



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

April 26, 2006

REVISED-4/28/06

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in dark ink, appearing to read "J. A. Temby", is placed 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 May 4 and 5, 2006.

Thursday, May 4, 2006

10:00 a.m. – All Regents

- Presentation of 2006 Academic Staff Awards for Excellence

10:30 a.m. – All Regents

- Presentation on Diversity
1820 Van Hise Hall
All Regents Invited

11:30 p.m. – Box Lunch

12:00 noon – All Regents

- Summary of 2007-09 Biennial Budget Initiatives
1820 Van Hise Hall
All Regents Invited

1:00 p.m. - Physical Planning and Funding Committee meeting
Room 1511 Van Hise Hall

1:00 p.m. - Joint Committee meeting:
Education Committee
Business, Finance, and Audit Committee
Room 1820 Van Hise Hall

1:45 p.m. - Education Committee reconvene
Room 1820 Van Hise Hall

Business, Finance, and Audit Committee reconvene
Room 1920 Van Hise Hall

Friday, May 5, 2006

8:30 a.m. – Board of Regents meeting
Room 1820 Van Hise Hall

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

Persons with disabilities requesting an accommodation to attend are asked to contact 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, May 4, 2006, at 10:00 a.m. until approximately 1:00 p.m. and Friday, May 5, 2006, at 8:30 a.m. until approximately 12:00 p.m.

g:\regents\agenda\03_May\1 Cover Letter May2006

University of Wisconsin System Equity and Excellence through Diversity

EXECUTIVE SUMMARY

BACKGROUND

The UW System Board of Regents and the UW System have a decades-long history and commitment to ensuring excellence through diversity across UW institutions. That history includes the adoption in 1998 of *Plan 2008: Educational Quality Through Racial/Ethnic Diversity (Plan 2008)*.¹ In April 2004, the Board of Regents reviewed the midpoint progress of *Plan 2008* and established as a priority for Phase II closing the achievement gap in retention and graduation between students of color and their white peers, with a focus on critically assessing programs to provide for continuous improvement.² The Board determined that institutional plans, consistent with the given priorities, should be submitted by December 2004. The institutional plans included a wide range of approaches to addressing the seven goals of *Plan 2008* and the achievement gap.

At the meeting of the Board in February 2005, the Office of Academic Affairs summarized the Phase II plans as developed to that point. The Board of Regents reaffirmed its compelling interest in and commitment to achieving educational diversity at all UW institutions. This reaffirmation was predicated on the following core beliefs and values:

- It is fundamental to the statutory mission of the University of Wisconsin System to enable students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development, to foster diversity of educational opportunity, and to develop human resources, as set forth in s. 36.01(1), Wisconsin Statutes;
- Achieving the educational benefits that flow from a diverse student body advances the core academic and governmental goals of improving all students' intellectual growth, readiness for citizenship, and preparation for successful participation in and contribution to the economic, civic, and cultural vitality of the State;
- The Board of Regents of the University of Wisconsin System and its institutions have long been committed to ensuring that all students receive the educational benefits that flow from a diverse student body, and this commitment is reflected in an array of programs, ranging from admissions policies to the University of Wisconsin System *Plan 2008*; and

¹ [Plan 2008: Educational Quality Through Racial and Ethnic Diversity, A Report to the Board of Regents, May 1998](#). *Plan 2008* provides a ten-year framework for systemwide institutional efforts aimed at removing barriers associated with race, ethnicity, and economic disadvantage to expand educational opportunities statewide, and infuse ethnic and racial diversity within institutional cultures to enhance the educational experience of all students.

² [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004](#), April 2004 Report to the UW System Board of Regents.

- The United States Supreme Court, in *Grutter v. Bollinger* and *Gratz v. Bollinger*, has recognized that colleges and universities have a compelling interest in securing the benefits of educational diversity for all students.

The Board also recommended that the following steps be taken by the University of Wisconsin System Administration (UWSA) and the institutions (Regent Resolution 8970):

1. Adopt systemwide a diversity accountability report card with measurable goals that will track the progress made by UWSA and the institutions in closing the achievement gap between UW students of color and white students; and this will be done by June 2005.
2. Institute a systemwide Diversity Award, similar to the Regents Teaching Excellence Award, recognizing excellence in diversity programming or achievement.
3. Working with the Board, the President will refocus the evaluation of Chancellors with respect to their work on diversity on progress with *Plan 2008* Phase II and integration with institutional mission. Evaluation of the President will also incorporate progress on *Plan 2008* Phase II.
4. Subsequent changes to campus Phase II plans must describe their accountability process, including incentives and penalties for success and failure to close the achievement gap.

REQUESTED ACTION

For information purposes only; no action requested at this time.

DISCUSSION

The report that follows provides a summary of the multiple ways in which the UW System is working to close the achievement gap between white students and students of color. In order to set the context for the work undertaken by UWSA and the institutions, the report updates data from the April 2004 Midpoint Report regarding student of color participation in precollege programs, and rates of enrollment, retention and graduation. Most significantly, the report highlights initiatives undertaken or planned to address the recommendations from the Board of Regents meeting in February 2005. The initiatives include examples of campus accountability plans, developed as part Phase II proposals to close the achievement gap, and information on the Equity Scorecard, an assessment tool designed to effect equity for students of color.

RELATED REGENT POLICIES

Plan 2008: Educational Quality Through Racial and Ethnic Diversity; A Report to the Board of Regents, May 1998.

Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004.

Regent Resolution 7692, adopted 5/8/98.

Regent Resolution 8850, adopted 6/10/04.

Regent Resolution 8970, adopted 2/11/05.



The University of Wisconsin System

Equity and Excellence through Diversity

May 2006

Background: Narrowing the Focus in *Plan 2008* Phase II

The importance of diversity in higher education is driven by a number of factors, including legal imperatives, shifting demographics, persistent inequities, and workforce imperatives. The under-representation and the persistent achievement gap for students of color in the UW System demand strategic action that will result in equity and education for all. Greater access to all UW institutions for Wisconsin students, especially students of color and disadvantaged students, is and must remain high on the UW System's educational agenda.

This report provides an update on progress toward realizing the Board of Regents priority to close the achievement gap, as established in April 2004 following the UW System Administration's (UWSA) midpoint review³ of the ten-year strategic plan for diversity, *Plan 2008: Educational Quality Through Racial/Ethnic Diversity*.⁴

The mid-point review showed progress in certain areas but little change in others. Among the key findings in that report:

- The enrollment of students of color increased by 16% between 1998 and 2002;
- Service rates⁵ for this population declined from 23% to 20% over that same period;
- The number of pre-college participants increased by 156%;
- The second-year retention rate for students of color increased from 72% to 75% but lagged in the latter year behind the 81% rate for white students; and
- The six-year graduation rate, assessed for the full-time freshmen class that entered in 1997, stood at 43% for students of color and 64% for white students.

While UW institutions have made progress toward each of the seven goals of *Plan 2008*, the midpoint review revealed that the UW System as a whole is far from realizing equity across groups, in particular with respect to retention and graduation rates.

In June 2004, the Board of Regents recapitulated its call for a particular emphasis on closing the achievement gap between students of color and their white peers in Phase II of *Plan 2008*. In order to guide UW institutions in closing the achievement gap through strategic assessment and accountability measures, the UW System Office of Academic Diversity and Development (OADD) hosted a systemwide "Best Practices in Closing the Achievement Gap" Conference in November 2004. UW institutions and members of the Board of

³ [Plan 2008 Phase I Report - Report on Diversity: A Wisconsin Commitment, An American Imperative, April 2004.](#)

⁴ [Plan 2008: Educational Quality Through Racial and Ethnic Diversity, A Report to the Board of Regents, May 1998.](#)

⁵ Service rates represent the proportion of Wisconsin high school graduates who enroll at UW institutions immediately following high school graduation.

Regents who attended the conference were able to learn about numerous approaches to assessment and accountability, including the Equity Scorecard, a process that uses data-guided inquiry to inform and drive organizational change in order to achieve equity and excellence in educational outcomes.

The UW System Office of Academic Affairs reviewed *Plan 2008* Phase II institutional plans, considering both the Board priority to close the achievement gap and the extent to which assessment and accountability were addressed in the plans. In February 2005, the Board reaffirmed in Regent Resolution 8970 its commitment to diversity and inclusion, and its compelling interests in ensuring that students receive the educational benefits that flow from a diverse student body.

The following information summarizes the most recent data on enrollment, service rates, precollege participation, retention and graduation rates – topics covered in the report of 2004. In addition, it provides greater elaboration on accountability, a goal established in the original *Plan 2008* but one given heightened emphasis in subsequent actions by the Board of Regents.

The Data Context: Where We Are

Since the midpoint review, attention has been paid to assessing the UW System's progress toward closing the achievement gap. Accomplishments and remaining concerns can be summarized in the following areas:

- **Precollege.** Data collection methods have improved, which will boost UWSA's and the institutions' capacity to track multicultural/disadvantaged (M/D) students⁶ through the pipeline, and assess the impact of precollege programs on college enrollments, particularly for students of color.
- **Enrollment.** Undergraduate and graduate enrollment for students of color continues to increase, but is not keeping pace with the increases in students of color graduating from Wisconsin public schools. Moreover, service rates for students of color remain lower than 1998 levels.
- **Retention.** Second-year retention for students of color has increased for African Americans, leveled off for Hispanic/Latino students, and dropped for American Indian and Southeast Asian students.

⁶ The terms "Multicultural/Disadvantaged" used in this report refer to the racial/ethnic groups covered by *Plan 2008* (African Americans, Hispanic/Latino, American Indian, and Asian American [especially Southeast Asian]), and economically disadvantaged students (low-income and first-generation college students).

- **Graduation.** Graduation rates for students of color have increased since the midpoint review and the gap between students of color and their white peers has declined slightly.
- **Accountability.** Integrating diversity into all operations and functions of UWSA and the institutions remains a challenge.

Precollege Programs and Participation

Precollege programs play a critical role in providing multicultural and disadvantaged (M/D) students with access to higher education. At their best, these programs cultivate the aspiration for college and provide the academic preparation and exposure to make enrollment and success in college likely. In this regard, creating access to college through precollege programs encompasses a two-part mission. First, these programs strengthen academic skills and performance in order to keep students in school so that they graduate from high school. Second, they provide the knowledge, skills, and exposure to ease the transition from high school to college so that high school graduates apply, are admitted, and enroll in college.

The UW System is particularly interested in examining the UW M/D precollege participation rates for students of color and their enrollment in UW institutions. The UW System currently measures M/D precollege participation rates based on student registrations for UW M/D programs reported by the institutions (see Appendix A for a list of reported UW M/D precollege programs). The UW System is only able to track enrollment of these participants to a UW institution if the participants have provided their social security numbers. The absence of social security numbers for some students means that the UW System is unable to track all students. As a consequence, the follow-up data on precollege students are incomplete. Nevertheless, the UW System's ability to track precollege participation of M/D students has greatly improved since 2002-03. This improvement is due in part to more uniform data collection methods at the campus level such as the common registration form, and better reporting overall to UWSA.

Efforts are underway to improve the measurement of enrollment of M/D precollege participants in the UW System by linking participants to other data sources. Such an improvement will not only provide more accurate M/D precollege participation rates, but will also build the UW System's capacity to determine the impact of precollege programs. In spite of current limitations with UW System data on M/D precollege participation, it is known that the vast majority of M/D precollege participants are students of color, although student of color participants as a percent of Wisconsin public school students of color is quite low. It is also known that enrollment is increasing and is concentrated among middle and high school students.

In 2004-05, UW System institutions reported an enrollment of 17,073 multicultural/disadvantaged (M/D) students in UW M/D precollege programs.⁷ Of that number, 14,023 (82%) were students of color (see figure 1; also see Appendix B for data on UW M/D precollege participation 2002-03 through 2004-05).

Figure 1
UW M/D Precollege Annual Enrollment of Students of Color (unduplicated), 2002-03 through 2004-05

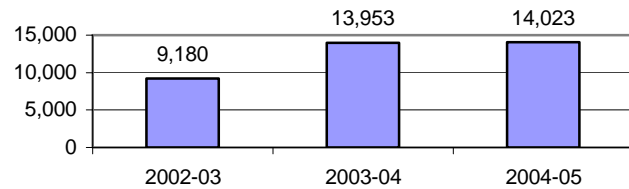
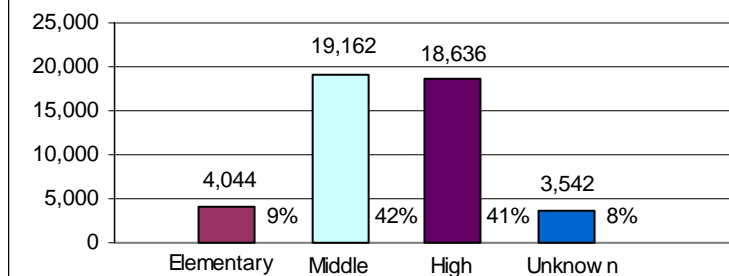
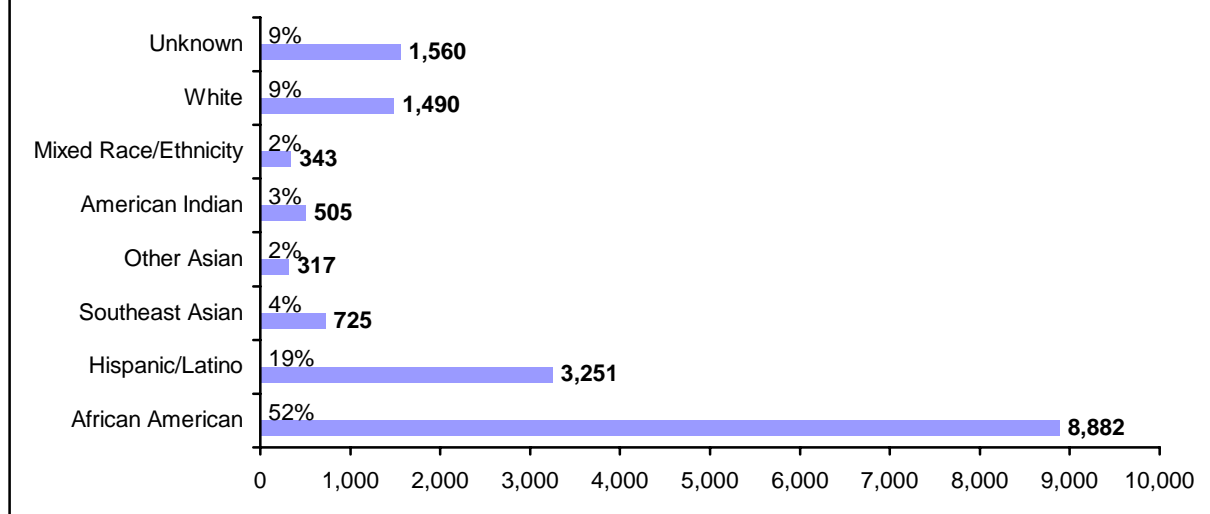


Figure 2
UW M/D Precollege Annual Enrollment by Level in School, 2002-03 through 2004-05



Over the last three years, the vast majority of M/D precollege participants reported by UW institutions were middle (42%) and high school (41%) students (see figure 2). In 2004-05, 52% were African American, 19% Hispanic/ Latino, followed by 4% Southeast Asian, and 3% American Indian students (see figure 3).

Figure 3
UW M/D Precollege Annual Enrollment by Race/Ethnicity, 2004-05



⁷ These enrollment figures are for unduplicated headcounts. Total enrollment is actually higher since some students

Student of color service rates for UW M/D precollege programs are measured by calculating the percentage of Wisconsin public school students of color who participate in UW System M/D programs. Over the past three years, the M/D precollege service rate has increased from 5.1% in the 2002-03 academic year, to 7.5% during the 2004-05 academic year (see figure 4).

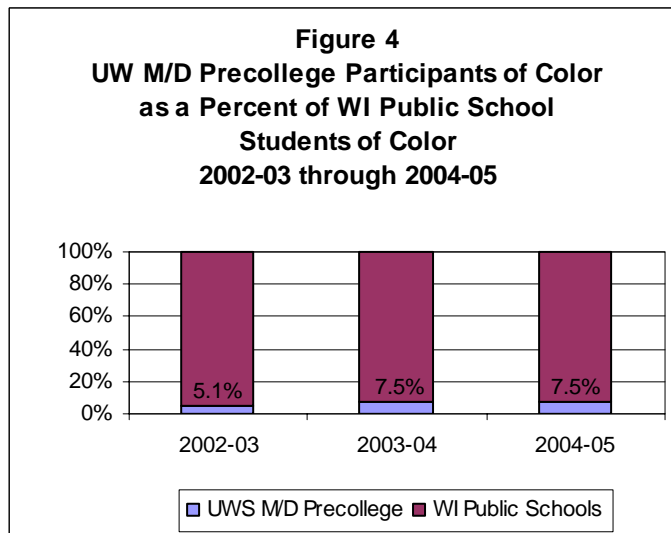
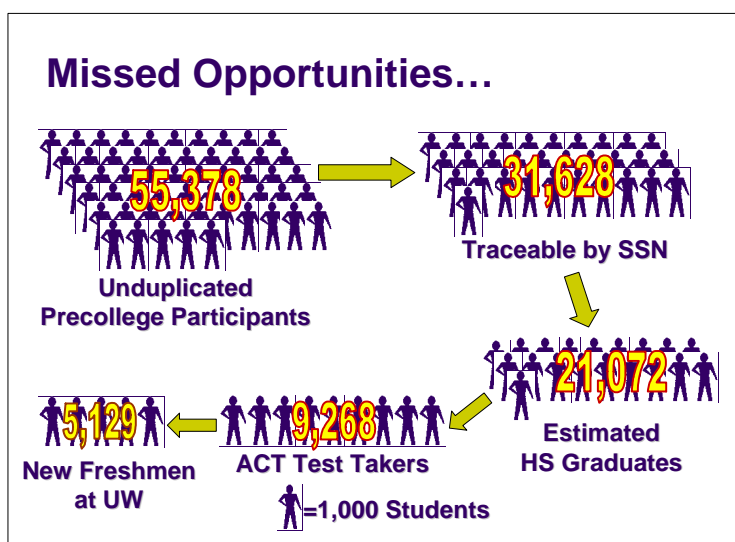


Figure 5

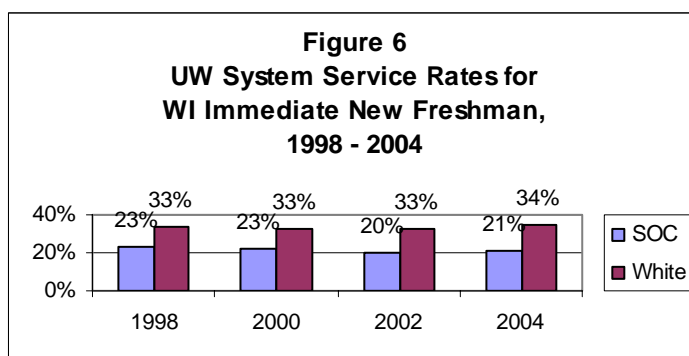


The UW System M/D precollege database includes registered participants from 1993-94 through 2004-05. Of the 55,378 M/D participants in the database, 31,628 are traceable through their social security number provided at the time of registration and 21,072 of those traceable students are estimated to have graduated from high school. Of those estimated high school graduates, 9,268 took the ACT, an indicator of intent to go to college. Of those ACT test takers, 5,129 (24%) have

enrolled in a UW institution since 1993-94 (see figure 5). At this point in time, the UW System is not able to determine how many students attended a non-UW institution.

Service Rates and Enrollment

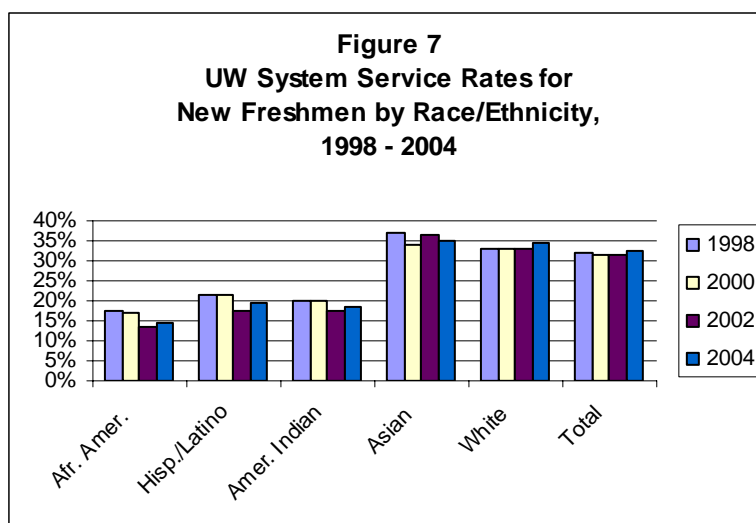
Examination of service rates and student of color enrollment for UW institutions are key indicators in



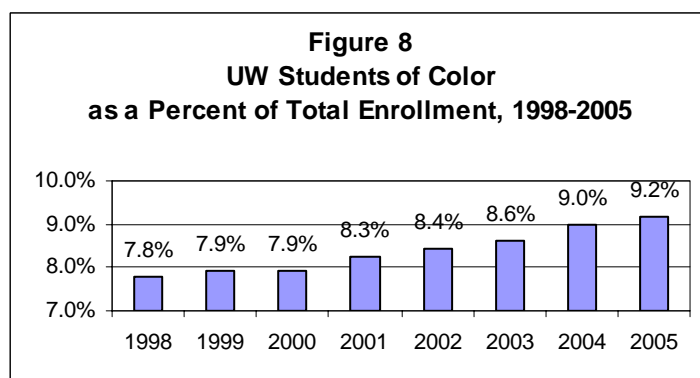
participate in more than one program.

measuring progress toward closing the achievement gap. Specifically, these two measures provide information on student access to higher education in the state of Wisconsin.

The service rates for students of color are significantly lower (21%) than for white students (34%) and remain lower than 1998 levels (See figure 6; also see Appendix C for UW System data on service rates). The data disaggregated by race and ethnicity demonstrate that over the period from 1998 to 2004, service rates for African American, Hispanic/Latino, and American Indian students lagged behind those of their white peers. In 2004, for example, service rates for these groups were 15%, 20%, and 18%, respectively. In contrast, the service rate for Asian students (35%) slightly exceeded the rate for white students of 34% (see figure 7).



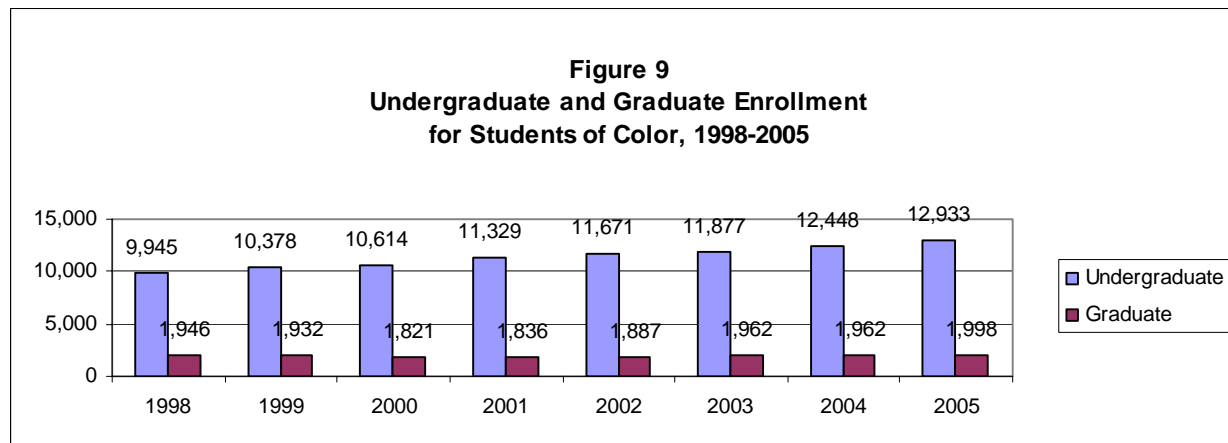
Service rates for students of color are falling because enrollment of students of color in the UW System is not increasing at the same rate as the number of students of color graduating from Wisconsin high schools. There has been a 91% increase in Wisconsin high school graduates of color since 1998, and a 44% increase of students of color enrolling at UW institutions.⁸



As a share of total enrollment, students of color increased by 0.6 percentage points from 8.6% in 2003 to 9.2% in 2005, or 14,931 students (see figure 8; also see Appendix D for UW System enrollment).

⁸ *Achieving Excellence: Accountability Report 2005-06*, University of Wisconsin System (2006).

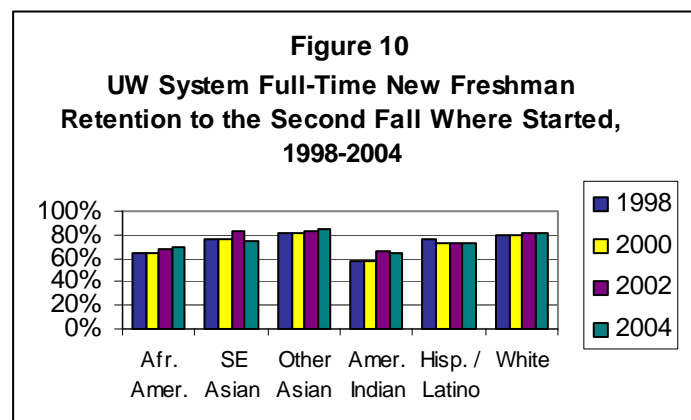
Enrollments of immediate new freshmen of color, however, have only increased by 44% over the same period.⁹ In the UW System, the more dramatic increase continues to be among undergraduate students rather than graduate students (see figure 9).



Retention and Graduation

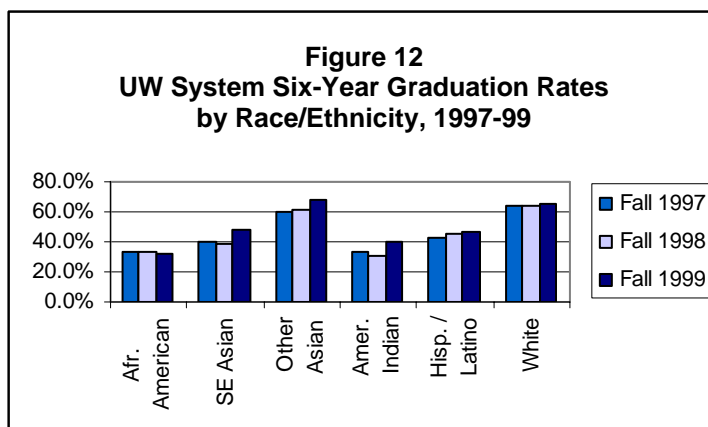
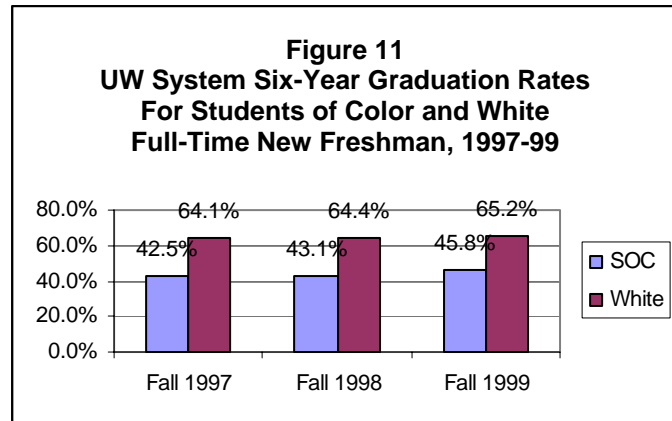
Retention and graduation rates are also key indicators for measuring progress toward closing the achievement gap for students of color. The UW System measures retention rates by determining the persistence of freshman into the second year of college. Consistent with national practice, graduation rates are calculated based on full-time freshmen who graduate within six years. Graduation data from 2004-05 mark the first year graduation rates are available for the first cohort enrolled since the implementation of *Plan 2008*, namely the 1999 cohort.

In the period from 1998 through 2002, retention rates for students of color increased by more than three percentage points from 72% to over 75%; little change had occurred by 2004. Disaggregated data reveal that, from 2002 to 2004, retention rates increased for African American students by 2.1 percentage points to 70%, but leveled off for Hispanic/Latino students at 74%, and dropped for American Indian and Southeast Asian students to 65% and 75%, respectively (see figure 10; also see Appendix E for UW System data on retention).



⁹ *Ibid.*

The six-year graduation rates for students of color have increased by three percentage-points to 46% for the 1999 cohort, compared with the 1997 group. The midpoint review used the earlier, pre-*Plan 2008* cohort of 1997 (see figure 11; also see Appendix F for UW System data on six-year graduation rates). The increase for the 1999 cohort narrows the gap with white students by two percentage-points. Thus, the gap in six-year graduation rates between students of color and white students is 19 percentage points for the cohort that entered as freshmen in 1999.



However, data for the 1999 cohort disaggregated by race and ethnicity reveal that African Americans are graduating in six years at the lowest rate (32%) for students of color, resulting in a gap of 33 percentage points compared to white students (see figure 12). In fact, the six-year graduation rate for African Americans has actually declined by one percentage point over the rates for 1999 and 1998.

In contrast, the 1999 cohort of Southeast Asian students experienced a nearly eight percentage-point increase in graduation rates to 48% over the 1997 cohort, decreasing the gap with white students from 24 percentage points down to 18 percentage points. Similarly, the six-year graduation rate for American Indians in the 1999 cohort stands at 40%, a seven percentage-point increase over the 1997 cohort. However, a gap of 25 percentage points remains for the 1999 cohort when compared to white students (65%). The graduates for the 1999 cohort of Hispanic/Latino students have a rate nearly four percentage points over the 1997 cohort. The gap with white students narrowed from 21 percentage points to 19 points over those years. The six-year graduation rates for Southeast Asian, American Indian, and Hispanic/Latino students all increased for the cohort enrolled at the start of *Plan 2008*. Subsequent cohorts will be tracked in order to determine trends and impact of programs designed to ameliorate these rates.

Regent Resolution 8970: Next Steps

Regent Resolution 8970, passed in February 2005, includes four specific recommendations:

1. Adopt systemwide a diversity accountability report card with measurable goals that will track the progress made by UWSA and the institutions in closing the achievement gap between UW students of color and white students; and this will be done by June 2005.
2. Institute a systemwide Diversity Award, similar to the Regents Teaching Excellence Award, recognizing excellence in diversity programming or achievement.
3. Working with the Board, the President will refocus the evaluation of Chancellors with respect to their work on diversity on progress with *Plan 2008* Phase II and integration with institutional mission. Evaluation of the President also will incorporate progress on *Plan 2008* Phase II.
4. Subsequent changes to campus Phase II plans must describe their accountability process, including incentives and penalties for success and failure to close the achievement gap.

The actions taken to implement each of these recommendations vary, and progress is mixed. This report addresses them in reverse order: Highlights from the campus accountability processes are described in the section below on Accountability. The evaluation of executive leadership is also underway, although more progress needs to be made in this area. The Diversity Award has not yet been implemented, although discussion is underway at the System level about both the process and criteria for such an award. Finally, the development of an accountability tool or report card is an area in which UWSA and select institutions have directed time and resources with the adoption of the Equity Scorecard. The Equity Scorecard is not a report card *per se*; rather, it is an assessment tool designed to advance equity for students of color and promote sustained organizational change over time. As an assessment tool, it has the potential to lead UWSA and UW institutions to a higher level of accountability in the broad arena of diversity.

UW System Administration has taken two additional steps in the effort to advance equity and excellence through diversity. President Reilly has convened the President's Council on Diversity charged to: help UWSA achieve a critical mass of student and workforce diversity; succeed as a champion for diversity and inclusion throughout the System and the State; and serve as a source of advice and counsel to the President about best practices in the areas of diversity, inclusion and accountability.

UWSA, in concert with the institutions, is in the process of reformulating admissions practices in order to prompt a more holistic review of student applications at the campus level. This means that applicants for admission to UW institutions will undergo a more individualized review, one which considers a broad range of factors that reflect readiness for college, potential for success, and potential contributions a student would make to the campus' efforts to achieve the educational benefits of a diverse student body.

Over time, and in different ways, both of these initiatives have the potential to contribute greatly to increased accountability and progress in closing the achievement gap. Moreover, they join other signature platforms in the UW System in addition to *Plan 2008* working to advance the importance of diversity in higher education, including the Inclusivity Initiative and the President's Advisory Council on Disability.

Institutional Accountability

Plan 2008 set as a goal: *Improve accountability of the UW System and its institutions.* The Midpoint Report presented to the Board of Regents in April 2004 summarized some of the actions taken to reach that goal. The resolution the Board passed subsequently placed special emphasis on accountability. An update from the Phase II documents seems warranted, to reiterate selected activities delineated in the earlier report, and to capture plans outlined in revisions submitted after February 2005.

Generally, the documents identify the locus of responsibility for achieving the goals associated with *Plan 2008*. In certain instances, the person or position accountable is cited for each individual goal. In its Phase II Plan, for example, the University of Wisconsin-Stout outlines its strategies for attaining the seven goals, the key tools for implementing the strategies, and the responsible office or individual. Similarly, the University of Wisconsin-Platteville has developed a set of initiatives associated with each goal, crafted an action plan for each initiative, noted the person in charge, and established the expected outcomes. Responsibilities are dispersed across people and units, depending on the action to be taken.

The University of Wisconsin-River Falls assigns to the coordinator of programs for multicultural and disadvantaged students the task of compiling its annual report on *Plan 2008*. No evidence exists, however, that this coordinator is responsible ultimately for the expansion of pre-college programs, the creation of a seminar for newly enrolled students, or arranging for commercial transportation to the Minneapolis-St. Paul area – all of which are initiatives planned for Phase II. It appears, then, that UW-River Falls has also adopted a distributed model of accountability.

In other cases, a single office or position is made accountable for all features of the plan. The University of Wisconsin-Superior plan commits the institution to reviewing,

improving, and streamlining the assessment of programs for multicultural and disadvantaged students. It cites as the person responsible for outcomes: the Chancellor. In response to the goal of improving accountability, the plan reports: "The Chancellor of UW-Superior will examine *Plan 2008* reports for areas of consistently low outcomes and report to the Board of Regents on how he plans to reverse that trend."

Some institutions both concentrate and distribute responsibility for results. The University of Wisconsin-Stevens Point makes the Vice Chancellor for Business Affairs responsible for hiring a diverse classified workforce; the Deans, for achieving diversity in their respective colleges; and the Provost, for the recruitment and retention of faculty and other staff members. The plan illustrates the belief that "it is important to assign responsibilities for diversity to appropriate administrators." Simultaneously, "The Chancellor is ultimately responsible for enhancing diversity in all its many dimensions at UWSP."

From the University of Wisconsin-Green Bay comes the observation that accountability demands empowerment. The contention is that accountability must rest in more than processes; it requires outcomes. Accountability for outcomes must reside with "those officers who actually can affect the situations for which they are responsible." Such officers have to command the resources and authority – the power – needed to produce results. The key question, according to the UW-Green Bay report: what must the university do to empower success?

The Phase II plan from UW-Eau Claire contends that actions to provide the highest quality of education for all students must include attention to diversity and to the well-being of minority and low-income students. Because diversity matters so greatly for the vision of the institution, responsibility for it has to rest at the highest levels on the campus.

The UW-Eau Claire plan, consonant with several others, places special emphasis on the reorganization of diversity-centered initiatives. The conclusion: disconnected and sporadic actions do not produce effectively the benefits that should accrue from educational diversity. To address that issue, UW-Madison created a new post, associate vice chancellor for diversity and climate, to enhance oversight and coordination of efforts on the campus.

These examples illustrate the heightened emphasis campus leadership is placing on accountability and outcomes, particularly with respect to closing the achievement gap. Certainly, the strategic and innovative directions outlined in these plans may be shared across UW institutions as well as inform possible opportunities for systemwide actions to bolster student success.

The Equity Scorecard: Strategic Actions to Close the Achievement Gap

The UW System has adopted the Equity Scorecard as a tool to facilitate realizing the goals of *Plan 2008* through institutional change focused on closing the achievement gap. The Scorecard was designed to address the inequities – originally spelled out in the Civil Rights Act of 1964 – that persist in educational outcomes for students of color. Developed by the University of Southern California’s Center for Urban Education (CUE), the Scorecard engages participating campus communities in a collaborative process of systematic inquiry that has the potential to result in organizational change.

Based on a culture of evidence model, data concerning the performance of students of color are analyzed at each institution by a team of administrators, faculty members, counselors and others, who then work with Equity Scorecard researchers to establish areas of study and devise an institutional framework with which to evaluate the information. The evidence teams do not produce the Scorecard in isolation, but rather engage with key stakeholders and relevant individuals or units on campus and in the community in order to determine what data are examined, what questions are asked, and ultimately what actions have the greatest leverage in closing the achievement gap.

The Scorecard process within the UW System involves four steps: (a) creation of campus-based evidence teams to provide campus leadership for the project, (b) analysis of existing campus data through four key areas in order to identify inequities, (c) development of the Scorecard using baseline data by establishing benchmarks and measures to assess inequities in educational outcomes, and (d) sharing of findings and recommendations for implementation by the campus community.

Evidence teams analyze campus data through four perspectives in order to develop the Scorecard: (a) access, (b) retention, (c) excellence and (d) institutional receptivity. They identify objectives and improvement targets within each of the four perspectives, then compare outcomes to baseline data in order to assess progress toward achieving equity. The first perspective addresses both access to the institution (external) as well as access within the institution (internal) to the full array of programs and opportunities. The retention perspective refers to student persistence from year-to-year through degree completion. The lens of excellence assists evidence teams in the identification of barriers to student success such as gatekeeper and gateway courses, equitable representation across all majors, and eligibility for graduate school. Institutional receptivity points to institutional support that affirms a welcoming campus and classroom climate for students, faculty, and staff.

The perspectives of the Scorecard align with those of *Plan 2008* (see figure 13). In partnership with the University of Southern California's CUE, UW System Administration is providing leadership for a pilot with six volunteer UW institutions to integrate the Equity Scorecard into ongoing efforts to close the achievement gap. The six pilot institutions include: UW Colleges, UW-La Crosse, UW Milwaukee, UW-Oshkosh, UW-Parkside, and UW-Whitewater. UW System and UW institutions have already undergone extensive training on the Equity Scorecard with the CUE Team. Evidence Teams have been formed and are in the process of analyzing existing campus data through each of the four perspectives. Approximately 12-18 months from the launching of the project in December 2005 (see figure 14 for the proposed timeline), the Evidence Teams will present final reports to their Chancellors as the culmination of Phase I of the Scorecard project).

The UW System anticipates that the Equity Scorecard will not only foster strategic action at the campus level toward closing the achievement gap, but will also provide systemwide insights for how UWSA can better serve UW institutions in their diversity efforts, including the improvement of assessment and accountability measures.

Figure 13

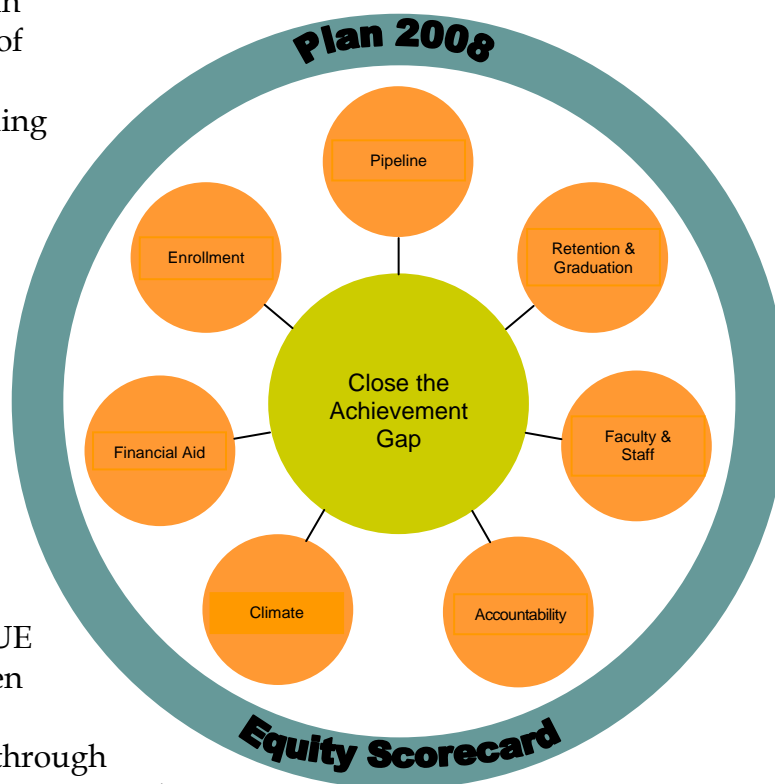
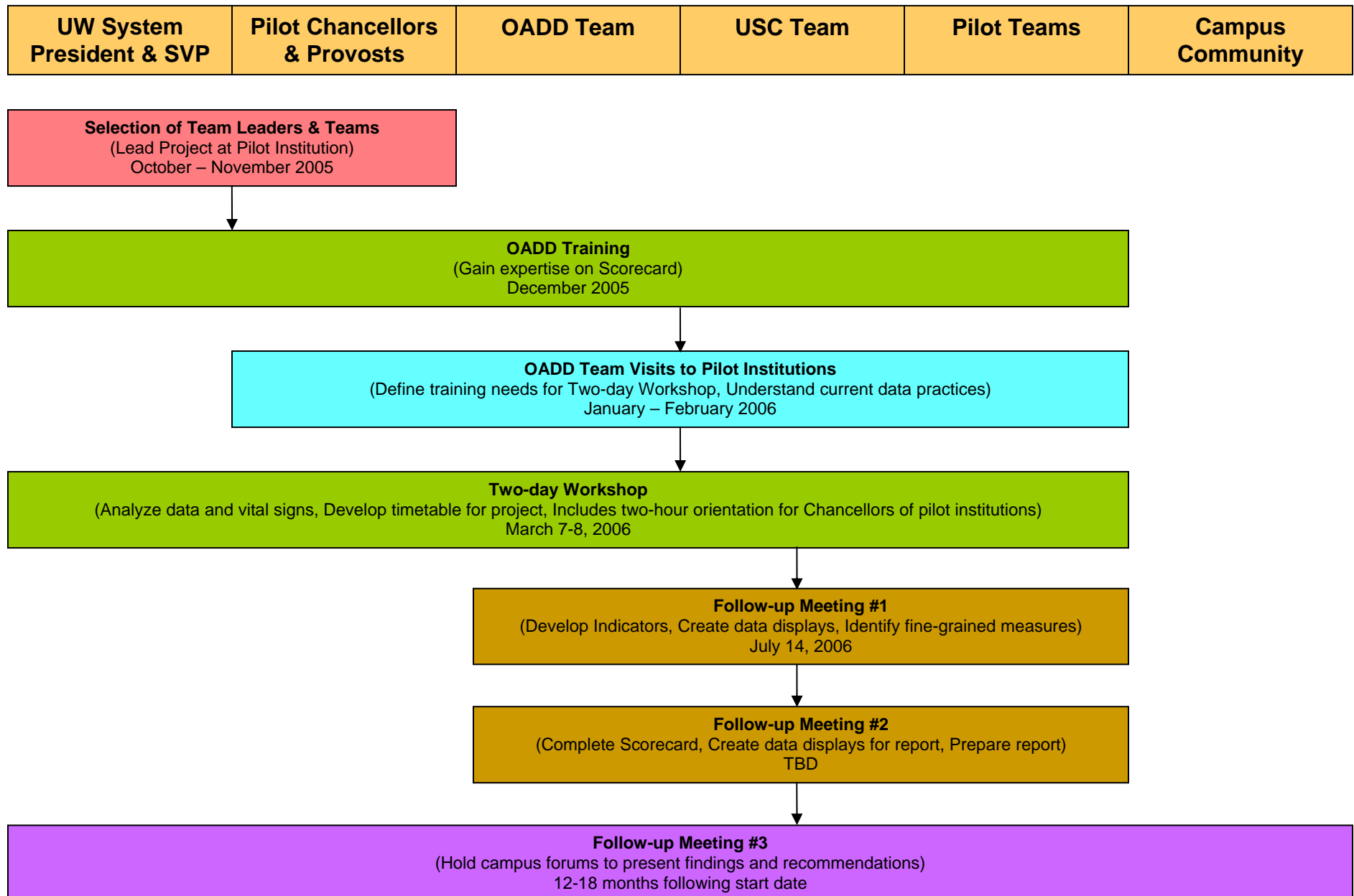


Figure 14: The UW System Equity Scorecard Project Timeline
In Collaboration with the Center for Urban Education, University of Southern California



Conclusion: Towards Greater Infusion

Closing the achievement gap requires multifaceted improvements across the entire educational spectrum for students of color, beginning long before they enroll at UW institutions. Current research indicates that access to, and success in college begins as early as middle school.¹⁰ Close examination of critical junctures along the way enables UW institutions to identify areas where strategic actions can lead to closing the achievement gap for students of color. The Equity Scorecard provides a framework to analyze these critical junctures in order to inform decision making in areas where UW institutions can have an impact on closing the achievement gap. Likewise, UW System M/D precollege programs constitute a key strategy for addressing the gap and advancing educational excellence. This report acknowledges that the UW System has and will benefit from improved data collection procedures so that the impact of precollege programs on preparation for and enrollment in college can be more thoroughly assessed in the future. Certainly, building capacity in assessment practices can sharpen analysis of what constitutes an effective program and what resources are needed to better serve Wisconsin students. The institutional Phase II plans for accountability cited above recognize that without effective assessment, progress will be limited.

Educational diversity, the Supreme Court has acknowledged, serves the interests of *all* students. The Board of Regents endorsed this principle in its recommendation that diversity be integrated into the mission of every institution within the University of Wisconsin System. Such integration, some of the institutions have recognized, demand modifications to the approaches they have taken to diversity and *Plan 2008*. Rather than assessing the effects of programs and activities exclusively on students of color, these institutions strive to determine the benefits that accrue to all students. The number of students of color becomes, then, not simply an indicator of success in enrolling this population. Rather, it could – and should – signal instead the presence of a critical mass, a group large enough to broaden opportunities for multicultural experiences for all students.

The emphasis on the integration of activities, with one another and with the mission of institutions, represents the direction for the future. It poses challenges – for assessment and accountability. But the UW System must meet those challenges, if it is to achieve its vision of improving the intellectual growth, readiness for citizenship, and successful contributions – for every student in the University of Wisconsin System.

¹⁰ *College Readiness Begins in Middle School*, ACT Policy Report prepared by George L. Wimberly & Richard J. Noeth (2005).

