> </u>	<u>\$3,129,700</u>	<u> </u>
Total All Funds		\$14,129,700	0.00	\$14,129,700	0.00

The UW System submits this budget reduction plan as required in the 2007-09 Major Budget Policies document.

WARNING: This document was revised on December 7, 2006.
Please see the next page for final version of this document, as reviewed and approved by Business, Finance, and Audit Committee.

AN ALTERNATIVE TO THE STATE OPERATIONS REDUCTION PLAN

As an alternative to requiring a budget reduction in 2007-09, the Board of Regents respectfully asks the Governor to consider allowing the UW System to reallocate resources to further the Growth Agenda for the state. The alternative plan would allow the System to:

Activity	Reallocation Required
Increase enrollments in current programs by 2,500 students. This growth would occur without the state's normal share of \$3,886 per student.	\$9,715,000
Reallocate funding to support improvements in retention and graduation rates	\$2,414,700
Dedicate a staff person at each institution to support the Wisconsin Covenant	\$1,000,000
Dedicate a staff person at each institution to support Veterans Issues	\$1,000,000
Total Base Reallocation for Growth Agenda	\$14,129,700

As shown above, the UW System would commit to increasing enrollments by 2,500 students beyond the Growth Agenda submitted by the Board in September. The enrollment growth could not occur in high demand programs without additional state funds. In addition, UW System institutions would reallocate \$2,414,700 to increase retention from the first to second year and to improve graduation rates. This increased funding would increase the number of baccalaureate degrees produced even if enrollments remained constant. The UW System would also commit to reallocating a staff person at each institution to support advising and support of Veterans and a further staff person to support the Wisconsin Covenant.

AN ALTERNATIVE TO THE STATE OPERATIONS REDUCTION PLAN

As an alternative to requiring a budget reduction in 2007-09, the Board of Regents respectfully asks the Governor to consider allowing the UW System to reallocate resources to further the Growth Agenda for the state. The alternative plan would allow the System to:

Activity	Reallocation Required
Increase enrollments in current programs by 2,500 students. This growth would occur without the state's normal share of \$3,886 per student.	\$9,715,000
Reallocate funding to support improvements in retention and graduation rates	\$2,414,700
Institutional support for the Wisconsin Covenant	\$1,000,000
Dedicate a staff person at each institution to support Veterans Issues	\$1,000,000
Total Base Reallocation for Growth Agenda	\$14,129,700

As shown above, the UW System would commit to increasing enrollments by 2,500 students beyond the Growth Agenda submitted by the Board in September. The enrollment growth could not occur in high demand programs without additional state funds. In addition, UW System institutions would reallocate \$2,414,700 to increase retention from the first to second year and to improve graduation rates. This increased funding would increase the number of baccalaureate degrees produced even if enrollments remained constant. The UW System would also commit to reallocating in support of the Wisconsin Covenant and for a staff person at each institution to support advising and services to Veterans.

Policy on Recognition of Student Organizations

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.f.(2)

That, upon recommendation of the UW System President, the Board of Regents adopts the following policy on the recognition of student organizations:

Student organizations that select their members or officers on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership, officer positions, or participation in the organization to students who, upon individual inquiry, affirm that they support the organization's goals and agree with its beliefs, so long as no student is excluded from membership, officer positions, or participation on the basis of his or her race, color, creed other than commitment to the beliefs of the organization, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status, or, unless exempt under Title IX, sex.

This policy is in addition to other requirements for the official recognition of student organizations set forth in UW System or institutional policy documents, except that, to the extent that such UW System or institutional policy documents are inconsistent with this policy statement, they are superseded.

POLICY ON RECOGNITION OF STUDENT ORGANIZATIONS

EXECUTIVE SUMMARY

BACKGROUND

Official recognition as a student organization by a UW institution confers certain benefits on the organization, including the ability to use the institution's name, to have access to certain university facilities, and to seek allocable segregated fee funding for its activities. Current UW System policies require that student organizations seeking to become officially recognized student organizations (RSOs) must be open to all students, and may not discriminate on the basis of protected characteristics in their membership or leadership.

REQUESTED ACTION

Adoption of Resolution I.2.f.(2), attached, as the UW System policy on nondiscrimination in the recognition of student organizations.

DISCUSSION

Nondiscrimination policies are common at universities throughout the country, consistent with laws and policies prohibiting discrimination in access to higher education programs, and reflecting commitments to diversity and equality of educational opportunity. Recently, however, some student organizations have filed lawsuits challenging such policies. See, e.g., *Christian Legal Society v. Kane, et al.*, No. C 04-04484 JSW (N.D. California 2006); *Christian Legal Society v. Walker*, 453 F. 3d 853 (7th Cir. 2006). In general, such litigation centers around claims that the organizations' constitutional rights to freedom of association and expression are infringed if they are required to accept members or leaders who do not subscribe to their beliefs.

These legal challenges, as well as specific concerns emerging within the UW System, led to discussions among UW System chancellors and UW System Administration staff last spring regarding whether to consider changes in the UW System policy mandating nondiscrimination in RSO membership or leadership. As a result of these conversations, in June 2006, President Kevin Reilly asked that General Counsel Patricia Brady and UW-Platteville Chancellor David Markee convene a small working

group to review problems associated with nondiscrimination requirements in the context of the selection of the membership and leadership of student organizations.¹

The group was organized in July, and met in August, September and October to discuss these and other issues related to allocable segregated student fee policies. Meanwhile, also in July, the U.S. Court of Appeals for the Seventh Circuit issued its ruling granting a preliminary injunction in the *Walker* case, noted above. In its decision, the Court concluded that the plaintiff student organization in that case was likely to prevail on its claim that the university violated its constitutional right to expressive association by requiring it to accept members whose beliefs and activities violate its creed.

Review of the relevant case law, the varying practices in place at UW System institutions, and the student recognition policies at other public universities led the working group to discuss initially whether it is sound policy, or legally defensible, to attempt to enforce a strict nondiscrimination rule. The group ultimately concluded that some clarification of existing policy was advisable to address the legal issues presented by religious organizations seeking to assure that their members and/or officers agree with their organization's beliefs.

It then considered several models from other institutions that had recently dealt with similar nondiscrimination issues. After discussion, the group agreed that the approach recently adopted by the University of North Carolina (UNC) offered the best balance between concerns about the associational interests of the religious organizations, and the UW System's firm commitment to diversity and nondiscrimination in educational programming. The UNC model, adapted to include the protected characteristics applicable under Wisconsin law, would read as follows:

Student organizations that select their members or officers on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) may limit membership, officer positions, or participation in the organization to students who, upon individual inquiry, affirm that they support the organization's goals and agree with its beliefs, so long as no student is excluded from membership, officer positions, or participation on the basis of his or her race, color, creed other than commitment to the beliefs of the organization, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status, or, unless exempt under Title IX, sex.

RELATED REGENT POLICIES

None.

¹ The group was also asked to consider other problems related to appropriate expenditures of allocable segregated fee funds, and to consider current issues related to application of the viewpoint-neutrality requirement for the distribution of student fees established by the U.S. Supreme Court's decision in *Board of Regents v. Southworth*, 529 U.S. 217 (2000).

Revised 12/04/06

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Physical Planning and Funding Committee

Thursday, December 7, 2006
Van Hise Hall
1220 Linden Drive, Madison, Wisconsin

11:00 a.m. Business, Finance and Audit Committee - All Regents Invited – Room 1820

- 2007-09 Unclassified Pay Plan Request.

12:00 p.m. Lunch

12:30 p.m. Physical Planning and Funding Committee – Room 1511

- a. Approval of the Minutes of the November 9, 2006 Meeting of the Physical Planning and Funding Committee
- b. UW-Madison: Authority to Enter Into a Land Use Agreement to Construct an Olin House Renovation Project and Accept the Completed Renovations as a Gift-In-Kind [Resolution I.3.b.]
- c. UW-Madison: West Campus Utility Improvements Project - Release of Funds [Resolution I.3.c.]
- d. UW-Madison: Authority to Adjust the Budget and Scope of the Sterling Hall Renovation Project, Reallocate Funds to the Biochemistry II Project and the West Campus Utility Improvements Project, and Increase Gift Funding for the Biochemistry II Project [Resolution I.3.d.]
- e. UW System: Authority to Construct All Agency Maintenance and Repair Projects [Resolution I.3.e.]
- f. UW System: 2007-09 Capital Budget Additional Projects [Resolution I.3.f.]
- g. UW-Madison: Chadbourne Residence Hall Renovation Project Budget Adjustment [Resolution I.3.g.]
- h. Report of the Assistant Vice President
 - Building Commission Actions
 - Other
- x. Additional items which may be presented to the Committee with its approval

Authority to Enter Into a Land Use
Agreement for the Renovation of Olin
House and Accept the Renovations 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 enter into a use agreement with the Olin House Trust for the renovation of Olin House, located at 130 North Prospect Avenue in Madison, and to accept the renovations as a gift-in-kind.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2006

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to enter into a use agreement with the Olin House Trust for the renovation of Olin House, located at 130 North Prospect Avenue in Madison, and to accept the renovations as a gift-in-kind.
3. Description and Scope of Project: The proposed use agreement will allow the Olin House Trust to undertake the fundraising, design and renovation of Olin House, the residence of the UW-Madison chancellor. The trust, in conjunction with the UW-Madison University Architect, will oversee the renovation. It is anticipated that this process will take approximately two years. When the renovation is complete, UW-Madison will accept the renovations as a gift-in-kind.
4. Justification of the Request: Approval of the use agreement is requested to leverage private gifts to renovate the residence. The renovation has become necessary at this time due to the years of deferred maintenance and the extensive use of the residence for official university functions.

The Olin House was designed and constructed to be used as a private residence. Today, it serves as both a residence and the location for many public university functions. During 2004, more than 4,000 guests attended over 50 events at the residence. The house is not configured adequately to accommodate this volume of guests.

The food assembly space is undersized for handling catered meals and coat storage is minimal. The only restroom on the main floor is not ADA compliant and there is no handicapped accessibility to the upper floors. The third floor lacks a second stairway which is required by building code. The gift project will also address the mechanical, electrical, and plumbing infrastructure in the house. Some of the existing mechanical systems are approximately 50 years old and will be replaced with modern energy efficient systems. The building exterior is in relatively good condition. Other maintenance issues that will be addressed include masonry and window repairs.

In March 2003, Chancellor Wiley formed the Olin House Advisory Council to determine the amount of repair and renovation required to sustain Olin House for several decades. The council was urged to explore different options in its study. Under that charge, the council studied the remodeling and infrastructure needs of Olin House and the recommended solutions, considered the alternative of building a new house at a different location, and even the possibility of abolishing the long-standing tradition of having an official chancellor's residence. The council's final report, dated February 11, 2004, unanimously recommended the remodeling of Olin House as its preferred alternative.

The house was built in 1911 and was deeded to the University of Wisconsin in 1924 with the stipulation that it be used as a residence for the academic head of the university. The residence has been home to UW presidents and chancellors for over 70 years.

Recently, Chancellor Wiley and his wife purchased a condominium apartment in downtown Madison. Olin House is currently unoccupied, and will continue to be vacant for approximately two years during which the renovation will occur.

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

Authority to Request the Release of Funds for
the West Campus Utility Improvements
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: (a) seek the advance release of \$2,600,000 (\$1,929,200 General Fund Supported Borrowing, and \$670,800 Program Revenue Supported Borrowing) from the 2005-07 West Campus Utility Improvements project to complete the design through bidding of the project; (b) fund the purchase of chilled water piping; and (c) fund the construction of steam, steam condensate, air, and chilled water piping and signal/power ductbanks within the American Family Children's Hospital (AFCH) and Interdisciplinary Research Complex (IRC) project sites.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2006

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to: (a) seek the advance release of \$2,600,000 (\$1,929,200 General Fund Supported Borrowing, and \$670,800 Program Revenue Supported Borrowing) from the 2005-07 West Campus Utility Improvements project to complete the design through bidding of the project; (b) fund the purchase of chilled water piping; and (c) fund the construction of steam, steam condensate, air, and chilled water piping and signal/power ductbanks within the American Family Children's Hospital (AFCH) and Interdisciplinary Research Complex (IRC) project sites.
3. Description and Scope of Project: After bidding the West Campus Utility Improvements project, a request will be submitted for construction authority based on the bids received.

Approximately \$1,300,000 of the released funds will be used to purchase 4,000 linear feet of chilled water piping and valves and approximately \$488,000 will provide payment for consultant fees. An estimated \$412,000 of the released funds will be transferred to the IRC project, which is now under construction, to pay for a portion of a utility tunnel beneath the IRC building. An estimated \$400,000 of the released funds will allow for construction of approximately 150 linear feet of box conduit, steam pits, water piping, and signal/power ductbank by the AFCH contractors within the AFCH project work site. This work was identified in the original utility improvements project scope.

4. Justification of the Request: The completion of the design and bidding of the West Campus Utility Improvements project will allow the campus to determine what funds are necessary to complete the project. Current funding only allows the consultant to complete the project's preliminary design. Additional funds are needed for the consultant to complete the design of the project.

Purchasing chilled water piping and valves at this time will accommodate the long manufacturing lead time required to produce these materials and allow the contractor to start installation right after the award of the contracts. Ordering these materials now will also avoid any markup imposed by the contractor and, as a result, reduce costs.

The AFCH and IRC projects are currently under construction. The release of funds at this time will allow the IRC and AFCH projects to construct the portions of the utility project utilities that are within their construction limits. Accelerating construction of these parts of the utility project will allow them to proceed without costly delays and open on schedule.

5. Project Budget and Schedule:

Budget: \$2,600,000 advance release.

6. Previous Action:

August 19, 2004
Resolution 8888

Recommended for enumeration of the UW-Madison West Campus Utility Improvements project at an estimated total project cost of \$28,500,000 (\$21,660,000 General Fund Supported Borrowing, and \$6,840,000 Program Revenue Supported Borrowing) as part of the 2005-07 Capital Budget.

Authority to Adjust the Budget and Scope of
the Sterling Hall Renovation Project,
Reallocate Funds to the Biochemistry II Project
and the West Campus Utility Improvements
Project, and Increase Gift Funding for the
Biochemistry II 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: (a) reduce the project scope and budget of the Sterling Hall Renovation project from \$39,500,000 (\$17,500,000 2005-07 General Fund Supported Borrowing(GFSB), \$20,000,000 2007-09 General Fund Supported Borrowing and \$2,000,000 Gift Funds) to \$16,500,000(\$16,500,000 General Fund Supported Borrowing); (b) reallocate \$15,000,000 General Fund Supported Borrowing to the Biochemistry II project, increase the gift funding for the Biochemistry project by \$10,000,000; and (c) reallocate \$6,000,000 General Fund Supported Borrowing to the West Campus Utility Improvements project.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2006

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to: (a) reduce the project scope and budget of the Sterling Hall Renovation project from \$39,500,000 (\$17,500,000 2005-07 General Fund Supported Borrowing(GFSB), \$20,000,000 2007-09 General Fund Supported Borrowing and \$2,000,000 Gift Funds) to \$16,500,000(\$16,500,000 General Fund Supported Borrowing); (b) reallocate \$15,000,000 General Fund Supported Borrowing to the Biochemistry II project, increase the gift funding for the Biochemistry project by \$10,000,000; and (c) reallocate \$6,000,000 General Fund Supported Borrowing to the West Campus Utility Improvements project.
3. Description and Scope of Project: The Sterling Hall Renovation project, which was enumerated in the 2005-07 Capital Budget, would have renovated 105,000 ASF in Sterling Hall to provide improved office, lab and classroom space for the departments of astronomy and psychology. The space in Sterling Hall, with the exception of a small amount in the basement, would have been extensively renovated by the demolition and reconfiguration of interior spaces, the replacement of all building systems, and the reconfiguration of the loading dock. In addition, 6,000 ASF in the lower level of the building would have been renovated into Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) accredited animal quarters for the Department of Psychology.

The reduced project scope, estimated at \$16,500,000 GFSB, will upgrade the infrastructure of the building to adequately house offices and classrooms. The animal space and loading dock reconfiguration will be eliminated from the project, and a majority of interior walls will remain in place. The building will be refurbished to comply with current accessibility and life safety requirements. Asbestos materials will be abated from floors, ceilings, and pipe systems. Existing restrooms will be enlarged and plumbing fixtures will be upgraded. A new elevator will be added and the existing elevator will be renovated. The HVAC systems will be replaced and chilled water extended to the building. Interior work will include upgraded lighting, flooring, and ceilings. The building's electrical and telecommunications infrastructure will also be upgraded. The building's exterior will be repaired to provide a stable, weather tight envelope. This includes installing new windows, tuckpointing, cleaning the limestone exterior, and repairing the terra cotta cornice. A separate project was approved to correct the water leakage and structural problems on the exterior plaza deck between Sterling and Van Vleck Halls. That work will have to be coordinated with this project.