Appendix A

M/D Precollege Program Names as Reported to UW System M/D Precollege Database; 2004-05

UW-Madison		
DoIT Information Technology Academy	Information Technology Academy Summer	Nursing
Engineering Summer Program	Madison PEOPLE Program	Summer Science Institute
UW-Milwaukee		
Before Columbus	HS-Health Careers Opportunity Program (HCOP) Summer Inst.	Planning for the Future
Cultural Enrichment	Health Sciences Academy	Planning for the Future- Reading
College for Kids	IT-2000	Quest Project
Educational Opportunity Center	Knowledge is Power	Student Success Program
Early Student Success Program	Leadership Training	Talent Search
GEST	Mini Courses - ACT PREP	University Art
GEAR UP	Mini Courses Summer	Upward Bound
Health Career Bridge	Medal Career Exploration	Upward Bound Math & Science
HS-HCOP Saturday Academy	Mini Courses - Saturday Academy	Veterans Upward Bound
Health Sciences Seminar	NIH	Youth Enterprise Academy
		Woodlawn Patterns
UW-Eau Claire		
Dimensions in Nursing	Lac du Flambeau Leadership	Opening Doors/Abriendo Puertas
Hmong Youth Leadership	Math/Science Intervention	Reach for the Stars
Ho-Chunk Leadership	National Youth Sports Program	Upward Bound Program
UW-Green Bay		
Comm. Based Abstinence Core	Regional Ctr for Math & Science	Upward Bound
Future Business Leaders	Stars of the Future	Young Writers Workshop
Multicultural Middle Level Precollege	Summer Camps	
UW-La Crosse		
AC Year Tutoring & Enrichment-Holmen	Mississippi River Adventure - C.I.T.	Reading For Entertainment & Other Summer
AC Year Tutoring & Enrichment-La Crosse	Mississippi River Adventure - Intermediate	
AC Year Tutoring & Enrichment-Norwalk-Ontario	Mississippi River Adventure - Introduction	
UW-Oshkosh		
Aspiring Pupils for Prof Leadership in Edu I	Precollege Enrichment Program - High School	Wisconsin Youth in Nursing
Aspiring Pupils for Prof Leadership in Edu II	Precollege Enrichment Program - Middle School	Young Entrepreneurial Scholars
UW-Parkside		
Academic Achievers Program	Doctors of Our Community II (DOC)	Senior DOC-Kenosha-WIA
Business Academy-Gear-up	Jr. Doctors of Our Community (DOC)-Kenosha	Senior DOC-Racine-WIA

Cultural Awareness Leadership Council	Jr. Doctors of Our Community (DOC)-Racine	Stepping Stones 1
DigiPen	Math & Science Scholars	Summer Stars

UW-Platteville		
Bike-A-Rama	Computer Camp	Music & Performing Arts
Career Exploration	Leadership	

UW-River Falls		
College Camp	RIVER FALLS PRECOLLEGE	Upward Bound Pre-College Camp
Explore Camp	Teen University	

UW-Stevens Point		
American Suzuki Institute	Leadership Camp (Scott West) LDS	TV-Film Production Camp
Campus Preview	Natural Resources Career Camp	Teacher 2010
Community Problem Solving Seminar (L.E.A.D.) LEAD	Ojibwe Language Precollege Program	Upward Bound
Computers for Kids	Point Arts Camp - Music	WI Indian Youth Conference
English for College	Point Arts Camp - Arts World	Women in Science Program
Explore	Point Arts Camp - Theater & Dance	
Ho-Chunk Study Center Youth Camp	Pointing to Success MHSA Music Camp	

UW-Stout		
Reach for Excellence		

UW-Superior		
UW-Superior CyberSummer	UW-Superior Hmong Youth	UW-Superior Youth Summer

UW-Whitewater		
ACT Preparation Camp	Gear-Up I Camp	Saturday College Program
After School Study Centers	Gear-Up II Camp	Science & Technology Camp
Arts & Humanities Camp	Latino Institute	Southeast Asian Institute
Business & Commerce Camp	Native American Institute	Upward Bound
Educational Talent Search	Reading For Success In Math/Science	

UW Colleges		
Art Camp	Precollege	UW-Richland HS Precollege Program
College Bound	Project AHEAD	UW-Richland Precollege Orientation
College Prep Fall	QUEST Science Saturday	UW-Richland Precollege Program
College Prep Spring	Robotics Camp	UW-Richland WEB Meetings
Full Circle Precollege Program	UW-Fox Valley Precollege	UW-Rock County Project AHEAD
Math/Science	UW-Marathon Precollege	University Camp
Minority Parents Night-Hispanic	UW-Marathon Upward Bound	Upward Bound
Minority Parents Night-Hmong	UW-Marshfield/Wood County Summer Precollege	Video Camp

Appendix B

UW Precollege M/D Participation by Race/Ethnicity 2002-03 through 2004-05

Race/Ethnicity	Academic Year						3-year Average
	2002-03		2003-04		2004-05		
	N	%	N	%	N	%	
Hispanic/Latino alone	2,085	18%	3,272	19%	3,251	19%	19%
American Indian alone	311	3%	568	3%	505	3%	3%
African American/Black alone	5,413	47%	8,555	51%	8,882	52%	50%
Southeast Asian alone	747	7%	722	4%	725	4%	5%
Other Asian alone	192	2%	400	2%	317	2%	2%
Two or more races/ethnicities	432	4%	436	3%	343	2%	3%
Sub-total: Students of Color	9,180	80%	13,953	83%	14,023	82%	82%
White alone	1,442	13%	1,005	6%	1,490	9%	9%
Unknown	800	7%	1,931	11%	1,560	9%	9%
Total Students	11,422	100%	16,889	100%	17,073	100%	100%

Source: Office of Policy Analysis and Research

Appendix C

UW System Service Rates by Race/Ethnicity for Wisconsin Immediate New Freshmen Public High School Graduates Only Fall 1998 to Fall 2004

		1998	2000	2002	2004
African American	UWS Enrollment	447	436	432	554
	Public High School Graduates	2,531	2,573	3,148	3,815
	Service Rate	18%	17%	14%	15%
Hispanic/Latino	UWS Enrollment	276	312	314	396
	Public High School Graduates	1,284	1,446	1,792	2,022
	Service Rate	21%	22%	18%	20%
American Indian	UWS Enrollment	105	107	109	126
	Public High School Graduates	529	532	623	688
	Service Rate	20%	20%	17%	18%
Asian	UWS Enrollment	440	518	638	726
	Public High School Graduates	1,190	1,520	1,757	2,063
	Service Rate	37%	34%	36%	35%
Students of Color	Enrollment	1,268	1,373	1,493	1,802
	Public High School Graduates	5,534	6,071	7,320	8,588
	Service Rate	23%	23%	20%	21%
White	Enrollment	17,296	17,214	17,483	18,023
	Public High School Graduates	52,073	52,474	53,255	52,385
	Service Rate	33%	33%	33%	34%
Total*	Enrollment	18,564	18,587	18,976	19,825
	Public High School Graduates	57,607	58,545	60,575	60,973
	Service Rate	32%	32%	31%	33%

*Excludes International students.

Source: Office of Policy Analysis and Research

Appendix D

**Total UW System Enrollment by Race/Ethnicity
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	4,153	4,229	4,232	4,466	4,415	4,341	4,491	4,587
American Indian	1,038	1,002	1,041	1,033	1,035	1,056	1,095	1,210
Hispanic/Latino	2,875	3,058	3,058	3,244	3,367	3,446	3,529	3,663
Other Asian	2,681	2,723	2,637	2,784	2,843	3,061	3,105	3,226
SE Asian	1,144	1,298	1,467	1,638	1,898	1,935	2,190	2,245
Students of Color	11,891	12,310	12,435	13,165	13,558	13,839	14,410	14,931
White	135,743	137,557	139,055	140,633	141,525	141,374	141,072	142,800
Total*	147,634	149,867	151,490	153,798	155,083	160,703	155,482	157,731

* Excludes international students.

**UW System Undergraduate Enrollment by Race/Ethnicity
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	3,495	3,578	3,638	3,832	3,774	3,681	3,860	3,918
American Indian	862	850	903	892	891	906	954	1,073
Hispanic/Latino	2,385	2,554	2,566	2,791	2,886	2,936	3,007	3,124
Other Asian	2,149	2,222	2,163	2,291	2,351	2,539	2,555	2,691
SE Asian	1,054	1,174	1,344	1,523	1,769	1,815	2,072	2,127
Students of Color	9,945	10,378	10,614	11,329	11,671	11,877	12,448	12,933
White	119,394	121,531	122,818	124,697	125,035	125,132	124,958	126,456
Total*	129,339	131,909	133,432	136,026	136,706	137,009	137,406	139,389

* Excludes international students.

**UW System Graduate and Professional Enrollment by Race/Ethnicity
Fall 1998 through Fall 2005**

UW SYSTEM	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
African American	658	651	594	634	641	660	631	669
American Indian	176	152	138	141	144	150	141	137
Hispanic/Latino	490	504	492	453	481	510	522	539
Other Asian	532	501	474	493	492	522	550	535
SE Asian	90	124	123	115	129	120	118	118
Students of Color	1,946	1,932	1,821	1,836	1,887	1,962	1,962	1,998
White	16,349	16,026	16,237	15,936	16,490	16,242	16,114	16,344
Total*	18,295	17,958	18,058	17,772	18,377	18,204	18,076	18,342

* Excludes international students.

Source: Office of Policy Analysis and Research

Appendix E

UW System New Freshman Entering Full Time — Excluding UW Colleges First to Second Year Retention Rates at Institution Where Started Fall 1997 through Fall 2004

2nd Year Retention	Fall 1997		Fall 1998		Fall 1999		Fall 2000	
African American	553	71.2%	592	64.7%	583	65.4%	592	65.2%
SE Asian	166	72.9%	208	75.5%	238	75.2%	288	76.4%
Other Asian	393	80.7%	419	81.9%	375	85.3%	383	82.0%
American Indian	134	62.7%	136	58.1%	145	64.8%	144	58.3%
Hispanic / Latino	397	75.8%	416	75.5%	449	69.5%	447	72.3%
Students of Color	1,643	74.1%	1,771	72.0%	1,790	71.8%	1,854	71.6%
White	20,478	79.1%	20,972	79.3%	20,607	79.3%	20,503	79.5%
Total*	22,397	78.5%	22,999	78.6%	22,658	78.7%	22,612	78.8%

2nd Year Retention	Fall 2001		Fall 2002		Fall 2003		Fall 2004	
African American	634	68.9%	613	67.9%	635	65.4%	693	70.0%
SE Asian	308	77.3%	415	82.9%	386	77.2%	413	74.8%
Other Asian	437	83.8%	423	83.5%	442	83.3%	462	85.5%
American Indian	119	65.5%	121	66.9%	142	72.5%	146	65.1%
Hispanic / Latino	486	73.0%	447	73.6%	508	74.8%	529	73.7%
Students of Color	1,984	74.3%	2,019	75.4%	2,113	74.0%	2,243	74.6%
White	20,814	80.0%	20,484	80.8%	20,629	80.3%	20,038	81.3%
Total*	23,120	79.5%	22,716	80.1%	23,035	79.7%	22,497	80.7%

* Total includes international students. Data are insufficient to report separate rates for international students.

Source: Office of Policy Analysis and Research

Appendix F

New Freshman Entering Full Time – Excluding UW Colleges Six-Year Graduation Rates at Any UW Institution

6-Year Graduation	Fall 1997		Fall 1998		Fall 1999	
African American	553	32.9%	592	33.1%	583	31.9%
SE Asian	166	39.8%	208	38.5%	238	47.5%
Other Asian	393	60.1%	419	61.1%	375	67.7%
American Indian	134	32.8%	136	30.1%	145	40.0%
Hispanic / Latino	397	43.1%	416	45.7%	449	46.5%
Students of Color	1,643	42.5%	1,771	43.1%	1,790	45.8%
White	20,478	64.1%	20,972	64.4%	20,607	65.2%
Total	22,397	62.1%	22,999	62.2%	22,658	63.5%

* Total includes international students. Data are insufficient to report separate rates for international students.

Source: Office of Policy Analysis and Research

Summary of Proposed 2007-09 Biennial Budget Initiatives For the University of Wisconsin System

The 2007-09 biennial budget initiatives are focused on the UW System's Growth Agenda for the State of Wisconsin, announced by President Reilly and the Board of Regents at the February 2006 meeting of the Board of Regents. The Growth Agenda is a focused set of initiatives that seek to:

- I. Increase the number of low income students aspiring to higher education through the Wisconsin Covenant.
- II. Provide GPR funding for remissions to certain veterans and their families.
- III. Increase the number of baccalaureate degrees awarded in the state of Wisconsin by enrolling more students, with a special focus on low income and disadvantaged students; enrolling more non-traditional students; increasing retention and graduation rates; and increasing the number of graduates in areas of high state need. Initiatives that address this area include:
 - a. UW Colleges/Extension: Adult Student Initiative
 - b. UW-Green Bay: Access Green Bay
 - c. UW-La Crosse Growth Agenda
 - d. UW-Oshkosh Growth Agenda
 - e. UW-Parkside Foundation for Success
 - f. UW-Platteville Engineering Education Initiatives
 - g. UW-River Falls Excellence in the First Year Experience and Students in Transition
 - h. UW-Superior Liberal Arts Emphasis
 - i. UW-Whitewater: Increasing Access and Success for Multicultural, Disadvantaged and Disabled Students
 - j. Early Math Placement Test (EMPT)
 - k. Transfer Information System (TIS) Phase IV
- IV. Increase the research and workforce capacity for the state of Wisconsin and address statewide worker shortages. Initiatives that address this area include:
 - a. UW-Eau Claire/UW-Stout: The Chippewa Valley NanoSTEM Initiative
 - b. UW-Milwaukee: Powering Southeastern Wisconsin's Knowledge-Based Economy
 - c. UW-Stevens Point: New Health Science Major
 - d. Teacher Education
 - e. Nursing (includes UW-Madison's Nursing Proposal)
 - f. Applied Research
 - g. Solid Waste Research

Brief summaries of the initiatives follow. The summaries do not include cost or provide complete details on expected outcomes. A more complete summary will be provided at the Board meeting on Thursday, May 4. Staff are working with institutions to compile the funding and outcomes in similar formats in order to make them more comparable.

The Thursday presentation to the Board will not include discussion of the Wisconsin Covenant, Access Green Bay, the UW-La Crosse Growth Agenda or UW-Milwaukee's Powering Southeastern Wisconsin's Knowledge-Based Economy. All of these have had or will have separate discussion at a full board or Business, Finance and Audit session.

After the full Board discussion, the Business, Finance and Audit Committee will have a more in depth discussion of the initiatives, highlighting UW-Oshkosh's Growth Agenda. The timeline for Biennial Budget action is shown below:

December, 2005	Enrollment, Financial Aid and Tuition Options
February, 2006	UW System Growth Agenda
March, 2006	Presentation of Student Budget Priorities UW La Crosse Growth Agenda Deadline for Institutional Din Submission
April, 2006	UW Green Bay Growth Agenda Analysis and Compilation of Institutional Initiatives
May, 2006	2007-09 Biennial Budget Presentation and Discussion
June, 2006	UW Milwaukee Research Agenda Potential discussion of Faculty/Staff Pay Plan Needs Presentation of Statutory Language request for 2007-09 Table of Cost to Continue and Program Revenue Requests Capital Budget Options Update on Wisconsin Covenant Input sought on Regent priorities
June and July, 2006	Board of Regents budget briefing
August, 2006	Board of Regents final action on 2007-09 Operating and Capital Budget Requests
September, 2006	Board of Regents' Biennial Budget Request is submitted to Governor, DOA and Legislature
November or December, 2006	Board acts on and submits unclassified compensation request to DOA
January or February, 2007	Governor presents his budget recommendations to the Legislature

SUMMARY OF POTENTIAL BIENNIAL BUDGET INITIATIVES

Wisconsin Covenant:

The Wisconsin Covenant is a pledge program that would provide eligible students with a last state grant that covers the gap between the cost of tuition and fees and the amount provided by other state grants. In other words, the eligible student would receive “free” tuition and fees. The UW System seeks funding to hire one or two staff to work with other agencies, other higher education entities, meet with various constituency groups and develop programs and materials as needed for students involved in the Covenant.

Veterans’ Remissions

This initiative would provide state funding for the tuition remissions granted to Wisconsin veterans and certain dependents. The remissions, which took effect in the 2005-07 biennium and are proposed to increase in scope in 2007-09, provide affordable access to UW System institutions for those who have sacrificed in service to their country. These remissions were not funded in 2005-07.

UW Colleges/Extension: Adult Student Initiative

The goal of this request is to increase the number of baccalaureate holders in the state by: identifying, recruiting, and better serving potential adult learners; expanding opportunities to obtain both associate and baccalaureate degrees via course re-design for accessibility; and providing increased counseling and advising. It is anticipated that seven additional accessible degrees will be added in each year.

UW-Green Bay: Access Green Bay

Funding is requested to increase UW-Green Bay’s enrollment as part of a three part program that would ultimately increase student headcount by 2,150 (1,841 FTE) by 2016-17. This would bring the institution’s final target enrollment to 7,500 headcount and would permit efficient growth such that more students can be supported on the marginal costs required to build on the existing foundation without accruing additional indirect support costs. It would provide increased access to the university for residents of the community, most specifically students of color and first generation college students. In addition, the request will expand high demand programs, such as business, education, and human biology as overall enrollments grow. Seventy five percent of new funding received would go directly toward instruction, with initial marginal funding in student support areas (technology, library, student services, safety, and plant operations).

UW-La Crosse Growth Agenda

UW-La Crosse requests authority to pilot an experimental tuition management program that would allow the campus to generate the financial resources needed to achieve the following outcomes: increased degree production; increased access to quality programs; timely completion of degree; increased financial aid for the students from the lower two economic quintiles; and less reliance on the taxpayers’ dollars for providing higher education services. No additional GPR would be required. UW-La Crosse would gradually increase resident undergraduate tuition to the average of the Upper Mid-West Comprehensive Peer Group and adjust nonresident undergraduate and all graduate tuition to market levels.

UW-Oshkosh: Oshkosh Growth Agenda

Enrollment Growth in High Demand Programs: Funding is requested to increase the number of graduates in high demand programs and to develop new programs that will articulate with the needs of WTCS graduates. Current programs to be expanded include: biology/microbiology, medical technology, psychology, nursing, teacher education, and business. New programs to be developed are programs designed for students who have already earned associate degrees from WTCS institutions (Bachelor of Applied Sciences, Bachelor of Fire and Emergency Response Management).

UW-Parkside Foundation for Success

This initiative will provide a mechanism to address the challenges and barriers to success faced by many students on this campus, which is the System's most diverse. In addition, 85% of UW-Parkside students commute, over 20% are non-traditional, the majority are first generation college students, and 40% are from the lowest two income quintiles in the state. This request proposes a comprehensive, coordinated and seamless infrastructure to foster student success and increase retention and graduation rates by providing assistance to students and faculty/staff such as: improved diagnostic procedures and tools; expanded and more comprehensive advising; learning communities to build academic skills, learning assistance and first year seminars; faculty/staff/peer mentoring programs; and improved campus-wide communication and access to information. It is anticipated that these initiatives will increase retention, improve performance, reduce credits to degree, and improve graduation rates.

UW-Platteville Engineering Education Initiative

This request represents a third phase, after the initial Fox Valley and Rock County Initiatives, to provide UW-Platteville engineering training to students throughout the state. Using streaming video technology, it will expand offerings in electrical engineering in the Fox Valley and mechanical engineering in Rock County, all of which can be delivered to other UW Colleges. This initiative would result in additional undergraduate engineering degree programs and meet ongoing workforce development needs.

UW-River Falls Excellence in First Year Experience and Students in Transition

Funding is requested to develop a coordinated, integrated, and comprehensive first year experience (faculty involvement workshops, curriculum development, assessment programs, and parent communication tools) to meet the needs of first year students and students in transition, especially since many at UW-River Falls are first generation college students and from families whose median income is among the lowest in the System. These programs are considered best practices in teaching, assessing and retaining first year students. Student fees alone cannot provide for the level of coordination and centralization that is required for these programs.

UW-Superior

Liberal Arts Emphasis: UW-Superior is requesting funding to implement an initiative to further its mission as Wisconsin's public liberal arts college. This initiative would provide undergraduates with a distinctive set of experiences that will better integrate them into the campus and its public liberal arts mission. The components of this initiative fall into six broad categories: Academic Service Learning; First Year Experience/Freshmen First; Global Awareness; Senior Experience; an expanded Writing Center (Writing Across the Curriculum or WAC); and increased institutional support in the areas of admissions, advising, and institutional research. With additional liberal arts funding UW-Superior would: maintain its overall enrollment within its traditional service area at a time of declining high school graduation rates; increase the number of new freshmen and transfer students from outside its traditional service area; increase its second year retention rate; and increase its six year graduation rate.

UW-Whitewater: Increasing Access and Success for Multicultural, Disadvantaged, and Disabled Students

UW-Whitewater requests funding to support a series of initiatives focused on increasing access and success for multicultural, disadvantaged and disabled students. These six campus initiatives will support efforts related to Plan 2008 and the Equity Scorecard project and include: recruiting multicultural, disadvantaged, and disabled students to UW-Whitewater and in to individual programs; providing intensive transitional support for these students during the summer before their freshman year as well as during the freshman academic year; providing a learning community program that would include smaller class sizes for students during their freshman year; providing smaller class sizes and supplemental instruction in specific "gateway courses" across the university; providing faculty mentors/resource persons in targeted academic areas of education, business, and science; and providing on campus employment and experiential opportunities.

Early Math Placement Test

The University of Wisconsin System is requesting funding to revamp the Early Math Placement Testing (EMPT) program. The EMPT is designed to measure the current math skills level of college bound high school juniors by giving them an indication of how they would place on the UW Math Placement Test, as well as help students avoid being placed in remedial math courses when they enter college. The original EMPT was developed in the mid-1980s, but was discontinued in 2001 because of a lack of funding.

Transfer Information System Phase Four

The University of Wisconsin System is requesting funding to implement Phase IV of the Transfer Information System (TIS) which would provide degree audits that summarize progress towards an intended degree to potential transfer students in order to help guide them in their academic planning and preparation. TIS Phase IV would have the capability to electronically transfer student records. The opportunity to request and receive an unofficial degree audit from a remote site (whether in Wisconsin, Minnesota or elsewhere) is a function also included within the scope of TIS Phase IV.

UW-Eau Claire / UW-Stout: The Chippewa Valley NanoSTEM Initiative

Funding is requested to develop the Chippewa Valley NanoSTEM partnership initiative between UW-Stout, UW-Eau Claire, and Chippewa Valley Technical College in order to provide advanced nanoscale science, technology, engineering, and mathematics (STEM) education, intellectual expertise, and state-of-the-art facilities to students, faculty, and businesses throughout Wisconsin. This initiative will provide support to current and new businesses through the development of a highly educated and skilled workforce with the fundamental knowledge and skills to support the economic growth of tomorrow.

UW-Madison

Included in the Nursing request.

UW-Milwaukee: Powering Southeastern Wisconsin's Knowledge-Based Economy

UW-Milwaukee proposes building its research capacity/infrastructure and developing the type of highly skilled and diverse workforce necessary to create a vibrant knowledge-based economy in Southeastern Wisconsin. This will, in turn, both strengthen the existing business climate and attract new businesses to the area. With this funding, the campus will: expand their present Research Growth Initiative to permit UW-Milwaukee to compete more successfully for extramural research funds; hire leading faculty to establish a world-class program in medical imaging research; and enhance the level of graduate and undergraduate research support and training.

UW-Stevens Point: New Health Science Major

UW-Stevens Point is requesting funding to implement a new major in Health Science. This major will prepare graduates for career advancement in health care related industries such as pharmaceutical sales, administration, and the health insurance industry. The program is also configured for those seeking graduate degrees in programs such as: physical therapy, occupational therapy, health care administration, or health care informatics. The proposed program will increase the number of majors per year from among new, non-traditional, transfer, undeclared, and continuing students.

Teacher Education

The University of Wisconsin System is requesting funding to address the teacher education needs of the State of Wisconsin through: expanding the UW-Milwaukee Institute for Urban Education across the state and into rural areas in order to increase the number of teachers prepared to work in urban and/or rural education; enhancing campus efforts to recruit and retain students from diverse backgrounds into teacher education, as well as expanding capacity in areas for which the state has a high demand; and developing a database and common process for collecting and disseminating data on how well the UW System is meeting state education standards, as required by state teacher education rules (PI 34).

Nursing

The UW System requests funding to increase the number of nurse educators and new nursing graduates for the state of Wisconsin. This request will leverage work already being done by UW System Schools and Colleges of Nursing through two Federal grants and will enhance and expand opportunities for accelerated nursing degrees, off-site programs to reach new areas of the state, and on-line distance education to reach place-bound students. Funding is requested for the UW-Madison School of Nursing to: create 24 additional spaces in the BS Nursing program and allow more efficient use of limited clinical placement options through a 16 month accelerated program option; complete the creation of a distance-delivered MS option for nurses to pursue graduate preparation for entry-level faculty positions; and provide funding for a part time instructional academic staff member to coordinate the ICU Simulation Lab in the existing Clinical Skills Laboratory. This request will provide additional masters and doctoral-prepared nurses who will increase the number of faculty and clinical educators in the state of Wisconsin. In addition, this request will increase the number of baccalaureate-prepared nurses in the state and increase the pool of potential nurse educators.

Applied Research Program

The Applied Research Program was established as part of the 1987-89 Biennial Budget to encourage faculty and academic staff at all UW institutions to apply their expertise and scholarship to support applied research activities that are likely to improve connections between knowledge and practice, and that promote positive change in the economy of the state of Wisconsin. Presently, this program is funded at approximately \$425,000. Over the last ten years, the UW System has been able to award an average of 12 grants per year. At the time of this writing, there is the potential to receive matching funds of \$250,000 per year for four years with an additional state investment. This level of funding would result in the expansion of this program and would permit funding of multi-year grants as well. As a result, UW System requests additional funding over the next biennium to provide the required match.

Solid Waste Research

The Solid Waste Research Program was established by the Wisconsin Legislature in 1990. Since then, researchers at thirteen campuses from a wide range of disciplines have received grants for projects which deal with alternative methods of solid waste disposal. Limited funding is also available for student projects. The UW System Solid Waste Research Council is requesting additional SEG funds from the state's Recycling Fund, which currently provides \$155,100 annually to the program. At present, there are adequate resources in this fund to provide additional funding. An increase in funds would allow for additional research projects and an expansion of the program's undergraduate research component.

REVISED- 4/26/06

I.1. Education Committee -

Thursday, May 4, 2006
1820 Van Hise Hall
1220 Linden Drive, Madison
1:45 p.m.

10:00 a.m. All Regents

- Presentation of 2006 Academic Staff Awards for Excellence

10:30 a.m. All Regents

- Equity and Excellence Through Diversity

11:30 p.m. Box Lunch

12:00 p.m. All Regents

- Summary of 2007-09 Biennial Budget Initiatives

1:00 p.m. Joint Meeting of the Education and the Business, Finance & Audit Committees

- The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Fund for a Healthy Future – Second Annual Report.
[Resolution I.2.a.]

1:45 p.m. Education Committee – 1820 Van Hise

- a. Approval of the Minutes of the April 6, 2006, Meeting of the Education Committee.
- b. Reforming Teacher Education: Creating a More Diverse Workforce and Meeting the Needs of Diverse Learners.
- c. Required Action on the William F. Vilas Trust Estate:
 - (1) Approval of Amended Request to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music;
[Resolution I.1.c.(1)]
 - (2) Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.
[Resolution I.1.c.(2)]
- d. Program Authorizations:
 - (1) B.A. in Liberal Arts for Teachers, UW-Parkside;
[Resolution I.1.d.(1)]
 - (2) Ph.D. in Social Work, UW-Milwaukee.
[Resolution I.1.d.(2)]

- e. Charter School Authorization, University of Wisconsin-Milwaukee: Contract Extension for YMCA Youth Leadership Academy.
[Resolution I.1.e.]
- f. Report of the Senior Vice President for Academic Affairs:
 - (1) The Educational Mission of the UW School of Medicine and Public Health's Milwaukee Clinical Campus;
 - (2) Follow-up Discussion of All-Regent Sessions.

Additional items:

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

Reforming Teacher Education: Creating a More Diverse Workforce and Meeting the Needs of Diverse Learners

EXECUTIVE SUMMARY

BACKGROUND

At the November 2005 meeting of the Education Committee, Regent members established a set of priorities and related outcomes around teacher education. These included improving access to, and retention in teacher preparation programs for under-represented populations; retention in the profession through new teacher induction and mentoring; and an analysis of educator workforce needs that would examine student choice vs. state needs and multiple pathways to certification through alternative licensure and distance learning options. Underlying these priorities and outcomes was the broad issue of accountability and whether or not the UW System was meeting the needs of students, UW institutions, other post-secondary institutions, the K-12 sector, and the state in the areas of teacher preparation.

Also in November 2005, the Committee heard a presentation on UW System Administration and institutional responses to PI 34, the Wisconsin Quality Educator Initiative. The Initiative governs teacher education, program approval, and licensing in Wisconsin, and was developed to ensure quality preparation and continuing professional development of early childhood through grade 12 educators, in particular in the face of Wisconsin's changing demographics.

Following that presentation, the Committee asked for additional information that would address campus and systemwide policies and practices which promote the recruitment, retention, and graduation of a more diverse cohort of highly qualified teachers, who are able to reach increasingly diverse learners. The attached briefing paper, and the May 2006 presentation to the Education Committee, will address UW System and institutional efforts to create a more diverse workforce able to meet the needs of Wisconsin's increasingly diverse learners.

REQUESTED ACTION

For information purposes only; no action is requested at this time.

DISCUSSION

In the briefing paper that follows, information is provided in four areas: (1) a brief overview of national issues related to teacher education, with a focus on increased calls for accountability demonstrating the links among teacher preparation, teacher practice, and K-12 student learning; (2) examples of select UW System programs that are working to address the state's needs for a more diverse workforce to meet the needs of

diverse learners; (3) detailing of key campus issues and challenges in meeting those needs; and (4) recommendations for sustaining and expanding effective practices.

The reforming of teacher education, with the goal of addressing Wisconsin's changing demographic and workforce needs, occurs within a larger context of diversity initiatives taking place across the UW System, all of which seek to advance equity and excellence. The Board of Regents has identified as the central goal for its diversity initiatives the closing of the achievement gap, and has directed UW System and the institutions to integrate that goal across the spectrum of their activities and practice, both within and beyond the classroom. The UW System's teacher preparation programs are actively working to fulfill that goal. While progress has been made, challenges still remain.

RELATED REGENT POLICIES

Regent Resolution 8379, adopted 6/08/01.

Regent Resolution 8567, adopted 6/06/02.

REFORMING TEACHER EDUCATION IN THE AGE OF ACCOUNTABILITY: CREATING A MORE DIVERSE WORKFORCE AND MEETING THE NEEDS OF DIVERSE LEARNERS

Briefing Paper
UW System Board of Regents
May 5, 2006

Introduction

This briefing paper will serve a variety of purposes. First, it will identify general issues associated with accountability in teacher education. Second, it will detail standards for accountability that specifically address issues of diversity, as required under PI 34, the recently restructured administrative rules for teacher education, educator licenses, and professional development for Wisconsin educators. Third, this document will highlight several campus-based initiatives that are designed to recruit and retain a more diverse candidate pool in the profession and/or more effectively prepare educators to work with diverse learners. As part of this section, specific challenges are also identified. This document will conclude with a set of recommendations to sustain effective practices and expand accountability activities in teacher education.

Understanding the Context of Accountability in Teacher Preparation

The state of Wisconsin is widely noted for preparing some of the nation's best teachers, the majority of whom find their careers in their home state.¹ These teachers succeed in bringing their PK-12 learners to high levels of achievement, as demonstrated by a number of nationally-normed measures.² For more than a century, the campuses of the University of Wisconsin System have been major producers of the State's PK-12 teachers, and the role of teacher preparation remains an integral part of the mission of the UW System. There are reasons to believe, however, that the UW System needs to be better prepared to document its successes and to chart its path toward even greater achievement. These reasons include:

- As the State's financial support for higher education has diminished over the past several years, and as the UW System's institutions have had to prioritize their use of resources, there has been an increasing need for information on the effectiveness of campus programs, including teacher preparation.
- The UW System's external evaluators, including the Wisconsin Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) are requiring programs to provide evidence of the proficiency of their graduates as well as the effectiveness of their campus programs.
- Competition from non-university-based, alternative programs in teacher preparation has confronted higher education in many parts of the United States and most likely will present itself in Wisconsin as well. Wisconsin's universities and colleges will inevitably be asked

¹ Wisconsin Department of Public Instruction [DPI] Supply and Demand Study, 2004

² DPI Wisconsin Information Network for Successful Schools and Wisconsin Knowledge and Concepts Examination Data

to demonstrate the reasons why they are better choices for future teachers and their eventual employers.

- Federal legislation, including No Child Left Behind (NCLB), continues to keep issues of accountability at the forefront and has created new standards for ensuring that all classrooms are staffed by “highly qualified teachers.”

These factors notwithstanding, some of the strongest reasons for improved quality assurance lie within the UW System itself and in its commitment to quality education. Among the educational leadership in UW System, there is no longer a debate about *if* or *when* accountability will be required. The current debate focuses on identifying *what* and *how*; that is, what should be measured and how should it be measured?

State Requirements for Accountability: A Focus on Diversity

The Department of Public Instruction requires each of the UW System’s thirteen campuses to undergo a rigorous program approval process for teacher education. As part of this review, campuses must provide written evidence that their programs comply with a variety of requirements, including presentation of the conceptual framework and research base underlying program design (which may reflect unique elements of each program) and the assessments of candidate quality, which are aligned with professional standards.

DPI also conducts an on-site review to determine “...adequate documentation and compliance with the requirements...” (PI 34.06 (2)a). This program approval process allows each campus to demonstrate their individual strengths and contributions to preparing a highly qualified workforce in education-related fields.

Through this review process, UW System teacher preparation programs have independently demonstrated their commitment to preparing teachers who will be responsive to the changing conditions within PK-12 settings, including the ability to meet the diverse needs of learners. Meeting the diverse needs of learners is one of Wisconsin’s professional standards that guide program design as well as program accountability and candidate assessment.

Based on these reviews and a recent survey of the 13 UW System institutions with teacher preparation programs, it is evident that UW teacher preparation programs are actively responding to the needs of the state with respect to recruitment, retention, and graduation of a more diverse workforce. In addition, they have implemented practices to ensure that graduates will be more effective working with diverse learners.

A Profile of Current Practices and Common Challenges

The following are selected highlights from across the UW System of current practices designed to recruit and retain a more diverse workforce and educate teachers to work with diverse learners. These initiatives differ from one another but they do share one commonality: they all have documented indicators of success.

Current Practices

The Phuture Phoenix Program – UW-Green Bay

This program serves 5th graders and middle schoolers in over 12 area schools (with low-income and minority populations) and pairs them with UW-Green Bay mentors. As a result of their involvement in this program, some UW-Green Bay students have switched majors in order to pursue teaching as a profession.

The Center for Cultural Diversity and Community Renewal – UW-Eau Claire, UW-La Crosse, UW-Stevens Point and UW-Stout

This program focuses on recruitment and retention of Hmong students into education-related fields. Federal and state funds support this program, which has resulted in 40 graduates and 54 current enrollees from these four UW institutions. Plans are to expand this program to include all minorities through a Title I federal grant.

Full-time Minority Student Services Coordinator and Modifications to Admission Criteria – UW-Madison

The coordinator focuses on recruitment and retention of undergraduates of color by developing partnerships with select Wisconsin school districts and connecting with prospective transfer students from state two-year institutions. Revised policies guiding admission criteria reflect the commitment to diversity and explicitly link to the mission of the institution and the needs of the schools of Wisconsin. While student numbers in the School of Education have declined in the last three years, the number of students of color has increased modestly each year.

Articulation Agreements with College of Menominee Nation – UW-Oshkosh

This federally funded program is preparing a cohort of 13 Native American candidates for teacher licensure. This partnership will allow for smoother transition of College of Menominee Nation graduates to complete their BS and licensure requirements at UW-Oshkosh.

Special Education Minor – UW-Superior

Provides preparation for elementary- and secondary-certification majors to effectively meet the demands of inclusive classrooms. Coursework in the minor can be applied to the Master of Science in Instruction, Special Education, which leads to licensure with several certification options. About 10 students select this minor, with moderate increases in enrollment each year.

Minority Teacher/Minority Business Education Program – UW-Whitewater

A full-time director and full-time counselor staff this program. The *Minority Teacher* component has about 110 students enrolled currently. The program focuses on recruitment and retention in order to attract more minority students into teacher education.

Common Challenges

While UW System campuses are actively involved in a variety of effective programs, each campus was able to identify a variety of barriers or challenges. The most frequently cited challenges include:

- Loss of potential education candidates in high-demand, low-supply areas to other, higher-paying professions (math and science in particular).
- Loss of candidates in special education due to low retention in K-12 positions (students aware of low retention rates choose to go into elementary education rather than high-demand area of special education).
- High-stakes assessments (PRAXIS II) present challenges for various pools of candidates, particularly second-career teacher education candidates. (PRAXIS II is a state-wide test required for all educators who completed their program after August of 2004. The assessment covers all core content subject matter.)

Additional challenges include:

- Rapidly changing needs and the regional nature of supply/demand (e.g., one campus created a fast-track certification program in science and foreign languages only to see enrollment plummet when the needs of the region were met).
- Geographic composition limitations (i.e., UW campus locations, which tend to draw students from their own region, with relatively homogeneous demographics, restrict efforts to recruit minorities into educational preparation programs).
- Lack of adequate resources to initiate and/or sustain effective recruitment/retention initiatives, such as:
 - Innovative programs to support out-of-region recruitment;
 - Scholarships for historically underrepresented populations;
 - Creation of alternative or non-traditional offerings to accommodate career changers and/or paraprofessionals who cannot take classes during the workday; and
 - Placement of pre-service teacher candidates in urban settings when UW institution is located in suburban or rural setting.

Strategies to Sustain and Expand Effective Practices

While individual campuses, or in some cases a consortium involving multiple campuses, have overcome many of these challenges and have created effective solutions for meeting a variety of state demands, challenges still remain. The following strategies are being implemented in an effort to sustain effective initiatives (i.e., those with proven outcomes) as well as expand the capacity for more campuses to replicate successful practices.

1. Reallocation of a portion of UW System PK-16 grant funds to sustain and expand the implementation of programs with proven success.

2. Explore sources for funding,³ including federal and foundation grants and a state-wide budget request, in order to:
 - a. Enhance cultural and social competencies for teacher education students through the creation of a UW System Institute for Urban Education;
 - b. Recruit and retain a diverse student body in teacher education and better meet the high demand areas of the state; and
 - c. Expand assessment and accountability of UW System Teacher Education Programs with a focus on documenting the link between teacher preparation, teacher practice, and PK-12 student learning.

Conclusion

Wisconsin Department of Public Instruction requirements have created an opportunity for teacher preparation programs to design and implement a variety of program accountability measures. Federal legislation and national professional organizations have expanded state requirements of accountability and, as a result, have created additional opportunities for educational preparation programs.

While UW System institutions have been relatively successful in demonstrating their ability to meet basic accountability requirements, they have also encountered their fair share of challenges. Many of these challenges are related to an increase in mandates occurring simultaneously in a climate of diminishing resources.

Despite these challenges, UW System institutions are fully committed to finding valid and reliable methods to demonstrate the efficacy of their programs. Faculty in education are joining with faculty in letters and sciences, as well as their PK-12 colleagues, to ensure that every child in Wisconsin is taught by a highly qualified teacher, able to work in diverse settings, with diverse learners.

³ The State Higher Education Executive Officers (SHEEO) and American Association of State Colleges and Universities (AASCU) have invited UW System to submit proposals for potential funding as part of national collaborative efforts around accountability in Teacher Preparation.

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the amended request to the Trustees of the William F. Vilas Trust Estate for \$8,674,928 for fiscal year July 1, 2006, to June 30, 2007, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

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

EXECUTIVE SUMMARY

BACKGROUND

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

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

The proffer is made following receipt, by the trustees, of a certificate or warrant from the Board of Regents showing how the funds will be expended. The request and the approved Regent resolution (Resolution I.1.c.[1]) constitute that warrant. Following approval of the resolution, President Reilly sends a formal request to the trustees, who determine the amount of income that will be available for the various awards (particularly for music, which varies with the value of the trust), and respond with a proffer of funds. The value of the proffer is reported to the Board of Regents at its meeting in May.

Since the April 2006 meeting when the Regents approved the request to the Vilas Trust, the request made by UW-Madison has undergone revision. In between the submission of the formal request by President Reilly, and the determination of the proffer by the Vilas Trustees, UW-Madison submitted an amended request. President Reilly re-submitted his formal request to the Trustees, who were able to consider the amended request as part of their deliberations. The Board is therefore being asked to approve at the May meeting the UW System's amended request, at the same time they will be asked to accept the Vilas proffer.

REQUESTED ACTION

Approval of resolution I.1.c.(1), the amended request to the trustees of the William F. Vilas Trust Estate for \$8,674,928 for fiscal year 2006-2007, for the support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences and music.

DISCUSSION

The attached document contains the responses to the trustees' request and details how the proposed funds will be expended. The response includes the amended request by UW-Madison from what was submitted to the Board for approval in April 2006, and has six components: (a) continuation of Trustee-approved programs, UW-Madison (\$3,815,448); (b) one-time-only program allocations, UW-Madison (\$4,797,200); (c) a request from UW-Madison that, pursuant to Article 5 of the Deed of Gift and Conveyance, one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program, identified as the Microbial Sciences Building (estimated cost, \$100 million); (d) support for the *Absolutely Amadeus – Celebrating 250 Years of Mozart* program, UW-Milwaukee (\$19,780); (e) request to fund Kumkum Sangari, Vilas Research Professor in the Department of English, UW-Milwaukee (\$40,000); and (f) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan, UW-Milwaukee (\$2,500).



REVISED - April 26, 2006

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

Dear President Reilly:

In this memo I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2006 to June 30, 2007 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with the both the terms of the Vilas Trust and needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. We have therefore taken the opportunity of the possibility of increased support from the Vilas Trust this year to shore up our ability to fight the ravages of the current budget situation to maintain the highest possible quality of faculty and students. To this end, we are asking for continuation of the programs we have submitted to Vilas in recent years; expansion of some aimed especially at attracting, retaining, and supporting the highest possible quality of research faculty; and re-introduction of a program funded some years ago to provide support specifically for the AOF program, aimed at minority graduate students.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

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

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

Office of the Chancellor

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

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

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

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

Richard Davidson - Vilas Research Professor
of Psychology and Psychiatry, College of Letters and
Science and School of Medicine and Public Health

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

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

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

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

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

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

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

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

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

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

4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for eight (8) Vilas Professors: Berkowitz, Bird, Goldberger, Hermand, Keisler, Lardy, Mueller, Vansina at \$2,500 each		20,000
7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music: 2006-07 GUEST ARTISTS		25,950
8.	15 Vilas Associates in the Arts and Humanities		499,640
9.	15 Vilas Associates in the Social Sciences		583,167
10.	15 Vilas Associates in the Physical Sciences		623,969
11.	7 Vilas Associates in the Biological Sciences		169,122
12.	One-time special funding for Vilas Research Professors: David Bethea (4th year of 6-yr request-\$30,000/yr) Ching Kung Elliott Sober Erik Wright Sau Lan Wu	30,000 65,000 11,500 15,000 <u>149,600</u>	271,100
13.	Continuation of 1998 and 2002 Expansion of Approved Programs: a. 940 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance b. 400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		376,000 240,000
14.	Continuation of Vilas Life Cycle Professorship program created in 2005		310,000
<u>Total Continuation Request</u>			\$3,815,448

B. ONE-TIME ONLY PROGRAM ALLOCATIONS

- | | |
|--|------------------|
| 1. 7,993 additional undergraduate scholarships of \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance, for all undergraduates eligible for need-based grants to offset tuition increases attributable to budget cuts in 2004-05 and 2005-06 that have continued. This is requested for approval consistent with one-time allocations previously made. | 3,197,200 |
| 2. Create 40 Vilas Research Investigator Awards of \$20,000 each pursuant to and consistent with the intent of Article 4, Section E of the Deed of Gift and Conveyance, for the purpose of providing an annual research allocation to support graduate student pursuit of their research. This research allocation will be used to cover some educational expenses, including tuition, for these students. Please note this request of \$800,000 is similar to the \$825,000 provided in FY 2002-2003 and the \$2,550,000 provided in FY 1999-2000 to support graduate students. | \$800,000 |
| 3. Create 20 Vilas Faculty Recruitment and Retention Awards. These awards will be similar to the Vilas Associates Awards in that they will include two months of summer salary and a \$12,500 flexible fund. The Vilas Faculty Recruitment and Retention fund will be used to recruit and retain the best faculty. | <u>\$800,000</u> |

Total One Time Only Program Allocations

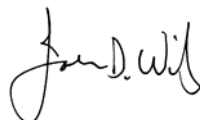
\$4,797,200

C. FACILITY CONSTRUCTION FUND (MICROBIAL SCIENCE)

Pursuant to Article 5 of the Deed of Gift and Conveyance, we request that one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program which we have identified as the Microbial Sciences Building. A summary of the project was provided to the Trustees at the April 2001 meeting. We anticipate that this is the last year that funds be set aside for the Microbial Sciences project. The total amount we anticipate needing in 2007 is \$42,777,140.20. In a special meeting with the Vilas Trustees, I expect to discuss any future requests for accumulation of construction funds.

Please let me know if you have any questions.

Sincerely,



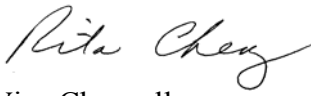
John D. Wiley
Chancellor

Attachments

xc: Provost Patrick Farrell
Vice Chancellor Darrell Bazzell
Dean Martin Cadwallader

February 24, 2006

TO: Kevin P. Reilly, President
The University of Wisconsin System

FROM: Rita Cheng 
Provost and Vice Chancellor

RE: UW-Milwaukee 2006-07 Vilas Trust Support

Please find requests for three proposals that UW-Milwaukee is submitting for the 2006-07 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English. Total Request: \$40,000.00 (\$30,000 for Research Support and \$10,000 for Salary Support)
2. Department of Music, Peck School of the Arts. *"Absolutely Amadeus – Celebrating 250 Years of Mozart"*. Total Request: \$19,780.00
3. Continuation of the standard retirement benefit of \$2,500 in support of Vilas Emeritus Ihab Hassan.

Thank you for your continued consideration and support of these activities. Both the Departments of English and Music are appreciative of this opportunity to gain funding for both venues.

Should you have any questions, please do not hesitate to contact me or Associate Vice Chancellor Dev Venugopalan (229-4501).

c: Carlos E. Santiago, Chancellor
Dev Venugopalan, Associate Vice Chancellor
G. Richard Meadows, Dean, College of Letters & Science
Robert Buckner, Dean, Peck School of the Arts

February 23, 2006

TO: Rita Cheng
Provost and Vice Chancellor

FROM: G. Richard Meadows
Dean

RE: 2006-2007 Vilas Trust Funds

I am requesting continuation of funds from the Vilas Trust Estate for 2006-2007 in support of Vilas Research Professor Kumkum Sangari and Vilas Professor Emeritus Ihab Hassan of the Department of English. The terms of this request are the same as for 2005-2006 and are as follows:

Kumkum Sangari: \$ 10,000 salary
\$ 30,000 research allowance

Ihab Hassan \$ 2,500 retirement benefit

cc. Associate Vice Chancellor Dev Venugopalan
Assistant Dean Patricia Kissinger

February 23, 2005

MEMORANDUM

TO: Dev Venugopalan
Associate Vice Chancellor

FROM: Wm. Robert Bucker
Dean, Peck School of the Arts

SUBJECT: 2006-07 Vilas Proposal

Attached is the UWM Music Department's 2006-07 Vilas Trust proposal entitled "Absolutely Amadeus – Celebrating 250 Years of Mozart." As detailed in the grant proposal, the department is planning a series of concerts and master classes showcasing the work of Mozart. These concerts and master classes will feature respected guest musicians as well as Music Department faculty and students. The Music Department also plans to record a number of these events for use in promotion and recruitment for the department. Recording is very important to our efforts to enhance and expand the reputation of the Music Department and the Peck School of the Arts.

The Vilas proposal for 2006-07 has my enthusiastic endorsement. The production of this series of events will help the Music Department enrich the campus as well as the greater regional community.

WRB:mm

cc: William Heinrichs
Scott Emmons
Ed Rodriguez
Sue Thomas



School of the Arts
Department of Music

Music Room 130
P.O. Box 413
Milwaukee, WI
53201-0413
414 229-5162 phone
414 229-2776 fax

Vilas Proposal for 2006-2007

February 22, 2006

From: William Heinrichs, Music Department Chair

Absolutely Amadeus – Celebrating 250 Years of Mozart

The year 2006 marks the 250th anniversary of the birth of Wolfgang Amadeus Mozart. In honor of this occasion, the UWM Department of Music requests that the Vilas Estate support a Mozart celebration that will begin in September of 2006 and conclude with our Spring 2007 orchestra concert.

The project's centerpiece will be the UWM Music Faculty's 2006-07 Chamber Music Milwaukee series showcasing the music of Mozart. In conjunction with the concerts, the faculty and their guests plan to record the works for use in the Music Department's promotional activities. Additional celebration highlights include concerts and masterclasses featuring several guest chamber musicians and composers.

Celebration Features

- Concert performances and recording projects of Chamber Music Milwaukee and Student Chamber Music Groups
- Concerts and masterclasses celebrating the influence of Mozart's compositions
- UWM Wind Ensemble Mozart Serenade Recording Project

Benefits to Students, Alumni, and the University

- *Absolutely Amadeus* Celebration gives UWM music students opportunities to study the music of Mozart with nationally known experts such as Nick McGegan and Malcolm Bilson
- Celebration provides the Music Department faculty with an opportunity to document performance successes through the Chamber Music Milwaukee and Wind Ensemble recordings
- Project provides the greater Milwaukee Community with an opportunity to celebrate the work and influence of one of our most beloved composers
- Project aids the UWM Department of Music in further developing recordings and multimedia materials that demonstrate our successes in achieving our mission of providing the highest quality undergraduate and graduate education in music

Proposed Budget for *Absolutely Amadeus* — *Celebrating 250 Years of Mozart*

Chamber Music Presenters (5)		\$ 6,700.00
Travel @ \$300 average each	\$ 1,500.00	
Housing/Meals @ \$120 per diem x 2 days	1,200.00	
Presenter Honoraria @ \$800	4,000.00	
Chamber Music Milwaukee Mozart Series and Recording Project		\$ 4,300.00
UWM Wind Ensemble Mozart Serenade Recording Project		\$4,100.00
Festival Publication, Mailing		\$ 3,160.00
Brochure Design	\$ 500.00	
Brochure Printing 10,000 pieces (4 color, tabloid, folded)	1,700.00	
Mailing 8,000 pieces	960.00	
Choral / Orchestra Concert Guest Performers		\$ 1,520.00
Travel @ \$300	\$ 300.00	
Housing/Meals @ \$120 per diem x 2 days	120.00	
Presenter Honoraria @ \$1100	1100.00	
	Total =	\$ 19,780.00

Acceptance of the Proffer from the Trustees
of the William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2006 to June 30, 2007, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences and Music.

**ANNOUNCEMENT OF THE PROFFER FROM THE
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS,
PROFESSORSHIPS, AND SPECIAL PROGRAMS IN ARTS AND
HUMANITIES, SOCIAL SCIENCES AND MUSIC, AND
A SPECIAL CONSTRUCTION FUND**

EXECUTIVE SUMMARY

BACKGROUND

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

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

The Board of Regents approved the UW-Madison and UW-Milwaukee requests at the April, 2006, meeting; following approval, President Reilly sent the formal request to the Trustees. The Trustees determine the amount of income that is available for the various awards (particularly for music, which varies with the value of the trust) and respond with a proffer of funds, which is included in the following document.

In the last few weeks, in between the submission of the formal request by President Reilly, and the determination of the proffer by the Vilas Trustees, UW-Madison submitted an amended request. The Trustees were able to consider the amended request as part of their deliberations. The Board is therefore being asked to approve at the May meeting the UW System's amended request, at the same time they will be asked to accept the Vilas proffer.

REQUESTED ACTION

Approval of resolution I.1.c.(2), accepting the proffer from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

The attached document contains the Vilas Trustees' proffer detailing how the funds may be expended. It has several components: (a) continuation of Trustee-approved programs for funding of Vilas Research Professorships, retirement benefits, scholarships, and fellowships (\$3,250,898.00); (b) support of one-time only requests for (1) additional undergraduate scholarships and fellowships; (2) the Vilas Research Awards; and (3) the Vilas Faculty Recruitment and Retention Awards, all at UW-Madison (\$5,378,300.00); and (c) approval of the request from UW-Madison that, pursuant to Article 5 of the Deed of Gift and conveyance, one-half the annual net income be allocated to a special construction fund for the research facility of the BioStar program, identified as the Microbial Sciences Building (\$42,777,140.21).

**Supporting material for Agenda Item I.1.c.(2)
of the Education Committee, the Proffer from
the Vilas Trust Estate, may be obtained by
contacting the Board of Regents Office.**

Phone: 608-262-2324

Fax: 608-262-5739

Program Authorization (Implementation)
B.A. in Liberal Arts for Teachers
University of Wisconsin-Parkside

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in Liberal Arts for Teachers.

**NEW PROGRAM AUTHORIZATION
LIBERAL ARTS FOR TEACHERS
UNIVERSITY of WISCONSIN-PARKSIDE**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised), the new program proposal for a Bachelor of Arts degree in Liberal Arts for Teachers at the University of Wisconsin-Parkside 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-Parkside and System Administration will conduct that review jointly, and the results will be reported to the Board.

Liberal Arts for Teachers (LAT) is an interdisciplinary degree program that integrates courses in the Humanities, Social Sciences, Sciences and Education, and prepares students for certification in Early Childhood (PK-3) and Middle Childhood to Early Adolescence (grades 1-8), according to the rules of PI-34. PI-34 comprises the recently restructured administrative rules for teacher education, educator licenses, and professional development for Wisconsin educators.

The proposed degree program resulted from several years of intensive study by a task force of the Teacher Preparation Steering Committee (TPSC), an interdisciplinary group of faculty seeking to improve teacher education at UW-Parkside. The group researched the national reform movement in teacher education, engaged in sustained conversations with area school systems, and consulted with nationally recognized experts. The proposal embodies UW-Parkside's institutional response to the June 2001 Board of Regents Resolution to make teacher education an all-university responsibility. UW-Parkside's Dean of the College of Liberal Arts consulted with Wisconsin Department of Public Instruction (DPI) staff throughout the process.

REQUESTED ACTION

Approval of Resolution I.1.d.(1), authorizing the implementation of the B.A. in Liberal Arts for Teachers at UW-Parkside.

DISCUSSION

Program Description

Liberal Arts for Teachers is an interdisciplinary major that integrates course work from multiple departments. The Teacher Preparation Steering committee (TPSC) serves as its governance home. Participating students complete all education courses required for licensure, including the student teaching/internship program. The major also requires specific classes within Arts and Humanities, Social and Behavioral Sciences, and Mathematics and Natural

Sciences. Upper-level course work addresses documented concerns regarding current challenges in elementary education in mathematics and science, and is organized so as to integrate science and social science study, as well as content study with pedagogical and curricular study. In addition to emphasizing the theme of integration, the upper division requirements promote a strong inquiry/problem-solving approach to contemporary problems. Upper-division course-work includes community engagement and community-based learning field experiences, and helps students develop the skills and dispositions required for working effectively in teams.

Total credit requirements, which include all university requirements for General Education and the requirements of the major for upper-level course work and student teaching, are 136 credits for those pursuing Early Childhood, and 137 credits for those pursuing Middle Childhood-Early Adolescence. Given these requirements, time-to-degree typically will be four-and-one-half to five years, which is consistent with other licensure programs in education.

The LAT program is designed to meet the needs of UW-Parkside students for an integrated degree program in teacher education. Currently, UW-Parkside students interested in education choose a major field of study and complete an elementary certification track to be licensed to teach. The elementary certification track option will be phased out once the LAT major is authorized.

Program Goals and Objectives

The primary academic goal of the LAT program is to prepare teachers whose understanding of broad areas of content knowledge is deeply integrated with effective pedagogical skills, who are knowledgeable of and sensitive to multicultural issues, and whose practices and reflections as educators are guided by the Ten Wisconsin Teacher Standards. The learning outcomes of the LAT program are specifically intended to be an elaboration of Wisconsin Teacher Standard #1: “The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.” Thus, teachers must understand the central concepts and tools of inquiry within various disciplines and know how to create learning experiences that will communicate these to students.

Through the integration of content and pedagogy, graduates of the LAT major will achieve the following specific learning outcomes:

1. Integrated mastery of language arts, social science, mathematics and science;
2. Effective communication skills;
3. Proficiency in reasoned judgment;
4. Maturity in social and personal responsibility;
5. Skill in inquiry/problem-solving;
6. scientific literacy;
7. Ability to apply knowledge and skills from multiple disciplines to address complex problems; and
8. Ability to adapt disciplinary and multidisciplinary content to the diverse learning needs of PK-8 school children.

Relation to Institutional Mission

The University of Wisconsin-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and to its local, national and global communities. The LAT program was developed to specifically address those commitments. As southeastern Wisconsin's University of Opportunity, UW-Parkside considers access, diversity and engagement as key strategic initiatives and the focus of this degree program.

Diversity

As a campus, UW-Parkside has the highest percentage of students of color (20 percent) in the UW System. The University continues to forge relationships within the communities it serves to further enhance the diversity of the student body. Presently, about 9 percent of students in all teacher education programs, and 16 percent of those indicating they intend to pursue teacher certification are people of color. The campus recently relocated its precollege program to facilitate links between its programs, faculty, and students in teacher education and other academic areas. These efforts are designed to encourage more students of color to pursue their education at UW-Parkside and to consider teaching as a career choice.

The Teacher Education Department is staffed with three faculty, two of whom are people of color. The department emphasizes teaching from a multicultural perspective, regardless of whether one is teaching in an urban, suburban, or rural setting. Multicultural perspectives have been infused into many courses, including Teaching, Learning and Development (the first professional course to be taken in the program) and Schools in a Multicultural Society (one of the last to be taken prior to student teaching). Field placements in community organizations contribute to students' understanding of diversity issues. These opportunities will be expanded in the new degree program through the inclusion of specially designed field experiences in upper-division coursework in the arts and sciences. Three of the general education courses that form part of the program specifically address diversity as do all of the upper-level content courses.

The program wants to ensure that issues of diversity are integral to the education students receive and has therefore identified a diverse membership for the TPSC, including the Director of the Office of Multicultural Student Affairs as a permanent voting member.

Need

A geographic analysis for the 2005 Committee on Baccalaureate Expansion (COBE) regarding "The 35 Fastest-Growing Occupations Requiring at least a Bachelor's Degree in Wisconsin," forecast an 11 percent increase for elementary school teachers (not including special education) for the period 2001-12. While there had been a downturn in the demand for elementary school teachers in the early years of this decade, projections regarding the next ten years indicate the demand will rebound. In fact, a 2003 DPI report noted a counter trend for PK-3, due to a projected increase in 4-year-old kindergarten. Teacher demand will also be shaped by continuing population growth in Kenosha County.

Comparable Programs

All UW institutions have programs that prepare students for elementary education licensure. The other UW institutions, however, do so within an education department or school of education, and students receive an education degree not a liberal arts degree. There are no other Liberal Arts for Teachers programs in the UW System.

Nationally, other institutions offering degrees designed to integrate the liberal arts and teacher education include the University of Texas, Austin, Western State College of Colorado, and the Curry School of Education at the University of Virginia.

Collaboration

UW-Parkside is currently engaged in discussions with Gateway Technical College to create a new two-plus-two articulation agreement between the LAT program and the Gateway associate degree program in Early Childhood Education. A similar agreement is also being considered between the LAT program and Gateway's Instructional Assistant program. These articulation agreements are being developed as part of a COBE grant proposal.

Use of Technology/Distance Education

Instructional technology is a key component of contemporary PK-12 school settings, and will likely increase in importance in the future. A majority of the courses in the LAT program use the course management system Desire 2 Learn as a teaching/learning platform. The Instructional Technology course is being revised to focus the course on pupil learning in the PK-12 setting. Moreover, an electronic portfolio, currently required of all students in our teacher certification programs, will be used to assess students in the LAT.

Academic and Career Advising

Students who indicate interest in pursuing teacher certification meet with a dedicated adviser in the Dean's office. Once admitted to the program, students are advised by a Teacher Education faculty member and a content-area LAT faculty member. The UW-Parkside Career Center helps students assess personal interests, values and abilities, and links those with careers through career decision workshops and personal career counseling.

Projected Enrollment (5 years)

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	20	30	35	35	40
Continuing students	0	14	34	93	126
Total enrollment	0	44	69	128	166
Graduating students	0	0	0	2	12

Assessment and Program Evaluation

UW-Parkside requires all academic programs to maintain updated assessment plans and to report yearly on their implementation. Most of the required lower-division courses for the LAT degree are part of UW-Parkside's general education program. All courses approved for general education must use approved rubrics to assess student performance.

In addition, students in the Liberal Arts for Teachers program will be required to produce artifacts that document proficiency in learning outcomes addressed by Parkside's general education program. These artifacts will be incorporated into the LAT major portfolio, which will be evaluated by an Assessment Advisory Committee (appointed by the Teacher Preparation Steering Committee) using rubrics that capture the specific learning outcomes of the LAT program. Student performance on the Pre-Professional Skills Test Examination will serve as additional evidence of student achievement in the areas of reading, writing and mathematics.

In a capstone course, students will design lesson plans and curriculum modules based on the content and techniques learned in the paired courses. These pedagogical artifacts will be incorporated into their major portfolio and will be evaluated by the Assessment Advisory Committee in accordance with assessment rubrics designed jointly by Teacher Education faculty and content-area faculty.

As a further assessment of the extent to which program learning outcomes are being achieved, members of the Assessment Advisory Committee will observe student teachers in their classrooms. Evaluations by members of the Assessment Advisory Committee will become part of the LAT major portfolio, which is distinct from Portfolio I (prepared for Admission to the Teacher Education program), Portfolio II (prepared for Admission to Student Teaching), and Portfolio III (prepared for Licensure).

The Assessment Advisory Committee will also review student performance on the PRAXIS II Examination, the subject-assessment test required for individuals entering the teaching profession as part of the licensing and certification process. Multiple sources of indirect evidence of the effectiveness of the program will also be used by the Assessment Advisory Committee for purposes of program assessment and improvement. Examples include: student evaluation of upper-division courses, especially the capstone course; surveys of graduating seniors, alumni and employers; focus group interviews of current students, graduating seniors, and alumni; and data on job placement and retention statistics.

Evaluation from External Reviewers

All reviewers supported this program for how, as one reviewer put it, "the proposal responds to the national clamor for teachers to be more knowledgeable of the subjects they teach and better able to guide the learning of all students." Another reviewer praised the University for developing a program that addresses both content knowledge and the ability to teach it effectively. Specific suggestions from the reviewers concerning assessment strategies and future curriculum development have been forwarded to the TPSC for further consideration.

Resource Needs

The interdisciplinary nature of the LAT program makes for a more efficient use of resources. Most of the courses in the Teacher Education department are currently being offered and have additional capacity. To accommodate enrollment increases as the program gets established, there is a plan to add an additional faculty line in the Teacher Education department in 2007-08, and additional sections in some of the upper-level courses in the following year. These needs will be met through reallocation. At UW-Parkside, when department vacancies occur, those lines are removed from the departments and placed in the budget of the Provost's Office. They are then reallocated through a campus review process which is guided by enrollment trends and the university's strategic academic initiatives. This program has been identified as one that will receive reallocated faculty lines as needed.

Estimated Costs and Resources

	2006-07 First Year		2007-08 Second Year		2008-09 Third Year	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	8.85	\$373,411	10.24	\$420,309	12.82	\$512,449
Non-instructional Academic /Classified Staff	0.65	\$35,171	1.04	\$53,765	1.57	\$78,676
Non-personnel						
Supplies & Equipment		\$3,752		\$7,624		\$13,004
Capital Equipment		\$0		\$0		\$0
Library		\$2,745		\$5,579		\$9,515
Subtotal	9.50	\$415,079	11.28	\$487,277	14.39	\$613,644
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	0.00	\$0	1.00	\$46,117	0.50	\$23,058
Non-personnel						
Supplies & Equipment		\$0		\$0		\$0
Capital Equipment		\$0		\$0		\$0
Subtotal	0.00	\$0	1.00	\$46,117	0.50	\$23,058
TOTAL COSTS		\$415,079		\$533,394		\$636,702
CURRENT RESOURCES						
GPR	9.50	\$415,079	11.28	\$487,277	14.39	\$613,644
Subtotal		\$415,079		\$487,277		\$613,644
ADDITIONAL RESOURCES						
GPR Reallocation (list sources)	0.00	\$0	1.00	\$46,117	0.50	\$23,058
Subtotal		\$0		\$46,117		\$23,058
TOTAL RESOURCES		\$415,079		\$533,394		\$636,702

RECOMMENDATION

UW System recommends approval of Resolution I.1.d.(1), authorizing the implementation of the B.A. in Liberal Arts for Teachers at UW-Parkside.

RELATED REGENT POLICIES

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

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

EDUCATION COMMITTEE

Resolution I.1.d.(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 Social Work.

NEW PROGRAM AUTHORIZATION
Ph.D. in Social Work
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 Social Work 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 Social Work at UW-Milwaukee requests authorization to implement a Ph.D. in Social Work. The impetus behind this proposal is the long-term and continuing expansion of research activities in the Department of Social Work. Among other developments, the creation by social work faculty of the Center for Addiction and Behavioral Health Research was an important step in this process. More recently, faculty initiatives have built a strong partnership between the department and the child welfare system in Milwaukee, and this has resulted in extensive training and research efforts. A generous endowment from the Bader Foundation also created a Chair of Applied Gerontology in the Department, and Applied Gerontology is now a major element of the University's Center for Age and Community.

The program will draw on the skills and expertise of the faculty in the Helen Bader School of Social Welfare, and of faculty from related departments and disciplines such as Psychology, Statistics, Urban Studies, Health Sciences, and Nursing. In addition to meeting community demand for the availability of social work doctoral education, the program will enhance the social work department's research capabilities, further its ability to recruit and retain quality faculty, expand the state's capacity for meeting projected demands for faculty in Wisconsin's 13 accredited social work programs at private campuses and in the UW System, and enable the department to participate more effectively in responding to social problems in the state.

REQUESTED ACTION

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

DISCUSSION

Program Description

The proposed program will emphasize the areas of addiction and behavioral health, applied gerontology, and family and child welfare. These areas fit well with the University's focus on urban concerns, and are areas in which the Department has established strong links with the community and other institutions.

Entering Students will be required to have a Master's degree in Social Work. The Ph.D. program will require 42 credits of course work beyond the Master's level, successful completion of a qualifying examination, and a dissertation. Students will complete the program in four to five years, which is consistent with the average time-to-degree for Social Work Ph.D. programs. Coursework and a qualifying exam will require two years; after which the dissertation proposal and defense, data collection, and the longitudinal research project write-up are expected to require two more years. In addition to completing research and writing the dissertation, all students will take courses in social work theory, research methods, statistics, instructional methods in social work, as well as electives and methods course work in their area of specialization.

There is no accrediting body for Ph.D. programs in social work. However, the Group for the Advancement of Doctoral Education (GADE) has developed "Guidelines for Quality in Social Work Doctoral Programs." These recommend various curriculum components and other program elements designed to ensure sound structure and practices and they are accepted nationally as standards of excellence. The proposed program has been developed in close adherence to the guidelines.

Program Goals and Objectives

The mission of the Department of Social Work is to provide scholarly leadership for the profession through teaching, research, and service. Reflecting the mission of UW-Milwaukee, the department's programs focus on urban social problems. Particular emphasis is given to promoting social and economic equity and well-being, embracing cultural diversity, and empowering individuals, families, groups, organizations, and communities to effect change.

The purpose of the program is to prepare students to make significant contributions to the development and application of knowledge to the social work profession. Three areas of specialization will be offered, and each student will select one as an area of focus. These are: (1) addiction and behavioral health; (2) applied gerontology; and (3) family and child welfare. Graduates in each of the specialties will acquire the following curricular outcomes and competencies:

- Knowledge of theories underlying intervention approaches used in the social work profession;
- Ability to critically analyze theories and knowledge development related to a specific content area;
- Understanding of how knowledge currently is and has historically been developed, disseminated, and applied in the social work profession and in fields related to a specific content area;
- Familiarity with relevant policies, their rationale, and their implications for practice;

- Capacity to design and conduct intervention research appropriate to a specific area of social work, including the capacity to participate effectively in knowledge-building and in applying that knowledge to the development of effective interventions;
- Capacity to develop, utilize, and disseminate quantitative, qualitative, mixed, epidemiological, and instrumentation research methods and statistical analysis with relevance to social work research;
- Ability to further the knowledge base of the field through research addressing questions of direct practical relevance and involving broad theoretical issues, etiological and epidemiological concerns, and large-scale social policy.
- Evidence of knowledge, values, ethics, and skills essential to teaching and the preparation of future professionals, as well as skills relating to research, scholarship, and leadership in the social work profession.

Relation to Institutional Mission

The proposed doctoral program in Social Work is consistent with the mission statement of the UW System for the core doctoral institutions. It is also aligned with the strategic goals for the university to grow the research and scholarship enterprise, and will enhance the ability of the department to further UW-Milwaukee's urban mission. Longstanding and productive partnerships are already in place between social work faculty and organizations that directly serve the population of Milwaukee. Examples include Aurora Sinai Medical Center, the Milwaukee Women's Center, and Rogers Memorial Hospital, where the Center for Addiction and Behavioral Health Research maintains clinical trials/intervention research units. The department also has several contracts for research, evaluation, and training with the Bureau of Milwaukee Child Welfare, and faculty members are working closely with the Center for Age and Community, which is linked to numerous agencies and programs in the Milwaukee urban area such as the Milwaukee Aging Consortium, an umbrella organization for over 100 agencies and services. A further initiative of the Center on Age and Community is the creation of a Training Research Institute that will provide an infrastructure to support collaborations with community organizations to design and assess training programs targeted at improving the quality of care in long-term care settings.

The doctoral program in social work will advance UW-Milwaukee's goals of establishing and maintaining productive relationships with public and private organizations at the local, state and national levels, and of promoting public service and research efforts directed toward meeting the social, economic and cultural needs of the State of Wisconsin and its metropolitan areas through collaborative applied research.

Diversity

Content on diversity is part of accreditation requirements at the Bachelor's and Master's levels, an element of the GADE guidelines for doctoral education noted earlier, and part of the Mission Statement of the School. Human diversity is also an integral concept in social work education and practice, and it will figure prominently in all parts of the proposed doctoral curriculum. This will begin at the level of the first required course in the program, which will include an examination of the ways in which scientific inquiry has sometimes failed to address

the needs of traditionally disadvantaged groups or has been misused in neglectful or oppressive ways. Courses in research methods will feature significant content on ways in which data-collection efforts must be adapted to fit the diversity of the target populations being studied. Specialization seminars will similarly infuse content throughout each course on the ways in which various social problems disproportionately affect certain groups, how gaps in the knowledge base of the field can exacerbate these problems, and where new research is needed to fill these gaps. They will also address how one-size-fits-all interventions systematically disadvantage certain individuals or groups and how social programs and policies must be adapted to the realities of a diverse citizenry. Finally, in research and teaching experiences, qualifying exercises, and the selection of topics for the dissertation, students will be encouraged to examine issues pertinent to the needs of under-studied and/or disadvantaged populations.

The Social Work Department and the Helen Bader School of Social Welfare have been actively working to attract and retain a diverse body of faculty, staff and students. Of the 310 students in the graduate programs in the School in 2004-05, 85 percent were women and 17 percent were underrepresented minorities. The demographic profiles of undergraduate students, Master's and Bachelor's degree recipients in the School are similar. Measures to enhance student diversity include scholarships (private as well as from the Advanced Opportunity program), and teaching and research assistantships to highly qualified students. The Social Work department has 16 tenure-track faculty, 69 percent of whom are women and 30 percent of whom are minorities.

Need

The program is designed to address local, state and national demands for doctoral education. These demands arise from several factors, including: (1) robust job growth in social work; (2) sustained enrollment increases at both the undergraduate and graduate levels; (3) slower growth in faculty numbers than in student enrollment; (4) shortages of faculty who hold doctoral degrees; (5) aging faculty and increased retirement rates; and (6) unmet demand for doctoral education among social workers in the Milwaukee area.

Currently, there is a national shortage of Ph.D. scholars in the social work field which is demonstrated by the difficulty universities have in hiring faculty with doctoral degrees. The U.S. Bureau of Labor Statistics (2002) identifies social work as a profession that will grow faster than average in the next 10 to 20 years, with projected increases of 21 to 35 percent in total jobs by 2012. A second Bureau study predicted a 39 percent growth rate for social work jobs in mental health and substance abuse, along with increased need for social workers providing services to older persons. This will heighten demand for social work degrees both nationally and at the 13 private and public campuses in Wisconsin that provide social work education.

Consistent with job-market trends, data from the Council on Social Work Education (CSWE) reveal growing enrollment in schools of social work. At the undergraduate level, for example, between 1977 and 2000 the number of full-time student majors grew by about 40 percent, non-majors increased by over 60 percent, and part-time students more than doubled. The total number of undergraduates taking social work courses also increased by more than 50 percent, the number of Bachelor of Social Work (BSW) degrees awarded grew by almost two-

thirds, and the number of institutions with accredited BSW programs jumped from 202 to 420. Meanwhile, the number of faculty in all these programs increased by only 48 percent. This growth in programs has not been paralleled by a comparable increase in doctoral degrees awarded. In the five years between 1977 and 1981, the average annual number of social work doctoral degrees awarded was just under 200. Two decades later, this number had grown to only 260. As a result, most undergraduate programs now struggle to hire faculty with doctoral-level training.

The four contiguous states of Illinois, Iowa, Minnesota, and Michigan have accredited undergraduate and/or graduate programs at 62 colleges and universities. The challenge of hiring social work Ph.D.'s to teach in baccalaureate and masters programs is especially acute in smaller programs, as suggested by the strong declarations of the need for this program in the comments from other UW System campuses in response to UW-Milwaukee's request for an entitlement to plan.

Furthermore, student demand is also clear. A recent survey of randomly sampled certified social workers throughout the state found that half expressed interest in earning a social work doctorate, and almost one-third were "very interested." The program at UW-Madison is excellent and widely respected, but it cannot meet the demand from students and employers on its own.

Comparable Programs in and outside Wisconsin

The proposed doctoral program in Social Work will be the second in the UW System and in the state. The existing program is a Ph.D. in Social Welfare offered at UW-Madison. This program has been in existence for more than 40 years and is considered among the best in the nation. The UW-Madison program is known for its strength in areas such as income-maintenance policy and welfare reform, community and family-based services for persons with developmental disabilities and serious mental illness, and school-based interventions. The three areas of emphasis in the UW-Milwaukee program will complement rather than compete with these strengths. The focus of both UW-Milwaukee and the Department of Social Work is on metropolitan issues and populations, and Milwaukee and the "Southeast Corridor" are the natural venues in the state for addressing urban concerns. The proposed UW-Milwaukee program will enhance the System's ability to respond to the full range of needs present in different parts of the state.

Collaboration

The Dean of the Helen Bader School of Social Welfare at UW-Milwaukee has conferred with the Director of the School of Social Work at UW-Madison regarding opportunities for collaboration. This discussion was supplemented by contacts between the chair of the UW-Milwaukee Ph.D. planning committee and the doctoral program chair at Madison. There is agreement that each program has strengths that can be useful to the other, and ongoing communication between the two can help ensure enhancement rather than duplication of state resources. The program of study in the current proposal also includes collaboration between

several departments and disciplines at UW-Milwaukee such as Psychology, Statistics, Urban Studies, Health Sciences, and Nursing.

Use of Technology/Distance Education

Technology will be utilized on an as-appropriate basis throughout the program both in the instructional setting and in support of doctoral research. Some courses may be taught as distance education courses with other campuses in order to maximize the use of teaching resources and capitalize on unique training opportunities. Faculty teaching courses in the proposed program will utilize web-based tools to the maximum extent possible. Almost all library catalogs and journal abstract services will be available from computers in the students' offices, and most are accessible from home computers as well.

Academic and Career Advising

Each student will be assigned an initial faculty advisor to assist the student in making decisions about his/her program of study. As students work with faculty during their two years of coursework, students will select their own advisor and, in consultation with the advisor, compose a committee for the qualifying exercise and dissertation. The Ph.D. Program Committee will assign initial advisors and monitor the quality of advising.

The School employs a grants coordinator who works with faculty on funding opportunities and will be available to doctoral students to assist with locating research funding as needed. Information on available faculty positions and post-doctoral opportunities will be forwarded to students periodically, and the program will host "brown bag" sessions concerning job-seeking, resume-building, and other career mentoring topics. In addition, students will be encouraged to attend the Annual Program Meeting (APM) of the Council on Social Work Education, and the annual meeting of the Society for Social Work Research (SSWR).

Projected Enrollment (5 years)

Year	Implementation year	2 nd year	3 rd year	4 th year	5 th year
New students admitted	4	4	4	6	6
Continuing students	0	4	8	8	10
Total enrollment	4	8	12	14	16
Graduating students	0	0	0	3	4

Assessment and Program Evaluation

The program evaluation process is designed to review how well the program has met the specific competencies listed under Program Goals and Objectives. Direct measures used to assess these competencies will include review by the Ph.D. program committee of the qualifying examinations, dissertation proposal, and dissertations. Indirect measures will include review of data on student inquiries, admission and graduation rates; tracking the research productivity, such as grant activity and scholarship, of faculty and students; student evaluations of courses; and program evaluation by alumni of the program. Assessment of the recruitment, admissions

and graduation data will inform and assist the marketing process. Information from course level evaluations and other student feedback will be used to address curricular matters, program administration issues and other expressed concerns of the students. Alumni and faculty evaluations will be used to ensure that the program-level issues are resolved and to keep the program current and relevant.

Evaluation from External Reviewers

The proposal was evaluated by two nationally respected scholars. Both reviewers strongly endorsed the proposed program. One reviewer stated, “The Program described in the proposal is very well conceptualized. Clearly, there is a need for this Program and the Department of Social Work has the capacity to support it.” The other reviewer stated, “On the basis of the faculty, university resources, and proposed program, I would judge the University of Wisconsin-Milwaukee Ph.D. program to be excellent.” The reviewers’ suggestions relating to faculty workload and student recruitment were well received and the proposal has been modified to incorporate some of their specific suggestions.

Resource Needs

No new resources are needed for this program. Existing resources (current GPR and extramural funding) in the Helen Bader School of Social Welfare will support the infrastructure and basic operating expenses associated with the proposed program. Support for a half-time classified staff person and graduate assistantships will be made through reallocation within the School and through extramural funding. Additional resources will be generated after the program is implemented in the form of tuition revenues and enhanced research funding opportunities.

RECOMMENDATION

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

RELATED REGENT POLICIES

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

Estimated Total Costs and Resources

CURRENT COSTS	Year 1		Year 2		Year 3	
	FTE	Dollars	FTE	Dollars	FTE	Dollars
Personnel*						
Faculty/Instructional staff	3	236,654	3.5	287,140	3.5	298,625
Program coordinator salary and release time	0.3	32,000	0.3	33,280	0.3	34,611
Fringe @ 34%		91,342		108,943		113,300
Graduate assistants (.5 FTE each)	1	19,298	1	20,070	1	20,873
Fringe @		9,070		9,433		9,810
Tuition remission**		15,908		17,022		18,213
Non-Personnel						
Travel		1,000		1,000		1,000
Current Cost subtotal		405,272		476,888		496,432
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional staff		0		0	1	85,321
Fringe @ 34%		0		0		29,009
Graduate assistants (.5 FTE each)	1	19,298	2.5	50,175	4	83,491
Fringe @		9,070		23,582		39,241
Tuition remission**		15,908		42,554		72,852
Non-instructional academic/classified staff (USA-II)	0.5	14,000	0.5	14,560	0.5	15,142
Fringe @ 47%		6,580		6,843		7,117
Non-Personnel						
Supplies and equipment						
Furniture		0		5000		5000
Computers		0		5000		5000
Telephone		0		300		600
Advertising		12,000		7,500		7,500
Travel		2,000		3,500		5,000
Additional Cost subtotal		78,856		159,014		355,273
TOTAL COSTS		484,128		635,902		851,705
CURRENT RESOURCES						
GPR		405,272		476,888		496,432
Subtotal		405,272		476,888		496,432
ADDITIONAL RESOURCES						
GPR (through internal reallocation in HBSSW)		27,580		32,053		148,140
Gifts and Grants		51,276		126,961		207,133
Subtotal		78,856		159,014		355,273
TOTAL RESOURCES		484,128		635,902		851,705

*Assumes 4% annual salary increases

**Assumes 7% annual tuition increases

The University of Wisconsin-Milwaukee
Charter School Contract Extension
YMCA Youth Leadership Academy

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the YMCA Youth Leadership Academy, Inc. together with amendments to the contract, establishing a charter school known as the Young Leaders Academy.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
CONTRACT AMENDMENT WITH
YMCA YOUTH LEADERSHIP ACADEMY, 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 several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that the YMCA Youth Leadership Academy, Inc., be granted a four-year extension to its charter to operate an independent public school known as the Young Leaders Academy. The Young Leaders Academy is completing its fourth year of operation. The initial YMCA Youth Leadership Academy charter was approved by the Board of Regents in 2001.

REQUESTED ACTION

Approval of Resolution I.1.e., approving the extension of the charter school contract with the YMCA Youth Leadership Academy, Inc., to operate a public school known as the Young Leaders Academy.

BACKGROUND

UW-Milwaukee is authorized by Wis. Stat. 118.40 to charter K-12 schools within the city of Milwaukee. UW-Milwaukee is committed to chartering only those schools that have the potential to make a significant difference in the educational lives of urban students. To this end, the Office of Charter Schools (Office) has developed rigorous requirements that schools must meet in order to obtain and maintain a charter. 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.

The evaluation (accountability) process is based on continuous school improvement efforts. The focus is on results, not on procedures or organizational structure. The Educational Criteria for Performance Excellence of the Baldrige National Quality Program provides a framework for school improvement efforts and for performance evaluation. The Criteria are non-prescriptive and are organized around seven areas as follows: (1) leadership; (2) strategic planning; (3) student, stakeholder, and market focus; (4) information and analysis; (5) faculty and staff focus; (6) process management; and (7) organizational performance results. Performance results include: academic achievement; faithfulness to the charter; the focus on the mission and vision; student, parent, and employee satisfaction; fiscal stability; legal compliance; and organizational viability. Improvement actions are communicated through an Annual School Accountability Plan that sets forth improvement goals, key measures of success, approach (methodology), deployment (activities), and data collection requirements. The results of improvement efforts are communicated through an Annual School Accountability Progress Report.

Evaluation of charter schools occurs through monthly reviews, annual measurements, and summative evaluations. Monthly reviews focus on the general school climate, the leader's focus on improvement, progress on improvement goals, a review of key processes, data collection, and contract requirements. Annual evaluation measures include the school's accountability plan and report, the contract compliance record, ESEA Title I ("No Child Left Behind") results, student test results, and satisfaction surveys. The summative evaluation is conducted at the end of the third year of operation (first semester of the fourth year) and evaluates organizational result trends from all three years of operation. The monthly and annual evaluation efforts are conducted by the staff of the Office of Charter Schools. The summative evaluation is conducted by an Evaluation Committee composed of six members, appointed by the Charter School Advisory Committee.

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

The YMCA Youth Leadership Academy, Inc. (YMCA) was granted a charter to operate The Young Leaders Academy (YLA) in August of 2001. Following the approval of the charter, a school building was constructed at 1350 W. North Avenue and a leadership team hired to create the school organization, develop the curriculum, hire faculty and staff, and recruit students. YLA opened its doors in September of 2002. The Young Leaders Academy (YLA) serves a population of approximately 480 disadvantaged minority students coming primarily from the north-central and north-west portions of the city of Milwaukee.

The YLA mission is “to develop life-long learners who are prepared to contribute purposefully to society by fostering students’ development as independent thinkers, teaching students to solve problems both individually and collaboratively using teamwork and critical thinking skills, facilitating each student’s learning style, involving parents in their children’s education, and offering support systems to facilitate learning.” The YLA vision is to “become an effective community resource that will be a model school in Milwaukee for meeting the educational needs of kindergarten through 8th grade students with an innovative curriculum, strong community and parental involvement, and intensive teacher training.” The YLA holds a number of core values and principles which frame and inform the day-to-day operation of the school. “The program is based on the fundamental belief that every child has a birthright to a first-class education, which adds meaning, dignity and a sense of community. That birthright is delivered by combining the beneficial rigors of a classical education with the latest in technology and the best teaching and learning practices worldwide.” The school facilitates the learning process within an environment that encourages the development of a positive value system. The school nurtures the children in the development of leadership, life and social skills, preparing them to become informed responsible and productive world citizens. The YLA focus is on leadership development, high academic standards with no social promotion, student discipline, responsibility, respect for others, community involvement, multicultural learning, and extensive access to multimedia computer technology.

The YLA is governed by a twelve member School Board (Board) composed of representatives from the YMCA, prominent local business people, and university educators. The Board is led by Chairman Chuck Rhodes. During the development stage, the YMCA raised funds to build a YMCA Community Center to house an athletic facility complete with an African welt theme swimming pool, day care facility, and the Young Leaders Academy. The Board has established partnerships with several organizations to provide additional programming and assistance to students. The partnerships are as follows:

- Harley-Davison Corporation – “Harley Readers”
- HOSTS Program – Nationally recognized one-on-one reading enrichment program
- MPS Recreation Department – Competitive sports
- New Concept Development Organization – Social services
- Northwestern Mutual Company – Computer donations to YLA students and families
- University of Wisconsin-Whitewater – Field placement students
- YMCA of Metro Milwaukee – Swim classes, youth sports, student memberships

The YLA provides an extended day, year-round academic program. The school year is divided into trimesters with 169 days of actual instruction (not including conference days and other non-teaching student contact days). The student day is 7.5 hours long. This combines for a total of 1,267.5 annual instructional hours. Four-year old kindergarten students attend a half-day program. The five year old kindergarten provides a full day of instruction.

YLA is organized into a lower school (Grades K-3) and an upper school (Grades 4-8). The program emphasizes small classes, one-on-one tutoring, and the integration of technology into learning activities. Students are grouped based on academic and leadership ability. A gifted

and talented program is provided for students in grades three through five. Special education programming is provided according to legal requirements and the needs of students.

YLA's curriculum emphasizes leadership and social skills development through the "Leaders Come Alive Curriculum" which is based on two key beliefs about the power of learning and knowledge. The first belief states that human knowledge is most powerful when it is interdisciplinary. The second belief states that knowledge is essential to the vision of the Young Leaders Academy. Through effort and discipline students become members of the "Young Leaders Society." The status of a student within the "Society" is shown through the awarding of ties of various designs. Top student leaders become members of the "Trailblazer Society" which provides special recognition for their accomplishments. A quarterly honor roll recognizes students with grades "B" and above. The "Academic Calvary Club" recognizes students who score in the top ten and twenty percent nationally on designated tests. An extensive program of rewards and consequences emphasizes leadership, responsibility, and achievement. Auctions of items donated to the school are held twice a year to reward students for appropriate behavior and academic accomplishments. A student government program provides opportunities for students to become leaders and to provide input into the operation of the YLA.

The instructional program focuses on strong basic skills in the R's: Reading, wRiting, aRithmetic, Reasoning and Research. Direct instruction and reciprocal teaching are used to ensure skill development and understanding. Reading is taught through content-rich classic and multicultural literature in conjunction with explicit phonics instruction. Math follows the Saxon Mathematics series. The integrated social studies/humanities program, includes social science, literature, philosophy, drama, music, art, science, history, geography, and character development through the hands-on study of world culture. Spanish instruction is provided to all students beginning in kindergarten. Five laptop computers are provided for each classroom. A technology lab is provided to assist instruction in reading, language arts, and mathematics.

An extensive at-risk program provides after-school and summer tutorial programs for teacher-identified students. Evening and weekend sessions are offered for parents to provide them with a working knowledge of the school's educational program. The Parent Leadership Organization (PLO) provides a support network for parents. School-wide "performance evenings" provide eight opportunities for parents to see their children in action.

The leadership of the YLA has created a school with a strong, positive culture focused on appropriate behavior and academic success. Expectations are clear and are regularly reinforced. A program of student incentives rewards students who succeed academically, display good behavior, and show school leadership. Students are on task throughout the school day and display a desire to learn and live up to the YLA expectations.

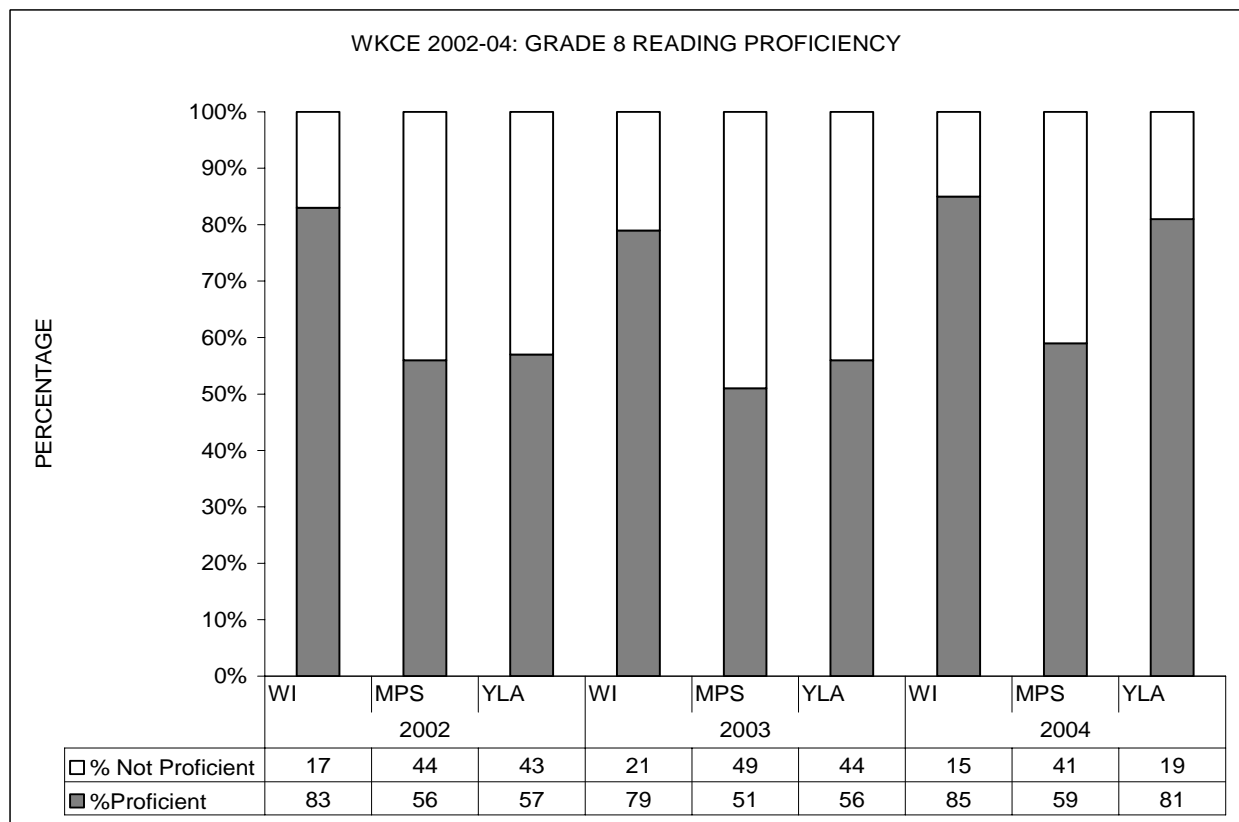
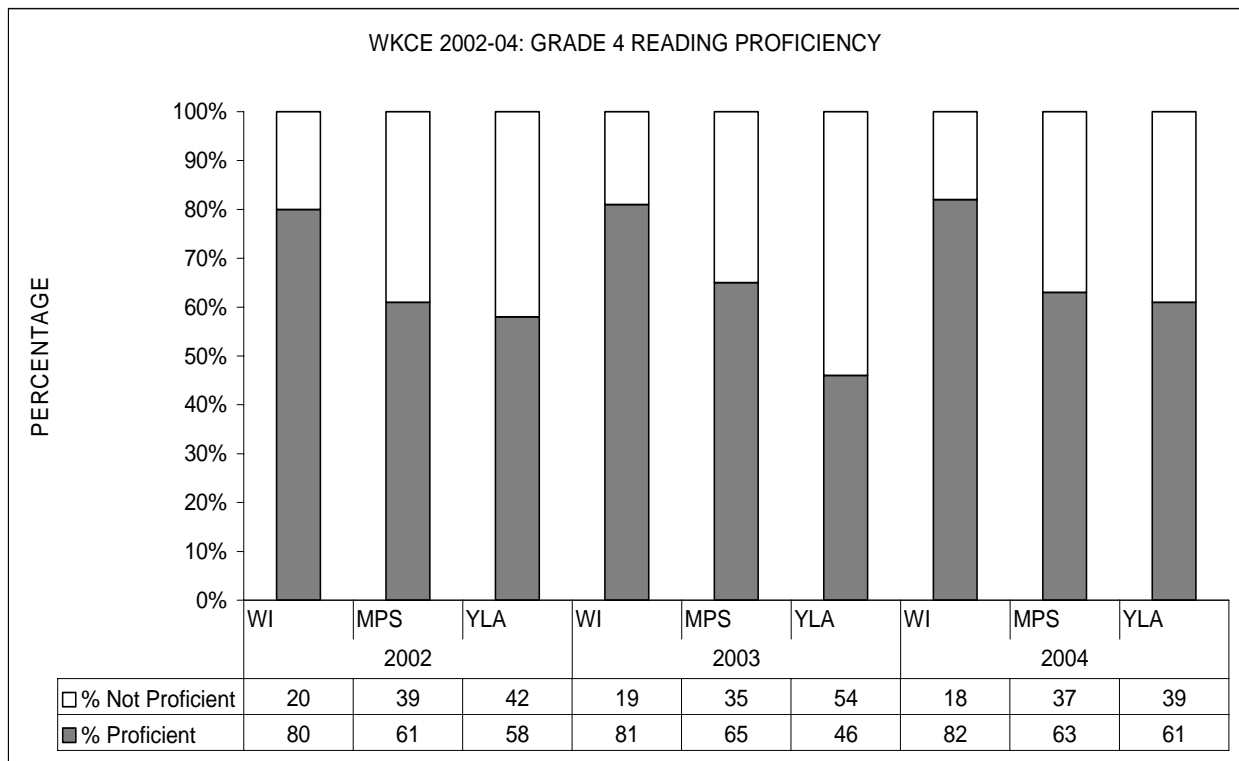
Students, faculty, and parents through interviews, and parents through surveys indicate that they are, overall, very pleased with the Young Leaders Academy. Student attendance is high and discipline problems manageable and improving. Students show pride in the work they are doing and in being a student at the YLA. Discipline problems occur primarily from classroom disruption rather than more serious problems.