The campus is requesting that the remaining \$21,000,000 GFSB from the Sterling Hall project be reallocated to UW-Madison projects as follows:

- \$15,000,000 GFSB to the Biochemistry Addition/Renovation project (another \$10,000,000 gift funds will be raised by the campus)
 - \$6,000,000 GFSB to the West Campus Utility Improvements Project
4. Justification of the Request: In early 2006, an architectural consultant was hired to begin the programming and design of the Sterling Hall Renovation project. As work progressed, a number of issues arose in terms of cost, schedule, and functionality for the Department of Psychology. The project was enumerated at \$39,500,000; the latest project budget estimate is \$49,500,000. Despite the increased budget, the proposed space for the psychology department in Sterling has been reduced from 72,000 to 59,200 ASF; and, in order to completely house the program, the campus had identified 12,300 ASF in the Rust/Schreiner Buildings (115-123 North Orchard Street) to house the psychology department's clinical programs, a move which would have isolated them from the rest of the department.

Teaching space for the psychology department was reduced from 4,575 ASF to 3,300 ASF. The 350 seat classroom which was originally programmed did not fit inside of the shell of Sterling Hall. Consequently, the largest classroom in the building would contain 200 seats, which would require that the department break their large lectures into smaller ones, or continue to use the large lecture halls in Brogden Hall.

Faced with the prospect of an over-budget project that did not meet the department's programmatic needs, the campus re-examined the project's viability for the psychology department. As a result, the campus administration decided to have the department remain in Brogden Hall; reduce the scope of the Sterling Hall project to make the building functional as a classroom/office building for a variety of short and long term campus space needs; and request reallocation of the remaining GSFB to other high priority campus projects. The Department of Astronomy will receive expanded space (a total of 18,400 ASF) in the building as originally planned, and will stay in Sterling Hall during the renovation, thus eliminating the need for swing space in Bradley Memorial Hospital. By not moving the psychology department to Sterling, the campus can address the following short and long term space needs:

- Short term swing space to meet Education Building Renovation project space needs (beginning summer 2008)
- Short term swing space to meet School of Human Ecology Addition/Renovation project space needs (beginning summer 2009)
- Long term – Sterling Hall fulfills a variety of space needs for the social sciences within the College of Letters and Science and avoids both the construction of new space (the Ingraham Hall Addition, currently estimated at \$15 million), and the need to lease space off campus
- Short term – allows Bradley Memorial Hospital and Rust/Schreiner House to be used for other campus space needs avoiding the need to lease space off campus

The ability to reallocate the remaining \$21,000,000 GFSB will allow the campus to fund two other high priority projects and avoid requesting additional state funds:

Biochemistry II: This budget of this project was originally estimated in 1998 by an architectural firm hired to do a feasibility study. The budget was readjusted in 2000 for inclusion in the 2001-03 Capital Budget. At that time, the expected start of construction was 2006. Construction will actually begin in 2008. The original projected annual estimate for inflation was 2.5%. Actual inflation has been nearly 20% for the last two years. As a result, the construction cost is now approximately \$15,000,000 higher using the actual inflation costs and construction start date.

The original 1998 planning study recommended removal of the western portion of the 1912 wing of the Biochemistry building, the 1937 wing of the Biochemistry building, and the Agricultural Journalism Building. Since that time, the campus has undertaken its 2005 campus master plan and cultural landscape plan which have both recommended preserving the overall character of the west side of the Henry Mall Historic District which includes these buildings. As a result, the campus directed the consultants to create a plan which retained the 1912 and 1937 wings and the Agricultural Journalism Building. Inefficiencies in the layout of the new program space in these old buildings (due to column grids, corridor and stair locations, etc.) increased the project gross square footage by over 48,000 (no increase in ASF). The cost to renovate the increased GSF is about \$10,000,000. The project may not be approved by the State Historic Society without incorporating historic preservation of these three buildings.

In addition to the requested \$15,000,000 GFSB, the campus is committed to raising \$10,000,000 of gift funds to cover the increased costs associated with this project.

West Campus Utility Improvements Project: The West Campus Utility Improvements project will provide utility system improvements necessary to distribute capacity generated by the West Campus Cogeneration Facility (WCCF) to existing and planned campus facilities. A consulting firm is nearing the 35% design phase, and has indicated that additional funds will be needed for the project. The increase is being driven by a rise in steel and concrete costs, poor soil conditions, and the high water table on the west campus in the Highland Avenue corridor of work. Additional work will involve deeper excavation, de-watering, and the acquisition of engineered soil before the pipes can be laid. The project will also have to be constructed in phases to maintain two way traffic at all times around Highland Avenue.

5. Budget: Final budgets will be developed and available when the projects are brought forward for approval of design reports and authority to construct.

6. Previous Action:

August 19, 2004
Resolution 8888

Approved the Sterling Hall Renovation project at a total estimated cost of \$34,000,000 General Fund Supported Borrowing as part of the 2005-07 Capital Budget request.

Authority to Construct Various Maintenance
and Repair Projects, UW System

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$2,971,300 (\$2,009,700 General Fund Supported Borrowing; \$354,600 Program Revenue Supported Borrowing; \$404,650 Program Revenue Cash; and \$202,350 Gifts Funding).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2006

1. Institution: The University of Wisconsin System
2. Request: Requests authority to construct various maintenance and repair projects at an estimated total cost of \$2,971,300 (\$2,009,700 General Fund Supported Borrowing; \$354,600 Program Revenue Supported Borrowing; \$404,650 Program Revenue Cash; and \$202,350 Gifts Funding).

FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MSN	06K2E	Parking Ramp 93 Maint	\$ -	\$ -	\$ 404,650	\$ 202,350	\$ -	\$ 607,000
FM&R SUBTOTALS			\$ -	\$ -	\$ 404,650	\$ 202,350	\$ -	\$ 607,000

UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
MIL	05H1O	Htg Plnt 4,000-Ton Chiller Inst	\$ 2,009,700	\$ 354,600	\$ -	\$ -	\$ -	\$ 2,364,300
UR&R SUBTOTALS			\$ 2,009,700	\$ 354,600	\$ -	\$ -	\$ -	\$ 2,364,300

	GFSB	PRSB	PR CASH	GIFT/GRANT	BTF	TOTAL
DECEMBER 2006 TOTALS	\$ 2,009,700	\$ 354,600	\$ 404,650	\$ 202,350	\$ -	\$ 2,971,300

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

Facilities Maintenance and Repair Requests

MSN – Parking Ramp 93 Maintenance and Repairs (\$607,000): This project repairs and seals levels of Parking Ramp 93 next to the UW Foundation Building at 1848 University Avenue. Project work includes removing all existing joint sealant on levels 1 and 2; removing loose edge connections as necessary to raise double tees; installing the designed repairs on all remaining level 2 bearing points not done previously, lowering and re-installing the connections; installing new soft cell backer rod and self leveling sealant in all tee to tee joints and cove joints; routing and sealing any cracks in tee surfaces; shot blasting approximately 44,000 SF of traffic coating, cleaning, and re-applying the traffic coating on both elevated levels; and striping stalls and restoring any damaged areas adjacent to work.

The parking deck is leaks between the pre-cast concrete double tee structural members and causes deterioration of the concrete joints. If the leaks are not fixed soon, the concrete will

continue to deteriorate and require a larger project to fix the problem in the near future. The structural problems in the deck cause pieces of concrete to fall off at the bearing points of the double tees and damage cars located within the ramp.

Utilities Repair and Renovation Requests

MIL – Heating Plant 4,000-Ton Chiller Installation (\$2,364,300 Increase): This project increases the project budget and changes the project scope from the installation of two new variable speed electrical motor drives for two existing steam turbine driven chiller compressors to the installation of one 4,000-ton electrically driven chiller with variable speed drive capabilities. The new chiller will be installed in the remaining open bay alongside the existing 3,000-ton chiller. One chilled water distribution pump, one chiller evaporator circulating pump, and one chiller condenser circulating pump will be installed in the basement with piping connections to existing headers. All four of the new pumps will be provided with variable speed drives. Two 150 HP condenser water pumps in the Lake Water Pumping Station will be replaced with two 300 HP units.

The Heating Plant supplies the campus steam and chilled water distribution network to provide heating and air conditioning for the buildings on the 90-acre campus. Under normal operating conditions, two chillers are operated to meet the campus cooling needs while keeping the third chiller off-line as a backup in case of equipment problems. The 3,000-ton chiller is operated to serve the campus base cooling load. One of the 2,700-ton steam turbine chillers is operated to meet the cooling demands that exceed the capacity of the electric driven chiller. Steam used to serve the turbine drives is supplied from natural gas fired boilers. Lake Michigan water is pumped from an offshore intake station through the plant's chiller and turbine condensers and returned to the lake. Using relatively cold lake water for the chiller condensers allows the chillers to operate more efficiently than they would if they used cooling towers for heat rejection.