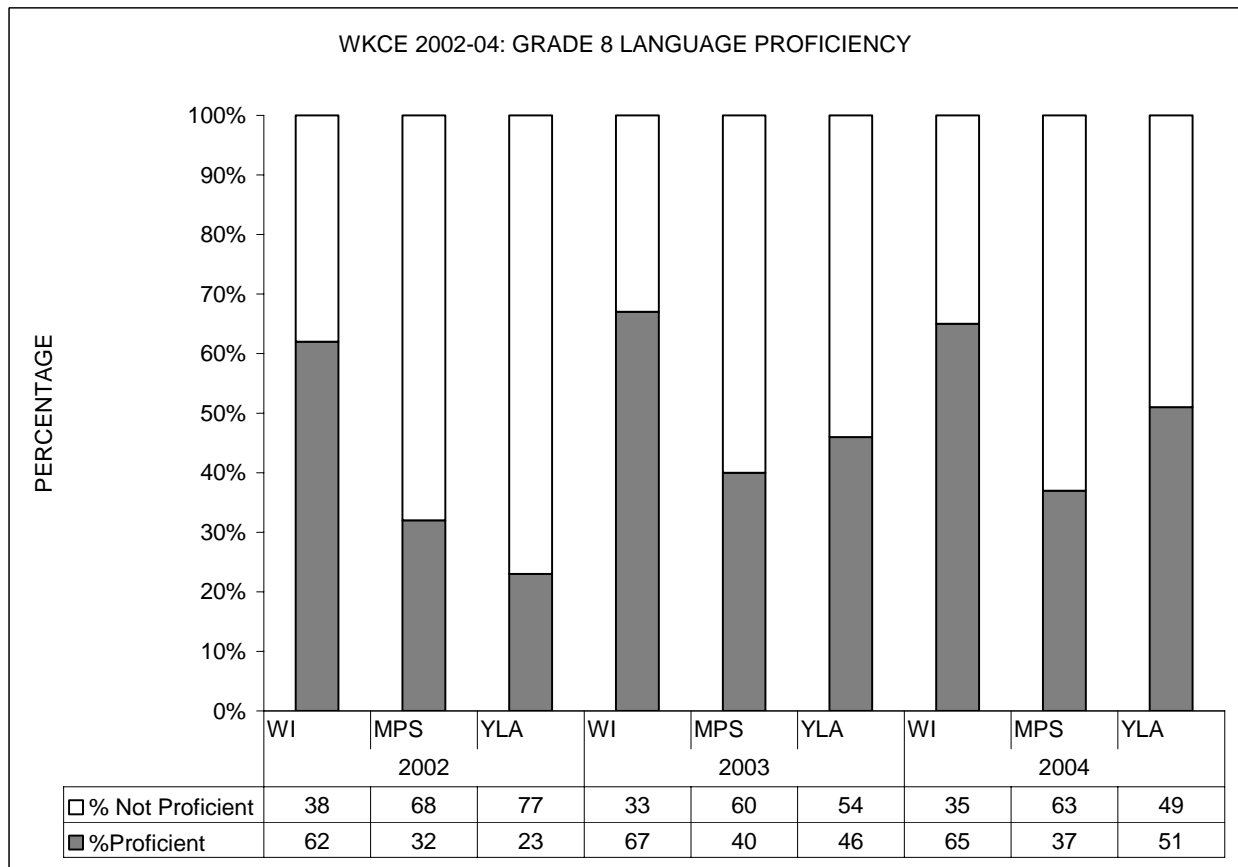
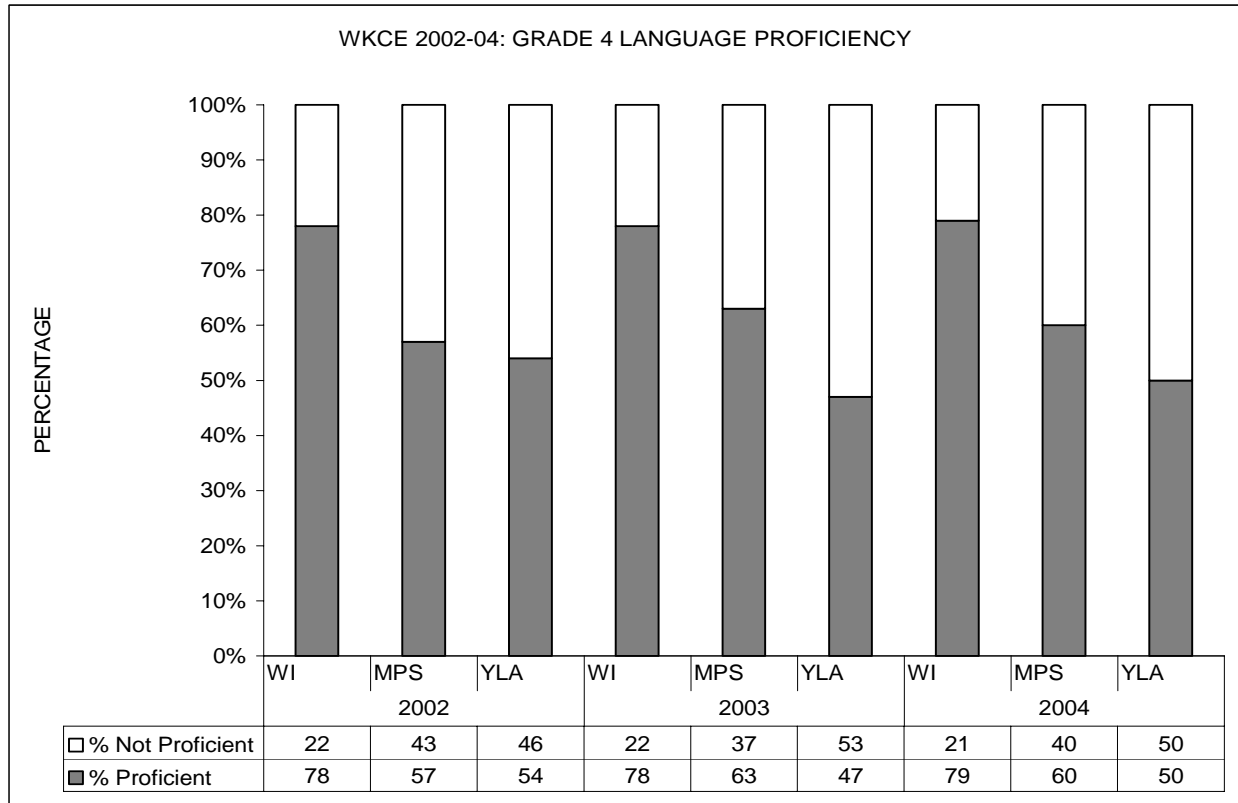
The school financial situation is strong. The partnership with the YMCA allows costs to be shared and provides financial backup as needed. Audit reports consistently indicate that sound financial practices are in place.

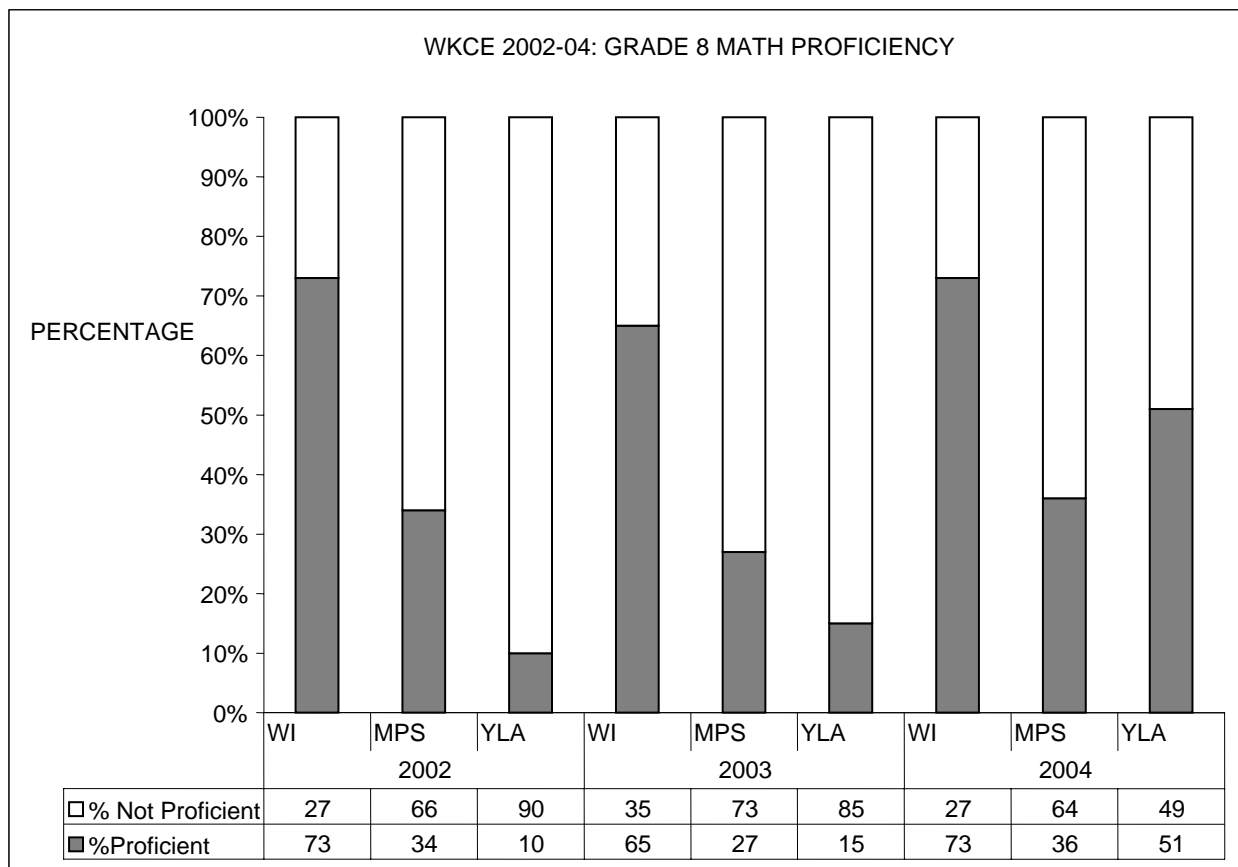
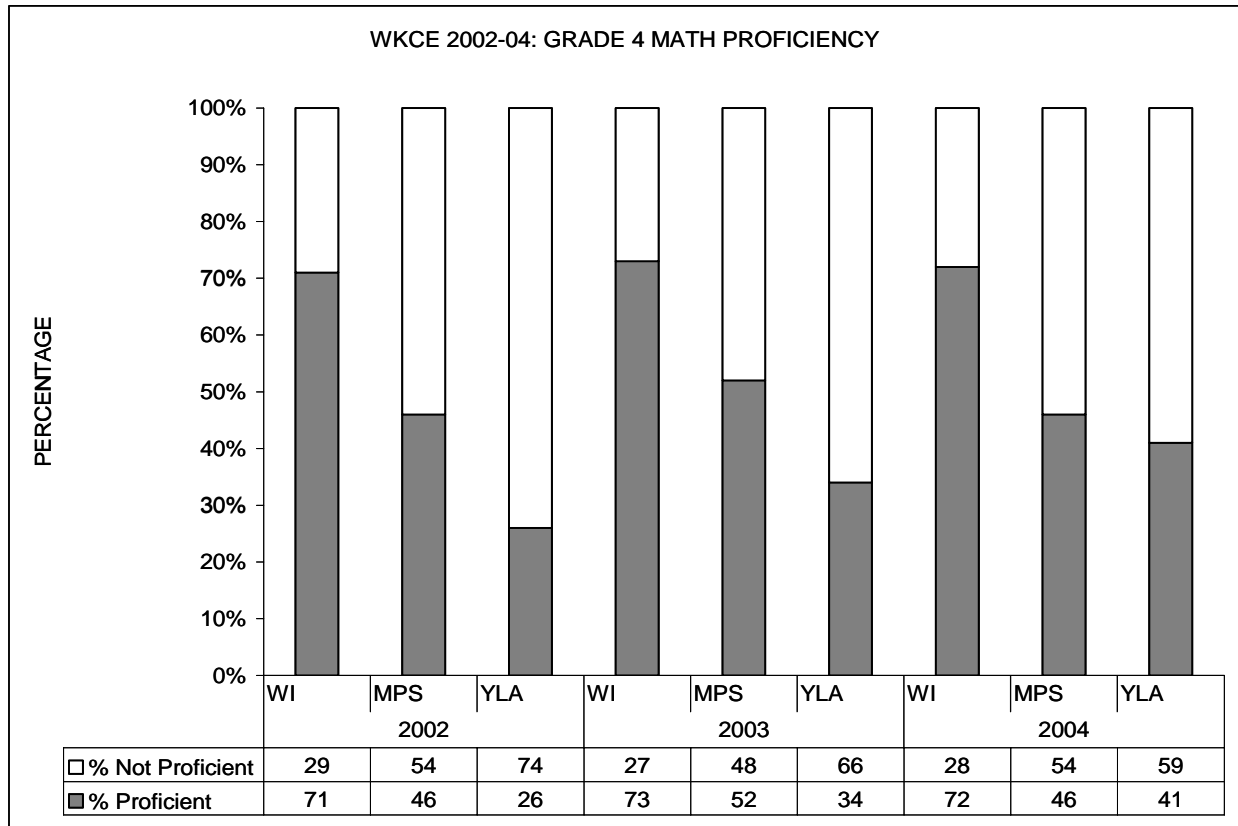
Student expectations are clear and faculty members extend themselves to address individual student needs. Faculty members are well trained and make effective use of training programs. The school culture focuses on individual accountability and academic focus on the part of students.

The governance and leadership of the YLA is strong and accountable. Overall the school organization has the capacity to maintain and improve student performance.

The YLA has worked to continually improve academic programming and instruction. Students often enroll in the YLA with significant educational delays. That the process of continual improvement has had positive results is shown by the following graphs, especially in the upper grades. These graphs depict proficiency classification rates of YLA students, in comparison to all students in the state of Wisconsin and in Milwaukee Public Schools (MPS). A noticeably lower percentage of eighth-grade students at YLA were classified as proficient in the subject areas of reading, mathematics, and language in the school's first year of operation, when compared to MPS district or the state of Wisconsin. However, by the school's third year of operation a noticeably higher percentage of eighth-grade students at YLA are classified as proficient in these subject areas, as compared to MPS and the state. While the proficiency classifications of fourth-grade students also show some improvement over time, in that the percentage of students classified as proficient appears to be increasing as the school matures, the gains are not as dramatic.







In addition to comparing proficiency classification rates of students at YLA to those at MPS and in the state, the average student achievement at YLA, as measured by the Terra Nova, was also compared to average performance in the nation. Within each cohort and academic area, an average scale score was calculated. These averages were calculated using all students that were tested each year, referred to as the *uncontrolled cohort*, as well as only those students that had been enrolled at YLA since the school began operation, referred to as the *controlled cohort*. While average scale scores obtained from the uncontrolled cohort may be affected by student mobility, average scale scores obtained from the controlled cohort control for any effect of student mobility and represent a more “purified” measure of the effect of YLA on student achievement gains. For both sets of YLA students, these average scale scores were compared to the average performance of students in the nation, referred to as the *norm group*, at each testing period.

The results indicated that regardless of grade level or subject area assessed, any observed difference between the controlled and uncontrolled cohorts were indicative of the controlled cohort outperforming the uncontrolled cohorts. Moreover, these differences seemed to be diminishing over time, another indication that the continual process of improvement implemented by YLA is working. In addition, the majority of graphical comparisons indicated that the YLA seems to be decreasing the achievement gap between the norm group and their students. Further analyses were conducted to determine whether there were statistically significant differences between the initial and final average achievement scores for the controlled cohort and those obtained from the norm group. These results are presented in Table 1. An “L” in the table indicates that the average scale score obtained from the controlled cohort was statistically lower than the average scale score obtained from the norm group. An “H” in the table indicates that the average scale score obtained from the controlled cohort was statistically higher than the average scale score obtained from the norm group. An “N” in the table indicates that the average scale scores for the two groups did not statistically differ. As the table indicates, the majority of comparisons were not found to be statistically significantly different from each other. Whenever statistical differences were obtained, they were indicative of the controlled cohort performing significantly worse than the norm group initially. However, these differences were consistently eradicated by the end of three years. These findings support the hypothesis that the YLA is successfully narrowing the achievement gap between their students and a nationally representative group of students from around the country.

Table 1

Statistical Comparisons of Average Scale Scores Obtained from Controlled Cohorts and Norm Groups

CONTENT AREA	COHORT	INITIAL MEAN	END MEAN
READING	2014	N	N
	2013	N	N
	2012	N	N
	2011	N	N
	2010	N	N
	2009	L	N
CONTENT AREA	COHORT	INITIAL MEAN	END MEAN
LANGUAGE	2014	N	N
	2013	N	N
	2012	N	N
	2011	N	N
	2010	N	N
	2009	N	N
CONTENT AREA	COHORT	INITIAL MEAN	END MEAN
MATH	2014	N	N
	2013	L	N
	2012	L	N
	2011	N	N
	2010	N	N
	2009	L	N

The YLA should increase academic rigor efforts in the primary grades to attempt to close the achievement gap earlier and extend the gains made at later grades. It was also noted that YLA achievement for controlled cohort groups drops between spring and fall testing. Given the fact that the YLA maintains a year-round program, the drop in test results should be closely examined. Finally, science achievement is of special concern. The curriculum and instructional methodology should be closely examined and action taken to improve results.

Based on the strong leadership, organizational capacity, and the academic achievement gains to date, it is recommended that the YMCA Youth Leadership Academy, Inc., charter to operate the Young Leaders Academy be extended for four (4) years.

ELEMENTS OF THE CONTRACT

The contract amendment negotiated with YMCA Youth Leadership Academy, Inc., meets all requirements of the UW-Milwaukee model charter school contract. YLA 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-Milwaukee 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.
(Section 5.3 modifies and clarifies performance evaluation criteria and establishes requirements for accountability reporting.)
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee’s oversight responsibilities.
(No substantive changes.)
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).
(Section 7.6 clarifies requirements for open meetings.)
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.
(No substantive changes.)
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).

(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).

CHARTER SCHOOL CONTRACT

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

AND

YMCA YOUTH LEADERSHIP ACADEMY, INC.

CHARTER SCHOOL CONTRACT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
(d/b/a the University of Wisconsin-Milwaukee)
AND
YMCA YOUTH LEADERSHIP ACADEMY, INC.

This Contract is made by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), located at P.O. Box 413, Milwaukee, WI 53201, and YMCA Youth Leadership Academy, Inc. (the "Grantee"), located at 1350 W. North Avenue, Milwaukee, 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-Milwaukee is authorized by s. 118.40(2r)(b), *Wisconsin Statutes*, to initiate and enter into a contract with an individual or group to operate a school as a charter school, subject to the approval of the Board of Regents of the University of Wisconsin System; and

Whereas, the Board of Regents of the University of Wisconsin System previously approved the Chancellor's grant of a charter to the Grantee; and

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

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

Whereas, the University of Wisconsin-Milwaukee has established the Office of Charter Schools to serve as the University's administrative unit to implement the provisions of 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-Milwaukee to grant charter school status to qualified non-profit organizations that can bring quality educational services to the children residing within the City of Milwaukee, pursuant to the provisions of s. 118.40, *Wisconsin Statutes*; and

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

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

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

NOW THEREFORE,

- A. As contemplated under 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-Milwaukee), hereby continues the existence by charter of the Charter School to be known as Young Leaders Academy; 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-Milwaukee), hereby enters into this Contract with YMCA Youth Leadership Academy, Inc. and thus hereby authorizes the Grantee to continue to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

ARTICLE ONE

DEFINITIONS

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

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.

- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.
- (5) “Charter School” and “School” mean a school to be known as Young Leaders Academy, 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” means the Milwaukee Public School District, which is a First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Grantee” means YMCA Youth Leadership Academy, Inc., a nonprofit, nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (10) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee, through their designated representatives.
- (11) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.
- (12) “School Board” means the Board of Directors of YMCA Youth Leadership Academy, Inc.
- (13) “YMCA” means the Young Men’s Christian Association of Metropolitan Milwaukee, 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 has established and is seeking continue operation of the Charter School:

 YMCA YOUTH LEADERSHIP ACADEMY, INC. (Grantee).
- (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:
 - (a) The principal, serving at the direction of the Board of Directors as more fully set forth in Section 3.1(6) below, shall be in charge of the academic programs of the Charter School. The current principal of the Charter School is Ronn Johnson.
 - (b) All teachers and other academic personnel will report to the principal.

- (c) Non-academic administrative services will be provided by the YMCA pursuant to an Administrative Services Agreement in a form substantially similar to that attached hereto as Appendix A
 - (d) In the event there is a change in the Principal 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.
- (3) A description of the educational program of the School:
- The educational focus and vision of the school is to provide students with a K4 through 8 program that combines a leadership development curriculum with the rigors of a classical education, instills meaning to students' lives and their relationship to the world, and incorporates technology. Key features of the educational program will be:
- (a) An academically rigorous curriculum;
 - (b) "Hands-on" learning opportunities;
 - (c) Use of computer technology and adaptive software to customize learning plans;
 - (d) Use of creative learning activities that are compatible with individual student's learning styles;
 - (e) Use of varied assessments to enable students to demonstrate their understanding of concepts and skills;
 - (f) Provision of a personalized learning plan for each student;
 - (g) Incorporation of a high-quality full-day Kindergarten program for five-year-olds and a half-day Kindergarten program for four year olds;
 - (h) Provision of before and after school tutorials as deemed necessary for student achievement;
 - (i) Incorporation of a longer school day and school year than is typically provided in Wisconsin public schools;
 - (j) Incorporation of character education and leadership skills into the curriculum.

- (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, is as described within the curriculum plan attached as Appendix B.
- (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 Board of Directors of the Charter School is currently comprised of twelve (12) members. The Board of Directors will be comprised of at least seven (7) members. Directors are selected by the YMCA, as the sole member of the Charter School. Currently two (2) directors are parents of children enrolled in the Charter School. It is the policy of the YMCA that at least one (1) director will be a parent of a child enrolled in the Charter School. Each director holds office for a term of three (3) years. Directors serve rotating terms such that approximately one-third (1/3) of the directors are elected each year. To effectuate this rotation, Directors are divided into three (3) classes. There is no difference in the rights and obligations among the various classes of directors other than the staggering of terms of office. The Board of Directors of the Charter School is responsible for the overall management of the business and affairs of the Charter School, including reviewing and approving financial and educational policies of the Charter School. The Charter School has and will continue to engage the YMCA to provide administrative services related to operation of the Charter School.

- (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:

(a) The Charter School will provide for on site security personnel as the Charter School deems reasonably required.

(b) The Charter School may, within its discretion, install video cameras in classrooms and common areas to monitor security.

(c) The Charter School will adopt a comprehensive code of conduct delineating the rights and responsibilities of all the members of the school community. The code of student conduct will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, stating that the parent understands the Code of Student Conduct, including the consequences of unacceptable behavior by the student. The acknowledgement page will also state that the parent has reviewed and explained the Code of Student Conduct with the student, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

(d) 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 be open to all students in the City of Milwaukee and provide equal access as set forth more fully in Section 3.1(10) below. The Charter School will promote the school throughout Milwaukee by mass media, direct marketing and enrollment information meetings. The Charter School will hold open houses for prospective students, parents and community supporters in Milwaukee. Meetings will be held throughout the city in local community centers, public auditoriums, hotel conference rooms and other appropriate venues in order to attract a cross-section of students.

(10) The requirements for admission to the School:

The Charter School will provide equal and bias-free access for all students to the School's facilities, programs, activities and services. The Charter School will be

open to all students in the City of Milwaukee and will encourage all parents residing in Milwaukee to consider enrolling their children in the School. Any Milwaukee child who is qualified under the laws of Wisconsin for admission to a public school is qualified for admission to Young Leaders Academy, regardless of race, national origin, sexual orientation, gender, religion, English Proficiency, socio-economic status or disability. If at anytime there are more student applications than space available at the Charter School, a lottery will be utilized for admission purposes. Lottery practices will include the following:

- (a) When one child from a family is admitted, the remaining children from that family will also be admitted.
- (b) A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become subsequently available during the school year.

If a selected applicant fails to enroll by the deadline published, the wait-listed applicants will be selected in sequential order and given the opportunity to enroll. The waiting list will be maintained from the close of the recruitment period and first random selection process to the close of the subsequent school year.

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case the Grantee agrees to hold such lottery 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 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 and shall include a list of the revenue and expenditures in each of the following categories and subcategories:

- (a) Total Revenue
 - (1) State aid
 - (2) Federal aid
 - (3) Other, including any donations from YMCA or other parties.
- (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, including any expenditure(s) by the YMCA on behalf of the School that are not otherwise captured above.
- (12) The procedures for disciplining students:
 - (a) The Charter School will implement a disciplinary procedure substantially in the form as attached hereto as Appendix C.
 - (b) 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 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
-----------------	-------------

The "Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee" 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, Enderis Hall Room 582, P.O. Box 413, Milwaukee, WI 53201. 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 D. 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.

To the extent that the No Child Left Behind Act of 2001 (the "NCLB") is applicable to the Charter School, the Grantee agrees that the Grantee will comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the NCLB or its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if 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 has been created and shall be 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 also maintain its tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

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

Section 4.9 Inspection of Charter School Facilities. 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.
- 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 auditor's management letters, any exceptions noted by the auditors, and a report of the Charter School's revenues and expenditures in each of the categories and subcategories listed in Section 3.1(11), 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. This requirement shall not apply to applications for grants made by or on behalf of the YMCA, which may from time to time utilize such funds in support of Charter School operations.
- 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.

- (4) The Chancellor acknowledges that he has previously received, reviewed and approved of the YMCA Administrative Services Agreement attached hereto as Exhibit A.

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, 2007. 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 thereto. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the term of this 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. By the later of August 1 of each school year or ten (10) days following the date on which the Grantee receives written Wisconsin Knowledge Concepts Exam (“WKCE”) results for the most recently completed 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. The Grantee may amend its accountability plan, as appropriate, if the NCLB results are not available when it submits the plan.
- (d) Annual School Accountability Progress Report. By the later of July 1 of each school year or ten (10) days following the date on which the Grantee receives written WKCE results for the most recently completed 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. The Grantee may amend its progress report, as appropriate, if the NCLB results are not available when it submits the report.

ARTICLE SIX

NOTICES, REPORTS AND INSPECTIONS

- Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 30 immediately preceding the beginning of each such academic year.
- Section 6.2 Other Notices.
- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School Board of Directors.
 - (2) Governmental Agencies. 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 Office acknowledges the Grantee's compliance with all previously imposed requirements relative to initial school opening.

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. As contemplated by the assessment protocols set forth in Appendix E, 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 materially 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.*; or

- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 9.2 Procedures for the University's Revocation.

- (1) Emergency Termination or Suspension Pending Investigation. If the Chancellor determines that any of the Events of Default set forth in Section 9.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the University shall provide 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.
 - (a) Ongoing Day to Day Operations. 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 funds to the Department.
 - (b) Pre-July 1, 2007 Property or Equipment. Following any disposition required by state or federal law, and following the satisfaction of creditors,

the trustee shall distribute any property and equipment purchased prior to July 1, 2007 to the YMCA provided that (i) the YMCA has maintained its status as a tax exempt organization under section 501(c)(3) of the Internal Revenue Code, (ii) such property or equipment is designated for use in YMCA's educational programs, and (iii) such distribution is not prohibited by state or federal law. If the YMCA fails to satisfy the above requirements the property described in this paragraph shall be distributed as set forth in subparagraph (c) below.

- (c) Post-July 1, 2007 Property or Equipment. 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 on or after July 1, 2007. Following any disposition required by state or federal law, the satisfaction of the creditors, and the distribution described in subparagraph (b) above, the trustee shall distribute any remaining property and equipment purchased with state or federal funds to another University-chartered Charter School. To the extent such property or equipment was purchased in part, rather than in whole, with state or federal funds, the trustee shall distribute a pro rata share of such property or equipment to the other University-chartered charter school, with the remaining share distributed to the YMCA, or if such property or equipment is not capable of division, the trustee shall distribute it in its entirety to another University-chartered charter school. The provisions of this subparagraph (c) shall lapse in the event that the University does not have any charter agreements in effect as of the date charter school operations under this Agreement cease. In such an event, the assets distributed pursuant to this subparagraph (c) shall be distributed as though they were Pre-July 1, 2007 assets under subparagraph (b).

ARTICLE TEN

TERMINATION BY THE GRANTEE

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

- (1) The Charter School has insufficient enrollment to successfully operate a public school;
- (2) 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(1).

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, 2007 and continue for a period of four years. At the end of the second full academic year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least 3 months prior to the beginning of the review. The University shall complete the review and shall issue a written report by the end of the third full school year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with 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: YMCA Administrative Services Agreement.
Appendix B: Charter School Curriculum
Appendix C: Disciplinary Procedures
Appendix D: Part 4.D of the UW System Risk Management Manual, Vendor Certificates of Interest
Appendix E: Statement of Anticipated Performance Measurers and Required Reports
- 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: YMCA Youth Leadership Academy, Inc.

Attn: Ronn Johnson, Principal
1350 W. North Avenue Street
Milwaukee, WI

with a copy to: Mr. Kent Johnson
YMCA of Metropolitan Milwaukee, Inc.
161 West Wisconsin Avenue, Suite 4000,
Milwaukee, WI 53203

Attorney Ann M. Rieger
Davis & Kuelthau s.c.
111 E. Kilbourn Avenue, Suite 1400
Milwaukee, WI 53202

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

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

Name

President
Title

Chancellor
Title

Date

Date

APPENDIX A

ADMINISTRATIVE SERVICES AGREEMENT

SEE ATTACHED COPY OF SIGNED AGREEMENT

APPENDIX B

Curriculum for Charter School

YMCA Youth Leadership Academy, Inc. will utilize Science Anytime published by Harcourt Brace and Open Court Reading, Phonics, Language Arts, and SRA Mathematics curriculum published by SRA/McGraw-Hill. The following is an outline of the education program and curriculum. Please note that students with special education needs will be serviced at their instructional levels based on individual goals determined by a team of staff who are directly related to the education of that particular student. All curricular goals will be met in the regular classroom when possible. When this is not possible, students will be pulled into smaller groups to address their academic deficits. For reading, writing and phonics instruction the SRA Direct Instruction curriculum will be used. Mathematics will be addressed through the above mentioned Mathematics program using the interventions strand designated for special populations.

Reading: YMCA Youth Leadership Academy, Inc. will teach content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn. The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, YMCA Youth Leadership Academy, Inc. students will use a research-based spelling program that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The spelling program will develop phonetic awareness and will feature a CD-ROM extension to engage students further in spelling and proofreading practice.

The literature program will use the Socratic method as well as the multicultural reading selections that will be compatible with the afternoon social studies/humanities program. Both the reading program in the morning session and the humanities program in the afternoon will employ an integrated interpretive reading and discussion program that will cover all disciplines across the curriculum. Interpretive activities will enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the literature curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. Literary selections will often tie-in with the historical period featured in the afternoon program.

Phonics: YMCA Youth Leadership Academy, Inc. will use a highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As YMCA Youth Leadership Academy, Inc. students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. YMCA Youth Leadership Academy, Inc. is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Foreign language instruction at all levels will further enable students to understand parts of speech and other linguistic principles.

Writing: Students will write for a variety of purposes and projects. Some are daily assignments such as in journals; some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments will be longer term and will be assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments will be either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Narrative material will be organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students will use elements of style unique to each genre as models for their own writing.

Mathematics: YMCA Youth Leadership Academy, Inc. will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. We plan to use SRA/McGraw-Hill *SRA Math*, a highly regarded program. A recent review of SRA Math by Mathematically Correct gave it the highest overall rating for elementary programs. The rich and varied applications of math are integrated into the leadership curriculum in the afternoon session for additional practice and application. Through Science ("Tools, Technology, and Innovations") units under each of the eight Human Eras and in measuring, counting and "marketplace" activities, the leadership curriculum reinforces math skills cultivated in the traditional morning session. Moreover, by studying the lives of great thinkers in the history of ideas, students encounter the intellectual contributions of prominent mathematicians and apply their theories to concrete mathematical activities.

Science: YMCA Youth Leadership Academy, Inc.'s science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students will wonder, then plan how they will find answers to their questions. This will lead to conducting investigations, which may take form as

activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries. We plan to use Harcourt Brace *Science Anytime* for our science texts and hands-on kits. The lessons also situate the scientific breakthroughs in historical perspective, making this science program a wonderful complement to the leadership curriculum.

Rather than rely exclusively on textbooks and classroom activities, YMCA Youth Leadership Academy, Inc. will offer special field trips and nature studies. The Charter School students will be able to visit museums, conduct field research and visit research facilities. Working with naturalists and researchers will enhance the students' appreciation and respect for our ecosystem.

The curriculum of the Academy of Youth Leadership will be based on two key beliefs about the power of learning and knowledge. The first belief states that human knowledge is most powerful when it is interdisciplinary. The second belief is that knowledge has at its key purpose improving the human condition. In addition to dedication to learning, commitment to commit to these two beliefs will enable the Charter School to:

- √ Develop leaders who have strong problem posing, solving, questioning and reasoning abilities.
- √ Support higher-order thinking abilities
- √ Target and nurture creativity
- √ Engage, active and participatory students
- √ Provide students with choices and voices in their learning
- √ Assist students in thinking about the world and their roles in it
- √ Assure students use the numerous intelligences that they are developing

The Charter School will focus on leadership. Specifically, the Charter School will be committed to:

- Leadership development
- High academic standards
- Self-discipline
- Responsibility
- Respect for others
- Community involvement
- Multicultural learning

The leadership curriculum is predicated on the idea that the students must be prepared to live, function, and achieve in a pluralistic practice of democracy. As a result, the above interconnection between an interdisciplinary curriculum and a leadership curriculum is paramount. So, rather than teach discrete, narrow views of knowledge the content core will be based on seven significant components of human life.

Life Components

Cultural Life
Political Life
Economic Life
Social Life
Artistic Life
Technological Life
Environmental Life

These seven areas should not be interpreted as based in any one discipline or based on a traditional chronological approach used in social studies. Rather these seven elements of life will be examined through an integrated approach. The key contribution of this approach is that it is true to the interdisciplinary approach because students are constantly posing questions about connections and relationships rather than fragments.

Teachers and students will engage in regular examinations of such questions as:

1. How do these elements of life shape us as individuals and as groups?
2. How do we shape these elements of life?
3. How do they change over time?
4. How have they remained constant over time?
5. How are they alike for some groups?
6. How are they different across groups?
7. Are certain groups advantaged by these?
8. Are certain groups disadvantaged by them?
9. How can we imagine them being different?
10. What types of leaders are needed?

Thus questions are constantly examined within and across the content areas. To do so requires content knowledge of all of the disciplines, connections to the community, and strong research skills. Clearly, the aim is not to only understand what is, but to also imagine what could be. Leadership is predicated on both.

Cultural Life. The curriculum will engage students in understanding the knowledge, beliefs, values, customs, morals and language required to participate in various groups. As they apply the 10 questions, they will understand how cultures are dynamic, complex and in flux. They will be able to situate themselves in various cultural groups and appreciate others.

Political Life. The curriculum will enable students to understand the role of politics in the human experience historically and in contemporary times. They will examine various governing structures that operate at both formal and informal levels. They will pose the above questions to various institutions of political life and begin to imagine new forms of politics.

Economic Life. The curriculum will enable students to examine economic activities and how they relate to the sustainability of individuals and groups. They will explore how economic life shapes quality of life and relationships across groups. As they interrogate the above 10 questions, they will inquire about negative and positive effects of economic practices and systems.

Social Life. The curriculum will engage students in exploring the immeasurable role of families on us. In addition, they will examine various social stratifications, structures, and institutions. While applying the 10 questions they will be able to inquire into the strengths and challenges to these structures and systems.

Artistic Life. The curriculum will help students to explore various forms of human expression and creativity. They will question how such a human core can become commodified and how various levels of status get associated with artistic life.

Technological Life. The curriculum will both teach about the role of technology in societies over time and critique its role in their development. As they apply the ten questions of study, they will juxtapose technology to people, the environment, and their futures.

Environmental Life. The curriculum will connect students to their natural world, its relationship to them, and their responsibilities to it. They will question historical and contemporary relationships of humans to the environment to develop future goals for sustaining both.

Intersecting with these seven elements are questions of leadership. The curriculum will require that students study leaders within these seven areas. In addition they will complete comparative studies across leaders to determine the characteristics of leaders, their values, their actions, and their achievements. They will also examine what leadership skills and knowledge they need to become leaders in these various elements of life. They will be required to identify what their gifts are and what contributions they can make now and in the future as leaders.

PRACTICAL APPLICATION: “Leaders Come Alive”

The seven themes will come alive in the most practical sense as the curriculum is delivered through an hands-on approach that teaches leadership through role-playing leadership roles. All students will be given the opportunity to assume the roles of

various leaders as the central theme of the school's leadership focus is defined on a three year rotating basis. The three leadership themes for the school are:

- Corporate/ Economic Leadership
- Political Leadership, and
- World Leadership

As these themes are defined and developed throughout the school from kindergarten – eighth grade, leadership opportunities will naturally emerge through design and through the natural creativity of the staff and students. For example, during the Corporate/ Economic Leadership year classrooms might function as businesses and corporations – possibly modeled after or adopted and sponsored by local companies. Students would then structure the company with, team leaders, officers (president, VP etc), and develop a board of directors composed of students/ staff from other rooms as well. The opportunity to form a school-based “Wisconsin Electric/Gas” for instance would require students understanding how to charge other customers (classrooms through-out the building), thereby require excellent mathematical, writing, communication and computer skills. This hands-on method then empowers the classroom teacher like never before as he/she is viewed as an ally/ trainer/ coach/ mentor vs. information distributor/assessor. The most undesirable state for a classroom would be to have another classroom engage them in a “corporate-takeover” due to customer/board dissatisfaction.

The Political Leadership theme is intended to allow students the opportunity to study and live government. Beginning at the city level, elections would be held for local aldermen and move through county and state levels ultimately ending with a national political network being developed with a US president – offering unimaginable opportunities such as possibly our first female president. The World Leadership theme would allow each classroom to become a different country from throughout the world. These countries would then become immersed in the study of their own political system, economic systems, major imports and exports, embargos, culture, language, food, music etc. Ideally a school-based “United Nations” would be formed that would allow valuable exchange of viewpoints and ideas. In both these two themes, students would be involved in creating laws, making major political decisions that would parallel events that are occurring in the world as they live.

The Motivational Factor

The underpinning of the entire Leaders Come Alive Curriculum is a school economy that would allow students the opportunity to create their own personal wealth through their participation in all aspects of school life. Students will be compensated and rewarded by earning the “qualifications” to become eligible for various jobs and leadership roles that would bring them salaries vs. wages. Students will learn to invest their money by establishing a banking system, brokerage firms, a stock market and other trademark entities in a capitalist society. Students will be allowed to use

their personal earnings to purchase privileges throughout the school, purchase incentive items, prime classroom space, desks and other items as defined by the creativity of the staff and/or the desire of the students. Personal earnings will carry over from year to year inducing the will to continuously achieve and experience authority, esteem and economic stability.

The seven themes of: Cultural Life, Political Life, Economic Life, Social Life, Artistic Life, Technological Life and Environmental Life are evident in the Leaders Come Alive component of the curriculum.

Relationship of Curriculum to School Mission

The following chart provides an analysis of the relationship of the curriculum to the Academy's goals, outcomes and foci.

Curriculum ↔ Vision Analysis

Vision/Aims	5 Goals	Outcomes	Educ. Foci	School Foci	Curriculum
Independent thinkers	√				√
Solve problems, reasoning, research	√		√		√
Learning styles	√		√		√
Parent involvement	√				√
Support systems	√				√
Leadership		√	√	√	√
Decision making, responsibility		√		√	√
Appreciate diversity, respect others		√		√	√
Develop lifelong interests		√			√
Self-expression		√			√
Work individually & in teams		√			√
Self-determination		√			√
Self-realization		√			√
Self-esteem		√			√
Community involvement, connect to world		√	√	√	√
High academic standards, classical education			√	√	√
Self-discipline, self-direction, personal initiative				√	√
Technology				√	√
Quest to know and inquire					√

The YMCA Youth Leadership Academy, Inc. will infuse the basic tenants of its original "Bridges Curriculum" to nurture the development of social skill in all

students. Based on a skill asset model, the curriculum is designed to introduce specific skills at developmentally appropriate levels, and to reintroduce the same skills continuously while adding new skills over a six level (one level per year) curriculum span -- thus creating the “bridge”. Utilizing the Social Skills Curriculum model designed by the nationally renown Boys Town, USA, the Academy will integrated the 180 social skills outlined through their experience into the existing seven competencies: Leadership Development, Personal Accountability, Personal Identity, Social Interaction, Academic Empowerment, Effective Communication and Support Network Development.

In addition to mastering the social skills, the members must also complete various other requirements at each level with increased expectations as they move “across the bridge”. These requirements include: memorizing and reciting various Academy doctrines for individual video taping sessions (the tapes are kept in a video library), community service, corporate and factory tours, college campus tours, and team building activities. The students must also meet attendance and academic standards. All students will be supported by full time Academy Advisors, community volunteers or mentors. Finally, the students are required to obtain letters of recommendation from parents; individuals in their communities and the school who will attest to the fact that the skills being taught within the Academy are being applied in their real world settings.

The instructional information for each member is bound in a “Bridges Curriculum” workbook that will be managed by the classroom teachers. The workbook requires that each member write his/her own “understanding” of each skill that is taught, followed by his testament as to how he/she has applied the skill in his daily life following direct instruction.

The students will be assessed informally each week, as they are required to summarize the skill that they have learned through a large group presentation. A formal individual assessment of each member will also conducted at the completion of each semester.

APPENDIX C

Student Discipline Rules and Procedures

1. Definition of Discipline

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of 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.

YMCA Youth Leadership Academy, Inc., as in the community at large, will establish rules and procedures to guide students through constructive growth and into mature adulthood. Parents, teachers, and others responsible for the welfare and education of these students cooperate to interpret and enforce these rules.

2. Behaviors Warranting Disciplinary Action

It is neither possible nor necessary to specify every type of improper behavior or every inappropriate circumstance that may subject a student to disciplinary action, including suspension and expulsion, under these rules and procedures. However, students engaging in the following behavior may be subject to discipline, up to and including suspension and expulsion. (This list is provided as a guideline. It is not an all-inclusive list of behaviors that may subject a student to disciplinary action.)

- Absenteeism (including cutting of class), unexcused or excessive;
- Alcoholic beverages, possession, delivery, use or being under the influence of;
- Arson or attempted arson;
- Assault or attempted assault;
- Beeper and/or other telecommunications devices, possession of, except as considered necessary by the Executive Principal;
- Cheating and/or plagiarism;
- Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, look-alike weapons, ammunition, etc., possession of;
- Defacing or destruction of school property or property of another (includes writing on walls, etc.);
- Defiance or disrespect of a teacher or other staff member, manifest in words, gestures or other overt behavior;
- Detention, failure to report to;
- Detention, refusal of;
- Dice shooting (whether or not gambling);
- Disruption of class, study or instruction;
- Dress guidelines, violation of;

- Drugs and controlled substances, possession, use, distribution, or being under the influence of;
- Extortion or attempted extortion, harassment, or intimidation;
- Failure to follow directives of teacher or staff including, but not limited to failure to report to office as directed;
- Fighting;
- Fireworks, stink bombs, or other explosives, possession, distribution, use, or lighting of;
- Forgery of notes or passes, etc.;
- Gambling or present at scene of gambling;
- Inappropriate physical contact intended or likely to hurt, distract or annoy others such as pinching, grabbing, biting, kicking, hitting, pushing and shoving;
- Leaving class without teacher's permission;
- Leaving school ground without proper authorization;
- Loitering on school property, including halls and classrooms;
- Loitering in vehicles, in parking lots, or on streets adjacent to school grounds;
- Lying/falsehood;
- Misuse of school property or property of others;
- Molesting others;
- Obscene language or gestures, use of;
- Obscene writing, pictures or articles, or possession of;
- Participating in and/or instigating a riot;
- Presentation of forged notes or passes;
- Profane language, use of;
- Refusal to follow directions of teacher or other staff member;
- Refusal to identify self properly;
- Removal of food from cafeteria without permission;
- Rude behavior to others;
- Sexual harassment;
- Sleeping in class;
- Tardiness, unexcused or excessive;
- Tobacco products, possession or use of;
- Trespassing while suspended or expelled;
- Theft or attempted theft of school property or the property of others under the jurisdiction of the school;
- Threatening bodily harm or property damage;
- Threatening language or gestures, use of;
- Truancy from school;
- Unauthorized entry into restricted areas;
- Violence, acts of;
- Walkouts;
- Any violation of this code, policies of the Board of Directors, or local, state or federal law;
- Any other conduct considered by the Executive Principal to be disruptive, disrespectful or disobedient.

In cases involving the following types of behavior, discipline referrals must be made immediately to the Executive Principal:

- Fighting;
- Abusive language directed toward a teacher or another student;
- Student actions that disrupt the class to the extent that the teacher's authority is being challenged or the teacher is unable to teach effectively;
- Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;
- Other criminal acts in violation of local, state, or federal laws.

The Executive Principal is expected to recommend expulsion and prosecution for the following first-time offenses occurring on school property, at school-sponsored activities, or for school-related reasons:

- Conduct by the student while at school or under the supervision of a school authority that endangers the property, health or safety of others, including, but not limited to: arson or attempted arson; assault and/or battery of another student; possession, distribution, manufacturing and/or sale of drugs and/or drug paraphernalia; threatening to harm the health or safety of a person or making a threat to damage property; possession, use, or sale of a firearm, as defined in 18 USC 921(a)(3), or dangerous weapon; possession, use, distribution, sale, lighting, or discharge of explosive devices; unlawful assembly and/or riot;
- Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- Conduct that endangers the property, health or safety of any employee or member of the Board of Directors of the school;
- Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Repeated refusal to obey the rules of the school.

3. Discipline Procedures

The community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, any teacher's authority extends to all students, whether or not the student is in that teacher's class.

4. Possible Disciplinary Actions

a. By Teachers.

A disruptive or unruly student is subject to disciplinary action by the teacher and/or Executive Principal. Action taken by teachers toward students who are disruptive or unruly may include but is not limited to:

- time out in the classroom or other secure, supervised area;
- a conference with the student;
- a reprimand;
- detention; and
- a conference with a parent/guardian.

b. By Executive Principal or Designee.

A discipline referral should be sent to the Executive Principal when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- a conference with the student and/or the parents;
- a reprimand;
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days per occurrence)
- out-of-school suspension (OSS) (up to five days unless recommendation for expulsion sent to Board by Executive Principal, then up to fifteen days); and
- recommendation for expulsion.

For a student who has been suspended, either in school or out of school, for three (3) or more days, the Executive Principal will require the parent/guardian to meet with him/her to develop a corrective action plan which is signed by the parent/guardian, student, teacher, and Executive Principal.

5. Definitions

Out-of-school suspensions are classified as:

Short-Term: The Executive Principal can suspend a student for up to five school days.

Long-Term: A student can be suspended for up to fifteen school days if a recommendation for expulsion has been made by the Executive Principal to the Board.

Expulsion: A student can be expelled only by action by the Board of Directors based upon recommendation of the Executive Principal or his/her designee.

Expulsion from school excludes the student from regular school attendance until the period of expulsion is completed.

6. Notice of Suspension/Expulsion

a. Notification of Suspension.

Prior to any suspension, the student shall be advised of the reason for the proposed suspension.

A letter from the Executive Principal or his or her designee will be sent to the student's parent(s)/guardian when the student is assigned in-school suspension or out-of school suspension or is recommended for expulsion.

b. Notice of In-School Suspension.

The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
- A parent is expected to participate in a conference with the Executive Principal in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the Executive Principal that outlines the guidelines of the in-school suspension program.

c. Notice of Out-of-School Suspension.

- The suspension notice for out-of-school suspension (fewer than five days) shall include at least the following information:
- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;

- A parent must come to school for a conference with the Executive Principal in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not to go on school property;
- Appeal procedures shall be clearly stated in detail.

d. Notice of Suspension and Potential Expulsion Recommendation.

The notice for a suspension for conduct that may lead to an expulsion recommendation shall include at least the following information:

First Notice

- The reason(s) for a suspension are to be clearly stated;
- A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
- A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Executive Principal or designee to present and hear information;
- The student will not be allowed to participate in classroom and school activities during the suspension; and
- The student is not permitted on school property.

Following the conference, the Executive Principal will make a decision to move forward with a recommendation to the Board of Directors for expulsion and inform the parent(s) and student. If the Executive Principal moves forward with the recommendation, the Executive Principal will provide written notice of the recommendation to the parent/guardian and separately to the student at least five (5) calendar days prior to the date of the hearing. The notice to the parent(s) and student must include the following information:

e. Notice of Expulsion Recommendation.

- 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 hearing may result in the student's expulsion;
- That the hearing shall be closed;
- 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 of copy of the order to the student and, if the student is a minor, to the student's parent or guardian;

7. Order of Expulsion.

If the Board orders the expulsion of the student:

- a. The Board should reduce its decision to writing in the form of a written order.
- b. If expulsion is ordered, the order must state the length of time that the student is to be expelled including the beginning and ending date.
- c. 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.

8. Students with Disabilities

Students with disabilities may be disciplined, in accordance with the state and federal law, for inappropriate behavior.