During the project design phase of installing new variable speed drives on the steam turbines, the campus experienced record cooling loads that reached a peak of approximately 8,200 tons. This is significantly higher (28%) than the previous record of 6,400 tons recorded in the summer of 2005. The campus chilled water system was not able to keep up with demand on three days in July. In light of the increased cooling demands, the consultant recommended that the chiller retrofit approach be abandoned since it would not provide any additional cooling capacity. The consultant recommended installing a new 4,000-ton electrically driven chiller in the last open chiller bay. A 4,000-ton chiller is the largest capacity machine that will physically fit in this space. This solution provides the campus with an additional 4,000-tons of cooling capacity, which will reduce the cost of producing chilled water by base loading the plants new and existing electrically driven chillers.

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:

General Fund Supported Borrowing	\$	2,009,700
Program Revenue Supported Borrowing		354,600
Program Revenue Cash		404,650
Gifts Funding		202,350
Total Requested Budget	\$	<u>2,971,300</u>

6. Previous Action: The Board of Regents previously approved the UW-Milwaukee Heating Plant Chiller Steam/Electric Power Conversion in 09/2005 at a total cost of \$1,538,700 (\$1,292,500 General Fund Supported Borrowing and \$246,200 Program Revenue Cash).

Authority to Seek the Enumeration of
Additional Projects as Part of the 2007-09
Capital Budget, 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 amend the 2007-09 Capital Budget to include three additional major program revenue and gift funded projects which are:

UW-Eau Claire:	Davies Center Replacement Project \$48,385,000 (\$39,500,000 PRSB and \$8,885,000 Program Revenue-Cash,
UW-Madison:	South Campus Union and Memorial Theater Wing Renovation \$139,700,000 (\$126,200,000 PRSB and \$13,500,000 Gift Funds), and
UW-Parkside:	Suite Style Residence Hall \$17,013,000 PRSB

UNIVERSITY OF WISCONSIN SYSTEM 2007-09 CAPITAL BUDGET ADDITIONAL REQUESTS

SUMMARY

Since the 2007-09 Capital Budget recommendations were considered by the Board of Regents in August 2006, three additional projects that were in planning have been brought forward. Due to the timing of processes at the institutions including, student governance and consultants' reports, some major project requests were not finalized in time for the biennial budget. The following three projects have obtained an appropriate level of campus approval and are now ready to proceed for enumeration.

1. UW-Eau Claire: Davis University Center Remodeling and Addition
2. UW-Madison: South Campus Union and Memorial Union Theater
3. UW-Parkside: Residence Hall

These recommended projects are funded with program revenue supported borrowing and gifts and will not change the UW System requested amount of general fund supported borrowing. The total number of program revenue and gift funded projects requested by the Board of Regents will increase to 19 with the three additional projects. Two the three additional projects are funded primarily with student segregated fees. The following project descriptions include the segregated fee impact.

Project Summaries

Non-GFSB Major Projects
(In alphabetical order)

1. UW-Eau Claire	Davies University Center	\$8,885,000 PR-Cash
	Redevelopment	<u>\$39,500,000</u> PRSB
	111,400 GSF New Space	\$48,835,000 Total
	66,700 GSF Remodeling	

This project will remodel approximately 66,700 GSF of the existing 129,822 GSF W.R. Davies University Center, demolish approximately 63,100 of space, and construct an addition of approximately 72,400 ASF/111,400 GSF. Depending on a feasibility and design analysis by a design consultant team, the entire structure may be demolished and - replacement structure of approximately 112,400 ASF/172,900 GSF be constructed. The remodeled and/or new space will update the existing facility, portions of which date back to 1959, and most of which is functionally obsolete and has infrastructure that is past its usable life. The facility will provide updated and expanded space for dining, retail services, lounge and recreation, meetings, student organizations, and administrative offices.

Segregated Fee Impact

A project of limited scope and an \$8.5 million budget was proposed in 2000 and an increase in student segregated fees of \$38 per semester was approved by student referendum in 2000. However, when planning began for this project, it became apparent that the scope and budget were not adequate to address the problems in Davies. Therefore, the present project scope was developed as a more comprehensive and long-term approach. The debt service for this project, assuming the more expensive complete replacement option, will be approximately \$3,220,000 per year, based on 20-year bonds. Three student governance groups have approved the segregated fee increase necessary to support this debt service, and a student survey has further confirmed student support for this project. The segregated fees will increase \$125 per semester, to be phased in over a four year period, starting in fall 2007. Revenue from the original fee increase, combined with revenue from this fee increase, will result in approximately \$8.8 million of cash reserves that will also be applied to the cost of this project when construction begins.

2. UW-Madison	South Campus Union and	\$126,200,000 PRSB
	Memorial Union Theater Wing Renovation	<u>\$13,500,000</u> Gifts
	295,200 GSF New Space 74,200 GSF Remodeling	\$139,700,000 Total

This project will construct a 170,000 ASF/274,200 GSF replacement for the existing Union South, which will be demolished, along with HiRay Hall, and the Randall Towers. The new facility will replace a building that is poorly configured, aesthetically unwelcoming, functionally inadequate, and has infrastructure that is at the end of its useable life. The new facility will provide updated and expanded dining and retail services, lounge and recreation space, student organization space, and 120 guest rooms for campus visitors. Further study will determine whether the guest rooms will be managed by Wisconsin Union staff or contracted out. The project will also construct a 270 stall parking structure beneath the building, and will provide exterior space with improved usability.

This project also includes complete renovation of the existing 1939 theater wing of Memorial Union. In addition to restoration work that will preserve the historical characteristics of this structure, the plumbing, mechanical, and electrical infrastructure will be updated. Abatement of hazardous materials, life safety improvements, security upgrades, and compliance with ADA requirements will also be included. Approximately 14,000 GSF of new space will be constructed to provide improved access between disconnected portions of the existing building, and to accommodate public restrooms, elevators, stairs and expanded student lounge and activity space. Reconfiguration of existing space will occur as necessary to meet current functional needs.

Segregated Fee Impact

A student referendum, passed in October 2006, approved an increase of student segregated fees by approximately \$48 per semester for 2 years and then \$96 per semester for 28 years. Debt for the renovation work will be retired after 20 years while debt for the new construction will be retired over a 30 year period. Parking fees for the new parking structure are anticipated to be comparable to those for other recently completed campus parking structures.

3. UW-Parkside	Suite Style Residence Hall	\$17,013,000 PRSB
	93,000 GSF New Space	

This project will construct a 62 suite, 248 bed residence hall. Each suite will include four single-occupancy bedrooms, a common living area, a kitchenette and a bathroom. The facility also will include a residence hall manager's apartment, computer lab facilities, laundry facilities, a front desk, and programming and amenity spaces such as lounges, conference rooms, and a fitness center. Schematic design for a second phase of 23 suites/152 beds, along with necessary utility work, building plumbing, mechanical, and electrical infrastructure, and common areas necessary to support the second phase are part of this project. In addition, a conceptual design for a future 400 bed facility will be included in the scope of this project, in order to assure that future residential development is consistent with the master plan. This project is a response to increasing demand for on-campus housing that has resulted in the use of temporary solutions to accommodate demand.

Authority to Increase the Budget of the
Chadbourne Residence Hall Renovation
Project, UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to increase the budget of the Chadbourne Residence Hall Renovation project by \$1,075,000 (\$946,000 existing Program Revenue Supporting Borrowing and \$129,000 Gift Funds) for a total revised project cost of \$7,674,000 Program Revenue Supported Borrowing.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action December 2006

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to increase the budget of the Chadbourne Residence Hall Renovation project by \$1,075,000 (\$946,000 existing Program Revenue Supporting Borrowing and \$129,000 Gift Funds) for a total revised project cost of \$7,674,000 Program Revenue Supported Borrowing.
3. Description and Scope of Project: This project renovates two separate portions of the 84,000 ASF/143,600 GSF Chadbourne Residence Hall, located at the corner of Park Street and University Avenue on the campus of the University of Wisconsin-Madison.

The food service component of this project includes renovation of approximately 8,630 ASF of existing food service space to replace the original serving line style operation with a market-style servery that will offer a number of new menu options. Included in the marketplace servery is 1,500 ASF of Kosher/Halal food preparation and storage.

The housing portion of this project refurbishes 59,030 ASF of resident rooms. All existing built-in furniture will be removed, as will asbestos containing flooring materials and light fixtures. The existing perimeter heating system will be replaced with a system with heating and air conditioning capabilities. This will require campus chilled water extensions to the building. The Division of University Housing will install new loft style furniture at the completion of the project.

4. Justification of the Request: A detailed project justification was provided as part of the request for construction. In summary, this project is part of the Division of University Housing's Housing Master Plan which is addressing deficiencies in its undergraduate residence halls.