- a. School personnel may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting, or suspend the child for not more than ten (10) days to the extent they could so with a child without disabilities. (Note: A suspension for more than five (5) days for a child with a disability is available only if the Executive Principal has recommended expulsion of the student to the Board.)
- b. School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled child would be subject to discipline, but for not more than forty-five (45) days if the child:
 - i. carries a weapon to school or to a school sponsored function;
 - ii. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school sponsored function. In such case, the district must develop or revise the child's functional behavioral assessment plan; or
 - iii. inflicts serious bodily injury while at school, on school premises or at a school function.

- c. If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g. an expulsion or a series of removals that constitute a pattern, then the school must hold an IEP meeting to determine whether the behavior was a manifestation of the child's disability.
 - i. If the behavior was not a manifestation of the child's disability, the child may be subject to the same disciplinary actions as a nondisabled student, except the school must continue to provide an appropriate education to the child.
 - ii. If the behavior was related to the child's disability, the child may not be subject to disciplinary action for periods longer than ten (10) school days.
- d. A child who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had "knowledge" that the child was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:
 - i. The parent of the child has expressed concern in writing to school personnel that the child is in need of special education or related services;
 - ii. Behavior or performance of the child demonstrates the need for such services;
 - iii. The parent of the child has requested an evaluation of the child for purposes of determining if the child is in need of special education or related services; or
 - iv. The teacher of the child, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.
- e. If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

9. Appeal Procedures

a. In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school, the parent may appeal as follows:

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

If the parent is dissatisfied with the result of the appeal to the Executive Principal, the parent may appeal to the Principal. Appeals must be filed in writing, within three school days of receipt by the parent of the Executive Principal's notice of disciplinary action.

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 Principal as follows:

Appeal requests must be made in writing by the parent to the principal designee of the Board of Directors. Such written request must be filed with the Executive Principal 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 designee'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 Principal 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 Principal 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 from classes during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make up assignments.

YMCA Youth Leadership Academy, Inc. will be a safe and secure school for teaching and learning and will incorporate suspension and expulsion statutes into the Code of Student conduct.

APPENDIX D

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



RISK MANAGEMENT
POLICY AND PROCEDURE MANUAL

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 E

Statement of Anticipated Performance Measures and Required Reports

Date Due	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	Vendor Subcontracts over \$5,000 <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 Application: 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
09/30	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>

REVISED 4/26/06

I.2. Business, Finance, and Audit Committee

Thursday, May 4, 2006
1920 Van Hise Hall
1220 Linden Drive

10:00 a.m. All Regents

- Presentation of 2006 Academic Staff Awards for Excellence

10:30 a.m. All Regents

- Presentation on Diversity

11:30 a.m. Box Lunch

12:00 noon All Regents

- Summary of 2007-09 Biennial Budget Initiatives

1:00 pm. Joint with Education Committee - 1820 Van Hise Hall

- a. The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Fund for a Healthy Future - Second Annual Report [Resolution I.2.a.]

1:45 p.m. Business, Finance, and Audit Committee - 1920 Van Hise Hall

- b. Approval of Minutes of the April 6, 2006 Meeting of the Business, Finance and Audit Committee

- c. UW Growth Agenda: A Plan for UW-Oshkosh

- d. Follow-up Discussion of 2007-09 Biennial Budget Initiatives

- e. Audit Update

- (1) Quarterly Status Update: Operations Review and Audit
- (2) Review of Program Review Report - Student Segregated Fees
- (3) Review of Scope for Possible Program Review of Academic Performance Standards in Division I and II Coaches' Contracts

- f. Review of Chancellors' and President's Car Allowance [Resolution I.2.f.]

- g. Committee Business

- (1) 2005-07 Administrative Position Reduction Report [Resolution I.2.g.(1)]

- (2) Quarterly Gifts, Grants, and Contract Report
- (3) Authorization to Distribute Delayed 2005-06 Pay Plan
to University Academic Leadership Contingent Upon Release of Funds by
Joint Committee on Employment Relations
[Resolution I.2.g.(3)]

h. Report of the Vice President

i. Additional items, which may be presented to the Committee with its approval

The Wisconsin Partnership Fund for a Healthy Future
(Blue Cross & Blue Shield Program)
UW School of Medicine and Public Health and the Oversight and Advisory Committee
2005 Annual Report

BUSINESS, FINANCE, AND AUDIT COMMITTEE
EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents approves the 2005 Annual Report of *The Wisconsin Partnership Fund for a Healthy Future*, which was collaboratively developed by the UW School of Medicine and Public Health and the Oversight and Advisory Committee, in accordance with the Order of the Insurance Commissioner and the Agreement.

The Wisconsin Partnership Fund for a Healthy Future
2005 Annual Report

Executive Summary

BACKGROUND:

The Wisconsin Insurance Commissioner's Order of March 2000 approved the conversion of Blue Cross & Blue Shield United of Wisconsin to a for-profit stock corporation, and the distribution of the proceeds from the sale of stock to the UW Medical School, now known as the UW School of Medicine and Public Health (SMPH), and the Medical College of Wisconsin (MCW) to improve the health of the Wisconsin public. Thirty-five percent of the funds were allocated for public health initiatives, and sixty-five percent for medical education and research initiatives.

The Order required the Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of four public members (health advocates) and four Medical School representatives appointed by the Regents, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC plans for and oversees the use of funds allocated for community-based or community-linked public health initiatives. The committee also reviews, monitors, and reports to the Board of Regents on funds committed for medical education and research.

The SMPH, in collaboration with the OAC, wrote a Five-Year Plan entitled, *The Wisconsin Partnership Fund for a Healthy Future* (also known as The Wisconsin Partnership Program), describing the uses of the funds. The plan also called for the appointment by the SMPH of the Medical Education and Research Committee (MERC), composed of a cross section of the faculty, representatives of the OAC, and SMPH leadership, to oversee the funds for medical education and research initiatives.

Following approval of the Five-Year Plan by the Board of Regents in April 2003, it was reviewed and subsequently approved by the Wisconsin United for Health Foundation, Inc., (WUHF) in March, 2004. Immediately thereafter, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents and WUHF (Agreement). Since March 2004, the OAC and the MERC have been actively engaged in seeking proposals and making awards in accordance with the Five-Year Plan. As required by the Insurance Commissioner's Order and the Agreement, the SMPH, in collaboration with the OAC, must develop annual reports on the expenditure of funds for review and approval by the Board of Regents and by WUHF.

REQUESTED ACTION:

Approval of Resolution I.2.a., approving the 2005 Annual Report of *The Wisconsin Partnership Fund for a Healthy Future* covering all expenditures through December 31, 2005.

DISCUSSION:

In accordance with the Insurance Commissioner's Order and the Agreement, the Regents are being asked to approve the 2005 Annual Report of The Wisconsin Partnership Program covering the expenditures through December 31, 2005. The Annual Report describes the activities leading to the award of grants by the Oversight and Advisory Committee (OAC) and by the Medical Education and Research Committee (MERC) for health improvement projects. Each award listed includes the name of the recipient, amount funded, name of the SMPH academic partner, as appropriate, and a brief description of the project. It has been a productive year for both committees as The Wisconsin Partnership Program nears the half-way mark of the Five-Year Plan.

As described in the Annual Report, the OAC, with the help of external reviewers, evaluated 99 proposals from community organizations throughout Wisconsin, funding 19 grants (10 implementation and 9 planning grants) for a total of \$4.7 million. The funded projects represent initiatives that address many issues identified in the State Health Plan, *Healthiest Wisconsin, 2010*, and are aligned closely with the goals and objectives of the Five-Year Plan.

For example, one implementation grant addresses alcohol and drug abuse problems in Polk County through screening, intervention, and referral services. Another supports a project designed by the Mental Health Center of Dane County to learn more about and address mental health problems in the state's Hmong population. And a "falls reduction" project to be carried out in a number of counties in southeastern Wisconsin seeks to reduce unintentional falls and injury and decreased activity among older adults.

Other examples include a planning grant which aims to revitalize Milwaukee's Johnson Park in the inner city by increasing social interaction, stimulating active lifestyles, and enhancing the physical environment. Another will focus on diabetes preventive care and education at the Chippewa Valley Free Clinic for patients who are without insurance.

The OAC also initiated two educational efforts in public health, which are directed to ensuring that the state has a sufficient and competent public health workforce. First, the Population Health Fellowship Program, launched in 2004, expanded with three fellows based in the Milwaukee Health Department providing services to the African-American community, developing a home visiting initiative for newborns, and working on a number of chronic disease projects. A fourth fellow was placed in the La Crosse Health Department and is developing an exercise and nutrition program for refugees as well as a dental health program.

Second, the Healthy Wisconsin Leadership Institute, jointly funded by SMPH and MCW, is a continuing education and training resource with a mission to develop public health leaders who engage in innovative activities to protect and promote the health of the public. There are three components: Community Teams, Health Policy Forums, and Lifelong Learning and Mentoring. Five community teams are underway in Barron County, Portage County, La Crosse, and Milwaukee.

The Medical Education and Research Committee (MERC) accelerated its activities in 2005 by funding a number of implementation grants and an extended planning grant, and by supporting the Dean's Strategic Initiatives Allocation, resulting in awards totaling \$13.3 million. Emphasis was placed on funding a broad spectrum of education and research initiatives which span the areas of basic, clinical, translational, and population health, and which support the transformation to an integrated school of medicine and public health. Examples of these initiatives are:

- Establishment of the Wisconsin Network for Health Research, a collaboration of the largest care systems in the State, to create a network to enhance consumer and clinician access to state-of-the-art health and medical knowledge.
- Development of the Human Proteomics Program, designed to identify molecular markers of health, disease, and risk factors, so that clinicians can provide more effective health promotion and treatment choices.
- Creation of the Survey of the Health of Wisconsin to study health care trends, thereby influencing health services research, community-based prevention and treatment trials, and future state health priorities.
- Implementation of the New Investigator Program to support assistant professors with innovative ideas that range from studying childhood obesity in three American Indian tribes, to shedding light on how Alzheimer's Disease develops.
- Development of the Health Innovations Program to improve health care delivery by engaging health care systems in Wisconsin in the identification of priorities for change through translational research, quality improvement, and statewide education.

Other initiatives included supporting two conferences designed to bring together state officials, health care systems, private industry, and the University to consider the contributions each can make toward transforming the health care system, as well as toward furthering the development of collaborative efforts. Additionally, start-up funding was provided to the Wisconsin Academy for Rural Medicine, which aims to improve access to health care in rural areas by increasing the number of SMPH graduates who practice in rural Wisconsin communities. And to reduce cancer disparities in Wisconsin, funds were provided to develop the Milwaukee Regional Partnership Network, dedicated to breaking down the economic, geographic, cultural, and system barriers to cancer care.

Close to 90 grants have been awarded by the OAC and MERC since The Wisconsin Partnership Program was established, with 52 of these awards going directly to community organizations throughout the state. Many others are directly linked to communities, such as the Fellowship Program and the Milwaukee Public School Program directed by the Center for Urban Population Health. These unique collaborations address a wide variety of public health challenges in Wisconsin, touching rural, urban, and suburban communities, and people of all ages, races and ethnicities, and socioeconomic status. The next important step is the development of an evaluation plan to assess The Wisconsin Partnership Program's progress towards realizing its vision to make Wisconsin the healthiest state. More information on the evaluation efforts will be provided in the 2006 Annual Report.

RELATED REGENT POLICIES

None.

Table of Contents

Introduction	2	Evaluation	30
Open Meetings and Public Records Laws	3	Program Evaluation Plan	30
Diversity Policy	3	Project Evaluation Structure	31
Oversight and Advisory Committee (OAC) Members	4	Survey Feedback	31
Medical Education and Research Committee (MERC) Members	5	Community Academic Partnership Fund (CAPF) Survey	31
Year In Review	6	Reviewer Surveys	32
Key Events for 2005	7	OAC Review and Assessment of the Allocated Percentage of Funds	33
Oversight and Advisory Committee (OAC) Initiatives	8	A Flow of Ideas Between the OAC and the MERC	33
Year in Brief	8	Financial Overview	34
Community-Academic Partnership Fund	8	History	34
Request for Partnerships (RfP) Process	9	Budgets	34
Training and Technical Assistance	9	Grant Management	35
Statewide Training Sessions	9	Memorandum of Understanding	35
In-Person Presentations	9	Non-Supplanting Policy	35
Technical Assistance	9	Initial Award	35
Multi-Step Review Process	10	Subsequent Funding	36
Technical Review	10	Annual Report	36
External Review	10	Accounting	36
OAC Review	11	Financial Notes	38
Applicant Notification and Acceptance	11	Cash and Investments	38
2005 CAPF Awards	12	Current Investments	38
Planning Grants	12	Non-Current Investments	38
Implementation Grants	14	Investment Strategy	38
Community-Population Health Initiatives	17	Liabilities – Grants Payable	38
Public Health Education and Training	18	Net Assets	39
Medical Education and Research Committee (MERC) Initiatives	20	Income Statement	39
Year in Brief	20	Revenues	39
MERC Initiatives	20	Expenditures	39
Process for Selection	20	Administrative Expenditures	44
Research Awards	21		
Extended Planning Grant	21		
Implementation Grants	21		
Education Award	22		
Strategic Initiatives	23		
Process for Selection	23		
Awards	23		
2005 Awards	23		
Combined MERC/Strategic Initiatives	26		
Health Innovation Program	26		
New Investigator Program	26		
RfP Process	26		
Review Process	27		
First-Cycle Awards (June 2005)	27		
Second-Cycle Awards (December 2005)	28		

Program documents referred to in this report can be found on The Wisconsin Partnership Program web site:
www.med.wisc.edu/bluecross

Introduction

The University of Wisconsin School of Medicine and Public Health (SMPH) and the Oversight and Advisory Committee (OAC) are pleased to present the second annual report of *The Wisconsin Partnership Fund for a Healthy Future**. This report covers all activities and expenditures from January 1, 2005 through December 31, 2005, in accordance with the documents establishing The Wisconsin Partnership Program: the *Insurance Commissioner's Order, the Agreement***, and the *Five-Year Plan*.

The *Five-Year Plan* was developed to guide the distribution of the funds resulting from the conversion of Blue Cross/Blue Shield United of Wisconsin to a for-profit corporation. The *Plan* was also designed to address the goals of the state's health plan, *Healthiest Wisconsin 2010*, to eliminate health disparities (differences in health status or health outcomes among or between specific population groups), promote health, and transform Wisconsin's public health system.

Under the direction of the OAC, The Wisconsin Partnership Program allocates 35 percent of the available funds to community-academic population health partnerships. Under the direction of the Medical Education and Research Committee (MERC), the Program allocates 65 percent of the available funds to medical education and research initiatives that support population health.

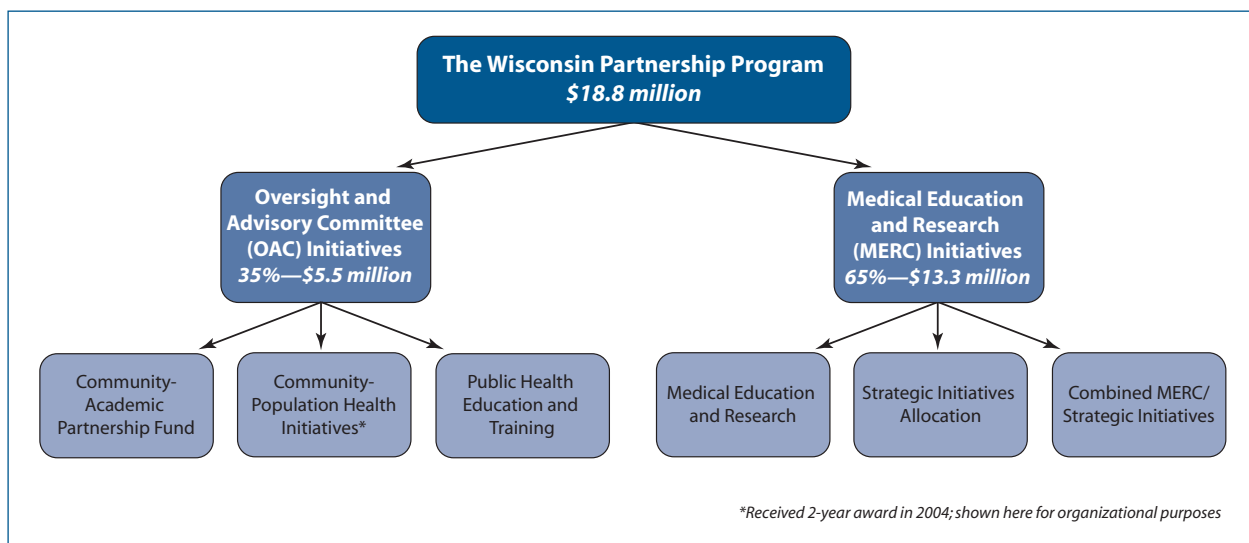
This report describes the activities leading to the award of grants by the OAC and the MERC during the period beginning January 1, 2005, and ending December 31, 2005 and also provides updates on some of the initiatives already in progress. Please visit The Wisconsin Partnership Program web site (www.med.wisc.edu/bluecross) for detailed information about the Program, its committees, and its activities.

The Wisconsin Partnership Fund for a Healthy Future represents an unprecedented opportunity for the SMPH to join with communities across the state to advance the health of the public. We express our continued gratitude to Blue Cross/Blue Shield United of Wisconsin for entrusting the SMPH with the stewardship responsibility and resources to support initiatives to make Wisconsin the healthiest state.

*Also known as The Wisconsin Partnership Program

**Also known as the *Agreement between the Wisconsin United for Health Foundation, Inc., the University of Wisconsin Foundation, and the University of Wisconsin System Board of Regents*

Figure 1: Wisconsin Partnership Program Organization and 2005 Funding Distribution



Open Meetings and Public Records Laws

The Wisconsin Partnership Program conducts its operations and processes in accordance with the State of Wisconsin's Open Meetings and Public Records laws. Meetings of the OAC, the MERC, and their respective subcommittees, are open to the public, in accordance with the law. Agendas, minutes, and approved documents are posted on the Program's web site, www.med.wisc.edu/bluecross.

Diversity Policy

The Wisconsin Partnership Program is subject to and complies with the diversity and equal opportunity policies of the Board of Regents of the UW System and UW–Madison. The OAC and the MERC have also adopted a diversity policy (see below) to emphasize the importance of a broad perspective and representation for the Program's programmatic goals, objectives, and processes.

The Wisconsin Partnership Program Diversity Policy

The mission of The Wisconsin Partnership Program (WPP) of the UW SMPH is to advance population health in Wisconsin by promoting community-academic partnerships, supporting research and education, and influencing public policy. The commitment to diversity is integral to the WPP mission and pursuit of making Wisconsin the healthiest state in the nation and to its overarching goal of eliminating health disparities. A broad perspective helps the WPP understand the most effective means to address population health issues and to improve the health of the public.

Diversity encompasses underrepresented groups and people who are specifically protected by civil rights laws and includes, but is not limited to age, gender, race, national origin (ethnicity), religious beliefs, physical abilities and characteristics, sexual orientation, economic circumstances and lifestyle.

The WPP is subject to and complies with the diversity and equal opportunity policies of the Board of Regents of the University of Wisconsin System and UW–Madison.

Furthermore, to ensure diversity within the programmatic goals and objectives of the WPP, the following policy has been adopted:

1. The WPP will continually strive to achieve a diverse membership among the Oversight and Advisory Committee (OAC), Medical Education and Research Committee (MERC), standing and ad hoc committees, staff, consultants, advisors and partners.
2. The WPP will undertake a strategic and systematic approach to involving individuals from diverse racial/ethnic groups, ages, abilities, geographic regions and interests by supporting opportunities for community engagement throughout WPP planning processes, development and outreach.
3. The WPP will continue to monitor the level of diversity on all WPP committees, subcommittees, and advisory groups. The WPP will communicate its diversity policy to the public by posting the policy on the Program web site and by publicizing the policy in advance of committee elections.

Oversight and Advisory Committee (OAC) Members

Health Advocate Appointees

Nancy Miller-Korth, Vice Chair

Nursing Consultant, Great Lakes Inter-Tribal Council, Inc.

Category: Minority Health

Douglas Mormann, Secretary

Health Officer, La Crosse County Health Department

Category: Statewide Health

Gregory Nycz

Executive Director, Family Health Center of Marshfield, Inc.; Director of Health Policy, Marshfield Clinic

Category: Rural Health

June Martin Perry

(appointed March 2006)

Executive Director, New Concept Self Development Center, Inc.

Category: Urban / Community Health

Formerly Margaret MacLeod Brahm

(January–September 2005)

President and CEO

American Lung Association of Wisconsin

Category: Urban / Community Health

Insurance Commissioner's Appointee

Martha Gaines, JD, LLM

Director, Center for Patient Partnerships; Clinical Associate Professor, UW Law School

UW School of Medicine and Public Health Appointees

Philip Farrell, MD, PhD, Chair

Professor, Departments of Pediatrics and Population Health Sciences; Dean, UW SMPH; Vice Chancellor for Medical Affairs, UW–Madison

Susan Goelzer, MD, MS, CPE

Professor and Chair, Department of Anesthesiology; Professor, Department of Population Health Sciences, UW SMPH

Patrick Remington, MD, MPH

Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program, UW SMPH

Susan Riesch, DNSc, RN, FAAN

Professor, UW Waisman Center and School of Nursing

Board of Regents Liaison

Patrick Boyle, PhD

Regent Emeritus and Liaison to The Wisconsin Partnership Program, UW System Board of Regents

Public Health Education and Training Subcommittee (PHET)

Barbara Duerst

Family Living Educator, UW–Extension Green County

Jan Klawitter

Public Affairs Manager, Wisconsin State Laboratory of Hygiene; Board Member, Wisconsin Public Health Association

Moirra Lafayette

Director, Health Sciences Solutions, Sonic Foundry, Inc.

Lorraine Lathen

Vice President of Education and Training, Planned Parenthood of Wisconsin

George Mejicano, MD, MS (Ex Officio)

Assistant Dean, Office of Continuing Professional Development in Medicine and Public Health, UW SMPH

Douglas Mormann

Health Officer, La Crosse County Health Department

Patrick Remington, MD, MPH

Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program, UW SMPH

Lora Taylor de Oliveira

Director, Partnerships for Healthy Milwaukee, UW–Milwaukee College of Health Sciences

Pa Vang

Program Manager, Center for Urban Community Development, School of Continuing Education, UW–Milwaukee

Staff

Eileen Smith

Director, The Wisconsin Partnership Program, UW SMPH

Cathy Frey

Assistant Director, The Wisconsin Partnership Program, UW SMPH

Tonya Paulson

Program Assistant, The Wisconsin Partnership Program, UW SMPH

Karla Thompson, CPA

Accountant, The Wisconsin Partnership Program, UW SMPH

OAC MEMBERSHIP

The Oversight and Advisory Committee (OAC) is responsible for allocating and distributing funds for population health initiatives available through *The Wisconsin Partnership Fund for a Healthy Future*. It also reviews and comments on the uses of the funds for medical education and research.

The OAC consists of four public members, four university members, and one member appointed by the Insurance Commissioner. Each of the four public members was appointed as an advocate for a specific health care area: minority health, statewide health, rural health, and urban/community health.

The Public Health Education and Training (PHET) subcommittee provides advice and recommendations to the OAC on the development of education and training programs for public health practitioners in Wisconsin. The PHET subcommittee consists of seven public members and two SMPH faculty members.

Medical Education and Research Committee (MERC) Members

Leaders of Focus Areas of Excellence

Lynn Allen-Hoffmann, PhD

Professor, Department of Pathology and Laboratory Medicine, UW SMPH

Focus Area: Emerging Opportunities in Biomedicine and Population Health

Jeffrey Grossman, MD, Vice Chair

Professor, Department of Medicine; Senior Associate Dean of Clinical Affairs, UW SMPH; President, UW Medical Foundation

Focus Area: Innovations in Medical Education

Richard Moss, PhD

Professor and Chair, Department of Physiology, UW SMPH

Focus Area: Disease Genomics and Regenerative Medicine

Javier Nieto, MD, MPH, PhD

Professor and Chair, Department of Population Health Sciences, UW SMPH

Focus Area: Wisconsin Population Health Research Network

George Wilding, MD, MS

Professor, Department of Medicine; Director, UW Comprehensive Cancer Center, UW SMPH

Focus Area: Molecular Medicine and Bioinformatics

UW School of Medicine and Public Health Administration

Paul DeLuca, PhD, Chair

Vice Dean, UW SMPH

Gordon Ridley

Senior Associate Dean for Administration, UW SMPH

Susan Skochelak, MD, MPH

Professor, Department of Family Medicine; Senior Associate Dean for Academic Affairs, UW SMPH

Jeffrey Stearns, MD

Professor, Department of Family Medicine; Associate Dean, Milwaukee Clinical Campus, UW SMPH; Vice President of Academic Affairs, Aurora Health Care

Basic Science Chairs

David DeMets, PhD

Professor and Chair, Department of Biostatistics and Medical Informatics, UW SMPH

Norman Drinkwater, PhD

Professor and Chair, Department of Oncology, UW SMPH

Clinical Chairs

William Busse, MD

(appointed February 2006)

Professor and Chair, Department of Medicine, UW SMPH

Formerly Layton Rikkers, MD

(January–October 2005)

Professor and Chair, Department of Surgery, UW SMPH

John Frey III, MD

Professor and Chair, Department of Family Medicine, UW SMPH

Faculty with Population Health Experience

Maureen Durkin, PhD, DrPH

Associate Professor, Department of Population Health Sciences, UW SMPH

Douglas Smith, MD

Associate Professor, Department of Family Medicine, UW SMPH, Family Practice Clinic–Verona

Faculty at Large

Sanjay Asthana, MD

Associate Professor, Department of Medicine, UW SMPH

Joan Schiller, MD

Professor, Department of Medicine, UW SMPH

Academic Staff

Debra Hullett, PhD

Distinguished Scientist, Department of Surgery, UW SMPH

Oversight and Advisory Committee Appointees

Susan Goelzer, MD, MS, CPE

Professor and Chair, Department of Anesthesiology; Professor, Department of Population Health Sciences, UW SMPH

Gregory Nycz

Executive Director, Family Health Center of Marshfield, Inc.; Director of Health Policy, Marshfield Clinic

Ex officio

Patrick Boyle, PhD

Regent Emeritus and Liaison to The Wisconsin Partnership Program, UW System Board of Regents

Staff

Eileen Smith

Director, The Wisconsin Partnership Program, UW SMPH

Tracy Cabot, PhD

Administrative Program Specialist, The Wisconsin Partnership Program, UW SMPH

Tonya Paulson

Program Assistant, The Wisconsin Partnership Program, UW SMPH

Karla Thompson, CPA

Accountant, The Wisconsin Partnership Program, UW SMPH

MERC MEMBERSHIP

The Medical Education and Research Committee (MERC) allocates and distributes funds designated for medical education and research initiatives that advance population health. MERC's broad representation includes faculty and staff with experience and expertise in research, education, and public and community health.

The MERC Executive Subcommittee handles matters between meetings and provides advice and comment on proposals to the full committee. Membership comprises the MERC chair and the five Leaders of Focus Areas of Excellence.

Year In Review

WITH THE PRESENTATION OF THIS SECOND ANNUAL REPORT OF *The Wisconsin Partnership Fund for a Healthy Future*, it is my pleasure to provide an introduction to the many accomplishments of the past year. After two years of experience funding projects, we are seeing clear evidence of The Wisconsin



Dean Philip M. Farrell

Partnership Program's potential to improve the health of the people of Wisconsin. The members of the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC) have contributed countless hours to program development, and are now beginning to realize the fruits of their efforts.

In 2005, under the OAC's expert guidance, we evaluated 99 Community-Academic Partnership Fund (CAPF) applications, ultimately funding 19 proposals totaling \$4.7 million. These unique collaborations address a wide variety of public health challenges in Wisconsin, touching rural, urban, and suburban communities, and

people of all ages, ethnicities, and socioeconomic status. The OAC has also expanded its public health education and training efforts to help ensure a sufficient and competent public health workforce, one of the priorities of the State Health Plan for 2010.

In 2005, the MERC supported the focus areas identified in The Wisconsin Partnership Program's *Five-Year Plan* by funding one planning grant, three implementation grants, and eight strategic initiative awards totaling \$10.4 million. Additionally, the New Investigator Program provided \$1.6 million in funding for creative projects by new faculty. Another initiative, the Health Innovations Program, was awarded \$1.3 million to address Wisconsin's highest-priority health care and health system challenges through research, practice improvement, and education.

While each of MERC's programs may take a distinct path—basic science, clinical research, population health, or education—the common destination is a healthier Wisconsin. MERC's rigorous review process sharpened and elevated the expectations for its funded programs, ensuring that the focus of each aligned with the mission, vision, and guiding principles of The Wisconsin Partnership Program.

I have been especially pleased to see the development of connections between the MERC and OAC funded programs.

An excellent example of this linkage is the "Healthy Children, Strong Families" program, which received OAC grant funds in 2004 followed by a MERC New Investigator Program award in 2005. The additional funds allow the program to further evaluate whether family-based interventions can reduce obesity and diabetes in Wisconsin American Indian children, offering a potentially profound impact for the community.

Underlying all of The Wisconsin Partnership Program's activities is the commitment to the School's transformation. As an institution, we have been laying the foundation to become an integrated school of medicine and public health for nearly a decade. In November of 2005, we achieved the first official recognition of this transformation process: formally changing our name to the UW School of Medicine and Public Health (UW SMPH), with the Board of Regents' approval.

"These unique collaborations address a wide variety of public health challenges in Wisconsin, touching rural, urban, and suburban communities, and people of all ages, ethnicities, and socioeconomic status."

This transformation will promote a balanced culture of health in Wisconsin—one focused on prevention as well as intervention—and will elevate awareness of the health challenges facing the people of the state. It will emphasize the full spectrum of population health education opportunities, both within the SMPH and in collaboration with other professional schools. And it will enable our institution, which has gained national attention for this important change, to lead the way in defining and addressing population health issues at the state and local levels as we collaborate with communities throughout Wisconsin.

The Wisconsin Partnership Program has been the spark that launched the SMPH's transformation. Partnership support has made possible key public health advances, such as the Master of Public Health program, the Survey of the Health of Wisconsin, new population health faculty, and additional resources at Ebling Library. As shown by an array of Program-supported community-academic partnerships, translational research programs, and curriculum innovations, we are moving toward reaching our vision of making Wisconsin the healthiest state.

It has been a privilege to have served the School as Dean at a time of dramatic change and to have led it through extraordinary challenges. As I step down from the deanship and focus on public health issues affecting children, I am confident that the SMPH will become a national leader in integrating the practices and principles of population health with those of medicine. I have no doubt that this leadership will result in the development of innovative community partnerships that will successfully address our most challenging public health issues.

We have traveled far since Blue Cross/Blue Shield United of Wisconsin first announced its objective to provide funds to improve the health of the public. The journey toward establish-

ing and implementing The Wisconsin Partnership Program to carry out this objective has been remarkable. I look forward to continuing my relationship with the SMPH and The Wisconsin Partnership Program, and sharing what we've accomplished with institutions across the state and the country.

PHILIP M. FARRELL, MD, PhD

PROFESSOR, DEPARTMENTS OF PEDIATRICS AND
POPULATION HEALTH SCIENCES

DEAN, UW SCHOOL OF MEDICINE AND PUBLIC HEALTH

VICE CHANCELLOR FOR MEDICAL AFFAIRS, UW-MADISON

Key Events for 2005

Community-Academic Partnership Fund Grantee Meeting

The Wisconsin Partnership Program held its first Community-Academic Partnership Fund grantee meeting on November 17, 2005. Grantees who received awards in 2004, including faculty and community partners, came to learn, network, and gain support. Ellen Taylor-Powell, PhD, a UW Extension Evaluation Consultant, delivered a keynote presentation on program evaluation. Grantees attended the Transformation Conference immediately after the meeting, which offered another opportunity to deepen connections between the institution and community partners statewide.



Above: Doua Vang, Manager, Kajiab House (L) and Marilyn Yellow Bird-Baker, RN, BSN, MS, Community Health Nurse, Ho-Chunk Nation Health Clinic (R)



Transformation Conference

"The Transformation of Health Care and the Role of the University," held November 17 and 18, 2005, provided a public forum to examine the University's current and potential role in the changing health care system. Participants included industry leaders, policy makers, public agency officials, faculty, and community population health representatives.

The conference provided an overview of health care trends, issues, and initiatives. It also addressed ways to challenge the University to contribute to health care system change, community partnership endeavors (including The Wisconsin Partnership Program), and multidisciplinary approaches to change. The event attracted over 230 attendees and promoted further collaboration between University officials and legislators to address Wisconsin's health care challenges.

Left: Troyen Brennan, MD, JD, MPH, Chief Medical Officer, Aetna, Inc. (formerly Professor, Harvard School of Medicine and Public Health) (L) and Jeffrey Grossman, MD, Professor, Department of Medicine; Senior Associate Dean of Clinical Affairs, UW SMPH; President, UW Medical Foundation (R)

School of Medicine and Public Health Name Change

Capping nearly a decade of philosophical and programmatic shifts, the UW Medical School changed its name to the UW School of Medicine and Public Health. The change supports the Institute of Medicine's vision that "the system should balance and integrate needs for personal health care with broader community-wide initiatives that target the entire population."

The UW Board of Regents approved the name change on November 11, 2005. The transformation formalizes the school's expansion of education, research, and clinical activities to include an increased emphasis on population health.



Health Care Data Collection and Reporting Conference

On February 7, 2005, The Wisconsin Partnership Program joined with the UW Population Health Institute and the Wisconsin Department of Health and Family Services to provide the "Health Care Data Collection and Reporting: Models for Public-Private Partnerships" conference.

With over 180 attendees, the conference successfully brought together local and national experts to discuss models for an advanced health information network that supports clinical care, personal health management, population health, and research.

PHOTOS THIS PAGE: TODD BROWN

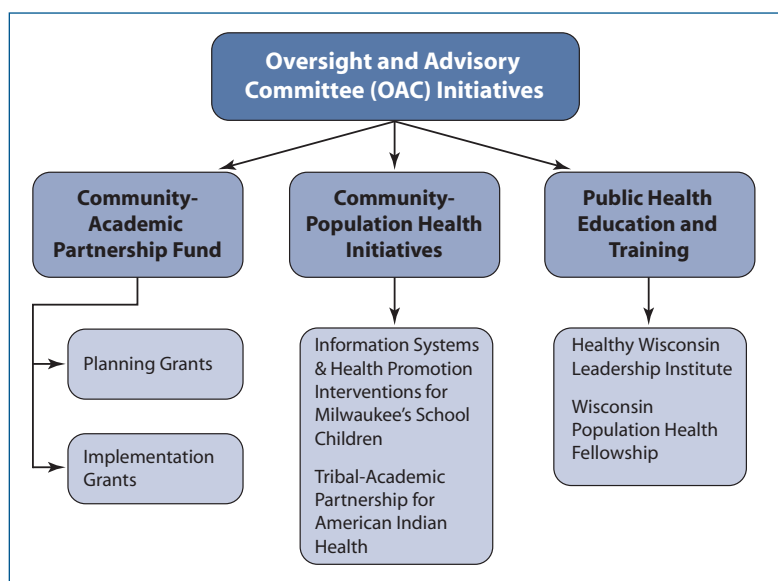
Oversight and Advisory Committee (OAC) Initiatives

The primary responsibility of the Oversight and Advisory Committee (OAC) is to direct and approve funds for public health initiatives in accordance with the *Five-Year Plan*. OAC members also review, monitor and report on funds committed for medical education and research.

Funded initiatives fall into one of the following three categories:

- Community-Academic Partnership Fund (this page)
- Community-Population Health Initiatives (page 17)
- Community-Based Public Health Education and Training Initiatives (page 18)

Figure 2: OAC Funding Categories



Year in Brief

In 2005, the OAC awarded the second series of Community-Academic Partnership Fund (CAPF) grants. Since the program began, over 50 initiatives are now underway or near completion. Aims of projects funded in 2005 include: reducing alcohol use in three Wisconsin communities, preventing unintentional falls and injuries among older adults, and recreating a successful mental health treatment practice for Hmong refugees in the Fox Valley.

By actively seeking feedback from communities and faculty, OAC learned in 2005 how it could improve the CAPF program

to make an even greater impact on the health of the people of Wisconsin. For example, it became apparent that communities and faculty needed a clearer understanding of the Program's goals and RFP process, more assistance developing community-academic partnerships, and concrete support for developing proposals.

Through expanded outreach efforts—conferences, improved training programs, and partnerships with state and local public health systems—the OAC stimulated new community-academic partnerships, motivated faculty to become significantly more engaged in program development, and improved the quality of proposals overall.

In addition, OAC's Public Health Education and Training (PHET) subcommittee met six times in 2005, bringing valuable insights on public health training programs—from the community perspective—to the OAC. These insights helped guide OAC's public health education activities throughout 2005. For example, the Population Health Fellowship Program expanded its number of fellows and completed its first initial program evaluation. Planning for the Healthy Wisconsin Leadership Institute is now complete, and the first phase of implementation is underway.

Community-Academic Partnership Fund

The first program category funded by the OAC, the Community-Academic Partnership Fund, offers Wisconsin communities the opportunity to collaborate with academic partners on projects focused on health promotion, disease prevention, health policy and health disparities. The fund addresses the priorities of the state health plan, Healthiest Wisconsin 2010, and the Mission, Vision and Guiding Principles of *The Wisconsin Partnership Fund for a Healthy Future*.

The CAPF administers two types of grants:

- **Collaboration Planning Grants.** These grants allow applicants to develop community-academic partnerships and plan for new collaborations. Awards are available for 1- to 2-year projects for no more than \$50,000 total.
- **Collaboration Implementation Grants.** These grants support projects that address CAPF goals. Awards are available for 12- to 36-month projects of no more than \$150,000 per year.

The following table summarizes the CAPF awards for 2005. Each award is described beginning on page 12.

Type of Grant	Number Reviewed	Number Funded	Total Funding (approximate)
Planning Grant	28	9	\$400,000
Implementation Grant	71	10	\$4.3 million
Total	99	19	\$4.7 million

Request for Partnerships (RfP) Process

In 2005, the OAC evaluated and revised the Request for Partnerships (RfP) developed the previous year. The RfP formally delineates the criteria for selection, funding guidelines, and proposal requirements associated with applying for a CAPF grant.

The OAC used results of a web-based public survey and feedback from reviewers and staff to make substantial improvements to the RfP process (see page 31 for more details). The new RfP was announced in June of 2005.

Training and Technical Assistance

Program staff provided statewide training sessions, in-person presentations, and technical assistance on the CAPF program throughout the year. These efforts offered potential grantees valuable guidance on the RfP process, and helped the Program better understand the needs of community organizations who would benefit from the program.

Statewide Training Sessions

In July 2005, the OAC held five statewide training sessions on the CAPF program. The training sessions, which were promoted through The Wisconsin Partnership Program web site, emails to organizations around the state, and announcements in community newspapers, attracted 179 attendees.

During the sessions, Program staff presented an overview of The Wisconsin Partnership Program, the CAPF program, and requirements for applying for a 2005 grant. Each attendee received a packet containing the improved RfP and resources for proposal development.

Compared to the previous year, the 2005 sessions offered community organizations more assistance in developing academic partnerships. Program staff invited faculty who had been academic partners in 2004 to discuss how organizations can approach and pinpoint mutually beneficial partnerships as they develop their grant applications.

Representatives from the Wisconsin Department of Health and Family Services also made presentations on how community organizations can better align grant applications with measurable objectives of the state health plan.

In-Person Presentations

During 2005, Program staff presented an overview of the CAPF program and RfP process to numerous groups, including the Wisconsin County Human Services Association, the Wisconsin Public Health Association, and the Wisconsin Association of Local Health Departments and Boards. These presentations were another way for the Program to reach community organizations across the state and help potential applicants be more successful in applying for a CAPF grant.

Technical Assistance

Program staff offered community organizations one-on-one technical assistance on the RfP process throughout the year. To help improve the quality of grant applications, staff also enhanced web-based training tools. The Frequently Asked Questions (FAQ) page on the Program web site was updated in August 2005 to cover questions raised during the July training sessions. Resources that remain on the site and are updated regularly also include:

- Examples of funded grants;
- Grant writing and planning tips;
- Resources on project outcome evaluation;
- Evidence-based practices (practices whose effectiveness has been confirmed by systematic research or expert consensus); and
- Best practices (practices believed to have been successful, but have not been rigorously tested).

Figure 3: 2005 CAPF Training Sessions



OAC EXTERNAL REVIEWERS

David Ahrens, MS, Researcher, UW Comprehensive Cancer Center

Henry Anderson, MD, Chief Medical Officer, Bureau of Environmental and Occupational Health, Wisconsin Department of Health and Family Services

James Bobula, PhD, Associate Professor, Department of Family Medicine, UW SMPH

Mary Jo Borden, RN, WHCNP, PHN, MSN, Consultant and Women's Health Specialist, Minnesota Department of Health

Rich Brown, MD, MPH, Associate Professor, Department of Family Medicine, UW SMPH

Aaron Carrel, MD, Associate Professor, Department of Pediatrics, UW SMPH

Roseanne Clark, PhD, Assistant Professor, Director of Parent-Infant Clinic, UW Psychiatric Institute and Clinics

Jeff Davis, MD, Chief Medical Officer and State Epidemiologist for Communicable Diseases and Preparedness, Bureau of Communicable Diseases and Preparedness, Wisconsin Department of Health and Family Services

Gregory DeMuri, MD, Associate Professor, Department of Pediatrics, UW SMPH

Barbara Duerst, MS, RN, Family Living Educator, UW–Extension, Green County

Nancy Cross Dunham, PhD, Research Program Manager, Department of Population Health Sciences, UW SMPH

Maureen Durkin, PhD, DrPH, Associate Professor, Department of Population Health Sciences, UW SMPH

Jennifer Eddy, MD, Assistant Professor, Department of Family Medicine, UW SMPH, Eau Claire Family Medicine Clinic

Julie Fagan, MD, Associate Professor, Department of Medicine, UW SMPH, UW Health–West Clinic

Sharon Foster, PhD, Associate Professor, Department of Pediatrics, UW SMPH

Sharon E. Fox, PhD, Senior Policy Analyst, Workers Compensation Research Institute

Donna Friedsam, MPH, Associate Director of Health Policy, UW Population Health Institute

Craig Gjerde, PhD, Professor and Director of Faculty Development, Department of Family Medicine, UW SMPH

Patricia Guhleman, MS, Chief, Policy Section, Bureau of Health Information and Policy, Wisconsin Department of Health and Family Services

Paul Hartlaub, MD, MSPH, Associate Professor, Department of Family Medicine, UW SMPH, St. Luke's Family Practice Residency Program

Mark Huber, MS, Director of Community Relations and Community Health Planning, Aurora Health Care

Kelli Jones, RN, BSN, Executive Director, Milwaukee Area Health Education Center

Millie Jones, MPH, Health Educator, Bureau of Community Health Promotion, Wisconsin Department of Health and Family Services

Robert L. Kane, MD, Professor and Minnesota Chair in Long-Term Care and Aging, University of Minnesota School of Public Health

Murray Katcher, MD, PhD, Chief Medical Officer, Bureau of Community Health Promotion, Wisconsin Department of Health and Family Services

Dean Krahn, MD, Professor, Department of Psychiatry, UW SMPH; Chief of Mental Health Service, Veterans Administration Hospital

Multi-Step Review Process

All Community-Academic Partnership Fund grant applications underwent a multi-step review process: technical review, external review, and OAC review. The OAC made all final award decisions and funding determinations. The review process and any major changes made to it in 2005 are described below.

Technical Review

During the technical review process, Program staff used a detailed checklist to evaluate each application for completeness, applicant eligibility, and general budget documentation. Staff also ensured that the application met the non-supplanting requirement, meaning that the award requested will not replace or supersede funds from other sources.

External Review

Due to the need for additional reviewers with knowledge in specific program areas, the OAC released a public call for new reviewers in 2005. All selected reviewers had established expertise in community and public health.

To allow reviewers to more thoroughly evaluate each application—thereby improving the quality of the review process—the OAC increased the size of the review panel to 53 (see sidebar). This panel included outside national experts, who brought in-depth content expertise to specific applications.

Program staff assigned each application to three external reviewers, considering area of expertise, geographic location, avoidance of conflicts of interest, and a balance of academic and community experts as selection factors. To ensure that the review process is impartial and objective, all external reviewers must abide by the OAC's conflict of interest policy.

To improve the consistency of the scoring process, Program staff provided two training sessions for grant reviewers in 2005. If reviewers were not able to attend these sessions, staff provided individual training.

The external reviewers independently and anonymously evaluated the merits of each proposal, and scored them using the common scale and uniform conventions described in the RFP. Reviewers gave each application a numerical score and written comments. Numerical scores ranged from 100 (high) to 0 (low), falling into one of the following three ranges:

- **Level I—Excellent to outstanding (80–100).** The application has the potential to have a vital role in advancing the health of the population and has a high probability of impact.
- **Level II—Good to very good (60–79).** The application may contribute to advancing the health of the population. The proposal was acceptable but not as strong as the others scored.
- **Level III—Poor to fair (0–59).** The application does not appear to have the capacity to advance the health of the population at this time.

OAC Review

When making award decisions, the OAC considered scores and reviewer comments, but also considered program diversity, geographic distribution, and capacity to achieve the goals and objectives of The Wisconsin Partnership Program.

For the final review, the OAC carefully examined the external reviewers' scores and comments along with executive summaries (for implementation grants) or the full proposals (for planning grants). In an open meeting on December 22, 2005, all of the proposals were presented to the committee. The OAC discussed the higher-ranked Level 1 proposals, thoroughly considering their strengths and merits. After Program staff examined the top-ranked proposals, the OAC made award decisions in an open meeting on December 29, 2005.

Applicant Notification and Acceptance

After the final award decisions were made, all applicants were immediately sent a Letter of Decision indicating the status of their proposal. All applicants also received a summary of reviewer comments. This summary served as an official record of review and included:

- the project description;
- reviewer comments (with reviewer identity concealed); and
- the proposal priority score, which reflects the average of the individual reviewers' scores

As soon as applicants were informed of the results, Program staff posted a list of funded grants on its web site.

Applicants were encouraged to contact Program staff to more deeply discuss the review process and any questions or concerns that arose from the reviewer comments. For applicants who were not funded, program staff offered information on other funding sources, comments on proposal merits, suggestions for improvement, and encouragement to resubmit in the future.

OAC EXTERNAL REVIEWERS

Pat Lasky, PhD, RN, Professor Emeritus, UW School of Nursing

Alison Lux, MD, Assistant Professor, Department of Family Medicine, UW SMPH, St. Luke's Family Practice Residency Program

Jane Mahoney, MD, Associate Professor, Department of Medicine, Section of Geriatrics, UW SMPH

Donna McDowell, MSS, Director, Bureau of Aging and Disability Resources, Wisconsin Department of Health and Family Services

Ellyn McKenzie, BA, Vice President of Communications and Community Relations, Sixteenth Street Community Health Center

Mary Michaud, MPP, Center for Patient Partnerships

Lynn Miner, PhD, CEO and Founder, Miner and Associates, Inc.