Bids for this project were opened on November 29, 2006 and were over budget. The higher bids were due to increases in copper, stainless steel, and black iron costs; higher labor costs to meet the tight construction schedule; and additional costs associated with the underground chilled water piping.

The campus had requested that an area of this facility be dedicated to the production of Kosher/Halal food. This was not funded as part of the original project. A gift of \$129,000 was obtained toward the funding of the area.

5. Revised Budget:

Construction	\$5,909,000
Design and Fees	550,000
DSF Supervision	273,000
Hazardous Material Abatement	126,000
Food Service	357,000
Contingency	440,000
Percent for Arts	<u>19,000</u>
Total Project Cost	\$7,674,000

6. Previous Action:

April 7, 2006
Resolution 9159

Approved the Design Report and Authority to Construct a Chadbourne Residence Hall Renovation project.

August 19, 2004
Resolution 8888

Approved a Chadbourne Residence Hall Renovation project as part of the 2005-07 Capital Building Program at an estimated total project cost of \$6,599,000 Program Revenue Supported Borrowing.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

December 8, 2006
9:00 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the November 9 and 10, 2006 meetings of the Board.
3. Report of the President of the Board
 - a. Report on the November 28, 2006 meeting of the Wisconsin Technical College System Board
 - b. Report on the December 6, 2006 meeting of the Hospital Authority Board
 - c. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
 - a. Remarks by Milwaukee Mayor Tom Barrett regarding public health in Milwaukee
 - b. Resolution of appreciation: Senior Vice President Cora Marrett
 - c. Resolution of appreciation: Associate Vice President Margaret Lewis
 - d. Additional items that the President of the System may report or present to the Board
5. Report of the Physical Planning and Funding Committee
6. Report of the Education Committee
7. Report of the Business, Finance, and Audit Committee
8. Report of the Committee Regarding Faculty/Academic Staff Disciplinary Process
 - a. Action on transmission of proposed administrative rules to Legislature [Resolution II.8.a.]
9. Additional Resolutions
 - a. Cancellation of January 4 & 5, 2007 meetings [Resolution II.9.a.]
10. Communication, petitions, memorials
11. Unfinished or additional business

12. Recess into closed session to consider honorary degree nominations from UW-Milwaukee, as permitted by s.19.85(1)(f), *Wis. Stats.*, to consider salary for interim senior vice president for academic affairs, as permitted by s.19.85(1)(c), *Wis. Stats.*, and to confer with legal counsel regarding pending or potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*

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

BOARD OF REGENTS

Resolution:

Whereas, in October 2005, Regent President David G. Walsh appointed a special Committee on Faculty and Academic Staff Disciplinary Process, to review disciplinary procedures relating to, and to recommend any necessary rule or policy changes to address situations involving criminal misconduct by faculty and indefinite academic staff; and

Whereas, the Board, the faculties and the academic staff have affirmed the importance and necessity of working together to develop rules relating to faculty and academic staff dismissal, consistent with Chapter 36, Wisconsin Statutes; and

Whereas, consistent with the provisions of Chapter 36, Wisconsin Statutes, the Board, and members of the several faculties and the academic staff governance groups have worked together to develop recommended rules relating to discipline of faculty and academic staff in situations involving certain categories of felony misconduct that pose a substantial risk to the safety of members of the university community or that seriously impair its missions or operations; and

Whereas, the Board and the several faculties and academic staff governance groups agree that such rules serve the best interests of the State, its citizens, the System, the faculties and the academic staff; and

Whereas, the Board and the several faculties and academic staff governance groups agree that it is appropriate that such rules, among other things, specify just cause for dismissal, ensure due process, and protect academic freedom;

Now, therefore, be it resolved:

That the attached proposed rules creating Chapter UWS 7, Wisconsin Administrative Code, and revising Chapters UWS 2, 4 and 11, Wisconsin Administrative Code, are hereby approved; and

That the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rules are in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rules have been submitted to the presiding officer of each house of the Legislature.

**FACULTY AND ACADEMIC STAFF DISCIPLINARY PROCESS: APPROVAL
OF PROPOSED CH. UWS 7, WIS. ADMIN. CODE, AND REVISIONS TO CHS.
UWS 2, 4, AND 11, WIS. ADMIN. CODE**

EXECUTIVE SUMMARY

BACKGROUND

For over a year, the Committee on Faculty and Academic Staff Disciplinary Process (Committee), appointed by Regent President David G. Walsh, has worked to draft new provisions of the Board's administrative rules relating to discipline of faculty and academic staff members who engage in serious criminal misconduct. The proposed rules before the Board for its consideration and approval create an expedited dismissal process for faculty and indefinite academic staff who engage in serious criminal misconduct and provide for suspensions without pay in specified circumstances, while protecting constitutionally-protected conduct, expression, or beliefs, and assuring adequate due process in the proceedings.

REQUESTED ACTION

Approval of resolution II.8.a approving the proposed rules creating ch. UWS 7, and amending chs. UWS 2, 4 and 11, and directing that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., submit them to the presiding officer of each house of the Legislature.

DISCUSSION

In October 2005, Regent President David G. Walsh appointed the Committee on Faculty and Academic Staff Disciplinary Process, chaired by Regent Michael J. Spector. Regent President Walsh directed the Committee to consider system disciplinary policies and procedures regarding alleged criminal misconduct by faculty and indefinite academic staff. Regent President Walsh charged the Committee to make recommendations to the Board of Regents and to work closely with faculty and academic staff governance groups as appropriate under the shared governance process. As Regent President Walsh stated in the Committee's first meeting of November 3, 2005, the Committee's purpose is (a) to assure the public of good stewardship of funding and the safety of employees and students, and (b) to conduct an examination of the disciplinary process that will educate the public and everyone involved, maintaining a balance between the need to safeguard employee rights and the need to assure campus safety and good stewardship.

The Committee met four additional times between November 2005 and February 2006 to develop a proposal for a new, expedited disciplinary process for cases involving serious criminal misconduct. The Committee recommended creating a new chapter of the Board's administrative rules to deal specifically with circumstances where faculty members have engaged in serious criminal misconduct, and to amend the academic staff rules in a parallel manner to address such misconduct involving indefinite staff members.

The Committee's proposal defined conduct that would trigger an expedited disciplinary process, established definitive timelines for action, and permitted suspension without pay in specified circumstances. The Committee elicited comments on the proposal from faculty and academic staff governance groups, and met again twice in May 2006 to discuss possible changes to the proposal in response to the comments received.

The Committee submitted a draft of the proposed rule to the Board for consideration at its June 9, 2006 meeting. At that meeting, the Board, acting on the Committee's recommendation, (a) directed its Secretary and UW System staff to initiate an administrative rule-making process to promulgate rules for dismissal and suspension without pay of faculty and indefinite academic staff who engage in serious criminal misconduct and (b) further directed that the proposed rules drafted by the Committee be transmitted to faculty and academic staff governance groups for review and comment.

Pursuant to Chapter 227, Wis. Stats., the Board held a public hearing on the proposed rules on August 2, 2006. In addition, the Committee held three public meetings in October and November 2006. At each meeting, the Committee approved substantive changes to the proposed rules resulting from comments and suggestions of faculty and academic staff representatives, including comments and suggestions made at the August 2, 2006 public hearing. The changes also addressed the comments of the Legislative Council Rules Clearinghouse as presented to the Board in its July 24, 2006 report on the proposed rules.

The rules now presented to the Board for approval include the following major substantive revisions approved by the Committee since the June Board meeting:

Definition of "serious criminal misconduct": Following the suggestion of faculty representatives, the Committee recommends that "serious criminal misconduct" be limited to pleading guilty or no contest to, or being convicted of, one or more of six categories of felony misconduct, subject to the conditions described in the rules.

The Committee also recommends removing "serious impair[ment] of the public trust" from the definition of "serious criminal misconduct" because that criterion is addressed by other portions of the rules.

Definition of "Consulting": At the suggestion of faculty and academic staff representatives, the Committee recommends defining "consulting", as it is used in sections of the rules requiring the chancellor to consult with appropriate governance groups prior to taking particular actions. "Consulting" is now defined as "thoroughly reviewing and discussing the relevant facts and discretionary issues."

Expedited Dismissal Process: As a result of narrowing the definition of serious criminal misconduct, the expedited dismissal process would apply only to faculty and indefinite academic staff members who plead guilty or no contest to, or are convicted of, one of the felonies specified in the rules. However, chancellors have the discretion to initiate dismissal proceedings under ch. UWS 4 and ss. UWS 11.02-11.10 against faculty

and indefinite academic staff, respectively, charged with one of the specified felonies, and may elect to switch to the expedited process if the charged faculty or indefinite academic staff member pleads guilty or no contest, or is convicted. The Committee has approved changes to the proposed rules to reflect these concepts.

Suspension without Pay: Although serious criminal misconduct no longer includes being charged with one of the specified felonies, the Committee recommends that chancellors retain the authority to suspend faculty or indefinite academic staff without pay at the time of charge in appropriate circumstances. The Committee approved amending the proposed rules to allow suspension without pay at the time of charge only after an investigator has determined that there is a substantial likelihood that a faculty or indefinite academic staff member has engaged in the conduct as alleged in the charge, or where the faculty or indefinite academic staff member is unable to report for work due to incarceration, conditions of bail, or similar cause. In addition, the Committee approved clarification of the proposed rules to provide that a faculty or indefinite academic staff member who is suspended without pay is entitled to backpay if the chancellor or Board discontinues dismissal proceedings or subsequently determines that suspension without pay was inappropriate. The recommended modifications to the proposed rules accomplish two objectives: to ensure that faculty members charged with serious criminal misconduct may be removed, in certain circumstances, from the payroll, pending continuing dismissal proceedings; and to foreclose the possibility that such faculty or indefinite academic staff will be subjected to expedited dismissal proceedings prior to a guilty or no contest plea or a conviction.

Technical Change: The Committee recommends a minor change to s. UWS 4.09 to cross-reference the provisions of ch. UWS 7 relating to suspensions without pay.

RECOMMENDATION

The Committee recommends approval of Resolution II.8.a approving the proposed rules creating ch. UWS 7, Wisconsin Administrative Code, and amending chs. UWS 2, 4 and 11, Wisconsin Administrative Code, and directing that the Secretary of the Board of Regents, pursuant to s. 227.19, Wis. Stats., notify the presiding officer of each house of the Legislature that the proposed rules are in final draft form, and cause a statement to appear in the Wisconsin Administrative Register that said proposed rules have been submitted to the presiding officer of each house of the Legislature.

PROPOSED ORDER OF THE BOARD OF REGENTS OF
THE UNIVERSITY OF WISCONSIN SYSTEM AMENDING AND CREATING
RULES

[INTRODUCTORY CLAUSE]

The Board of Regents of the University of Wisconsin System proposes an order to amend UWS 2.02, UWS 4.09, UWS 11.01(1), and UWS 11.08; to create ch. UWS 7, relating to procedures for dismissal of faculty in special cases; and to create UWS 11.01(3), UWS 11.101, UWS 11.102, UWS 11.103, UWS 11.104, UWS 11.105 and UWS 11.106, relating to procedures for dismissal of academic staff in special cases.

[RULE SUMMARY]

1. Statutes interpreted: Sections 36.09(1), 36.11(1) and 36.13(3), Stats.
2. Statutory authority: Sections 36.09(1)(a) and (L), 36.11(1)(a), 36.13(3), and 36.13(5), Stats.
3. Explanation of agency authority: Sections 36.09(1), 36.11(1) and 36.13(3), and ch. 227, Stats., define the scope of the Board's authority to promulgate rules for the dismissal of faculty and academic staff members.
4. Related statutes or rules: Current Wis. Admin. Code chs. UWS 4 and UWS 11.
5. Plain language analysis: The purpose of the proposed rules is to ensure that the Board rules regarding dismissal of faculty and academic staff deal specifically with circumstances in which faculty and academic staff members have engaged in serious criminal misconduct, a category of just cause under the rule. The proposed rules would define serious criminal misconduct, provide protection for constitutionally protected conduct, expression, or beliefs, authorize suspensions without pay, and provide for expedited dismissal procedures for faculty and academic staff who engage in serious criminal misconduct, while assuring adequate due process.
6. Summary of, and comparison with, existing or proposed federal regulations: There is no existing or proposed federal regulation for summary and comparison.
7. Comparison with rules in adjacent states. There are no corresponding rules in adjacent states for comparison.
8. Summary of factual data and analytical methodologies: There were no factual data or analytical methodologies used to develop the proposed rules.

9. Analysis and supporting documents used to determine effect on small business: The proposed rules affect only faculty and academic staff of the University of Wisconsin System. They have no effect on small business.
10. Effect on small business: The proposed rules will have no effect on small business.
11. Fiscal estimate: The proposed rules will have no fiscal effect.
12. Agency contact person: Christopher L. Ashley, Senior System Legal Counsel, University of Wisconsin System Administration, 1808 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706. Telephone: (608) 262-3662. Email: cashley@uwsa.edu.
13. Place where comments are to be submitted and deadline for submission: Comments may be submitted to: Christopher L. Ashley, Senior System Legal Counsel, University of Wisconsin System Administration, 1808 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706. Email to cashley@uwsa.edu. The deadline for written comments to the Board is 4:30 p.m. on September 29, 2006.

[TEXT OF RULE]

SECTION 1. UWS 2.02 is amended to read:

UWS 2.02 Delegation. Rules and procedures developed pursuant to chs. UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents.

SECTION 2. UWS 4.09 is amended to read:

UWS 4.09 Suspension from duties. Pending the final decision as to his/her dismissal, the faculty member shall not normally be relieved of duties; but if, after consultation with appropriate faculty committees, the chancellor finds that substantial harm to the institution may result if the faculty member is continued in his/her position, the faculty member may be relieved immediately of his/her duties, but his/her pay shall continue until the board makes its decision as to dismissal, unless the chancellor also makes the determinations set forth in s. UWS 7.06(1) in which case the suspension from duties may be without pay and the procedures set forth in s. UWS 7.06 shall apply.

SECTION 3. Chapter UWS 7 is created to read:

Dismissal of Faculty in Special Cases

UWS 7.01 Declaration of policy. University faculty members are responsible for advancing the university's missions of teaching, research and public service. The fulfillment of these missions requires public trust in the integrity of the institution and in all members of the university community. The university's effectiveness, credibility, and ability to maintain public trust are undermined by criminal activity that poses a substantial risk to the safety of others, that seriously impairs the university's ability to fulfill its missions, or that seriously impairs the faculty member's fitness or ability to fulfill his or her duties. Situations involving such serious criminal misconduct by faculty members must be addressed and resolved promptly to ensure that public trust is maintained and that the university is able to advance its missions. The board of regents therefore adopts the procedures in this chapter for identifying and responding to those instances in which a faculty member has engaged in serious criminal misconduct.

UWS 7.02 Serious criminal misconduct. (1) In this chapter, "serious criminal misconduct" means:

(a) Pleading guilty or no contest to, or being convicted of a felony, in state or federal court, where one or more of the conditions in (b), (c), (d) or (e) of this section are present, and the felony involves any of the following:

1. Causing serious physical injury to another person.
2. Creating a serious danger to the personal safety of another person.
3. Sexual assault.
4. Theft, fraud or embezzlement.
5. Criminal damage to property.
6. Stalking or harassment.

(b) A substantial risk to the safety of members of the university community or others is posed.

(c) The university's ability, or the ability of the faculty member's colleagues, to fulfill teaching, research or public service missions is seriously impaired.

(d) The faculty member's fitness or ability to fulfill the duties of his or her position is seriously impaired.

(e) The opportunity of students to learn, do research, or engage in public service is seriously impaired.

(2) Conduct, expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, shall not constitute serious criminal misconduct.

(3) Except as otherwise expressly provided, a faculty member who has engaged in serious criminal misconduct shall be subject to the procedures set forth in ss. UWS 7.03 to 7.06.

(4) Any act required or permitted by ss. UWS 7.03 to 7.06 to be done by the chancellor may be delegated to the provost or another designee pursuant to institutional policies approved by the Board of Regents under s. UWS 2.02.

UWS 7.025 Definition. In this chapter, “consulting” means thoroughly reviewing and discussing the relevant facts and discretionary issues.

UWS 7.03 Dismissal for cause. (1) Any faculty member having tenure may be dismissed only by the board and only for just cause and only after due notice and hearing. Any faculty member having a probationary appointment may be dismissed prior to the end of his or her term of appointment only by the board and only for just cause and only after due notice and hearing.

(2) Just cause for dismissal includes, but is not limited to, serious criminal misconduct, as defined in s. UWS 7.02.

UWS 7.04 Reporting responsibility. Any faculty member who is charged with, pleads guilty or no contest to, or is convicted of a felony of a type listed in s. UWS 7.02(1)(a), in state or federal court, shall immediately report that fact to the chancellor.

UWS 7.05 Expedited process. (1) Whenever the chancellor of an institution within the University of Wisconsin System receives a report under s. UWS 7.04 or other credible information that a faculty member has pleaded guilty or no contest to, or has been convicted of a felony of a type listed in s. UWS 7.02(1)(a), in state or federal court, the chancellor shall:

(a) Within three working days of receipt of the report or information, inform the faculty member of its receipt and, after consulting with appropriate institutional governance representatives, appoint an investigator to investigate the report or information and to advise the chancellor as to whether to proceed under this section or ch. UWS 4.