David Moxley, PhD, Professor, Wayne State University School of Social Work

Peggy Ore, MS, RN, Senior Outreach Specialist, Department of Population Health Sciences, UW SMPH

Mary Beth Plane, PhD, Senior Scientist, Department of Family Medicine, UW SMPH

Michael Quirke, MSW, Program Evaluation Coordinator, Bureau of Mental Health and Substance Abuse Services, Wisconsin Department of Health and Family Services

Roberta Riportella, PhD, Associate Professor, Department of Consumer Science, UW School of Human Ecology; Health Policy Specialist, UW–Extension

Rachel Rodriguez, PhD, RN, Assistant Professor, UW School of Nursing

Denise M. Runde, MSPH, Vice President, Population Health Improvement, UW Medical Foundation

Margaret Schmelzer, RN, MS, Director of Public Health Nursing and Health Policy, Wisconsin Department of Health and Family Services

Linda Severson, BS, CHES, Community Health Education Director, Ho-Chunk Department of Health

Patricia Sharpe, PhD, MPH, Research Professor, Arnold School of Public Health Prevention Research Center, University of South Carolina

Tom Sieger, MS, CIH, Director, Bureau of Environmental and Occupational Health, Department of Health and Family Services

Tim Size, MBA, Executive Director, Rural Wisconsin Health Cooperative

Geof Swain, MD, MPH, Associate Professor, Department of Family Medicine, UW SMPH; Medical Director, City of Milwaukee Health Department

Lora Taylor de Oliveira, MPH, MBA, RD, Director, Partnerships for Healthy Milwaukee, UW-Milwaukee College of Health Sciences

Susan Taylor Campbell, MS, Grant Application Coordinator, American Cancer Society Midwest Division

Russell Toal, MPH, Visiting Associate Professor and Consultant, Institute of Public Health, Georgia State University

Elizabeth Tornes, PhD, Grant Writer, Great Lakes Inter-Tribal Council, Inc.

Pa Vang, MUP, Program Manager, Center for Urban Community Development, UW-Milwaukee School of Continuing Education

Mark Wegner, MD, MPH, Chronic Disease Medical Director, Wisconsin Department of Health and Family Services

Susan Wood, BS, Director, Bureau of Health Information and Policy, Wisconsin Department of Health and Family Services

Active Prescription for Wisconsin

Planning Grant (awarded in 2005): \$25,000—Dane County
Community Partner: Bicycle Federation of Wisconsin Educational Foundation, Inc.
Academic Partner: Javier Nieto, MD, PhD, Department of Population Health Sciences

Collect new data and compile existing county data related to physical activity and healthy eating among low-income and uninsured adults in Dodge and Jefferson Counties. Analyze and summarize data to develop a strategic action plan to promote active lifestyles and healthy eating in this population.

Community Partner: Dodge-Jefferson Healthier Community Partnership
Academic Partner: Linda Baumann, PhD, RN, UW School of Nursing
 and Department of Population Health Sciences

Design and test an evidence-based, patient-centered program to care for chronic diabetes patients at the Chippewa Valley Free Clinic. Program will focus on diabetes preventive care, disease control, lifestyle management, and education for patients without insurance and who are at or below 185 percent of the federal poverty level.

Planning Grant (awarded in 2005): \$50,000—Chippewa County
Community Partner: Chippewa Valley Health Clinic, Inc.
Academic Partner: William Cayley, MD, Department of Family
 Medicine

Through collaboration, joint planning and training, improve the overall public health delivery system through a strengthening of public health laboratories in Wisconsin. Assess the current capabilities and capacities of governmental public health laboratories, and envision ways those laboratories can evolve into a system that meets the needs of Wisconsin's public health departments.

Planning Grant (awarded in 2005): \$49,234—Statewide
Community Partner: Madison Department of Public Health
Academic Partner: Ronald Laessig, PhD, Department of Population Health Sciences

Through focus groups and an online survey, identify how consumers currently make health care decisions, beliefs that prevent consumers from being active partners in their health, and deficits in information that consumers need to make informed health care decisions. With this information, develop a broad-based health education program that helps consumers better participate in the health care system.

Community Partner: Wisconsin Hospital Association Inc.
Academic Partner: Linda Baumann, PhD, RN, UW School of Nursing
 and Department of Population Health Sciences

Figure 4: Geographic Distribution of 2005 Population Health Awards

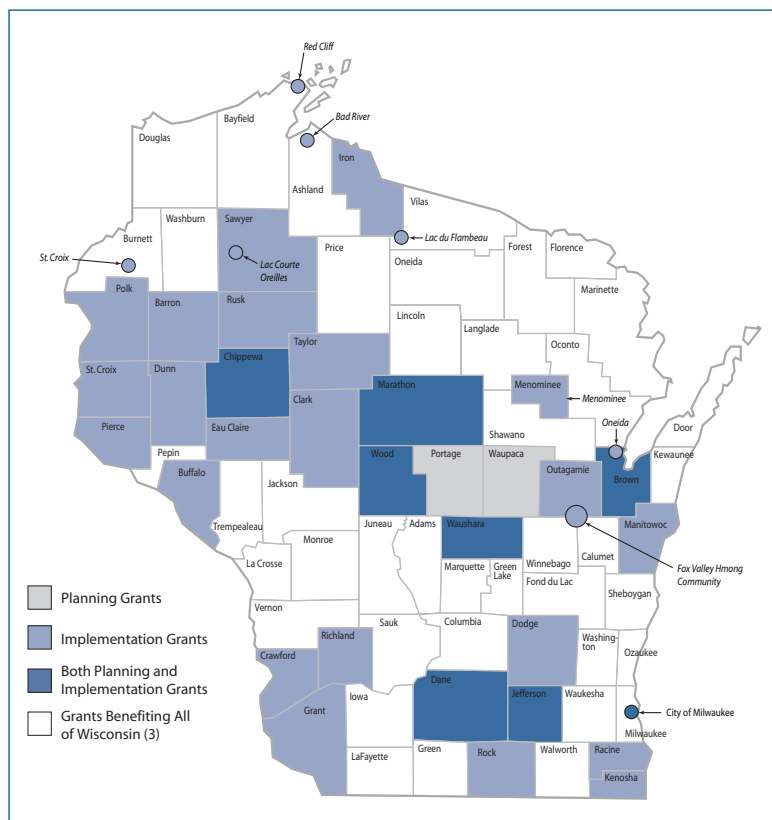
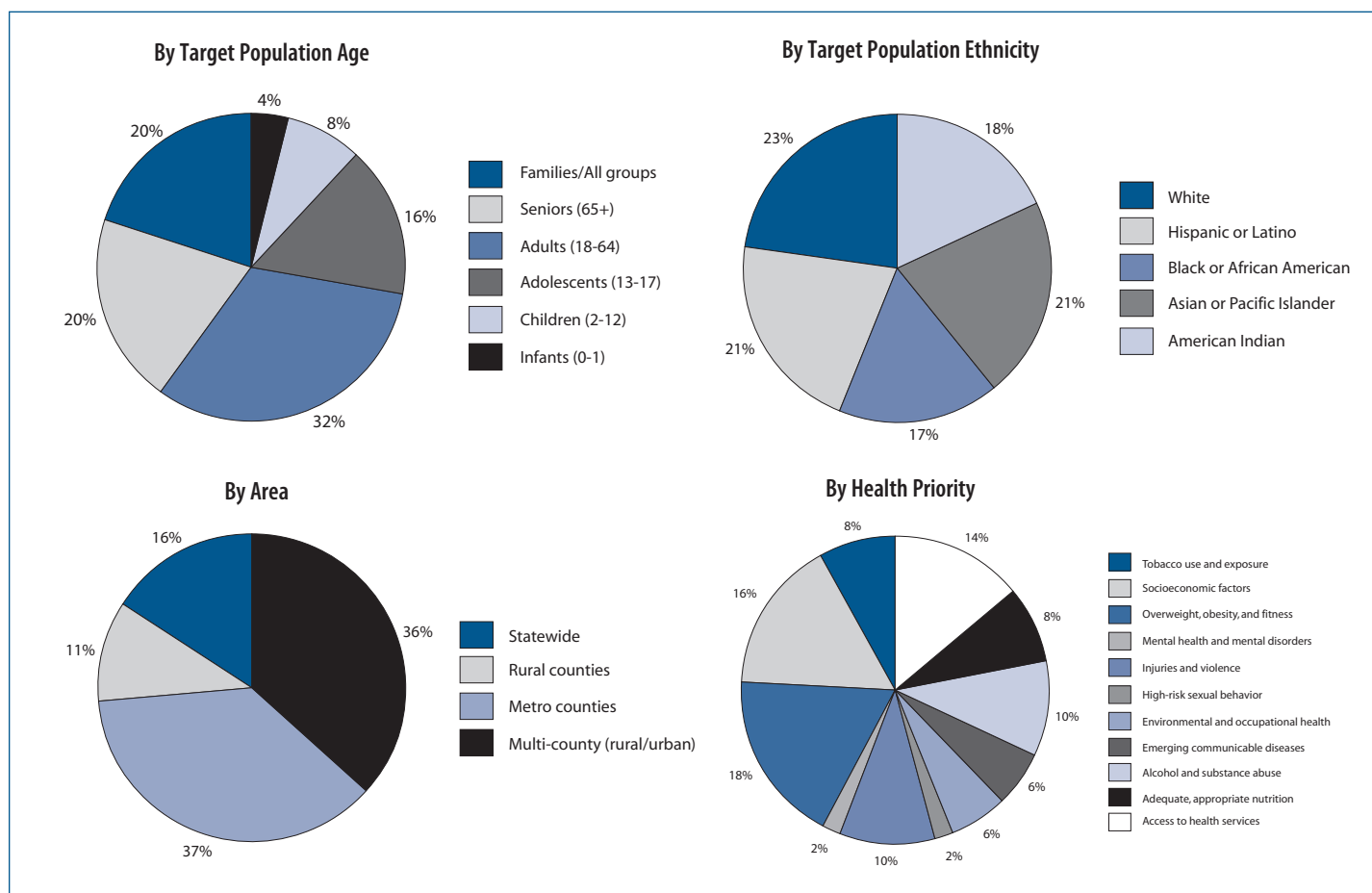


Figure 5: Distribution of 2005 CAPF Grants



Got Dirt? Initiative

Combat childhood overweight and poor nutrition by increasing the access of Wisconsin children to fruits and vegetables through gardening. Provide resources for teachers and childcare providers to involve children in starting and maintaining a garden, thereby improving their disposition toward and consumption of fruits and vegetables.

Planning Grant (awarded in 2005): \$49,741—Brown County

Community Partner: Brown County

Academic Partner: Aaron Carrel, MD, Department of Pediatrics

Green City, Healthy People: Eliminating Health Disparities while Revitalizing Milwaukee's Johnson Park

Create the Greater Johnson Park Healthy Living Sustainable Action Plan, which will blend a revitalization strategy for neighborhood green space with strategies that strengthen the social network and foster positive impacts on community health. Through these efforts, increase social interaction, stimulate active

lifestyles, enhance the physical environment, provide life- and health-altering educational experiences, and decrease crime.

Planning Grant (awarded in 2005): \$50,000—Inner City Milwaukee

Community Partner: Urban Open Space Foundation Inc.

Academic Partner: Nemeth Blaise, MD, Department of Pediatrics

Hispanic Health Patient Navigation Collaboration Planning Project

Improve health outcomes of Hispanics with limited English proficiency in the central Wisconsin region. Provide culturally competent services (services that respond effectively to cross-cultural differences) to address the sociocultural and economic disparities found in the Hispanic population, thereby allowing greater utilization of health care services.

Planning Grant (awarded in 2005): \$25,728—Marathon, Portage, Waupaca, Wood, and Waushara Counties

Community Partner: CAP Services Inc.

Academic Partner: Jane Jones, PhD, Health Promotion and Human Development, UW Stevens Point

PROGRESS OF 2004 CAPF AWARDS

Completed Planning Grants

Eleven of the 20 Community-Academic Partnership Fund planning grants awarded in 2004 are complete. Below is an update of those grants, based on the grantees' self-assessment:

Community Mental Health Training Institute

Developed a model for a Mental Health Training Institute, which will train and place competent mental health providers in community agencies serving ethnic minorities in Milwaukee.

Planning Grant (awarded in 2004): \$25,000

Community Partner: New Concept Self Development Center, Inc.

Enhancing Alcohol Screening, Brief Intervention, and Referral (ASBIR) Services in Wisconsin

Developed an action plan to enhance the delivery of ASBIR services for adults and adolescents in Wisconsin. Information gathered from this project supported an implementation grant application to enhance ASBIR services in Polk County, which was funded in 2005 (see page 15).

Planning Grant (awarded in 2004): \$24,821

Community Partner: Wisconsin Medical Society

Fall No More

Created a falls prevention education program for training assisted living caregivers throughout Wisconsin.

Planning Grant (awarded in 2004): \$25,000

Community Partner: Assisted Living Foundation of Wisconsin

FIT-WIC Wisconsin

Created three assessment tools to address the increasing overweight and obesity problems among participants in the Wisconsin Women, Infants and Children (WIC) Supplemental Nutrition Program, a program for low-income women and children.

Planning Grant (awarded in 2004): \$25,000

Community Partner: Wisconsin WIC Association, Inc.

HealthWatch Wisconsin

Developed a framework for an independent nonprofit organization with a mission to work towards a system of improved health care coverage throughout the state.

Planning Grant (awarded in 2004): \$23,571

Community Partner: ABC for Health, Inc.

Northeastern Wisconsin Falls Prevention Coalition

With a pilot coalition of four counties and the Oneida Nation, developed county-specific models and intervention tools to identify and reduce fall risks for community-dwelling seniors.

Planning Grant (awarded in 2004): \$25,000

Community Partner: Bay Area Agency on Aging, Inc.

Reduce Health Disparities within the LGBT Populations in Wisconsin

Advance the knowledge on health disparities among lesbian, gay, bisexual and transgender (LGBT) adults in Wisconsin. Disseminate research findings, develop regional coalitions to address significant health disparities, research evidence-based program designs to modify programming, and develop an implementation plan to address priority health issues identified in the 2005 research. This award is an expansion of the planning grant awarded in 2004 (see page 15).

Planning Grant (awarded in 2005): \$47,483—Statewide

Community Partner: Diverse and Resilient Inc.

Academic Partner: Kathleen Oriel, MD, Department of Family Medicine

Implementation Grants

Engaging Wisconsin Communities for Substance Abuse Prevention

Reduce alcohol use among Marshfield youth ages 12-17, thereby reducing disease, injury, and disability for years into the future. Improve public policy and challenge the community and family norms that underpin teenage alcohol abuse. Implement prevention strategies that focus on parental and other adult responsibility regarding providing alcohol to youth.

Implementation Grant (awarded in 2005): \$430,872—Barron, Chippewa, Clark, Crawford, Dane, Dodge, Dunn, Eau Claire, Grant, Iron, Jefferson, Manitowoc, Marathon, Outagamie, Pierce, Richland, Rusk, Sawyer, St. Croix, Taylor, Waushara, and Wood Counties

Community Partner: Marshfield Clinic Research Foundation

Academic Partner: David Brown, PhD, Department of Family Medicine

Expand Behavioral Risk Factor Survey Coverage to Provide Local Tracking of Healthiest Wisconsin 2010 Priorities

Provide local health departments and other community organizations with county-specific Behavioral Risk Factor Survey (BRFS) data to track their progress toward Healthiest Wisconsin 2010 goals. Improve data infrastructure so that local areas can better develop a base of information for establishing program priorities and implementing health plans, thereby providing tangible public health benefits throughout the state.

Implementation Grant (awarded in 2005): \$440,466—Statewide

Community Partner: Wisconsin Department of Health and Family Services

Academic Partner: Paul Peppard, PhD, Department of Population Health Sciences

Footprints to Health

Address the epidemic of obesity and physical inactivity in Marathon County through individual, interpersonal, organizational, community, and policy activities. Specifically, implement strategies to increase physical activity and improve meal planning in school neighborhoods; connect families and community members with physical activity opportunities; and encourage primary care providers to integrate obesity guidelines into their practices.

Implementation Grant (awarded in 2005): \$450,000—Marathon County

Community Partner: Marathon County Health Department

Academic Partner: Kevin O'Connell, MD, Department of Family Medicine

Influencing Wisconsin's Public Health System by Defining, Understanding and Diffusing a Treatment Model for Hmong Mental Health

Define how trauma history, stress response, cultural adaptation, and family factors influence psychological and physical health in the Hmong community. Understand the health issues facing three generations of the Hmong community in Dane County. Replicate the Dane County Kajsab House model, a culturally competent practice for addressing the mental health needs of a refugee population, in the Fox Valley.

Implementation Grant (awarded in 2005): \$450,000—Dane County and Appleton/Fox Valley

Community Partner: Mental Health Center of Dane County, Inc.

Academic Partner: Dean Krahn, MD, Department of Psychiatry

Polk County Alcohol and Drug Outreach and Training (PolkADOT)

Decrease problem alcohol and illicit drug use by adults in Polk County and adults who attend the St. Croix Tribal Health Center. Increase the delivery of alcohol and drug screening, brief intervention and referral services; increase the knowledge of federally recommended low-risk drinking limits; and decrease by 25 percent the daily frequency of risky alcohol and illicit drug use by those who receive interventions.

Implementation Grant (awarded in 2005): \$448,584—Polk County and St. Croix Tribal Health Center

Community Partner: Polk County Health Department

Academic Partner: Richard Brown, MD, MPH, Department of Family Medicine

PROGRESS OF 2004 CAPF AWARDS (continued)

Completed Planning Grants

Partners for a Clean and Sober Polk County

Established a strategic plan to address substance abuse prevention, intervention and treatment in Polk County. Developed an alcohol and substance abuse project, which was funded as an implementation grant in 2005 (see description on this page).

Planning Grant (awarded in 2004): \$25,000

Community Partners: Polk County Health Department and Polk County Department of Human Services

Reduce Health Disparities within LGBT Populations in Wisconsin

Identified core health disparities and health priorities among lesbian, gay, bisexual, and transgender (LGBT) adults in Wisconsin. Produced a white paper and conducted a statewide LGBT health forum and three community health outreach events. A second planning grant was funded in 2005 (see page 14).

Planning Grant (awarded in 2004): \$25,000

Community Partner: Diverse and Resilient, Inc.

Strengthening Family Caregivers Through Statewide Coalition

Created the Wisconsin Association of Family Caregivers, a non-profit organization dedicated to improving the health and well-being of family caregivers for the elderly and disabled.

Planning Grant (awarded in 2004): \$25,000

Community Partner: American Association of Retired Persons–Wisconsin

Wisconsin Academy for Rural Medicine

Convened a group of rural stakeholders to design the Wisconsin Academy of Rural Medicine at the SMPH, which will improve the health of the people of Wisconsin by increasing the number of physicians practicing in rural Wisconsin communities. This project was awarded Strategic Initiative Allocation funding in 2005 (see page 25).

Planning Grant (awarded in 2004): \$25,000

Community Partner: Rural Wisconsin Health Cooperative

Wisconsin Adolescent Sexually Transmitted Infections Protection through Education Project (WASTI-PEP)

Identified adolescents aged 10–24 as the target population for a statewide sexually transmitted infection (STI) prevention program. Developed an evidence-based assessment tool that providers would use to identify adolescents at risk for STIs.

Planning Grant (awarded in 2004): \$25,000

Community Partner: Family Planning Health Services, Inc.

Reality Check 21

Reduce alcohol use among Eau Claire County youth (ages 12–17), thereby potentially protecting and promoting the health of all in Eau Claire County. Employ four evidence-based programs involving schools, families, and communities to target and improve identified risk and protective factors.

Implementation Grant (awarded in 2005): \$450,000—Eau Claire County

Community Partner: Eau Claire City-County Health Department

Academic Partner: Jennifer Eddy, MD, Department of Family Medicine

Si Se Puede (Yes You Can)

Provide Latinos living with diabetes with the tools to better manage their disease, thereby creating a healthier, more productive population and reducing the need for more expensive specialized health care services. Identify participants for the project, implement a best-practices diabetes class curriculum, leverage community resources to ensure that program participants are able to follow through on what they have learned, engage dietetic and nursing students, and provide education on diabetes prevention.

Implementation Grant (awarded in 2005): \$411,183—Brown County
Community Partner: Northeastern Wisconsin Area Health Education Center Inc.

Academic Partner: Kirstin Q. Siemering, DrPH, RD, Area Health Education Center

Transporting Children Safely—A Public Health Model for WIC (Women, Infants, and Children) Families

By providing and correctly installing car seats, educating parents, and removing cultural and language barriers, reduce motor vehicle related death and injury and improve the safe transport of children in Madison and Dane County families who participate in the Wisconsin Women, Infants and Children (WIC) Program, a program for low-income women and children. Build on local community health improvement planning, strong local partnerships and the SAFE KIDS Coalition, and the staff's cultural and linguistic competency to strengthen the project.

Implementation Grant (awarded in 2005): \$344,924—Dane County

Community Partner: SAFE KIDS Coalition—Madison Area

Academic Partner: Timothy Corden, MD, Department of Pediatrics

PROGRESS OF 2004 CAPF AWARDS (continued)

Implementation Grants in Progress

The OAC is collecting progress updates from all 2004 grantees and evaluating the results. Because start dates for 2004 CAPF grants varied (ranging from the end of 2004 through the spring of 2005), these projects were at different stages of progress at the end of 2005. Highlights include:

- The *At-Risk Adolescent Health* program provided a health care home for over 800 low-income adolescents in Madison and Dane County through outreach, health education, and direct services.
- Through *Beyond Lip Service*, over 4000 tribal residents benefited from fluoridated water and over 800 rural children received access to oral health prevention services.
- *Breaking the Barriers to Domestic Violence Prevention* provided counseling to over 200 new clients, technical assistance to 16 community organizations, and cultural awareness and legal advocacy training to 40 service providers in Latino service areas.
- *Co-op Care* developed the first of five health care purchasing cooperatives in northern Wisconsin, which will increase access to health insurance for farmers and small businesses.
- The *Dane County Early Childhood Initiative* provided comprehensive services to 43 low-income pregnant mothers and newborn caregivers to improve the health of vulnerable children and families in Madison's Allied Drive community.
- In *First Breath*, 185 providers used new web-based training, outreach specialists conducted on-site refresher training at 34 sites, and 61 additional Fax to Quit sites were developed to reduce tobacco use among pregnant women.
- *Fit Kids Fit Families* provided comprehensive services to 35 families, resulting in improved nutrition, weight management, increased physical activity, and improved self-esteem, with plans to replicate in an adjacent community in 2006.
- Because of *Healthy and Active Lifestyles*, 200 La Crosse youth with disabilities participated in newly formed community sports and physical education activities.
- *Healthy Children, Strong Families*, which aims to reduce obesity among American Indian children, developed its home visit curriculum; recruited, hired, and trained local mentors to perform home visitations; and began family recruitment.
- The *Milwaukee Birthing Project* provided 24 high-risk pregnant women in Milwaukee with social support from matched sister-friends.
- The *Milwaukee Homicide Review Commission*, which recently received national attention in the *New York Times*, established an innovative approach to reducing homicides in Milwaukee through criminal justice and community service reviews that identify community-based responses to crime prevention.
- The *Peridata* project trained and enrolled 19 small hospitals in PeriData.Net™ to help monitor and improve infant and maternal health outcomes among rural populations.
- Because of *Safe Mom, Safe Baby*, 70 pregnant women experiencing intimate partner violence are safer and more connected to support services, and over 200 health care providers participated in this unique nurse case management program.

Wisconsin Falls Reduction Project

Reduce unintentional falls and injury, decreased activity, physical decline, institutionalization, or death among Wisconsin's older adults. Implement two evidence-based interventions: a weekly class focusing on behavior modification and exercise; and an in-home plan for persons unable to participate in a class, particularly those with cognitive decline and a family caregiver.

Implementation Grant (awarded in 2005): \$448,898—Buffalo, Kenosha, Marathon, Racine, and Rock Counties

Community Partner: Kenosha County Division of Aging Services

Academic Partner: Jane Mahoney, MD, Department of Medicine

Wisconsin Healthy Air Initiative (“Healthy Air”)

Through technical assistance, outreach, and education, transform the thinking, commitment, and practices of manufacturers and their commuting employees regarding air pollution and public health in Dane County. Link air monitoring and respiratory health data to target and control how air quality triggers respiratory problems.

Implementation Grant (awarded in 2005): \$450,000—Dane County

Community Partner: Dane County Clean Air Coalition

Academic Partner: Marty Kanarek, PhD, MPH, Department of Population Health Sciences

Community-Population Health Initiatives

Community-Population Health Initiatives are the second program category funded by the OAC. These programs are aligned with OAC's commitment to community-academic partnerships and the guiding principles outlined in the *Five-Year Plan*.

In 2004, OAC began supporting two SMPH programs that focus on health disparities in minority populations. Both programs were funded for a two-year period; updates are provided below.

Center for Urban Population Health, Multi-Level Information Systems and Health Promotion Interventions for Milwaukee's School Children

The Center for Urban Population Health (CUPH), the UW-Milwaukee School of Nursing, and Milwaukee Public Schools (MPS) are collaborating to assess the health needs of preadolescent (ages 6–11) MPS school children. The project aims to address health disparities among Milwaukee's school children. Local school health personnel will use information gathered through the project to design and implement effective and culturally appropriate health education programs. These programs will promote health and remove health-related barriers to learning for all MPS children.

Progress: Program team members assessed two sets of MPS data documenting child health visits to school nurses. Plans are underway to administer a comprehensive health survey to MPS children in 16 elementary schools in 2006. The survey, adapted from the *Child Health Illness Profile–Child Edition (CHIP-CE)*, is a valid and reliable research tool for health self-reporting in children.

A planning committee, consisting of school health personnel and administration, the Milwaukee Public Health Department, the UW-Milwaukee School of Nursing, and CUPH, will use the data to establish health priorities and education programs in targeted schools in 2006.

Implementation Grant (awarded in 2004): \$299,839 over two years—Milwaukee

Community Partner: Milwaukee Public School System

UW SMPH Faculty: Ron Cisler, PhD, Associate Professor, UW-Milwaukee; Associate Professor, Department of Population Health Sciences; Director, Center for Urban Population Health

Great Lakes Inter-Tribal Council, Inc. (GLITC), Tribal-Academic Partnership for American Indian Health

The Tribal-Academic Partnership for American Indian Health promotes activities that reduce health disparities among Wisconsin's American Indians. These include encouraging cooperative epidemiological research between the University and GLITC, increasing the number of American Indian scientists, health professionals, and organizations engaged in research, and improving the level of trust that American Indian (AI) communities have toward research activities.

Progress: The program has begun developing the training structure for the GLITC Epidemiological Center, which will provide a single site for AI-related health concerns, link researchers interested in studying AI populations with tribes, and help disseminate research results. GLITC has established relationships with the SMPH to provide placements for Master of Public Health and medical students interested in AI population research.

A middle school coordinator identified six schools with greater than 50 percent AI enrollment, and implemented in three of those schools a set of lessons introducing sixth-graders to career choices in health care. The coordinator is continuing outreach efforts with the remaining three schools, and has identified an additional target school.

Implementation Grant (awarded in 2004): \$286,612 over two years—Wisconsin American Indian tribes

Community Partner: Great Lakes Inter-Tribal Council

UW SMPH Faculty: Donna Friedsam, MPH, Associate Director of Health Policy, UW Population Health Institute

Public Health Education and Training

Public health and training initiatives comprise the third program category overseen by the OAC. The Public Health and Education and Training (PHET) subcommittee, which consists of two SMPH faculty and seven community representatives, advises and recommends education and training programs in population health to the OAC. Updates of two initiatives, the Healthy Wisconsin Leadership Institute and the Wisconsin Population Health Fellowship, are provided below.

At the request of the OAC, the PHET subcommittee also discussed the development of a third initiative, a Continuing Public Health Education Program. A separate Workgroup on Continuing Education met in April 2005 to investigate possible formats for this initiative and report back to the PHET subcommittee. Later in 2005, the workgroup convened to draft a revised plan that incorporates a strong collaboration with the UW Office of Continuing Professional Development in Medicine and Public Health. Further details on the progress of this initiative will be provided in the 2006 annual report.

Healthy Wisconsin Leadership Institute

The Healthy Wisconsin Leadership Institute is a continuing education and training resource supported jointly by the SMPH and the Medical College of Wisconsin. Its mission is to develop leaders who engage in innovative activities to protect and promote the health of the public.

Progress: In 2005, the joint UW SMPH/MCW committee met nine times, changed the Institute's official name to the Healthy Wisconsin Leadership Institute, and created the following framework for its programs:

- **Community Teams Program:** Offer teams from communities around the state an intensive 12-month learning experience, which consists of in-person 2-day learning sessions, distance education sessions, and team and project work in home communities.
- **Health Policy Program:** Conduct web-based and in-person workshops focusing on issues and policy interventions that impact the 11 health priorities outlined in the State Health Plan, and provide technical assistance for community groups as they plan, conduct, and evaluate policy initiatives.
- **Lifelong Learning and Mentoring Program:** Provide advanced skills and leadership training, mentoring, and shared leadership activities; offer growth opportunities for existing leaders; and support the development of the next generation of public health and community leaders.

The Community Teams Program began in Spring 2006. The following five community teams were selected from among 26 applications:

- The Barron County Safe and Stable Families Coalition, focusing on methamphetamine and other substance abuse and addiction;
- Healthy People Portage County, addressing the problem of obesity and lack of physical activity;
- The La Crosse Area Dental Care Advocacy Coalition, creating access to affordable dental care;
- The Milwaukee Partnership for Reducing Adolescent Risky Sexual Behavior; and
- The Wisconsin LGBT Youth Health Initiative, the only statewide team, working to decrease tobacco, alcohol and drug use as well as injury and mental health problems among lesbian, gay, bisexual, and transgender youth in Wisconsin.

Staff are developing curricula, identifying instructors and mentors, recruiting applicants, and completing logistical and infrastructure requirements for the other programs.

Implementation Grant (awarded in 2005): \$705,831 over three years in collaboration with MCW—Statewide

UW SMPH Faculty: Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

Wisconsin Population Health Fellowship

The Wisconsin Population Health Fellowship offers MS, MPH, or PhD graduates 2-year field assignments in community-based, non-profit, governmental, and health service organizations. The fellowship program provides graduates with practical experience, and at the same time provides community organizations with full-time service from a public health professional mentored by the community and SMPH faculty. Fellows are also a conduit for expertise between the University and the communities they serve, laying the foundations for a sufficient, competent public health workforce.

Progress: The program now consists of five fellows: four new fellows in 2005, plus one second-year fellow from the 2004 class. Fellows are working on the following projects:

- A county-based system of health indicators for the Department of Health and Family Services' Bureau of Health Care Information;
- A project to improve the American Cancer Society's communications with and services for the African-American community in Milwaukee, and a health services project in Milwaukee schools;

- An exercise and nutrition program for new refugees and a dental health program for the La Crosse Health Department;
- Numerous chronic disease projects for the Milwaukee Health Department; and
- An AIDS/HIV prevention plan for high-risk populations in Milwaukee, a planning project for a new maternal and child health home visiting initiative for the Milwaukee Health Department, and collaborations with the Latino Health Coalition.

These activities support the program's primary goals of providing public service to Wisconsin communities and developing the next generation of public health administrators and leaders. In late 2005, the PHET subcommittee conducted an interim evaluation of the fellowship program. This evaluation, which consisted of feedback from fellows and public health program supervisors, provided tangible evidence that the program's primary objectives are being met.

Implementation Grant (first awarded in 2004): \$1,481,714 over four years—Statewide

UW SMPH Faculty: Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

Collaboration between OAC and the Medical College of Wisconsin Consortium for Public and Community Health

The OAC and the Medical College of Wisconsin's Consortium for Public and Community Health continued their collaborative efforts in 2005. These efforts allowed both institutions to share ideas, resources, and successes, thereby strengthening each program's potential to improve the health of Wisconsin.

The two groups met in January 2005 to discuss the first cycle of community-academic partnership programs. This was followed by a group discussion about each program's results, suggested RFP revisions, outreach improvements, funding cycles between the two institutions, and coordination of evaluation efforts.

During this meeting, the groups also discussed the progress of their public health education programs: the UW Population Health Practice Fellowship, the development of a Master of Public Health program at each institution, and the creation of the jointly supported Wisconsin Public Health Leadership Institute (now called the Healthy Wisconsin Leadership Institute).

Faculty and staff from both institutions worked together throughout the year to develop The Healthy Wisconsin Leadership Institute. A joint planning committee met monthly to develop the Institute's framework (see page 18 for a project description), and in October 2005, UW and MCW faculty and staff submitted proposals to their respective schools for implementation funding for the next three years.

As the Institute enters its implementation phase, leadership directors from UW and MCW continue to share responsibility for its development. Both institutions will equally share responsibility for the Institute's largest program area, Community Teams Program. MCW will lead the Institute's Health Policy Program, and UW will lead its Lifelong Learning and Mentoring Program.

Both institutions collaborated in other ways throughout 2005. Program staff from UW and MCW made joint presentations on their community grant programs at the Association of United Way Agencies, the Wisconsin Public Health Association, and the Wisconsin County Human Services Association.

Staff from the two institutions worked together to develop grant writing resources and tools, thereby helping applicants improve the quality of their applications.

During the year, staff from both institutions also met in person or over the phone to discuss individual programs and identify areas of future collaboration. This ongoing partnership will be supplemented by another in-person joint meeting in June 2006, which will focus on the State Health Plan, health priorities, and joint initiatives.

Medical Education and Research Committee (MERC) Initiatives

The primary responsibility of the Medical Education and Research Committee is to direct and approve funds for medical education and research activities that advance population health in Wisconsin. Two-thirds of the total funds available to MERC are allocated for initiatives in the following five focus areas identified in the *Five-Year Plan*:

- Innovations in Medical Education
- The Wisconsin Population Health Research and Clinical Trials Network
- Disease Genomics and Regenerative Medicine
- Molecular Medicine and Bioinformatics
- Emerging Opportunities in Biomedicine and Population Health

The remaining one-third of the funds available to MERC is allocated by the Dean of the SMPH, with the advice of MERC, for programs that fall within the established Guidelines and Criteria for the Strategic Initiatives Allocation. Additionally, there are programs funded jointly by the MERC and the Dean's Strategic Initiative Allocation that provide opportunities to collaborate on innovative approaches to challenging health issues.

Year in Brief

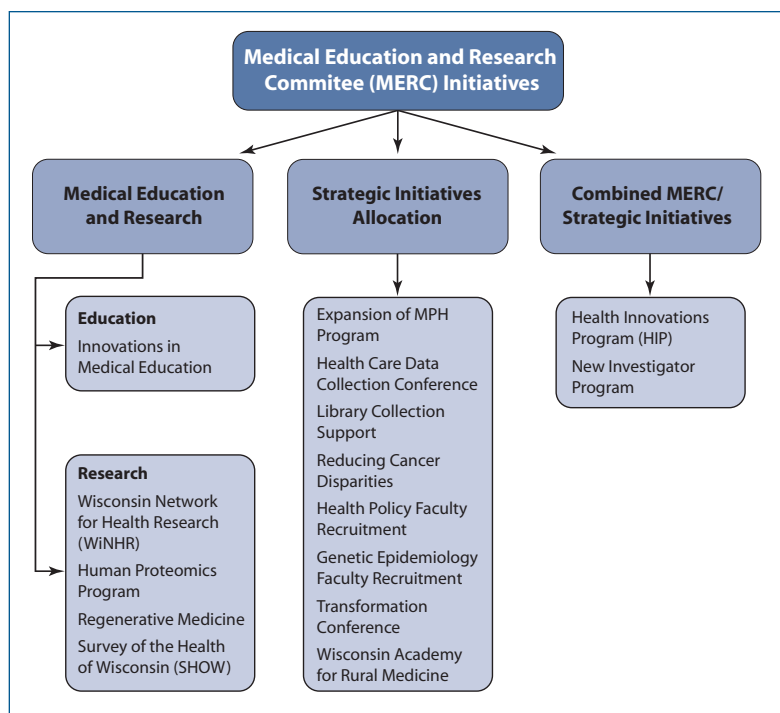
After a foundation year in which the committee established policies and funded its first planning grants, MERC accelerated its activities in 2005 by funding an extended planning grant and three implementation grants to more fully realize the objectives described in the *Five-Year Plan*. MERC also collaborated with the Dean to support eight Strategic Initiative Allocation awards, and launched two jointly funded MERC/Strategic Initiative programs: the Health Innovations Program and the New Investigator Program.

MERC's evolution in 2005 was influenced by the renaming of the Medical School to the School of Medicine and Public Health. Integrating public health into all aspects of the School's mission reflects a strong institutional commitment to improving the health of the people of Wisconsin.

As a result, MERC has supported several initiatives that specifically address the health of the public, such as the Survey of the Health of Wisconsin, the Wisconsin Network for Health Research, and the above-mentioned Health Innovations Program. Through collaborations with communities and health care systems across the state, these programs aim to promote health, improve preventive care, increase access to care, and advance new treatment options.

Another example of MERC's increased emphasis on population health was its decision to examine the purpose and objectives of the New Investigator Program to ensure that it supports initiatives with a strong potential to translate results to communities.

Figure 6: MERC Funding Categories



MERC Initiatives

Process for Selection

The three research planning grants awarded by MERC in 2004—Survey of the Health of Wisconsin, the Human Proteomics Program, and the Wisconsin Network for Health Research (formerly known as the Wisconsin Clinical Trials Network)—resulted in detailed descriptions of the steps required to implement each program. Each planning grant's principal investigator appeared before the MERC several times throughout 2005 to report on progress and to request advice from MERC on their programmatic goals, objectives, and expected outcomes. The MERC then asked for implementation grant proposals from each principal investigator.

Through a series of reviews by the MERC and the Executive Subcommittee, the proposals were refined and strengthened to ensure alignment with the purpose and objectives of The Wisconsin Partnership Program. Program staff performed a technical review to ensure that all minimum requirements, including non-supplanting, were met.

As a result of this process, the MERC decided that the Survey of the Health of Wisconsin and the Human Proteomics Program were ready for implementation grants, which were awarded in November and December 2005. MERC also decided to award the Wisconsin Network for Health Research an extended planning grant to more fully develop its health care provider partnerships and perform a pilot study at each site.

The MERC also received a proposal on Regenerative Medicine that was aligned with the Disease Genomics and Regenerative Medicine focus area. MERC followed the same deliberative process outlined above, asking the principal investigator to refine and strengthen the proposal before approving the program in March 2005.

MERC's education program, Innovations in Medical Education, was first funded in 2004. Due to the volume of work required to implement this project, the MERC decided in 2005 to extend the award period from three to four years.

Descriptions of the four research grants awarded in 2005, and an update on the Innovations in Medical Education program awarded in 2004, are provided below.

Research Awards

Extended Planning Grant

Wisconsin Network for Health Research (WiNHR)

An evolution of the Wisconsin Clinical Trials Network funded in 2004, WiNHR consists of a collaboration between the four largest health care systems in the state: UW Health, Marshfield Clinic, Aurora Health Care, and Gunderson Lutheran. The program will create a research network to enhance consumer and health care provider access to state-of-the-art health and medical knowledge, including epidemiological, clinical, and health services research.

Progress: During its 2004 planning grant, the program pursued and developed relationships with the four participating partners listed above. Initial research groups from each site met, agreed on the need to develop a statewide research network and began forming an initial plan to determine the most efficient way to accomplish this objective. Because additional time was needed for the group to agree on a well-defined infrastructure, the program was awarded an extended planning grant in 2005.

With its 2005 extended planning grant, the program is establishing operating procedures, fulfilling HIPAA and human subjects requirements, finalizing budgetary issues, and beginning to build electronic data systems. When the initial infrastructure is complete, the program will perform a pilot study at each site. If successful, the MERC will invite a request for an implementation grant. The long-range goal is to extend the WiNHR program to other sites, thereby offering all of the state's residents access to the latest knowledge on disease prevention and treatment options.

Extended Planning Grant (awarded in 2005): \$1,175,827 over one year
Focus Area: Wisconsin Population Health Research and Clinical Trials Network

UW SMPH faculty: Howard Bailey, MD, Associate Professor, Department of Medicine; David DeMets, PhD, Professor and Chair, Department of Biostatistics and Medical Informatics

Implementation Grants

Human Proteomics Program

Proteomics is the study of cellular proteins and their functions. This program will offer services to scientists and clinicians to help identify molecular markers of health, disease, and risk factors within the contexts of specific organ systems and populations.

Progress: During its 2004 planning grant, the program sought feedback from basic science, clinical, and other campus faculty to help establish its goals and focus. It gathered information from vendors and consultants to assess infrastructure needs, and developed a business plan and strategies for rapidly applying findings in both the clinical and research settings.

With its 2005 implementation grant, the program is establishing its infrastructure, including recruiting facility personnel, purchasing instruments, and developing plans to work with campus investigators. The program has launched a web site (www.humanproteomics.wisc.edu) and is planning workshops to begin educating the campus community and the public on the impact that proteomics can have on population health. As the program develops, it will train research faculty, staff, and students in the use of instruments for proteomic analysis. The program will also strengthen its bioinformatics component so that scientists and clinicians can provide more effective health promotion and treatment choices to patients.

Implementation Grant (awarded in 2005): \$1,767,208 over three years
Focus Area: Disease Genomics and Regenerative Medicine
UW SMPH faculty: Jeff Walker, PhD, Department of Physiology; Rick Moss, PhD, Professor and Chair, Department of Physiology

Regenerative Medicine Program

Regenerative medicine uses products that naturally occur in the body, including embryonic stem cells, to repair or replace diseased tissues. Although the promise of regenerative medicine is great, there are still scientific roadblocks to using embryonic stem cells in clinical medicine. This program seeks to overcome these roadblocks through the following four cores: Stem Cell Resources, Immunology/Pathology, Non-Human Primate, and Imaging. MERC funding supports the Immunology/Pathology and Imaging cores.

Progress: With its 2005 implementation grant, the program is establishing its core services and organizational structure. In addition, the Immunology/Pathology core is conducting experiments to begin determining how animals' immune systems respond to embryonic stem cell transplantation. The Imaging core is conducting experiments that will lead to noninvasive ways to deliver proteins to the brain to stimulate growth.

The Regenerative Medicine program will provide interdisciplinary resources for researchers, foster collaborations, and bring the promise of regenerative medicine to fruition in the form of treatments for many challenging health problems.

Implementation Grant (awarded in 2005): \$1,200,000 over four years
Focus Area: Emerging Opportunities in Biomedicine and Population Health

UW SMPH faculty: Timothy Kamp, MD, PhD, Department of Medicine

Survey of the Health of Wisconsin (SHOW)

This program will create a mechanism to collect data on the many factors—environmental, biological, and behavioral—that influence the health of Wisconsin residents. Through an annual survey of approximately 1100 residents representative of the state's entire population, SHOW will create a framework for studying health care trends in Wisconsin over time. This data will influence statewide health services research, community-based prevention and treatment trials, and ultimately, future state health priorities—making it a critical link between medical and public health research initiatives.

Progress: During its 2004 planning grant, the program developed a detailed plan of the Survey, established a business plan for the first three years of project funding, outlined the program's governance and administration (which includes community representation), and created an RFP process for faculty support and participation in the program.

With its 2005 implementation grant, the program is recruiting, training, and certifying study personnel; creating its infrastructure; producing a protocol and manual of operations; obtaining Institutional Review Board (IRB) approval; and piloting its test study procedures. It will hold a symposium in the fall of 2006 to publicize the program and encourage faculty and community involvement.

Implementation Grant (awarded in 2005): \$4,116,906 over three years
Focus Area: Wisconsin Population Health Research and Clinical Trials Network

UW SMPH faculty: Javier Nieto, MD, MPH, PhD, Professor and Chair, Department of Population Health Sciences

Education Award

Innovations in Medical Education Program

After receiving its award in 2004, the Innovations in Medical Education (IME) program created a foundation based on three core components. Below are descriptions of those three components and updates of activity in 2005.

Curriculum Innovation

This component will create innovative new curricula in population health, cultural competence, and ethics; and create a team of faculty and staff to carry out this effort.

Progress:

- Held a curriculum retreat, established a Curriculum Advisory Committee, hired a faculty team, and created positions to support curriculum coordination;
- With course instructors, developed a plan to integrate new curriculum content;
- Developed new ethics curricula, created a new Population Health and Epidemiology course, and expanded teaching of cultural competence curricula; and
- Developed a standard set of skills for each year of the curriculum.

Clinical Skills Teaching and Assessment Center

This component will expand the Center's resources and programs; improve the teaching of clinical skills offered through the Center; increase the diversity of the people who act as patients for the purposes of education; and develop the Center as a resource for the community and other health professional programs.

Progress:

- Established an interdisciplinary Advisory Committee, hired staff for the Center, and created and met with a Community Advisory Committee consisting of local health, social service, and advocacy leaders;
- In collaboration with the Community Advisory Committee, recruited 16 people from African-American and Latino heritage to participate as standardized patients during the training of medical and other health sciences students; and
- Developed a formal presentation to showcase the Center and held meetings with community groups and health professional programs to expand the use of the Center.

Statewide Health Care Distance Education

This component will create a searchable web site that allows users statewide to access the digital resources of the Health Sciences Learning Center; support web-based and distance education programs, and develop curricula that focuses on how technology can further medical knowledge, promote health, and improve health care delivery.

Progress:

- Developed a prototype of the web-based resource library (expected to be in use by mid-2006), and began defining appropriate levels of access for different types of users;
- Began developing online portfolios for each student to facilitate documentation of professional development and skills;
- Began implementing curricula on how technology can be used to support medical knowledge and health care delivery; and;
- Provided students with clinical reference tools that can be accessed from handheld personal digital assistants (PDAs).

Implementation Grant (awarded in 2004): \$3,414,780 over three years (Due to the volume of work required for this project, in 2005, the award period was extended from three to four years.)

Focus Area: Innovations in Medical Education

UW SMPH Faculty: Susan Skochelak, MD, MPH, Professor, Department of Family Medicine; Senior Associate Dean for Academic Affairs

With the structure and resources put in place by the IME award, and with collaboration from UW Center for the Study of Cultural Diversity in Healthcare, the SMPH has secured additional funding to further advance its education initiatives. In December 2005, the National Institutes of Health awarded the SMPH a 4-year, \$925,000 grant to enhance the behavioral and social science curriculum for medical students.

Strategic Initiatives

The remaining one-third of the funds available to MERC are allocated by the Dean of the SMPH for strategic initiatives. The Strategic Initiatives Allocation provides flexibility to respond to opportunities and support the transformation to an integrated school of medicine and public health. As with other MERC initiatives, the Strategic Initiatives Allocation seeks to fund a balanced portfolio of research and education programs.

Process for Selection

To ensure a consistent and objective decision-making process for the Strategic Initiatives Allocation, an application process was developed that formally delineates the criteria for selection, funding guidelines, and proposal requirements.

Each Strategic Initiatives application underwent a multi-level review. First, staff performed a technical review to ensure that all minimum requirements, including non-supplanting, were met. Second, the Dean evaluated each application according to the Guidelines and Criteria for the Strategic Initiatives Allocation. Third, the Dean sought advice from the MERC Executive Subcommittee and then from both the full MERC and OAC before making a final decision.

Awards

2005 Awards

Expansion of Master of Public Health (MPH) Program

Supplements “Master of Public Health (MPH)” award made in 2004 (see page 25)

To continue the evolution of the MPH program, a central component of the SMPH transformation, increased support is required to meet critical program needs. This award will be used to fund student stipends for field work placements, to support a training coordinator based in the Milwaukee Health Department who will oversee and evaluate the experiences of the Population Health fellows and MPH students, and to increase staffing to sustain program growth.

Strategic Initiative Grant (awarded in 2005): \$700,414 for three years
UW SMPH faculty: Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

“Health Care Data Collection & Reporting: Models for Public-Private Partnerships” Conference

This one-day conference, held on February 7, 2005, brought together informatics executives from health care systems across the country, plus leaders from the State, the University, and local health care systems, organizations, and associations. The conference attracted 182 attendees.

The event focused on health care data repositories, including public and private sector initiatives, partnerships, and regional health information organizations. Local and national experts discussed models for an advanced health information network that supports clinical care, personal health management, population health, and research.

Strategic Initiative Grant (awarded in 2005): \$11,121 for one-day event
Jointly sponsored by the UW Population Health Institute and the Wisconsin Department of Health and Family Services

PROGRESS OF 2004 STRATEGIC INITIATIVES

Improving Cancer Care in Wisconsin

This award matches funds from a partnership between the UW Comprehensive Cancer Center and the Wisconsin Division of Public Health. This program developed the 2005–2010 Wisconsin Comprehensive Cancer Control Plan (WCCP) and will translate evidence-based research to practitioners statewide.

Progress: In 2005, the program:

- Used a community-based participatory approach to address cancer health disparities in five underserved communities;
- Developed the Surveillance Brief to evaluate cancer trends in Wisconsin;
- Improved the Wisconsin Cancer Reporting System by developing effective data sharing agreements with Minnesota hospitals;
- Created a survey to measure treatments, barriers to treatment, patient satisfaction, and quality of life in patients with breast, prostate, colorectal, and lung cancer;
- Contracted with three health care organizations to increase screening rates and early diagnosis of colorectal cancer; and
- Provided on-site education on palliative care to primary care providers in three sites.

Strategic Initiative Grant (awarded in 2004): \$319,092 over 16 months
UW SMPH faculty: George Wilding, MD, Director, UW Comprehensive Cancer Center

Making Wisconsin the Healthiest State

This program is assessing the population health of Wisconsin compared to other Midwestern states and the nation, and will provide tools to track progress in becoming the healthiest state. Results will be used to inform decisions about future investments and new initiatives and assist in the development of The Wisconsin Partnership Program's funding priorities.

Progress: The program has identified and recommended measures for measuring Wisconsin's overall health and health disparities, and has estimated the burden of disease in different regions of the state. Future work will identify priority programs and interventions that are most likely to improve these outcomes, with particular attention on presenting the information in useful ways to the state's public and private policy makers.

Strategic Initiative Grant (awarded in 2004): \$820,343 over five years
UW SMPH faculty: David Kindig, MD, PhD, Professor Emeritus, Department of Population Health Sciences; and Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

Library Collection Support for Public Health Research and Training

This award will enable Ebling Library to support an integrated School of Medicine and Public Health by acquiring a core collection of public health resources. These acquisitions will ensure that appropriate public health print and online journals, books, and monographs are available to facilitate the incorporation of public health practices and principles into the School's mission of education, research, patient care, and community service.

Strategic Initiative Grant (awarded in 2005): \$159,794 over three years
UW SMPH faculty: Terrance Burton, MFA, MLIS, Director, Ebling Library

Reducing Cancer Disparities Through Comprehensive Cancer Control

Supplements "Improving Cancer Care in Wisconsin" award made in 2004 (see sidebar)

This award matches funds provided by a unique partnership model between the UW Comprehensive Cancer Center and the Wisconsin Division of Public Health, and builds on the initial award made in 2004. The program will implement two specific projects that aim to reduce cancer disparities in Wisconsin.

The first project will pilot community readiness and quality of cancer care tools in five communities not currently engaged in the statewide cancer control plan. The project will help set priorities, and develop programs, toolkits, and technical assistance materials to be disseminated to communities and researchers.

The second project will develop the Milwaukee Regional Partnership Network, dedicated to breaking down the economic, geographic, cultural, and systems barriers to cancer care. It will bring health care and community-based organizations together to collaborate on cancer care, and promote clinical research through a collaboration between the Center for Urban Population Health and the Wisconsin Network for Health Research (WiNHR; see page 21).

Strategic Initiative Grant (awarded in 2005): \$532,126 over three years
UW SMPH faculty: George Wilding, MD, Director, UW Comprehensive Cancer Center

Startup Funding to Recruit Faculty Member Specializing in Health Policy

This award provides limited start-up funding for three years, to be supplemented by the Department of Population Health Sciences, for a faculty position in Health Policy. A required component of the SMPH transformation, this position will be responsible for research and education on health policy. It will also form partnerships with state and local officials and public health practitioners on health policy development.

Strategic Initiative Grant (awarded in 2005): \$261,706 for recruitment period plus 3 years from date of hire

UW SMPH faculty: Javier Nieto, MD, MPH, PhD, Professor and Chair, Department of Population Health Sciences

Startup Funding to Recruit Faculty Member Specializing in Genetic Epidemiology

This award provides limited start-up funding for three years, to be supplemented by the Department of Population Health Sciences, for a faculty position in Genetic Epidemiology. A required component of the SMPH transformation, this position will promote research and education regarding the contribution of genetic factors to health and disease. It will also play a critical role in the implementation of the Survey of the Health Wisconsin (SHOW) by overseeing, interpreting, and disseminating data related to genetic factors.

Strategic Initiative Grant (awarded in 2005): \$261,706 for recruitment period plus 3 years from date of hire

UW SMPH faculty: Javier Nieto, MD, MPH, PhD, Professor and Chair, Department of Population Health Sciences

“The Transformation of Health Care and the Role of the University” Conference

This two-day conference, held on November 17–18, 2005, brought together the public and private sectors in a dialogue to consider contributions the University can make toward transforming the health care system. Participants included public and private industry leaders, policy makers, public agency officials, and faculty from multiple health care disciplines. The conference attracted 232 attendees.

Through plenary sessions and panel discussions, the conference addressed such concepts as current health care trends, issues, and initiatives; ways to challenge the University to contribute to health care system change; community partnership endeavors (including The Wisconsin Partnership Program); and multidisciplinary approaches to change. The event promoted further collaboration between the University and legislators to better address the health care challenges of Wisconsin.

Strategic Initiative Grant (awarded in 2005): \$32,145 for two-day event
Jointly sponsored by the University of Wisconsin Population Health Institute, the UW Medical Foundation, and the University of Wisconsin–Madison

Wisconsin Academy for Rural Medicine (WARM)

Initially supported in 2004 by a Community-Academic Partnership Fund Planning Grant from OAC, the Wisconsin Academy for Rural Medicine (WARM) aims to improve access to health care in rural areas and advance the health of the people of Wisconsin by increasing the number of SMPH graduates who practice in rural Wisconsin communities.

PROGRESS OF 2004 STRATEGIC INITIATIVES (continued)

Master of Public Health (MPH)

The Master of Public Health (MPH) program provides multidisciplinary education and training in public health to current and future health professionals. The degree offers a practice-oriented program for students in health professional education programs who want to strengthen general knowledge and skills in public health. The program also helps meet the public health needs of Wisconsin through ongoing training of the public health workforce.

Progress: The MPH program was launched in 2005 and will graduate its first class of 18 students in 2006. The program has been enhanced through collaborations between health care professionals, faculty, and students across many disciplines, including medicine, nursing, veterinary medicine, and public policy. In addition, required field work placements provide an enriched student experience and valuable support for community sites.

A dual-degree program with the School of Nursing has been approved, and progress is being made on dual-degree programs with the LaFollette School of Public Affairs and the SMPH. The MPH program is currently recruiting its second class, and is evaluating program feedback from first-year students, faculty, and community practicum leaders.

Strategic Initiative Grant (awarded in 2004): \$1,946,120 over five years

UW SMPH faculty: Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program; and Susan Skochelak, MD, MPH, Professor, Department of Family Medicine; Senior Associate Dean for Academic Affairs

Wisconsin Alzheimer's Institute

The Wisconsin Alzheimer's Institute improves the quality of life for persons with Alzheimer's disease and their families through early diagnosis, treatment and support.

Progress: The program developed a statewide network of satellite diagnosis and treatment centers; expanded statewide recruitment for the Wisconsin Registry for Alzheimer's Prevention (WRAP); created pilot studies to evaluate an instrument capable of screening for cognitive impairment; and established learning opportunities for medical students interested in Alzheimer's disease.

Strategic Initiative Grant (awarded in 2004): \$375,000 over five years

UW SMPH faculty: Mark A. Sager, MD, Professor of Medicine and Population Health Sciences; Director, Wisconsin Alzheimer's Institute

The WARM program will act as a “school within a school” for medical students with rural backgrounds and career goals. Initial steps include designing an admissions component, developing a curriculum, and identifying rural training sites. It will establish rural-based training experiences for medical students and promote residency education that addresses the health care needs of rural communities.

Strategic Initiative Grant (awarded in 2005): \$178,014 for 18 months

UW SMPH faculty: Byron J. Crouse, MD, Professor, Department of Family Medicine; Associate Dean for Rural and Community Medicine

Community Partners: Marshfield Clinic, Aurora Health Care, Gundersen Lutheran Medical Foundation

Combined MERC/Strategic Initiatives

Two programs previewed in the 2004 Annual Report, the Health Innovations Program (formerly the UW Health Care Improvement Program) and the New Investigator Program, are funded jointly by the MERC and the Strategic Initiatives Allocation. Combined support is reserved for programs that are aligned with the Emerging Opportunities in Biomedicine and Population Health focus area described in the *Five-Year Plan*. The awards are for innovative proposals that show potential to accelerate the translation of research discoveries and educational developments to communities.

Health Innovation Program

The goal of the Health Innovation Program (HIP) is to develop a national model of excellence to improve health care delivery and outcomes for the people of Wisconsin. The program is driven by the National Institute of Medicine’s six aims: to improve the safety, effectiveness, patient-centeredness, timeliness, efficiency, and equity of health care.

HIP pursues its mission through engaging health care systems around Wisconsin to identify priorities for change, establishing partnerships with statewide health organizations, and building linkages between communities and the University. Its activities will focus on the following areas:

- **Translational Research:** Address Wisconsin’s high-priority health care challenges through collaboration with state health care systems, researchers, and national experts. Create models that effectively link University research in patient safety, quality, efficiency, and accessibility to the actual processes of health care systems statewide.

- **Quality Improvement:** Provide resources, information, best practices, and shared learning to health care practices, policy makers, and communities. Facilitate projects to improve safety, exchange of information, care coordination, disease management, health promotion, use of health care technologies, measurement of value, and patient-centered care.
- **Statewide Education:** Provide a gateway to University educational resources for practitioners, students, and communities seeking to improve their health care systems. Offer field experiences and fellowships that provide hands-on experience with evidence-based and data-driven improvement in health care systems.

Implementation Grant (awarded in 2005): \$1,310,158 over three years

UW SMPH faculty: Jeffrey Grossman, MD, Professor, Department of Medicine; Associate Dean of Clinical Affairs; Maureen Smith, MD, MPH, PhD, Associate Professor, Department of Population Health Sciences

New Investigator Program

The New Investigator Program supports assistant professors who have designed creative research and education projects with a high potential to impact the health of the public but which are not likely to be funded by traditional sources. These projects span the research and education spectrum—basic, clinical, translational, and population health—providing opportunities for New Investigators to launch innovative ideas that advance the application of science to the prevention, diagnosis and treatment of disease.

RfP Process

The New Investigator Program had two funding cycles in 2005 with awards granted up to \$100,000 for two years. MERC developed a Request for Proposals (RfP) and created a rigorous review process through a subcommittee of faculty experts.

As a result of experience with the first funding cycle, MERC made significant refinements to the RfP before the second call for proposals was released. These included:

- Requiring applicants to provide a 2–3 sentence statement of how their research is directly relevant to public health;
- Requiring applicants to provide a 1–2 page statement of how their research is directly relevant to proposal review criteria;
- Expanding the eligibility requirement to include all Assistant Professors in the tenure, clinical health sciences (CHS), and clinician-teacher tracks; and
- Clarifying and standardizing the application form.

Review Process

Applications to the New Investigator Program were reviewed using a multi-step process. First, staff performed a technical review to ensure that all minimum requirements, including non-supplanting requirements, were met.

Second, the MERC appointed an Application Review Subcommittee (see sidebar) of faculty leaders with expertise in a variety of topics, including population health. Five reviewers from the Application Review Subcommittee reviewed each proposal according to the RFP criteria. Then the subcommittee met as a group to discuss and vote on the proposals.

Third, the recommended list, sorted in rank order, was forwarded to MERC for the final decisions. In addition to the rankings, MERC took into account program need and the degree to which the proposal aligned with goals and objectives of The Wisconsin Partnership Program before making the awards.

Further refinements to this program are currently under discussion by MERC. The importance of interdisciplinary research, application to patients, and linkages with communities are central to the discussions.

Awards

The first New Investigator Program funding cycle resulted in 22 applications, six of which were funded.

First-Cycle Awards (June 2005)

Healthy Children, Strong Families—Supporting Caregivers in Improving Lifestyles

Initially funded by an OAC Community-Academic Partnership Fund grant in 2004, this project builds on a study of childhood obesity in three Wisconsin American Indian tribes by evaluating metabolic and behavioral changes in adult primary caregivers of American Indian children. This study will determine whether family-based intervention can effectively change behavior in adult caregivers.

New Investigator Program Grant (awarded in June 2005): \$93,054 over two years

UW SMPH faculty: Alexandra Adams, MD, PhD, Assistant Professor, Department of Family Medicine

Investigating Fungal Infection: Analysis of Spores from the Human Fungal Pathogen *Cryptococcus neoformans*

Often, fungal growth and development result in the production of spores that can disperse into the environment, be inhaled by humans, and germinate in the lungs. *C. neoformans* is a yeast-like fungus that usually causes only minor respiratory disease but can also spread to the central nervous system and produce a fatal

NEW INVESTIGATOR PROGRAM APPLICATION REVIEW SUBCOMMITTEE

Howard Bailey, MD, Associate Professor, Department of Medicine, UW SMPH (Co-chair)

Bryan Becker, MD, Associate Professor, Department of Medicine, UW SMPH

Carolyn Bell, MD, Professor, Department of Medicine; Associate Dean for Curriculum, UW SMPH

Ruth Benca, MD, PhD, Professor and Associate Chair, Department of Psychiatry, UW SMPH (Co-chair)

Pascale Carayon, PhD, Professor, College of Engineering; Affiliate Professor, Department of Population Health Sciences, UW SMPH

Marc Drezner, MD, Professor, Head, Endocrinology, Diabetes and Metabolism Section, Department of Medicine, UW SMPH; Director, General Clinical Research Center

Norman Drinkwater, PhD, Professor and Chair, Department of Oncology, UW SMPH

Maureen Durkin, PhD, DrPH, Associate Professor, Department of Population Health Sciences, UW SMPH

Zsuzsanna Fabry, PhD, Associate Professor, Department of Pathology and Laboratory Medicine, UW SMPH

Michael Fleming, MD, MPH, Professor, Department of Family Medicine, UW SMPH

Susan Goelzer, MD, MS, CPE, Professor and Chair, Department of Anesthesiology; Professor, Department of Population Health Sciences, UW SMPH

Anna Huttenlocher, MD, Associate Professor, Departments of Pediatrics and Pharmacology, UW SMPH

Nizar Jarjour, MD, Professor, Department of Medicine, UW SMPH

Colin Jefcoate, PhD, Professor, Department of Pharmacology, UW SMPH

Jon Makielski, MD, Professor, Department of Medicine, UW SMPH

Rob Nickells, PhD, Associate Professor, Department of Ophthalmology and Visual Sciences, UW SMPH

Patrick Remington, MD, MPH, Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program, UW SMPH

Douglas Smith, MD, Associate Professor, Department of Family Medicine, UW SMPH, Family Practice Clinic—Verona

Jeffrey Stearns, MD, Professor, Department of Family Medicine, UW SMPH; Associate Dean, Milwaukee Clinical Campus; Vice President of Academic Affairs, Aurora Health Care

Jeff Walker, PhD, Professor, Department of Physiology, UW SMPH

form of meningitis. The goal of this project is to understand the properties of fungal spores that allow them to infect humans and cause disease.

New Investigator Program Grant (awarded in June 2005): \$100,000 over two years

UW SMPH faculty: Christina Hull, PhD, Assistant Professor, Departments of Biomolecular Chemistry and Medical Microbiology and Immunology

Molecular Analysis of the Putative Mammalian siRNase ERI-1

Ribonucleic acid (RNA) interference takes advantage of a naturally occurring process to “turn off” specific genes. Initial studies have successfully used this technology to target cancer genes. This project will increase knowledge of RNA interference, and may identify drug targets so that physicians may eventually use it as a therapy in a wide spectrum of diseases.

New Investigator Program Grant (awarded in June 2005): \$100,000 over two years

UW SMPH faculty: Scott Kennedy, PhD, Assistant Professor, Department of Pharmacology

Molecular Mechanism of Lung Organogenesis, Tumorigenesis and Asthma

The long-term goal of this research is to establish the genetic bases for devastating lung diseases such as respiratory distress syndrome, lung cancer, and asthma. Researchers on this project expect to use advanced genomic and genetic approaches to uncover gene function related to lung development and disease.

New Investigator Program Grant (awarded in June 2005): \$100,000 over two years

UW SMPH faculty: Xin Sun, PhD, Assistant Professor, Department of Medical Genetics

Novel Therapies Against Influenza Infection

Two limitations to the existing flu vaccine are that the vaccine does not work effectively in high-risk groups, such as the elderly, and that the virus changes every year, requiring the development of new vaccines annually. Blocking viral replication with novel antiviral peptides that attack all strains of the influenza virus may be a way to address these limitations. The goals of this project are to understand how antiviral peptides regulate viral growth, and how these peptides may be used in preventing and treating influenza infection.

New Investigator Program Grant (awarded in June 2005): \$100,000 over two years

UW SMPH faculty: Stacey Schultz-Cherry, PhD, Assistant Professor, Department of Medical Microbiology

Sterol Carrier Protein 2 is a Novel Link Between Aging and Alzheimer's Disease

This project seeks to identify new molecular links between cholesterol distribution in the brain, aging, and Alzheimer's disease (AD). Sterol carrier protein 2 is a protein in the brain that can function as a cholesterol carrier and is activated through aging. Since cholesterol distribution is associated with the first molecular steps of AD, understanding more about sterol carrier protein 2 may shed new light on how AD develops.

New Investigator Program Grant (awarded in June 2005): \$100,000 over two years

UW SMPH faculty: Luigi Puglielli, MD, PhD, Assistant Professor, Department of Medicine

Second-Cycle Awards (December 2005)

The second New Investigator Program funding cycle resulted in 40 applications, 10 of which were funded.

Androgen Receptor as an Immunological Target for the Treatment of Prostate Cancer

Prostate cancer is the second leading cause of cancer-related death in men in the United States. New therapies are needed to reduce the numbers of people dying from this disease. This project will study the possibility of developing vaccines as a treatment for prostate cancer.

New Investigator Program Grant (awarded in December 2005): \$99,906 over two years

UW SMPH faculty: Douglas McNeel, MD, PhD, Assistant Professor, Department of Medicine

Cellular and Viral Determinants of Human Cytomegalovirus Lytic and Latent Replication Cycles

Human Cytomegalovirus (HCMV) is a virus that infects most children, and usually remains dormant in the body for life. However, the virus can be reactivated, and has been implicated in a number of diseases. Currently, there is no vaccine for HCMV. This project will help determine how HCMV infects people, discover how the dormant virus is reactivated, and identify drug targets for treatment.

New Investigator Program Grant (awarded in December 2005): \$100,000 over two years

UW SMPH faculty: Robert Kalejta, PhD, Assistant Professor, Department of Oncology

Effects of Statin Therapy on Vascular Properties and Outcomes in Diastolic Heart Failure Patients

Diastolic heart failure is a form of heart failure occurring most commonly in the elderly and in women. It is increasingly apparent that blood vessel abnormalities in many of these patients may contribute to development of diastolic heart failure. This study is a pilot clinical trial to test the effect of statin drugs on blood vessel properties, symptoms, and disease progression in patients with diastolic heart failure.

New Investigator Program Grant (awarded in December 2005): \$100,000 over two years

UW SMPH faculty: Nancy Sweitzer, MD, PhD, Assistant Professor, Department of Medicine

GLI2 Protein Stabilization in the Activation of Hedgehog Signaling Pathway in Prostate Cancer

Prostate cancer is the second leading cause of cancer-related death in men in the United States. There is poor understanding of the biological pathways, or chains of events, that lead to prostate tumor development. By studying one of these pathways, the Hedgehog signaling pathway, this project aims to identify drug targets for prostate cancer prevention and treatment.

New Investigator Program Grant (awarded in December 2005):
\$100,000 over two years

UW SMPH faculty: Vladimir Spiegelman, MD, PhD, Assistant Professor, Department of Dermatology

Mechanisms of CREB Regulation and Function in Response to DNA Damage

The goal of this research is to understand how damage to DNA (the material inside cells that carries genetic information) promotes cancer development. DNA damage within human cells occurs at all times through exposure to sunlight, X-rays, or environmental toxins. This project focuses on the function of the ATM gene, and its interactions with CREB and other genes to suppress cancer.

New Investigator Program Grant (awarded in December 2005):
\$100,000 over two years

UW SMPH faculty: Randal Tibbetts, PhD, Assistant Professor, Department of Pharmacology

Novel Exploratory Approaches to Elucidating the Role of GRAIL in CD25+ T Regulatory Cell Biological Function

CD25+ T regulatory cells play an important role in the immune response to various diseases, including allergies, autoimmune diseases, and transplanted organ rejection. How these cells restore balance to immune responses remains poorly defined. By studying the biological mechanisms of CD25+ T cells, important contributions can be made to the treatment of many diseases.

New Investigator Program Grant (awarded in December 2005):
\$91,560 over two years

UW SMPH faculty: Christine Seroogy, MD, Assistant Professor, Department of Pediatrics

Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C-Infected Transplant Patient Outcomes

Hepatitis C Virus (HCV) is a major cause of liver disease worldwide, and the most common reason for liver transplant and retransplant in the United States. Clinical studies have shown that some immunosuppressant drugs can improve the outcomes

for HCV-infected patients, but there is no consensus about the optimal drug therapy. This project will develop molecular diagnostics to tailor immunosuppressant therapy to the specific HCV strain infecting a patient.

New Investigator Program Grant (awarded in December 2005):
\$100,000 over two years

UW SMPH faculty: Rob Striker, MD, PhD, Assistant Professor, Departments of Medicine and Medical Microbiology & Immunology

The Role of Ikaros in Cellular Proliferation

This project studies the role of the Ikaros gene during transformation of normal cells into cancer cells, and determines how the gene responds to radiation-induced DNA damage. The goal is to use these results to design a better treatment for leukemia and other forms of cancer.

New Investigator Program Grant (awarded in December 2005):
\$100,000 over two years

UW SMPH faculty: Sinisa Dovat, MD, Assistant Professor, Department of Pediatrics

Topical Honey for Diabetic Foot Ulcers

Over 10 million people in the United States have diabetes; approximately 15 percent of those patients will develop ulcers of the lower legs or feet, sometimes requiring amputation. Honey has been used as a treatment for millennia, and medical reports suggest that it may contribute to healing in human and animal wounds. This project is a pilot study of the use of honey to treat diabetic foot ulcers.

New Investigator Program Grant (awarded in December 2005):
\$99,976 over two years

UW SMPH faculty: Jennifer Eddy, MD, Assistant Professor, Department of Family Medicine

Wnt/Frizzled Signals in Normal and Malignant Lymphoid Development

This research aims to understand the pathways by which normal cells in the immune system develop and how that process might be abnormally turned on in leukemia, lymphoma, and other types of cancer.

New Investigator Program Grant (awarded in December 2005):
\$100,000 over two years

UW SMPH faculty: Erik Ranheim, MD, PhD, Assistant Professor, Department of Pathology & Laboratory Medicine

Evaluation

In 2005, The Wisconsin Partnership Program began formal efforts to evaluate the implementation and effectiveness of the Program, focusing on individual program components as well as collective results. Establishing ongoing evaluative processes will not only provide measures for assessing progress toward our goals, but will also guide and challenge the Program to achieve a greater impact overall.

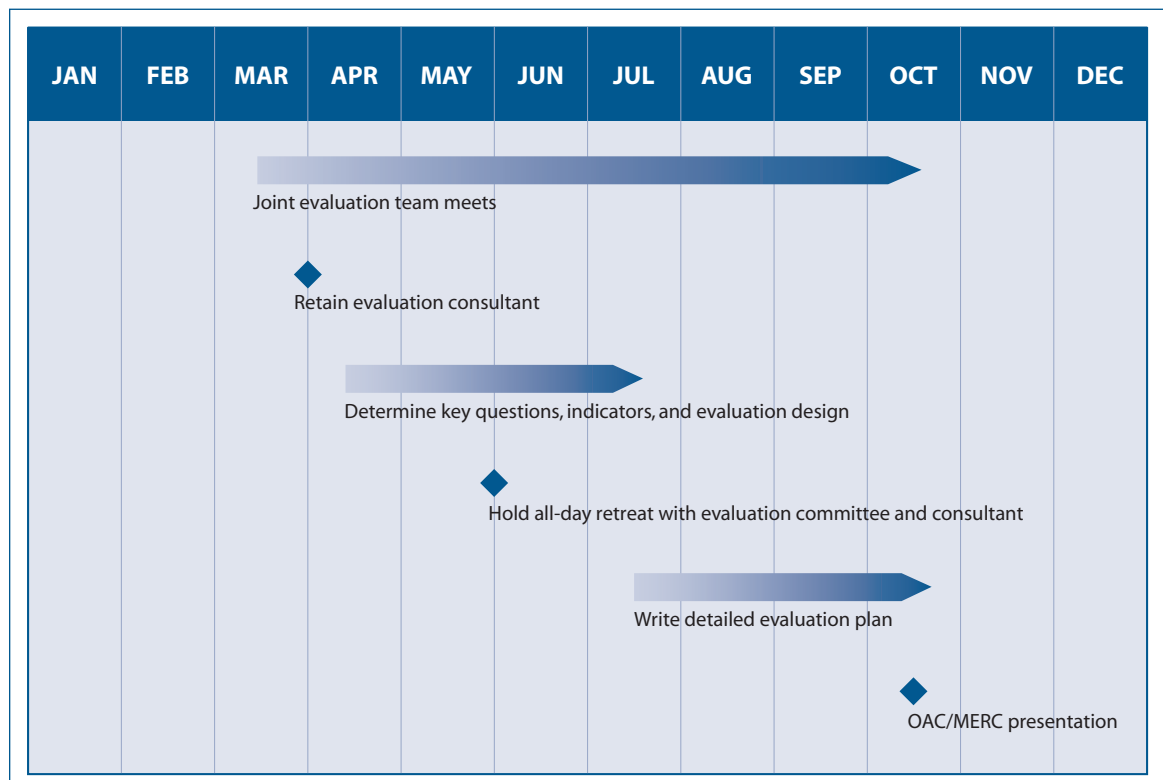
Program Evaluation Plan

The Wisconsin Partnership Program is developing an evaluation plan to assess its overall progress and effectiveness towards achieving the mission, vision and goals of the Five-Year Plan. Key questions that the evaluation will address include: How are we doing relative to achieving our strategic vision? What should we do to improve on our efforts? How can this learning process help guide us in the development of our next five-year plan? Specifically, the plan aims to accomplish the following:

- Strengthen program-wide implementation;
- Learn about grantee effectiveness to support improvement efforts;
- Assess and advise on the allocated percentage of funds;
- Make decisions about awarding new grants or renewing grants;
- Inform decision-making about future investments and new initiatives;
- Provide evidence of program effectiveness and accountability;
- Provide guidance on the focus of the next five-year plan; and
- Assess impact on the goals of the State Health Plan, *Healthiest Wisconsin 2010*.

To accomplish this, the Program first created a joint evaluation workgroup consisting of three representatives from both the OAC and the MERC, Regent Liaison Patrick Boyle, PhD, and faculty advisors. Because of the diverse population in Wisconsin, the workgroup will expand in 2006 to represent an even broader set of perspectives in the development and implementation of the evaluation plan.

Figure 7: 2006 Evaluation Timeline



The workgroup will meet throughout 2006. An external evaluation consultant will guide the workgroup in designing a plan and establishing a process that brings together the OAC and MERC perspectives. The workgroup will present the detailed plan to the OAC and MERC for discussion at a joint meeting in Fall 2006.

Program staff presented an evaluation framework approved by OAC and MERC in 2005 that will guide the development of the plan. The framework includes the following four types of measures designed to support program-wide improvement efforts:

- **Governance**—Accountability, compliance, stewardship and public engagement
- **Operations**—Consistency with objectives, grantee or initiative selection process, grantee interactions, and administration
- **Agenda setting and strategy**—Focus areas, goals, and approach
- **Achieving goals**—Program objectives and outcomes, individual grant objectives and outcomes, partnerships, advancing and translating knowledge, strengthening grantees, funding influence and leverage

Project Evaluation Structure

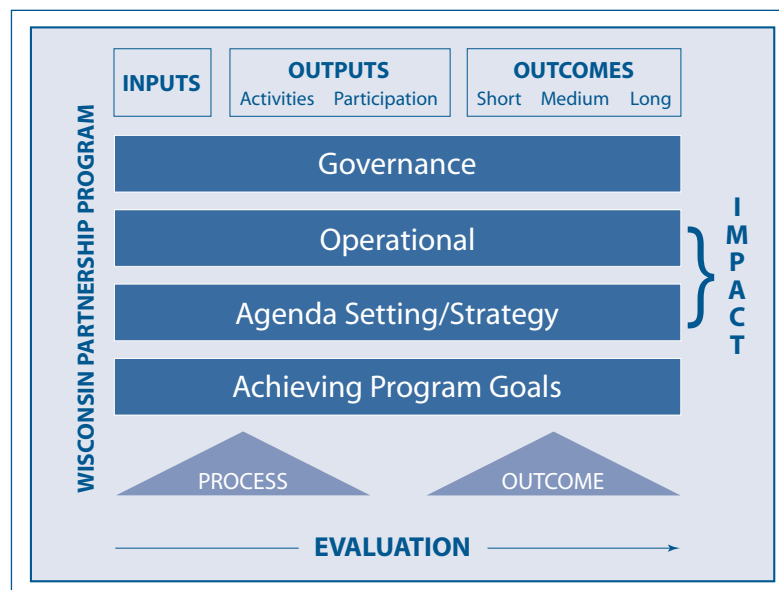
In 2005, Program staff and members of the OAC and MERC created a structure to document the effectiveness and outcomes of project-specific initiatives. This structure includes a strong base of information, reports, and data associated with individual grantees.

These efforts resulted in positive, tangible changes to the Program's processes and implementation within project areas. For example, progress and financial reports, required of all funded projects, provide essential information on grantee effectiveness to help strengthen project implementation. Grantee-level evaluation measures not only provide valuable information on the progress and outcomes of a project, but also assess the efficacy of the Program's work and decision-making processes.

Survey Feedback

Program staff embraced another important evaluation activity in 2005: implementing surveys to learn from community representatives, faculty, applicants, grantees, and grant reviewers.

Figure 8: Evaluation Framework Logic Model



Community Academic Partnership Fund (CAPF) Survey

To solicit feedback on its Community Academic Partnership Fund (CAPF) program, the OAC first created and posted a web-based anonymous survey asking funded and unfunded grantees for their comments, concerns, and suggestions on the RfP process. Over 100 people responded to the survey.

An OAC workgroup carefully evaluated the RfP with Program staff, making page-by-page revisions based on the survey results and feedback from reviewers, staff, and the OAC. The revised RfP was then posted on The Wisconsin Partnership Program web site for additional comment. Using this information, the Program made substantial improvements in the RfP, including:

- A revised timeline and due dates, and the added requirement of a Notice of Intent for all Implementation Grants prior to the grant application deadline;
- The requirement of an academic partner for Planning Grants;
- An increase in the Planning Grant project length to 12 to 24 months, and an increase in the total award to \$50,000;
- Revised guidelines for Planning and Implementation Grant applications that provide more guidance on proposal content and evaluation; and
- Standardized application and budget forms.

In addition to the RfP changes, the Program offered CAPF applicants thorough training sessions and better access to grant writing resources, and offered extensive training for external reviewers. These combined efforts resulted in:

- Applications that were better aligned with Program goals;
- Higher overall average scores for grant applications;
- More consistent scoring across reviewers; and
- More constructive feedback for applicants.

Reviewer Surveys

Grant reviewers also provided valuable information to help improve application and grant selection processes for both OAC and MERC.

The OAC sent a survey to its external reviewers soliciting their assessment of the CAPF review process. Overall, 97% of the respondents stated that their experience reviewing grant proposals was very good or good, and all respondents agreed to continue serving as grant reviewers in future years. The survey identified the following items for improvement:

- Enhance applicants' and reviewers' understanding of the aims and purpose of the CAPF program;
- Develop a process to improve scoring consistency and consensus among external reviewers;
- Increase the level of participation and commitment from academic partners;
- Better clarify grant expectations for applicants; and
- Help reviewers better understand how to weight the evaluation scoring criteria.

In March 2006, the OAC reviewed the survey results and made recommendations for improvements to the RfP and review process. OAC will identify processes for external reviewers to reach a consensus on proposals and for informing applicants and reviewers of program expectations.

The MERC sent a survey to its New Investigator Program faculty reviewers seeking comments and suggestions for improvement. The survey identified the following items for improvement:

- Evaluate the number and dollar amount of the awards and the frequency of the funding cycles;
- Guidance to reviewers on weighting the evaluation scoring criteria;
- Narrow the definition of eligibility; and
- Consider dividing the awards into two pools: clinical/population health sciences and basic science.

MERC charged a workgroup with developing a response to these issues for recommendation to the full committee.

OAC Review and Assessment of the Allocated Percentage of Funds

As required in the addendum to the *Five-Year Plan* and in the Agreement, the OAC reviewed and assessed the allocation percentage for public health and medical education and research initiatives on March 30, 2006.

The Dean began the discussion by asking the OAC to identify indicators for determining whether to revise the allocation percentage. The OAC members discussed the following items as possible indicators:

- population-based need;
- assessment of unfunded proposals;
- data-supported program outcomes;
- program sustainability;
- likelihood of application and impact in communities;
- strength and efficacy of academic partnerships;
- capacity for generating, translating and applying new knowledge;
- activities demonstrating the SMPH transformation; and
- alignment with priorities of the State Health Plan.

The OAC concluded that although these criteria were valuable discussion points, more concrete information was needed to effectively assess and advise on the allocation percentage. The committee recognized that the OAC and the MERC need to develop a collaborative strategy for allocation review and assessment. This strategy, developed with the joint evaluation workgroup as a part of the Program's overall evaluation efforts (see page 30), will unify and shape the allocation assessment process and ensure that sufficient information is available for future assessment discussions.

By a unanimous vote, the OAC agreed that the allocation, 35 percent for public health initiatives and 65 percent for medical education and research initiatives, should remain unchanged for 2006. The vote was amended to include the provision that through this year's evaluation efforts, a set of assessment indicators will be developed to guide the next annual discussion.

A Flow of Ideas Between the OAC and the MERC

As outlined in the *Five-Year Plan*, the OAC is responsible for advising and commenting on the MERC's activities. To fulfill this responsibility, two members of the OAC, Susan Goelzer and Gregory Nycz, also serve as voting members of the MERC. Goelzer and Nycz regularly report back to the OAC on the MERC's activities, soliciting perspectives from OAC members as necessary. They also provide the MERC with an update on OAC's activities, ensuring that the MERC has a community perspective for its discussions and funding decisions.

In addition, The Wisconsin Partnership Program formed a joint evaluation workgroup to guide the development of its formal evaluation plan (see page 30). The committee, which consists of three members each from the OAC and the MERC,

ensures the highest level of communication and information sharing between the groups as they undertake this important process. The experience of the joint evaluation workgroup will provide a basis for exploring and understanding the common needs, overlapping program areas, and shared opportunities between the OAC and the MERC.

Over the coming year, the two committees will continue to educate one another on their respective activities and create strategic processes that benefit both committees, including development of linkages on funded projects. The OAC and MERC will also hold a joint meeting in October 2006, at which time the results of the evaluation plan will be presented.

Financial Overview

History

On March 25, 2004, with execution of the *Agreement Between the Wisconsin United for Health Foundation, Inc. (WUHF), the University of Wisconsin Foundation, and the University of Wisconsin System Board of Regents* (the Agreement), a total of \$296,598,534 was released from WUHF to the UW Foundation with the following stipulations:

- \$30 million (\$30,000,000) was made immediately available for expenditure;
- \$100 million (\$100,000,000) was to be endowed with only income available for expenditure; and
- \$166,598,534 was to be invested but not available for expenditure.

The agreement calls for the final \$166.6 million to be released by WUHF in subsequent years upon successful review and acceptance of the annual reports submitted by The Wisconsin Partnership Program. Following acceptance of the 2004 Annual Report by WUHF, \$58,652,085 of the restricted funds was transferred to the endowment. This amount was equal to one-third of the December 31, 2004 principal market value of \$56,974,546 and earnings on that principal for the first and second quarters of 2005 of \$1,677,539.

As prescribed in the Agreement, all Wisconsin Partnership Program revenues have been accounted for in segregated accounts at the UW Foundation. All Program expenditures have been accounted for in separate accounts within the SMPH.

Budgets

The OAC and the MERC adopted an annual budget based on the income that would be available if the entire \$296.6 million had been endowed. Using a projected return of 4.75 percent, the two committees arrived at an annual budget of approximately \$14 million. This amount will grow as the value of the endowment increases. To fund the annual budget, the program will expend income from the endowed funds, as well as a portion of the \$30 million made fully available. All funds and income are allocated 35 percent for Public Health Initiatives (OAC) and 65 percent for Medical Education and Research Initiatives (MERC).

Administrative expenses were \$449,624 for the period of January 1, 2005 through December 31, 2005, compared to a 2005 budget of \$451,900. Based on an annual budget of \$14 million, this represents approximately 3 percent for administration (see details on page 44). The SMPH also provides in-kind support for administrative expenses from the Offices of the Dean and Vice Dean, Fiscal Affairs, Legal Services, Public Affairs and Information Technology.

The Wisconsin Partnership Program will adjust subsequent budgets based on unexpended funds from previous years. Following this process, the OAC established the following funding targets for awards made in 2005:

- \$500,000 for Collaboration Planning Grants (\$50,000 maximum per award, one- to two-year duration)
- \$4,050,000 for Collaboration Implementation Grants (\$150,000 maximum per award per year, one- to three-year duration)
- \$800,000 for Community-Based Public Health Education and Training Grants (one- to four-year duration)

As in 2004, grants were awarded in excess of the expected annual budget to “jump start” the program. It is expected that grants awarded in 2006 will be consistent with expected annual revenue.

Similarly, the MERC set funding equal to 65 percent of the total annual budget, which amounted to \$9.1 million. The budget was subcategorized into education and research initiatives to address the five core focus areas outlined in the *Five-Year Plan*. Funded projects during 2005 included:

- One Planning Grant totaling \$1,176,000, with a one-year duration;
- Three Implementation Grants totaling \$7,084,000, with three- to four-year durations;
- Eight Strategic Initiative Awards totaling \$2,137,000, with 18-month- to five-year durations;
- One jointly funded MERC/Strategic Initiatives Allocation award totaling \$1,310,000, with a three-year duration; and
- Sixteen New Investigator Awards (also jointly funded between MERC and the Strategic Initiatives Allocation) totaling \$1,584,000, each with two-year durations.

Grant Management

The Wisconsin Partnership Program consistently manages grant funds whether the funding is external to community organizations or internal to the university. Areas of grant management include:

- Individual projects are approved by the OAC, the MERC, or the Dean with the endorsement of the MERC, and processed in accordance with UW–Madison policies.
- The UW System Board of Regents provides broad oversight of The Wisconsin Partnership Program through its liaison, Regent Emeritus Patrick Boyle, PhD. In accordance with accepted practice, the Board of Regents approves all new award budgets, including those made by The Wisconsin Partnership Program. Contracts with community partners are executed by UW–Madison under delegated authority and reported to the Regents.
- Every awarded project has a Memorandum of Understanding (MOU), which is a contract between the recipient and The Wisconsin Partnership Program (see below).
- Every proposal includes a non-supplanting certification (see below), which is initially reviewed at the proposal stage. The grantee must recertify with each request of funds and must also complete an annual certification form.
- Every proposal must include a budget, which is reviewed at both the proposal stage and at the award stage. Throughout the duration of the award, the budget is used as a benchmark for funding expenditures and to determine project progress.
- Every awarded project may carry forward unspent budget funds at the end of the project, or for multi-year grants, at the end of each grant year.
- Every grantee must provide written progress reports at six (6) month intervals throughout the project, and at the end of the project. These reports document the progress and outcomes of the project against the aims and objectives specified in the application, and aid in evaluating the overall impact of The Wisconsin Partnership Program.
- Each proposal is entered into The Wisconsin Partnership Program database to track program requirements and reporting.

Memorandum of Understanding

All applications approved for funding require a Memorandum of Understanding (MOU) between The Wisconsin Partnership Program and the community organization or the faculty recipient. Acceptance of an award requires the grantee to be aware of and comply with the terms and conditions of the MOU.

The MOU provides a mechanism for the OAC and the MERC to monitor progress of their respective awards. Each MOU includes a timeline for progress reports to be sent to the OAC or to the MERC. The MOU also addresses the following compliance and grant management issues:

- Health Insurance Portability and Accountability Act (HIPAA) Compliance
- Human Subjects Compliance
- Financial Audit
- Public Records
- Trade Secret and Proprietary Information
- Intellectual Property

Non-Supplanting Policy

As outlined in the *Decision of the Commissioner of Insurance in the Matter of the Application for Conversion of Blue Cross & Blue Shield United of Wisconsin*, funds from The Wisconsin Partnership Program may not be used to supplant funds or resources available from other sources. The SMPH has designed a review process for determination of non-supplanting, which was approved by WUHF.

Initial Award

All funding approvals made by the OAC or by the MERC are subject to review of supplanting issues and execution of an MOU between The Wisconsin Partnership Program and the recipient.

All applicants and award recipients, whether internal or external, must complete a non-supplanting questionnaire developed by the SMPH. As part of the technical review process and MOU development, the Associate Dean for Fiscal Affairs reviews this questionnaire, along with financial statements from external recipients. In the case of internal awards, the Associate Dean also considers the SMPH budget and existing grant funding.

Any potential supplanting concerns are discussed with the applicant. Resolution may include a budget modification or reduction. Funds will not be awarded if it is determined that supplanting would or is likely to occur. Any unresolved supplanting questions are brought to either the OAC or the MERC, as appropriate. An appeal process is available in the case of a dispute between the Associate Dean and the recipient.

Subsequent Funding

As part of the quarterly financial reporting process, each recipient must certify that supplanting has not occurred. Recipients of multi-year awards must complete a new questionnaire each year.

Annual Report

Based on the non-supplanting determination made by the Associate Dean for Fiscal Affairs, the Dean of the SMPH has attested to compliance with the supplanting prohibition in the annual report. The UW–Madison Vice Chancellor for Administration has also attested that UW–Madison and the UW System have complied with the supplanting prohibition (see Appendix).

Accounting

The following financial report consolidates activities of the UW Foundation and the SMPH for the period January 1, 2005 through December 31, 2005. Revenues consist of investment income and market valuation and expenditures consist of administrative and program costs. All expenses and awards are reported as either Public Health Initiatives (OAC–35 percent) or Medical Education and Research Initiatives (MERC–65 percent). Approved awards have been fully accrued as a liability less current year expenditures, as shown below.

The Wisconsin Partnership Fund for a Healthy Future Financial Report – UNAUDITED

BALANCE SHEET December 31, 2005

ASSETS	
Current Investments	\$ 36,759,403
Non-current Investments	299,132,938
Total Assets	<u>\$ 335,892,341</u>
LIABILITIES AND FUND BALANCES	
Liabilities	
Accounts Payable	\$ -
Grants Payable	31,112,158
Total Liabilities	<u>\$ 31,112,158</u>
Net Assets ***	
Unrestricted	\$ 7,119,550
Temporarily Restricted	123,543,865
Permanently Restricted	174,116,768
Total Net Assets	<u>\$ 304,780,183</u>
Total Liabilities & Net Assets	<u>\$ 335,892,341</u>

*** See further discussion on page 39

The Wisconsin Partnership Fund for a Healthy Future Financial Report – UNAUDITED

INCOME STATEMENT

For the Period January 1, 2005 through December 31, 2005

REVENUES	
Gifts Received	\$ -
Investment Income	1,451,162
Realized gains/(losses) on investments	25,112,297
Total Revenues	<u>\$ 26,563,459</u>
EXPENDITURES	
Public Health Initiatives	
Administrative Expenditures	\$ 157,368
Grant Expenditures	5,528,945
Medical Education & Research Initiatives	
Administrative Expenditures	292,256
Grant Expenditures	13,317,342
Total Expenditures	<u>\$ 19,295,911</u>
Net Increase/(Decrease) in Net Assets	<u>\$ 7,267,548</u>

The Wisconsin Partnership Fund for a Healthy Future Financial Report – UNAUDITED

UNRESTRICTED FUNDS—REPORT OF CASH FLOWS

For the Period January 1, 2005 through December 31, 2005

Total Unrestricted Funds—Balance as of January 1, 2005	<u>\$ 32,870,062</u>
UNRESTRICTED FUNDS—INCREASES	
Gifts	\$ -
Investment Income	1,328,592
Assets Released from Restriction	7,242,956
Total Unrestricted Funds—Increases	<u>\$ 8,571,548</u>
UNRESTRICTED FUNDS—DECREASES	
Public Health Initiatives	
Administrative Expenditures	\$ 162,927
Grant Expenditures	1,304,429
Medical Education & Research Initiatives	
Administrative Expenditures	302,578
Grant Expenditures	1,439,968
Total Unrestricted Funds—Decreases	<u>\$ 3,209,902</u>
Total Unrestricted Funds—Balance as of December 31, 2005	<u>\$ 38,231,708</u>

Financial Notes

Cash and Investments

The financial resources that support grants for the period January 1, 2005 through December 31, 2005 are generated from funds released by the Wisconsin United for Health Foundation, Inc. (WUHF), as prescribed in the Agreement, as well as investment income. All funds are housed and managed by the UW Foundation. As needed, funds are transferred to the SMPH to reimburse relevant expenses.

As prescribed in the Agreement, unrestricted funds were originally \$30 million, permanently restricted funds were originally \$100 million, and temporarily restricted funds were originally \$166.6 million. During 2005, approximately \$57 million was transferred from temporarily restricted to permanently restricted funds following acceptance of the 2004 annual report.

Unrestricted funds receive income based on their balance as well as endowment distributions from the permanently restricted funds. All expenses are made against unrestricted funds. Permanently restricted funds receive income based on their balance. The only reductions to the permanently restricted funds are endowment distributions to unrestricted funds. Temporarily restricted funds receive income based on their balance. The only reduction to the temporarily restricted funds was the release of funds to the permanently restricted fund described above.

Current Investments

Current investments consist of participation in the UW Foundation expendables portfolio. The objective of the expendables portfolio is to preserve principal and provide a competitive money market yield. Typically, gifts placed in the expendables portfolio have a short-term horizon, usually less than five years. The expendables portfolio is mainly invested in intermediate-duration, fixed-income securities. The UW Foundation has identified a level of the expendables portfolio that is stable over a long-term horizon; this percent is invested in higher returning asset classes.

Non-Current Investments

Non-current investments consist of participation in the UW Foundation endowment portfolio. The objective of the endowment portfolio is to achieve a long-term, annualized return that creates an income stream to fund programs, preserves the real value of the funds, and provides for real growth. To achieve this, the endowment is invested in a diversified portfolio that includes U.S. and international equity, fixed income, real assets, alternative assets and cash equivalents.

The UW Foundation uses quantitative methods to maximize target return while minimizing risk. The UW Foundation recognizes that individual investments or asset classes within the endowment will be volatile from year to year, but believes that this risk will be mitigated through diversification of asset classes and investments within asset classes.

Initial Investment Strategy

The initial investment strategy consisted of two steps. First, immediately available unrestricted funds were invested in the UW Foundation expendables portfolio, as spending was expected to occur over a limited multi-year period. Second, for the temporarily restricted and restricted funds, the UW Foundation prepared a dollar-cost average schedule that would invest the funds into the endowment over a seven-quarter period. The benefit of the dollar-cost average plan was to spread the market risk over a longer period of time, minimizing the risk and volatility of a considerable market decline.

Upon receipt of the temporarily restricted and restricted funds, a portion was immediately invested in the endowment, while the remaining value of these funds were invested in an enhanced cash portfolio. At each quarter end, another portion of the funds was invested in the endowment as determined by the dollar-cost average schedule. The entire amount of the temporarily restricted and restricted funds was invested in the endowment as of the third quarter of 2005.