(b) Upon appointing an investigator and notifying the faculty member, afford the faculty member three working days in which to request that the investigator be disqualified on grounds of lack of impartiality or other cause. In the event that the chancellor determines that a request for disqualification should be granted, the chancellor shall, within two working days of the determination, appoint a different investigator. The faculty member shall have the opportunity to request that any second or subsequent investigators be disqualified on grounds of lack of impartiality or other cause.

(2) The investigator shall complete and file a report with the chancellor not later than ten working days following the investigator's appointment.

(3) Within three working days of receipt of the investigator's report, the chancellor shall consult with appropriate institutional governance representatives and decide whether to seek dismissal of the faculty member pursuant to this chapter, to seek dismissal of the faculty member pursuant to ch. UWS 4, to seek an alternative disciplinary sanction, or to discontinue the proceedings. The charges shall be served on the faculty member in the manner specified in s. UWS 4.02(3).

(a) If the chancellor decides to seek dismissal of the faculty member pursuant to this chapter, the chancellor shall file charges within two working days of reaching the decision.

(b) If the chancellor decides to seek dismissal of the faculty member pursuant to ch. UWS 4, the chancellor shall file charges and proceed in accordance with the provisions of that chapter and implementing institutional policies. If, during the course of such proceedings under ch. UWS 4, the chancellor receives a report under s. UWS 7.04 or other credible information that the faculty member has pleaded guilty or no contest to or has been convicted of a felony of a type listed in s. UWS 7.02(1)(a), and one or more of the conditions listed in s. UWS 7.02(1)(b) through (e) are present, the chancellor may, at that point, elect to follow the procedures for dismissal pursuant to this chapter.

(c) If the chancellor decides to seek an alternative disciplinary sanction, the procedures under ch. UWS 6, and implementing institutional policies, shall be followed.

(4) If charges seeking dismissal are filed under subsection (3)(a), the faculty member shall be afforded a hearing before the institutional standing committee charged with hearing dismissal cases and making recommendations under s. UWS 4.03. The hearing shall provide the procedural guarantees enumerated under s. UWS 4.05 to 4.06, except that the hearing shall be concluded, and written findings and a recommendation to the chancellor shall be prepared, within 15 working days of the filing of charges.

(5)(a) Within three working days of receipt of the findings and recommendation of the committee under subsection (4), the chancellor shall prepare a written recommendation on the matter.

(b) If the recommendation is for dismissal, the chancellor shall transmit it to the board for review.

(c) Disciplinary action other than dismissal may be taken by the chancellor, whose decision shall be final, unless the board at its option grants a review on the record at the request of the faculty member.

(6) Upon receipt of the chancellor's recommendation, the full board shall review the record before the institutional hearing committee, and shall offer an opportunity for filing

exceptions to the recommendation, and for oral argument. The full board shall issue its decision on the matter within 15 working days of receipt of the chancellor's recommendation.

(7) If a faculty member whose dismissal is sought under subsection (3)(a) does not proceed with the hearing before the institutional hearing committee as provided in s. UWS 7.05(4), the board shall take appropriate action within 10 working days of receipt of the statement of charges and the recommendation of the chancellor.

(8) The burden of proving just cause in this chapter shall be clear and convincing evidence.

(9) The chair of the faculty hearing body, subject to the approval of the chancellor, may extend the time limits set forth in this section if the parties are unable to obtain, in a timely manner, relevant and material testimony, physical evidence or records, or where due process otherwise requires.

UWS 7.06 Temporary suspension without pay. (1) The chancellor, after consulting with appropriate faculty governance representatives, may suspend a faculty member from duties without pay pending the final decision as to his or her dismissal where:

(a) The faculty member has been charged with a felony of a type listed in s. UWS 7.02(1)(a) and the chancellor, after following the provisions of ss. UWS 7.05(1) through (3), finds, in addition, that there is a substantial likelihood (i) that one or more of the conditions listed in s. UWS 7.02(1)(b) through (e) are present, and (ii) that the faculty member has engaged in the conduct as alleged; or

(b) The faculty member is unable to report for work due to incarceration, conditions of bail or similar cause; or

(c) The faculty member has pleaded guilty or no contest to or been convicted of a felony of a type listed in s. UWS 7.02(1)(a) and one or more of the conditions listed in s. UWS 7.02(1)(b) through (e) are present.

(2) If the chancellor finds that the conditions in subsection (1) are present, he or she shall immediately notify the faculty member, in writing, of the intent to impose a suspension without pay, and shall, within two working days, provide the faculty member with an opportunity to be heard with regard to the matter. The faculty member may be represented by counsel or another at this meeting.

(3) If, after affording the faculty member the opportunity to be heard, the chancellor determines to suspend without pay, the chancellor shall inform the faculty member of the suspension, in writing. The chancellor's decision to suspend without pay under this section shall be final, except that:

(a) If the chancellor later determines that the faculty member should not be dismissed the chancellor may discontinue the proceedings, or may recommend a lesser penalty to the board, and, except as provided in subsection (c), shall order the payment of back pay for any period of the suspension for which the faculty member was willing and able to report for work.

(b) If the board later determines that the faculty member should not be dismissed, the board may order a lesser penalty and shall order the payment of back pay for any period of the suspension for which the faculty member was willing and able to report for work.

(c) If the chancellor or board later determines, under subsection (a) or (b), to recommend or impose as a lesser penalty the suspension of the faculty member without pay, then any period of suspension without pay so recommended or ordered shall be offset by the period of any suspension without pay actually served by the faculty member.

(4) If, after affording the faculty member the opportunity to be heard, the chancellor determines that the conditions in subsection (1) are not present or that a suspension without pay is otherwise not warranted, the provisions of s. UWS 4.09 shall apply.

SECTION 4. UWS 11.01(1) is amended to read:

(1) A member of the academic staff holding an indefinite appointment may be dismissed only for just cause under ss. UWS 11.02 through 11.106 or for reasons of budget or program under ch. UWS 12.

SECTION 5. UWS 11.01(3) is created to read:

(3) Just cause for dismissal includes, but is not limited to, serious criminal misconduct, as defined in s. UWS 11.102.

SECTION 6. UWS 11.015 is created to read:

UWS 11.015 Definition. In this chapter, “consulting” means thoroughly reviewing and discussing the relevant facts and discretionary issues.

SECTION 7. UWS 11.08 is amended to read:

UWS 11.08 Suspension from duties. Pending the final decision as to dismissal, the academic staff member with an indefinite appointment shall not be relieved of duties, except where, after consulting with the appropriate administrative officer, the chancellor finds that substantial harm may result if the staff member is continued in his or her position. Where such determination is made, the staff member may be relieved of his or her position immediately, or be assigned to another administrative unit, but his or her pay shall continue until the chancellor makes a decision as to dismissal, unless the chancellor also makes the determinations set forth in s. UWS 11.105(1) in which case the suspension

from duties may be without pay and the procedures set forth in s. UWS 11.105 shall apply.

SECTION 8. UWS 11.101, 11.102, 11.103, 11.104, 11.105, and 11.106 are created to read:

UWS 11.101 Dismissal for cause in special cases – indefinite academic staff appointments. A member of the academic staff holding an indefinite appointment may be dismissed for serious criminal misconduct, as defined in s. UWS 11.102.

UWS 11.102 Serious criminal misconduct. (1) In this chapter, "serious criminal misconduct" means:

(a) Pleading guilty or no contest to, or being convicted of a felony, in state or federal court, where one or more of the conditions in (b), (c), (d), or (e) of this section are present, and the felony involves any of the following:

1. Causing serious physical injury to another person.
2. Creating a serious danger to the personal safety of another person.
3. Sexual assault.
4. Theft, fraud or embezzlement.
5. Criminal damage to property.
6. Stalking or harassment.

(b) A substantial risk to the safety of members of the university community or others is posed.

(c) The university's ability, or the ability of the academic staff member's colleagues, to fulfill teaching, research or public service missions is seriously impaired.

(d) The academic staff member's fitness or ability to fulfill the duties of his or her position is seriously impaired.

(e) The opportunity of students to learn, do research, or engage in public service is seriously impaired.

(2) Conduct, expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, shall not constitute serious criminal misconduct.

(3) Except as otherwise expressly provided, an academic staff member who has engaged in serious criminal misconduct shall be subject to the procedures set forth in ss. UWS 11.103 to 11.106.

(4) Any act required or permitted by ss. UWS 11.103 to 11.106 to be done by the chancellor may be delegated to the provost or another designee pursuant to institutional policies forwarded to the Board of Regents under s. UWS 9.02.

UWS 11.103 Reporting responsibility. Any academic staff member who is charged with, pleads guilty or no contest to, or is convicted of a felony of a type listed in s. UWS 11.102(1)(a), in state or federal court, shall immediately report that fact to the chancellor.

UWS 11.104 Expedited process. (1) Whenever the chancellor of an institution within the University of Wisconsin System receives a report under s. UWS 11.103 or other credible information that an academic staff member holding an indefinite appointment has pleaded guilty or no contest to, or has been convicted of a felony of a type listed in s. UWS 11.102(1)(a), in state or federal court, the chancellor shall:

(a) Within three working days of receipt of the report or information, inform the academic staff member of its receipt and, after consulting with appropriate institutional governance representatives, appoint an investigator to investigate the report or information and advise the chancellor as to whether to proceed under this section or ss. UWS 11.02 to 11.10.

(b) Upon appointing an investigator and notifying the academic staff member, afford the academic staff member three working days in which to request that the investigator be disqualified on grounds of lack of impartiality or other cause. In the event that the chancellor determines that a request for disqualification should be granted, the chancellor shall, within two working days of the determination, appoint a different investigator. The academic staff member shall have the opportunity to request that any second or subsequent investigators be disqualified on grounds of lack of impartiality or other cause.

(2) The investigator shall be complete and file a report with the chancellor not later than ten working days following the investigator's appointment.

(3) Within three working days of receipt of the investigator's report, the chancellor shall consult with appropriate institutional governance representatives and decide whether to seek dismissal of the academic staff member pursuant to ss. UWS 11.101 to 11.106, to seek dismissal of the academic staff member pursuant to ss. UWS 11.02 to 11.10, to seek an alternative disciplinary sanction, or to discontinue the proceedings. The charges shall be served on the academic staff member in the manner specified in s. UWS 11.02(2).

(a) If the chancellor decides to seek dismissal of the academic staff member pursuant to ss. UWS 11.101 to 11.106, the chancellor shall file charges within two working days of reaching the decision.

(b) If the chancellor decides to seek dismissal of the academic staff member pursuant to ss. UWS 11.02 to 11.10, the chancellor shall file charges and proceed in accordance with the provisions of those sections of this chapter and implementing institutional policies. If, during the course of proceedings under ss. UWS 11.02 to 11.10, the chancellor receives a report under s. UWS 11.103 or other credible information that the academic staff member has pleaded guilty or no contest to or has been convicted of a felony of a type listed in s. UWS 11.102(1)(a), and one or more of the factors listed in s.

11.102(1)(b) through (e) are present, the chancellor may, at that point, elect to follow the procedures for dismissal pursuant to this section.

(c) If the chancellor decides to seek an alternative disciplinary sanction, the procedures under ch. UWS 13, and implementing institutional policies, shall be followed.

(4) If charges seeking dismissal are filed under subsection (3)(a), the academic staff member shall be afforded a hearing before the institutional standing committee charged with hearing dismissal cases and making recommendations under s. UWS 11.03. The hearing shall provide the procedural guarantees enumerated under ss. UWS 11.05 to 11.06, except that the hearing must be concluded, and written findings and a recommendation to the chancellor must be prepared, within 15 working days of the filing of charges.

(5) Within three working days of receipt of the findings and recommendation of the committee under subsection (4), the chancellor shall prepare a written decision on the matter. In the decision, the chancellor may order dismissal of the staff member, may impose a lesser disciplinary action, or may find in favor of the staff member. This decision shall be deemed final unless the Board, upon request of the academic staff member, grants a review based on the record.

(6) The burden of proving just cause in this section shall be clear and convincing evidence.

(7) The chair of the academic staff hearing body, subject to the approval of the chancellor, may extend the time limits set forth in this section if the parties are unable to obtain, in a timely manner, relevant and material testimony, physical evidence or records, or where due process otherwise requires.

UWS 11.105 Temporary suspension from duties without pay. (1) The chancellor, after consulting with appropriate academic staff governance representatives, may suspend an academic staff member holding an indefinite appointment from duties without pay pending the final decision as to his or her dismissal where:

(a) The academic staff member has been charged with a felony of a type listed in s. UWS 11.102(1)(a) and the chancellor, after following the provisions of s. UWS 11.104(1) through (3), finds, in addition, that there is a substantial likelihood (i) that one or more of the conditions listed in s. UWS 11.102(1)(b) through (e) are present, and (ii) that the academic staff member has engaged in the conduct as alleged; or

(b) The academic staff member is unable to report for work due to incarceration, conditions of bail or similar cause; or

(c) The academic staff member has pleaded guilty or no contest to or been convicted of a felony of the type listed in s. UWS 11.102(1)(a) and one or more of the conditions in s. UWS 11.102(1)(b) through (e) are present.

(2) If the chancellor finds that the conditions in subsection (1) are present, he or she shall immediately notify the academic staff member, in writing, of the intent to impose a suspension without pay, and shall, within two working days, provide the academic staff member with an opportunity to be heard with regard to the matter. The academic staff member may be represented by counsel or another at this meeting.

(3) (a) If, after affording the academic staff member the opportunity to be heard, the chancellor determines to suspend without pay, the chancellor shall inform the academic staff member of the suspension, in writing. The chancellor's decision to suspend without pay under this section shall be final, except that:

(b) If the chancellor later determines that the academic staff member should not be dismissed the chancellor may discontinue the proceedings, or may impose a lesser penalty, and except as provided in subsection (c), shall order the payment of back pay for any period of the suspension for which the academic staff member was willing and able to report for work;

(c) If the chancellor later determines, under subsection (a) or (b), to recommend or impose as a lesser penalty the suspension of the academic staff member without pay, then any period of suspension without pay so recommended or ordered shall be offset by the period of any suspension without pay actually served by the academic staff member.

(4) If, after affording the academic staff member the opportunity to be heard, the chancellor determines that the conditions in subsection (1) are not present or that a suspension without pay is otherwise not warranted, the provisions of s. UWS 11.08 shall apply.

UWS 11.106 Board Review. A member of the academic staff on an indefinite appointment who has been dismissed for serious criminal misconduct may appeal this action to the board as provided in s. UWS 11.10

SECTION 9. This rule first applies to conduct occurring on or after the effective date of this rule.

SECTION 10. EFFECTIVE DATE. This rule shall take effect on the first day of the month following publication in the Wisconsin Administrative Register as provided in s. 227.22(2) (intro.), Stats.

Cancellation of
January 4 and 5, 2007
Meetings

BOARD OF REGENTS

Resolution:

That the Regent meetings scheduled for January 4 and 5, 2007, be cancelled.

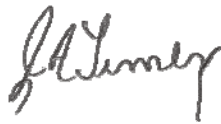
12/08/06

II.9.a.

November 29, 2006

To: Board of Regents

From: Judith A. Temby

A handwritten signature in black ink, appearing to read "J. A. Temby", written in a cursive style.

The Board of Regents meeting schedule allows for cancellation of the January 4 and 5, 2007 meetings, circumstances permitting.

Resolution II.9.a. provides for cancelling those meetings.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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

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Mark J. Bradley (Vice Chair)
Elizabeth Burmaster
Danae D. Davis
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)
Elizabeth Burmaster
Gerard A. Randall
Peggy Rosenzweig
Brent Smith

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Danae D. Davis (Chair)
Michael J. Spector (Vice Chair)
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Personnel Matters Review Committee

Michael J. Spector (Chair)
Jeffrey B. Bartell
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Danae D. Davis
Peggy Rosenzweig

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

Milton McPike
Peggy Rosenzweig
Brent Smith

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

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Charles Pruitt
Jesus Salas
Christopher M. Semenas

Academic Staff Excellence Awards Committee

Eileen Connolly-Keesler (Chair)
Danae D. Davis
Milton McPike
Gerard A. Randall
Jesus Salas
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Public and Community Health Oversight and Advisory Committee

Patrick Boyle, Regent Liaison

Regent Meeting Improvement Committee

Eileen Connolly-Keesler (Chair)
Charles Pruitt
Gerard A. Randall

Committee Regarding Faculty/Academic Staff Disciplinary Process

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

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

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

Meeting Schedule 2006-07

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)

August 17 and 18

October 5 and 6 (UW-Platteville)

November 9 and 10

December 7 and 8

2007

January 4th and 5th (cancelled, circumstances permitting)

February 8th and 9th

March 8th and 9th (at UW-Parkside)

April 12th and 13th (at UW-Oshkosh)

May 10th and 11th

June 7th and 8th (at UW-Milwaukee)

July 12th and 13th

August 23rd and 24th (cancelled,
circumstances permitting)

September 6th and 7th

October 4th and 5th (at UW-River Falls)

November 8th and 9th

December 6th and 7th (hosted by UW-Madison)