Liabilities – Grants Payable

Grants payable are recorded as of the date of OAC or MERC approval. The liability reflects the total amount of the grant award, which ranges from one to five years in length, less any expenditures incurred before December 31, 2005. Any subsequent modifications to grant awards are recorded as adjustments of the grant expenditures in the year the adjustment occurs. Grants payable at December 31, 2005 are as follows:

GRANTS PAYABLE			
	Public Health (OAC-35%)	Medical Education & Research (MERC-65%)	Total
Year			
Dec. 31, 2006	\$5,922,765	\$8,308,690	\$14,231,455
Dec. 31, 2007	4,054,557	5,876,475	9,931,032
Thereafter	2,180,843	4,768,828	6,949,671
Total	\$12,158,165	\$18,953,993	\$31,112,158

Net Assets

Based upon the Agreement, net assets are divided into three components:

- **Unrestricted net assets:** Funds that are not limited by imposed stipulations of the Agreement and are available for the designated purposes of The Wisconsin Partnership Program.
- **Temporarily restricted net assets:** Funds that will be released by WUHF in future periods. These funds are limited in use by imposed stipulations of the Agreement that expire by the passage of time and fulfilled actions of The Wisconsin Partnership Program.
- **Permanently restricted net assets:** Funds held in permanent endowment status with income available on an annual basis.

Income Statement

Revenues

Revenues for the period of January 1, 2005 through December 31, 2005 consist of two components: (1) investment income, which has been recorded as earned throughout 2005; and (2) net realized gains/(losses) on investments, which represents the difference between the original cost of investments and the sales proceeds (realized) or the fair market value at the end of 2005 (unrealized).

Expenditures

Expenditures for the period of January 1, 2005 through December 31, 2005 consist of grant awards, as described above, and administrative expenses. All expenses fall under one of the two major components identified in the *Five-Year Plan*:

- Public Health Initiatives (OAC—35 percent)
- Medical Education and Research Initiatives (MERC—65 percent)

Grant award expenditures by major component at December 31, 2005 are as follows:

2005 OAC FUNDING

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
Active Prescription for Wisconsin	OAC	S	\$25,000	\$25,000	\$ -	\$ -	\$25,000
Assessing Lifestyle Behaviors and Beliefs in Underserved Adults	OAC	S	48,702	48,702	-	-	48,702
Chippewa Valley Community Diabetes Program	OAC	S	50,000	50,000	-	-	50,000
Development of a Wisconsin Public Health Laboratory Network	OAC	S	49,234	49,234	-	-	49,234
Engaging Wisconsin Communities for Substance Abuse Prevention	OAC	S	430,872	430,872	-	-	430,872
Enhancing the Role of Consumers as Informed Partners in the Health Care System	OAC	S	46,569	46,569	-	-	46,569
Expand Behavioral Risk Factor Survey Coverage to Provide Local Tracking of Healthiest Wisconsin 2010 Priorities	OAC	S/R	440,466	440,466	-	-	440,466
Footprints to Health	OAC	S	450,000	450,000	-	-	450,000
Got Dirt? Initiative	OAC	S	49,741	49,741	-	-	49,741
Green City, Healthy People: Eliminating Health Disparities while Revitalizing Milwaukee's Johnson Park	OAC	S	50,000	50,000	-	-	50,000
Hispanic Health Patient Navigation Collaboration Planning Project	OAC	S	25,728	25,728	-	-	25,728

*S=service (community-based); E=education; R=research

continued on next page

2005 OAC FUNDING (continued)

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
Influencing Wisconsin's Public Health System by Defining, Understanding and Diffusing a Treatment Model for Hmong Mental Health	OAC	S/R	\$450,000	\$450,000	\$ -	\$ -	\$450,000
Polk County Alcohol and Drug Outreach and Training (PolkADOT)	OAC	S/R	448,584	448,584	-	-	448,584
Reality Check 21	OAC	S	450,000	450,000	-	-	450,000
Reduce Health Disparities within the LGBT Populations in Wisconsin	OAC	S	47,483	47,483	-	-	47,483
Si Se Puede (Yes You Can)	OAC	S	411,183	411,183	-	-	411,183
Transporting Children Safely—A Public Health Model for WIC (Women, Infants, and Children) Families	OAC	S	344,924	344,924	-	-	344,924
Wisconsin Falls Reduction Project	OAC	S/R	448,898	448,898	-	-	448,898
Wisconsin Healthy Air Initiative	OAC	S	450,000	450,000	-	-	450,000
Total 2005 OAC Funding			\$4,717,384	\$4,717,384	-	-	\$4,717,384

2004 OAC FUNDING

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
At-Risk Adolescent Health Outreach, Prevention and Services Collaborative Program	OAC	S		\$292,467	\$26,606	\$26,606	\$265,861
Beyond Lip Service: Integrating Oral Health into Public Health	OAC	S		450,000	29,935	29,935	420,065
Breaking the Barriers to Health Care and Domestic Violence Prevention for Latino/Hispanic Immigrants	OAC	S/E		450,000	77,252	77,252	372,748
Collaboration on Lead Education, Abatement and Reduction (CLEAR)	OAC	S		25,000	10,108	10,108	14,892
Community Mental Health Training Institute	OAC	S/E		25,000	20,970	20,970	4,030
Community Wellness Initiative	OAC	S		25,000	9,663	9,663	15,337
Community-Based Population Health Practice Fellowships	OAC	S/E	93,230	1,481,714	209,249	231,895	1,249,819
Co-op Care	OAC	S		450,000	5,661	5,661	444,339
Dane County Early Childhood Initiative	OAC	S	-	450,000	48,903	48,903	401,097
Enhancing Alcohol Screening, Intervention, and Referral Services in Wisconsin	OAC	S		24,821	11,725	11,725	13,096
Fall No More	OAC	S/E		25,000	21,616	21,616	3,384
First Breath: Enhancing Service to Health Care Providers and Clients	OAC	S/E		450,000	46,156	46,156	403,844

*S=service (community-based); E=education; R=research

continued on next page

2004 OAC FUNDING (continued)

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
FIT-WIC Wisconsin	OAC	S		\$25,000	\$18,507	\$18,507	\$6,493
Fit Kids Fit Families in Washington County	OAC	S		318,971	31,742	31,742	287,229
Health Care Interpreting Information and Resource Project	OAC	S/E	12,500	25,000	6,269	6,269	18,731
Health Watch Wisconsin	OAC	S		23,571	21,214	21,214	2,357
Healthy and Active Lifestyles for Children and Youth with Disabilities: A Comprehensive Community-Based Partnership	OAC	S		440,490	-	-	440,490
Healthy Children, Strong Families	OAC	S/R		426,120	61,821	61,821	364,299
Healthy Wisconsin Leadership Institute	OAC	S/E	705,831	805,831	137,063	141,557	664,274
Ho-Chunk Nation Culturally Trained Preventive and Supportive Care Project	OAC	S		25,000	3,953	3,953	21,047
Influencing Wisconsin's Public Health System Through Exploration of a Model That Addresses Hmong Mental Health Needs	OAC	S		25,000	10,632	10,632	14,368
Milwaukee Birthing Project: Improving Birth Outcomes for Mothers and Children	OAC	S		414,475	109,799	109,799	304,677
Milwaukee Homicide Review Commission	OAC	S/R		400,001	51,356	51,356	348,645
Multi-Level Information Systems and Health Promotion Interventions for Milwaukee's School Children	OAC	S/R		299,839	40,731	40,731	259,108
Northeastern Wisconsin Falls Prevention Coalition	OAC	S		25,000	20,806	20,806	4,194
Northern Wisconsin Groundwater Consortium	OAC	S		25,000	9,461	9,461	15,539
Partners for a Clean and Sober Polk County	OAC	S		25,000	14,940	14,940	10,060
Peridata: A Rural/Urban Information Network	OAC	S		395,819	10,259	10,259	385,560
Reduce Health Disparities within LGBT Populations in Wisconsin	OAC	S		25,000	21,988	21,988	3,012
Reducing Household Asthma Triggers in Dane County African American Households	OAC	S/R		25,000	19,022	19,022	5,978
Safe Mom, Safe Baby: A Collaborative Model of Care for Pregnant Women Experiencing Intimate Partner Violence	OAC	S		448,529	57,551	57,551	390,978
Strengthening Family Caregivers Through Statewide Coalition	OAC	S		25,000	17,731	17,731	7,269
Tribal-Academic Partnership for American Indian Health	OAC	S/E/R		299,701	83,777	83,777	215,924
Understanding and Overcoming the Barriers Hispanic/Latina Women Face in Accessing Reproductive and Sexual Health Care Services	OAC	S/R		25,000	-	-	25,000
Uniting Communities for Healthy Eating and Active Living	OAC	S		25,000	13,080	13,080	11,920
Wisconsin Academy for Rural Medicine (WARM)	OAC	S/E		25,000	18,223	18,223	6,777
Wisconsin's Adolescent Sexually Transmitted Infections Protection through Education Project (WASTI-PEP)	OAC	S		25,000	6,660	6,660	18,340
Total 2004 OAC Funding			\$811,561	\$8,772,349	\$1,304,429	\$1,331,569	\$7,440,781
Total OAC Funding (2004 & 2005)			\$5,528,945	\$13,489,733	\$1,304,429	\$1,331,569	\$12,158,165

*S=service (community-based); E=education; R=research

2005 MERC FUNDING

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
Androgen Receptor as an Immunological Target for the Treatment of Prostate Cancer	Joint	R	\$99,906	\$99,906	\$ -	\$ -	\$99,906
Cellular and Viral Determinants of Human Cytomegalovirus Lytic and Latent Replication Cycles	Joint	R	100,000	100,000	-	-	100,000
Effects of Statin Therapy on Vascular Properties and Outcomes in Diastolic Heart Failure Patients	Joint	S/R	100,000	100,000	-	-	100,000
Expansion of Master of Public Health (MPH) Program	Strategic	E	735,335	735,335	-	-	735,335
GLI2 Protein Stabilization in the Activation of Hedgehog Signaling Pathway in Prostate Cancer	Joint	R	100,000	100,000	-	-	100,000
"Health Care Data Collection & Reporting: Models for Public-Private Partnerships" Conference	Strategic	S/E	11,121	11,121	11,121	11,121	-
Health Innovation Program (HIP)	Joint	S/E/R	1,310,158	1,310,158	-	-	1,310,158
Healthy Children Strong Families—Supporting Caregivers in Improving Lifestyles	Joint	S/R	93,054	93,054	-	-	93,054
Human Proteomics Program	MERC	R	1,767,208	1,767,208	-	-	1,767,208
Investigating Fungal Infection: Analysis of Spores from the Human Fungal Pathogen <i>Cryptococcus Neoformans</i>	Joint	R	100,000	100,000	16,100	16,100	83,900
Library Collection Support for Public Health Research and Training	Strategic	S/E/R	159,794	159,794	-	-	159,794
Mechanisms of CREB Regulation and Function in Response to DNA Damage	Joint	R	100,000	100,000	-	-	100,000
Molecular Analysis of the Putative Mammalian siRNase ERI-1	Joint	R	100,000	100,000	14,156	14,156	85,844
Molecular Mechanism of Lung Organogenesis, Tumorigenesis, and Asthma	Joint	R	100,000	100,000	11,325	11,325	88,675
Novel Exploratory Approaches to Elucidating the Role of GRAIL in CD25+ T Regulatory Cell Biological Function	Joint	R	91,560	91,560	-	-	91,560
Novel Therapies Against Influenza Infection	Joint	R	100,000	100,000	15,546	15,546	84,454
Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C-Infected Transplant Patient Outcomes	Joint	R	100,000	100,000	-	-	100,000
Reducing Cancer Disparities through Comprehensive Cancer Control	Strategic	S/E/R	532,126	532,126	-	-	532,126
Regenerative Medicine Program	MERC	R	1,200,000	1,200,000	24,640	24,640	1,175,360
The Role of Ikaros in Cellular Proliferation	Joint	R	100,000	100,000	-	-	100,000
Startup Funding to Recruit Faculty Member Specializing in Genetic Epidemiology	Strategic	S/E/R	261,706	261,706	-	-	261,706
Startup Funding to Recruit Faculty Member Specializing in Health Policy	Strategic	S/E/R	261,706	261,706	-	-	261,706
Sterol Carrier Protein 2 is a Novel Link Between Aging and Alzheimer's Disease	Joint	R	100,000	100,000	22,543	22,543	77,457
Survey of the Health of Wisconsin (SHOW)	MERC	S/E/R	4,116,906	4,116,906	-	-	4,116,906
Topical Honey for Diabetic Foot Ulcers	Joint	S/R	99,976	99,976	-	-	99,976

*S=service (community-based); E=education; R=research

continued on next page

2005 MERC FUNDING (continued)

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
"The Transformation of Health Care and the Role of the University" Conference	Strategic	S/E	32,145	32,145	21,789	21,789	10,356
Wisconsin Academy for Rural Medicine (WARM)	Strategic	S/E	178,014	178,014	-	-	178,014
Wisconsin Network for Health Research (WinHR)	MERC	S/R	1,175,827	1,175,827	-	-	1,175,827
Wnt/Frizzled Signals in Normal and Malignant Lymphoid Development	Joint	R	100,000	100,000	-	-	100,000
Total 2005 MERC Funding			\$13,326,542	\$13,326,542	\$137,221	\$137,221	\$13,189,322

2004 MERC FUNDING

Project Title	Funding Source	Type*	2005 Award	Total Award	Expended as of 12/31/05	Total Expended	Grants Payable
Research							
Human Proteomics Program	MERC	R	(\$40,599)	\$24,401	\$8,151	\$8,151	\$16,250
Survey of the Health of Wisconsin (SHOW)	MERC	R/E/S	(6,757)	121,992	112,290	113,964	8,028
Wisconsin Clinical Trials Network	MERC	R/S	(31,717)	105,717	87,428	87,428	18,289
Education							
Innovations in Medical Education	MERC	E/S	189,780	3,414,780	195,821	195,821	3,218,959
Strategic							
Improving Cancer Care in Wisconsin	Strategic	R/E/S	(130,908)	319,092	299,065	299,065	20,027
Making Wisconsin the Healthiest State	Strategic	R/S	-	820,343	146,432	150,743	669,600
Master in Public Health (MPH)	Strategic	E	11,000	1,946,120	394,647	448,689	1,497,431
Wisconsin Alzheimer's Institute	Strategic	R/E/S	-	375,000	58,912	58,912	316,088
Total 2004 MERC Funding			(\$9,201)	\$7,127,445	\$1,302,747	\$1,362,773	\$5,764,672
Total MERC Funding (2004 & 2005)			\$13,317,341	\$20,453,987	\$1,439,968	\$1,499,994	\$18,953,993
Total OAC & MERC Funding			\$18,846,286	\$33,943,720	\$2,744,397	\$2,831,563	\$31,112,158

*S=service (community-based); E=education; R=research

Administrative Expenditures

Administrative expenditures include costs for the period of January 1, 2005 through December 31, 2005. All costs have been approved by both the OAC and the MERC. Allocation of costs in the Income Statement on page 37 is based on a 35 percent/65 percent split. Detail expenditures for the period are as follows:

ADMINISTRATIVE EXPENDITURES	
December 31, 2005	
Total Salaries	\$286,001
Total Fringe Benefits	107,232
Other Expenditures	
Supplies	14,098
Travel	3,929
Reviewer Services	5,660
Other Expenses	32,704
Total	\$449,624
OAC (35%) Allocation	\$157,368
MERC (65%) Allocation	\$292,256

The Wisconsin Partnership Fund for a Healthy Future

Attestation of Non-Supplanting
University of Wisconsin System and University of Wisconsin Madison

The UW Madison Vice Chancellor for Administration, Darrell Bazzell, hereby attests that the UW System and the UW Madison have complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five Year Plan, *The Wisconsin Partnership Fund for a Healthy Future*, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. The basis of this attestation is the on-going monitoring by the UW Madison Vice Chancellor for Administration of the University's budget allocation to the School of Medicine and Public Health.

This attestation shall be filed with the 2005 Annual Report of *The Wisconsin Partnership Fund for a Healthy Future*.

By: _____
Darrell Bazzell,
Vice Chancellor for Administration,
University of Wisconsin Madison
Date: _____

Signature pending as of 4/25/06.

The Wisconsin Partnership Fund for a Healthy Future

Attestation of Non-Supplanting The University of Wisconsin School of Medicine and Public Health

The Dean of the UW School of Medicine and Public Health, Philip M. Farrell, MD, PhD, hereby attests that:

The UW School of Medicine and Public Health has complied with the supplanting prohibition in the Insurance Commissioner's Order of March 28, 2000, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, *The Wisconsin Partnership Fund for a Healthy Future*, and as approved by the Wisconsin United for Health Foundation, Inc. on March 15, 2004. This attestation is based on the detailed review and determination of non-supplanting by the Associate Dean for Fiscal Affairs, Kenneth J. Mount, for each of the following awards for community-academic partnerships, community-population health initiatives, community-based public health education and training initiatives, and medical education and research initiatives.

This attestation shall be filed with the 2006 Annual Report of *The Wisconsin Partnership Fund for a Healthy Future*.

2004 Community-Academic Partnership Initiatives – Project Title

At Risk Adolescent Health Outreach, Prevention and Services Collaborative Program
Beyond Lip Service: Integrating Oral Health into Public Health
Breaking the Barriers to Health Care & Domestic Violence Prevention for Latino/Hispanic Immigrants
Collaboration on Lead Education, Abatement and Reduction
Community Mental Health Training Institute
Community Wellness Initiative
Co-op Care
Dane County Early Childhood Initiative
Enhancing Alcohol Screening, Intervention, and Referral Services in Wisconsin
Fall No More
First Breath: Enhancing Services to Health Care Providers and Clients
Fit Kids, Fit Families in Washington County
FIT-WIC Wisconsin
Health Care Interpreting Information and Resource Project
Health Watch Wisconsin
Healthy and Active Lifestyles for Children and Youth with Disabilities: A Comprehensive Community-Based Partnership
Healthy Children, Strong Families
Ho-Chunk Nation Culturally Trained Preventive and Supportive Care Project
Influencing Wisconsin's Public Health System through Exploration of a Model that Addresses Hmong Mental Health Needs
Milwaukee Homicide Review Commission
Northeastern Wisconsin Falls Prevention Coalition
Northern Wisconsin Groundwater Consortium
Partners for a Clean and Sober Polk County
Peridata: A Rural/Urban Information Network
Planning Grant to Reduce Health Disparities within LGBT Populations in Wisconsin
Reducing Household Asthma Triggers in Dane County African American Households
Safe Mom, Safe Baby: A Collaborative Model of Care for Pregnant Women Experiencing Intimate Partner Violence
Strengthening Family Caregivers through Statewide Coalition
The Milwaukee Birthing Project: Improving Birth Outcomes for Mothers and Children

Understanding and Overcoming the Barriers Hispanic/Latina Women face in Accessing Reproductive and Sexual Health Care Services
Uniting Communities for Healthy Eating and Active Living
Wisconsin Academy for Rural Medicine
Wisconsin Adolescent Sexually Transmitted Infections Protection through Education Project

2005 Community-Academic Partnership Initiatives – Project Title

Active Prescription for Wisconsin
Assessing Lifestyle Behaviors and Beliefs in Underserved Adults
Chippewa Valley Community Diabetes Program
Development of a Wisconsin Public Health Laboratory Network
Engaging Wisconsin Communities for Substance Abuse Prevention
Enhancing the Role of Consumers as Informed Partners in the Health Care System
Expand Behavioral Risk Factor Survey Coverage to Provide Local Tracking of Healthiest Wisconsin 2010 Priorities in Small Wisconsin Counties
Footprints to Health
Got Dirt? Initiative
Green City, Healthy People Eliminating Health Disparities while Revitalizing Milwaukee's Johnson's Park
Hispanic Health Patient Navigation Collaboration Planning Project
Influencing Wisconsin's Public Health System by Defining, Understanding and Diffusing a Treatment Model for Hmong Mental Health
Polk County Alcohol and Drug Outreach and Training (PolkADOT) Program
Reality Check 21
Si Se Puede! (Yes You Can!)
The Wisconsin Healthy Air Initiative: An Outreach Program Promoting Voluntary Reductions of Toxic Air Emissions
Transporting Children Safely: A Public Health Model for WIC (Women, Infants, and Children) Families
Wisconsin Falls Reduction Project: A Multi-Faceted Strategy to Reduce Unintentional Fall Injuries among Wisconsin's Older Adults
Year 2: Planning Grant to Reduce Health Disparities within the LGBT Populations in Wisconsin

2004 Community-Population Health Initiatives – Project Title

Center for Urban Population Health, Multi-level Information Systems and Health Promotion Interventions for Milwaukee's School Children
Great Lakes Intertribal Council, Native American Health Research Project

2004 Community-Based Public Health Education and Training – Project Title

Community-Based Population Health Practice Fellowship
Healthy Wisconsin Leadership Institute (previously Wisconsin Public Health Leadership Institute)

2004 Medical Education and Research Initiatives – Project Title

Human Proteomics Program
Improving Cancer Care in Wisconsin
Innovations in Medical Education (IME)
Making Wisconsin the Healthiest State
Master in Public Health (MPH)
Survey of the Health of Wisconsin (SHOW)
Wisconsin Alzheimer's Institute
Wisconsin Clinical Trials Network (WiCTNet)

2005 Medical Education and Research Initiatives – Project Title

Androgen Receptor as an Immunological Target for the Treatment of Prostate Cancer
Cellular and Viral Determinants of Human Cytomegalovirus Lytic and Latent Replication Cycles
Effects of Statin Therapy on Vascular Properties and Outcomes in Diastolic Heart Failure Patients
Expansion of Master of Public Health (MPH) Program
GLI2 Protein Stabilization in the Activation of Hedgehog Signaling Pathway in Prostate Cancer
“Health Care Data Collection & Reporting: Models for Public-Private Partnerships” Conference
Health Innovation Program (HIP)
Healthy Children Strong Families - Supporting Caregivers in Improving Lifestyles
Human Proteomics Program
Innovations in Medical Education (IME)
Investigating Fungal Infection: Analysis of Spores from the Human Fungal Pathogen *Cryptococcus neoformans*
Library Collection Support for Public Health Research and Training
Mechanisms of CREB Regulation and Function in Response to DNA Damage
Molecular Analysis of the Putative Mammalian siRNase ERI-1
Molecular Mechanism of Lung Organogenesis, Tumorigenesis and Asthma
Novel Exploratory Approaches to Elucidating the Role of GRAIL in CD25+ T Regulatory Cell Biological Function
Novel Therapies Against Influenza Infection
Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C-Infected Transplant Patient Outcomes
Reducing Cancer Disparities through Comprehensive Cancer Control
Regenerative Medicine Program
Startup Funding to Recruit Faculty Member Specializing in Genetic Epidemiology
Startup Funding to Recruit Faculty Member Specializing in Health Policy
Sterol Carrier Protein 2 is a Novel Link between Aging and Alzheimer's Disease
Survey of the Health of Wisconsin
The Role of Ikaros in Cellular Proliferation
“The Transformation of Health Care and the Role of the University” Conference
Topical Honey for Diabetic Foot Ulcers
Wisconsin Academy for Rural Medicine (WARM)
Wisconsin Network for Health Research (WiNHR)
Wnt/Frizzled Signals in Normal and Malignant Lymphoid Development

By: Philip M. Farrell
Philip M. Farrell, MD, PhD
Dean, UW School of Medicine and Public Health
Chair, Oversight and Advisory Committee
Date: 4/24/06

By: Kenneth J. Mount
Kenneth J. Mount,
Associate Dean for Fiscal Affairs, UW
School of Medicine and Public Health
Date: 4/24/06

The Wisconsin Partnership Fund for a Healthy Future

Determination of Non-Supplanting For Community-Academic Partnership Initiatives; Community-Population Health Initiatives, and Community-Based Public Health Education and Training Initiatives Recommended for Approval by the Oversight and Advisory Committee

The Associate Dean for Fiscal Affairs of the University of Wisconsin School of Medicine and Public Health hereby attests to the Oversight and Advisory Committee that:

The following list of community-academic partnerships; community-population health initiatives, and community-based public health education and training initiatives has been reviewed in detail to determine whether use of the Wisconsin Partnership funds for the following projects has complied with the supplanting prohibition in the Insurance Commissioner's Order, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc.

The Associate Dean for Fiscal Affairs has determined that financial support by The Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Oversight and Advisory Committee this 30th day of March, 2006.

2004 Community-Academic Partnership Initiatives – Project Title

At Risk Adolescent Health Outreach, Prevention and Services Collaborative Program

Beyond Lip Service: Integrating Oral Health into Public Health

Breaking the Barriers to Health Care & Domestic Violence Prevention for Latino/Hispanic Immigrants

Collaboration on Lead Education, Abatement and Reduction

Community Mental Health Training Institute

Community Wellness Initiative

Co-op Care

Dane County Early Childhood Initiative

Enhancing Alcohol Screening, Intervention, and Referral Services in Wisconsin

Fall No More

First Breath: Enhancing Services to Health Care Providers and Clients

Fit Kids, Fit Families in Washington County

FIT-WIC Wisconsin

Health Care Interpreting Information and Resource Project

Health Watch Wisconsin

Healthy and Active Lifestyles for Children and Youth with Disabilities: A Comprehensive Community-Based Partnership

Healthy Children, Strong Families

Ho-Chunk Nation Culturally Trained Preventive and Supportive Care Project

Influencing Wisconsin's Public Health System through Exploration of a Model that Addresses Hmong Mental Health Needs

Milwaukee Homicide Review Commission

Northeastern Wisconsin Falls Prevention Coalition

Northern Wisconsin Groundwater Consortium

Partners for a Clean and Sober Polk County

The Wisconsin Partnership Fund for a Healthy Future

Determination of Non-Supplanting

Peridata: A Rural/Urban Information Network
Planning Grant to Reduce Health Disparities within LGBT Populations in Wisconsin
Reducing Household Asthma Triggers in Dane County African American Households
Safe Mom, Safe Baby: A Collaborative Model of Care for Pregnant Women Experiencing Intimate Partner Violence
Strengthening Family Caregivers through Statewide Coalition
The Milwaukee Birthing Project: Improving Birth Outcomes for Mothers and Children
Understanding and Overcoming the Barriers Hispanic/Latina Women face in Accessing Reproductive and Sexual Health Care Services
Uniting Communities for Healthy Eating and Active Living
Wisconsin Academy for Rural Medicine
Wisconsin Adolescent Sexually Transmitted Infections Protection through Education Project

2005 Community-Academic Partnership Initiatives – Project Title

Active Prescription for Wisconsin
Assessing Lifestyle Behaviors and Beliefs in Underserved Adults
Chippewa Valley Community Diabetes Program
Development of a Wisconsin Public Health Laboratory Network
Engaging Wisconsin Communities for Substance Abuse Prevention
Enhancing the Role of Consumers as Informed Partners in the Health Care System
Expand Behavioral Risk Factor Survey Coverage to Provide Local Tracking of Healthiest Wisconsin 2010 Priorities in Small Wisconsin Counties
Footprints to Health
Got Dirt? Initiative
Green City, Healthy People Eliminating Health Disparities while Revitalizing Milwaukee's Johnson's Park
Hispanic Health Patient Navigation Collaboration Planning Project
Influencing Wisconsin's Public Health System by Defining, Understanding and Diffusing a Treatment Model for Hmong Mental Health
Polk County Alcohol and Drug Outreach and Training (PolkADOT) Program
Reality Check 21
Si Se Puede! (Yes You Can!)
The Wisconsin Healthy Air Initiative: An Outreach Program Promoting Voluntary Reductions of Toxic Air Emissions
Transporting Children Safely: A Public Health Model for WIC (Women, Infants, and Children) Families
Wisconsin Falls Reduction Project: A Multi-Faceted Strategy to Reduce Unintentional Fall Injuries among Wisconsin's Older Adults
Year 2: Planning Grant to Reduce Health Disparities within the LGBT Populations in Wisconsin

2004 Community-Population Health Initiatives – Project Title

Center for Urban Population Health, Multi-level Information Systems and Health Promotion Interventions for Milwaukee's School Children
Great Lakes Intertribal Council, Native American Health Research Project

The Wisconsin Partnership Fund for a Healthy Future

Determination of Non-Supplanting

2004 Community-Based Public Health Education and Training – Project Title

Community-Based Population Health Practice Fellowship

Healthy Wisconsin Leadership Institute (previously Wisconsin Public Health Leadership Institute)

By: 

Kenneth J. Mount,

Associate Dean for Fiscal Affairs,

UW School of Medicine and Public Health

Date: 3/30/06

As approved by the Oversight and Advisory Committee on March 30, 2006.

The Wisconsin Partnership Fund for a Healthy Future

Determination of Non-Supplanting For Medical Education and Research Initiatives Recommended for Approval by the Medical Education and Research Committee

The Associate Dean for Fiscal Affairs of the University of Wisconsin School of Medicine and Public Health hereby attests to the Medical Education and Research Committee that:

The following alphabetic list of medical education and research initiatives, including the Strategic Allocation Initiatives, has been reviewed in detail to determine whether use of the Wisconsin Partnership funds for the following projects has complied with the supplanting prohibition in the Insurance Commissioner's Order, as specified in the criteria set forth in the addendum of the 2003 to 2008 Five-Year Plan, and as approved by the Wisconsin United for Health Foundation, Inc.

The Associate Dean for Fiscal Affairs has determined that financial support by The Wisconsin Partnership Program of these projects does not result in supplanting.

This determination shall be filed with the Medical Education and Research Committee this 10th day of April, 2006.

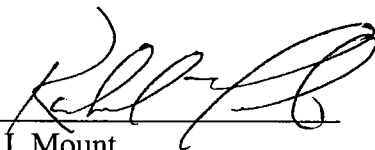
2004 Medical Education and Research Initiatives – Project Title

Human Proteomics Program
Improving Cancer Care in Wisconsin
Innovations in Medical Education (IME)
Making Wisconsin the Healthiest State
Master in Public Health (MPH)
Survey of the Health of Wisconsin (SHOW)
Wisconsin Alzheimer's Institute
Wisconsin Clinical Trials Network (WiCTNet)

2005 Medical Education and Research Initiatives – Project Title

Androgen Receptor as an Immunological Target for the Treatment of Prostate Cancer
Cellular and Viral Determinants of Human Cytomegalovirus Lytic and Latent Replication Cycles
Effects of Statin Therapy on Vascular Properties and Outcomes in Diastolic Heart Failure Patients
Expansion of Master of Public Health (MPH) Program
GLI2 Protein Stabilization in the Activation of Hedgehog Signaling Pathway in Prostate Cancer
"Health Care Data Collection & Reporting: Models for Public-Private Partnerships" Conference
Health Innovation Program (HIP)
Healthy Children Strong Families - Supporting Caregivers in Improving Lifestyles
Human Proteomics Program
Innovations in Medical Education (IME)
Investigating Fungal Infection: Analysis of Spores from the Human Fungal Pathogen *Cryptococcus neoformans*
Library Collection Support for Public Health Research and Training
Mechanisms of CREB Regulation and Function in Response to DNA Damage

Molecular Analysis of the Putative Mammalian siRNase ERI-1
Molecular Mechanism of Lung Organogenesis, Tumorigenesis and Asthma
Novel Exploratory Approaches to Elucidating the Role of GRAIL in CD25+ T Regulatory Cell
Biological Function
Novel Therapies Against Influenza Infection
Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C-Infected
Transplant Patient Outcomes
Reducing Cancer Disparities through Comprehensive Cancer Control
Regenerative Medicine Program
Startup Funding to Recruit Faculty Member Specializing in Genetic Epidemiology
Startup Funding to Recruit Faculty Member Specializing in Health Policy
Sterol Carrier Protein 2 is a Novel Link between Aging and Alzheimer's Disease
Survey of the Health of Wisconsin
The Role of Ikaros in Cellular Proliferation
"The Transformation of Health Care and the Role of the University" Conference
Topical Honey for Diabetic Foot Ulcers
Wisconsin Academy for Rural Medicine (WARM)
Wisconsin Network for Health Research (WiNHR)
Wnt/Frizzled Signals in Normal and Malignant Lymphoid Development

By: 
Kenneth J. Mount,
Associate Dean for Fiscal Affairs,
UW School of Medicine and Public Health
Date: 4/10/06

As approved by the Medical Education and Research Committee on April 10, 2006.

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) Segregated Fees reviews the process for determining segregated fees, trends in segregated-fee amounts, and oversight of fee expenditures. A report has been completed.
- (2) Police and Security Operations examines the authority and responsibilities of campus police and public safety operations, services provided, and administrative issues. A report was completed, and an update on the implementation of the recommendations will be provided at a future meeting.
- (3) Early-Return-to-Work Efforts is focused on initiatives that seek to return ill or injured employees to work as soon as medically feasible. A report has been completed and will be issued in the near future.
- (4) Oversight of Student Organizations identifies efforts to manage risk and reduce liability associated with student organization activities. A report is being drafted.
- (5) Tuition Waivers will review policies and practices related to statutory and other tuition and fee remissions, waivers, and discounts. A report is being drafted.
- (6) 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:

- (1) an overall review of the UW System's personnel policies and practices is continuing; (2) a review of the state's economic development programs, including programs in the UW System, is due to be completed this spring; and (3) an audit of implementation issues related to large information technology systems in state agencies is beginning.

Office of Operations Review and Audit



Program Review

UW Segregated Fees: Policies, Practices, and Student Participation

April 2006

Table of Contents

	Page
Executive Summary	i
Scope	1
Background	1
Discussion and Recommendations	3
Segregated Fee Uses and Rates	4
Segregated Fee-Supported Services	4
Segregated Fee Revenues and Expenditures	8
Variation in Segregated Fee Rates	9
Fees in Other States	9
Process for Setting Segregated Fees	11
Segregated Fee Budgeting Process	11
Student Consultation in Segregated Fee Rate Setting	13
Approval of Segregated Fee Rates	17
Enhancements to the Segregated Fee-Setting Process	18
Segregated Fees and Major Capital Projects	21
Segregated Fee-Supported Major Capital Projects	21
Major Capital Project Process	26
Timing of Initial and Final Fee Assessments	30
Growth in Segregated Fees	34
Changes in Segregated Fees	35
Growth in Segregated Fees Compared with Growth in Tuition and other Costs	37
Factors Contributing to Growth in Segregated Fees in the UW System	38
Growth-Limiting Measures	39
Conclusion	41
Appendices	43

EXECUTIVE SUMMARY

Segregated fees are charges, in addition to instructional fees, assessed to all students for services, programs, and facilities that support the mission of the University of Wisconsin. At the request of the Board of Regents, the Office of Operations Review and Audit reviewed several aspects of segregated fees. The review included: identifying programs and services supported by segregated fees; examining the process for establishing segregated fees and the role of students in setting these fees; describing the allocation of segregated fees for major capital projects; and analyzing the growth in segregated fees.

Segregated Fee Uses and Rates

UW System and Board of Regents policies define the services and activities for which segregated fees can be used and divide segregated fees into allocable and nonallocable. The services and activities supported by segregated fees vary, depending on students' needs and institutional priorities.

Students have opportunities to review and offer advice on the disposition of nonallocable segregated fees, but final recommendations on nonallocable segregated fees rest with campus administration. Allocable segregated fees provide the main support for student government, student-organized activities, lectures, and concerts. Wisconsin Statutes and Board of Regents and UW System policies grant students the primary responsibility for the formulation and disposition of allocable segregated fees, in consultation with the chancellors and subject to final confirmation by the Board of Regents. Nonallocable segregated fees provide the main support for student services, such as child care, health services, recreational sports, intercollegiate athletics, and student unions and student centers.

For the 2005-06 academic year, total segregated fees range from \$560 per student at UW-Stout to \$1,148 per student at UW-Green Bay. At the UW Colleges, the fees range from \$200 at UW-Marinette to \$315 at UW-Baraboo. The range of segregated fees reflects the varying needs of students and student enrollment at the UW institutions.

Higher education institutions in other states routinely use student fees for activities and services similar to those covered by UW institutions' fees. However, some institutions in other states also charge student services-related fees not charged by UW institutions, such as renewable energy fees and student facility fees. As in the UW System, student fees in other systems vary significantly from institution to institution, as well as among institutions within the same system.

Process for Setting Segregated Fees

The process for setting segregated fee rates begins with the development of budgets for student-organized activities, which are supported primarily by allocable segregated fees, and various student-services operations, which are supported largely by nonallocable segregated fees. Each year, UW institutions submit operating budgets for organized activities and student-services operations, along with proposed segregated fee rates, to UW System Administration. The budget for each of the student-services operations takes various factors into account, such as projected

revenues from other sources; projected enrollment; and cost increases for personnel, municipal services, and utilities. After review, System Administration compiles and submits the proposed rates to the Board of Regents for approval as part of the UW System annual operating budget.

The individual UW institution administrations develop the operating budgets and associated fee rates for various student-services operations supported by nonallocable segregated fees. Students participate through four mechanisms: Segregated University Fee Allocation Committees (SUFACs), student advisory committees/councils, student government, and student-wide referenda. SUFACs directly establish the allocations for student-organized activities. UW System policies prohibit the use of referenda for fee-allocation decisions regarding student-organized activities.

Overall, the process for setting segregated fees in the UW System allows for a wide range of opportunities for student participation. To enhance student participation, the report includes recommendations to involve students as much as possible in the early stages of budget development for segregated fee-funded operations and to standardize budget materials that student committees at the UW institutions review.

Also included is a recommendation that UW institutions submit the operating budgets of all student-services operations funded with nonallocable segregated fees to SUFACs for review. This would enable students to provide meaningful feedback and promote consistent use of the Segregated University Fees (SUF) allocation process for all budgets funded with the nonallocable portion of the segregated fees.

Segregated Fees and Major Capital Projects

UW institutions have funded student facilities with segregated fees since before the merger of the two systems in 1971. Segregated fees are used for planning and design; for down payments; for debt service; and once the facilities are completed, for operations. Students approve all fee increases, and the Board of Regents also approves segregated fee rates before the fees are assessed.

UW institutions submit their major capital project requests, including those supported in part by segregated fees, to the UW System Office of Capital Budget and Planning. Students participate in these major capital project requests through the same mechanisms used in setting segregated fees for student-services programming. Some UW institutions have consistently used advisory referenda for major capital projects, while others have used referenda only rarely or not at all.

Major capital projects that are approved by the Board of Regents and the State Building Commission are advanced for planning and construction. UW institutions submit requests for planning and construction based on a format established by the UW System Office of Capital Budget and Planning. In order to enhance the Board of Regents' oversight of capital projects supported by segregated fees, the report includes recommendations that UW institutions: 1) identify the amount of segregated fees included in program revenue; and 2) include a breakdown of segregated fee rates by program/activity, identifying fees assessed for debt service on capital projects separately from fees for regular student services.

The timing of when UW institutions begin to assess new fees or discontinue existing fees varies. For example, fees for some major capital projects are begun once the fees are approved, and for other projects, when debt service payments are expected to begin. For most of the UW capital projects, fees are assessed in advance of project construction in order to reduce the amount financed through borrowing. The report includes a recommendation that the Board of Regents and UW System Administration develop policies on the advance collection of fees for capital projects.

In some instances, the fees assessed for debt service end when the debt is retired, and in other instances, the fees are rolled into other segregated fee-supported capital projects or used for operations. The report recommends that when a debt is retired, UW campus administrators request student advice before using segregated fees for other purposes than those for which the fees were originally collected.

Growth in Segregated Fees

Increases in segregated fee rates ranged from 47 percent to 185 percent among UW doctoral and comprehensive institutions between FY 1996-97 and FY 2005-06. The increases ranged from eight percent to 87 percent among UW Colleges during the same period. In comparison to the growth in tuition and charges for rooms and meals, segregated fees grew at a slower rate than tuition but at a faster rate than charges for rooms and meals. Contributing to the growth were increases in student programming costs, capital projects, and new initiatives.

A direct comparison between segregated fee growth in the UW System and growth in fees at higher education institutions in other states is difficult, because of the wide variation in the activities and services supported by student fees. Some institutions in other states have implemented measures to limit student fee growth by establishing growth limits, setting dollar limits, and monitoring against price indices. However, student fees also increased at these institutions. There are no formal limitations on segregated fees within the UW System, but institutions must provide additional information when the segregated fee increases are more than the three-year rolling average change in Wisconsin disposable income per capita. The report suggests establishing a process through which UW institutions would periodically assess activities and operations funded with segregated fees, as an alternative to specific measures for limiting growth.

SCOPE

The University of Wisconsin System Office of Operations Review and Audit reviewed several aspects of segregated university fees, including student involvement in allocating segregated fees. The Board of Regents Business, Finance, and Audit Committee requested this review.

The objectives of the review were to: 1) identify programs and services supported by segregated fees; 2) examine trends in segregated fees; 3) analyze the process for establishing segregated fees and the roles of students in setting these fees; 4) describe the roles of and oversight provided by the Board of Regents, UW System Administration, and campus administration in the allocation and use of segregated fees; and 5) identify the use and growth of segregated fees at other higher education institutions.

In performing this review, we visited the UW campuses at Green Bay, Madison, Milwaukee, Platteville, Stevens Point, and Stout. We conducted telephone interviews with staff at UW institutions we did not visit. Staff we interviewed included chief business officers, chief student affairs officers, auxiliary budget directors, directors of segregated fee-supported programs, and controllers. We consulted with staff from UW System Budget Planning and Development, Capital Planning and Budget, Financial Administration, and General Counsel. We also interviewed presidents of student associations, chairs and vice chairs of Segregated University Fee Allocation Committees (SUFACs), and a United Council representative. Fieldwork for the review was conducted primarily during December 2005 and January 2006.

In addition, we reviewed the student fee policies of higher education systems in other states. We contacted staff at the Minnesota State Colleges and Universities System, Iowa State Board of Regents, Illinois Board of Higher Education, University of Illinois-Urbana-Champaign, University of California Office of the President, and University of Michigan to identify approaches for establishing student fees. Finally, we compared UW System segregated fees with student fees in other states.

BACKGROUND

Segregated fees are charges, in addition to instructional fees, assessed to all students for services, programs, and facilities that support the mission of the University of Wisconsin. Segregated fees are divided into allocable and nonallocable. The allocable portion of segregated fees supports mainly student-organized activities, such as student government or student organizations. The nonallocable portion provides the main support for student-services operations, such as student health services or student unions.

Prior to the creation of the UW System in 1971 and the completion of the merger in 1974, the University of Wisconsin institutions and the Wisconsin State Universities (WSU) institutions had assessed segregated fees for student services and activities for some years. The original Chapters

36 and 37, Wis. Stats., which regulated the UW and WSU, respectively, had no provisions specific to the student role in segregated fees, although students were involved to a certain extent in setting and allocating these fees.

At the time of merger, Wisconsin Statutes established certain roles and responsibilities of students. The law granted students, among other things, responsibility for the disposition of the portion of segregated fees that support student activities, in consultation with the chancellor and subject to the final confirmation of the Board of Regents.

Subsequently, the Board of Regents and UW System adopted policies delineating the roles of students and university administrators with respect to segregated fees. Specifically, Regent Policy Document (RPD) 86-4, "Guidelines for Student Governance," along with Financial and Administrative Policy (FAP) F37, "Segregated Fee Determination and Distribution," differentiate the roles of students and campus administration pertaining to allocable and nonallocable segregated fees:

- students have the primary responsibility for the formulation of allocable budgets, in "consultation with the chancellors" and "subject to the final confirmation of the board;" and
- final recommendations on nonallocable budgets rest with campus administration, although students have opportunities to participate.

Board policy establishes an appeals process, which applies only to allocable segregated fees, through which students can bring grievances to the UW System President and the Board of Regents for resolution.

Various historical events have further shaped the UW's existing segregated fee policies and led to new policies:

- In 1977, the segregated fee budgets that the UW-Milwaukee chancellor recommended to the Board of Regents were substantially different from the budgets submitted by the UW-Milwaukee Student Association. The UW-Milwaukee Student Association appealed to the Board of Regents, which supported the Student Association's position. This appeal resulted in a process that includes review of student disagreements before they go to the Board of Regents; the President was given a 20-day time limit within which to make a decision, if a decision is necessary.
- In 1987, the UW-Madison Wisconsin Student Association (WSA) challenged the campus administration's decision to implement an identification-checking system at the Southeast Recreational Facility (SERF), using segregated fees. WSA appealed to the Board of Regents. The Board supported the campus administration's position. The appeal resulted in the Board of Regents adopting RPD 88-6, which: 1) reaffirmed the responsibilities of students pertaining to the allocable portion of segregated fees; 2) delineated the role of students pertaining to the nonallocable portion; and 3) established procedures and criteria for

appealing irreconcilable differences between students and campus administration on the recommended disposition of allocable segregated fees.

- In 1996, three UW-Madison students sued the UW and the Board of Regents, challenging the allocable portion of UW-Madison segregated fees. The students claimed that the use of their mandatory fees to fund other students' political and ideological speech violated their First Amendment rights. The U.S. District Court ruled that the fee policy did violate the students' First Amendment rights. The Board of Regents appealed the district court's decision to the U.S. Court of Appeals. The Court of Appeals rejected the appeal.

The Board of Regents appealed to the U.S. Supreme Court and, in 2000, the U.S. Supreme Court reversed the District and Court of Appeals' decisions. The U.S. Supreme Court, in *Board of Regents v. Southworth*, 529 U.S. 217, 120 S. Ct 1346 (2000), ruled that the First Amendment does not prohibit the UW from charging mandatory segregated fees to fund student organizations, provided the process used to distribute the fees is viewpoint neutral. The U.S. Supreme Court also directed the U.S. Court of Appeals to examine whether the UW's use of referenda to fund certain organizations meets the viewpoint neutrality requirements.

- In 2000, based on the *Southworth* litigation, FAPs F20 and F37 were changed, prohibiting the use of referenda to allocate funding to student organizations. The changes also eliminated a previous prohibition on the use of student fees for religious and political partisan activities, requiring that segregated fee programs be administered in a manner consistent with the U. S. Constitution; the U. S. Supreme Court decision; and applicable state statutes, regulations, and policies.
- As a result of further litigation in *Southworth*, the UW System revised FAP F20 again in 2001, requiring each student government, in consultation with the chancellor, to develop policies and procedures that describe any written allocation criteria; to require a record of funding-allocation deliberations; to provide a student organization that is denied funding with a statement of reasons, upon request; to avoid conflicts of interest; and to establish an appeal process within student government for the review of allegations that allocable student fees were not distributed in a viewpoint-neutral manner.

The Board of Regents and UW System Administration have also adopted other segregated fee-related policies to guide UW System institutions, as listed in Appendix 1.

DISCUSSION AND RECOMMENDATIONS

This review focuses on student participation and consultation in the segregated fee rate-setting and allocation processes and the roles of, and oversight provided by, the Board of Regents, UW System Administration, and campus administration. Overall, the process for setting segregated fees in the UW System allows for a wide range of opportunities for student participation. Student leaders we interviewed indicated that the process has worked well. The

recommendations are intended to enhance student participation in setting segregated fees and ensure adequate Board of Regents' oversight of segregated fees throughout the UW System.

This report describes: 1) uses of segregated fees and fee rates; 2) the process for setting segregated fees; 3) segregated fees and major capital projects; and 4) growth in segregated fees.

SEGREGATED FEE USES AND RATES

The services and activities supported by segregated fees may vary, depending on students' needs and institutional priorities. We examined: the services that segregated fees support, segregated fee revenues and expenditures, the variation in fee amounts among UW institutions, and student fee uses and rates in other states.

Segregated Fee-Supported Services

UW policies define the services and activities for which segregated fees can be used. The policies also divide segregated fees into allocable and nonallocable. The allocable portion provides the major support for student activities, which generally include such activities as:

- Student government: Segregated fees can cover staff positions providing support to student organizations and stipends for student-government officers.
- Student organizations: Segregated fees help support student organizations formed for scholastic, professional, social, or extracurricular activities, as long as the organizations meet institutional qualifications for official recognition and are formally recognized.
- Concerts and lectures: Segregated fees can help fund certain concerts, lectures, or other events that may benefit students.

The nonallocable portion of segregated fees provides support for certain student services. Student services that receive substantial support from nonallocable segregated fees include:

- Health services: Segregated fees provide support for the operations of a basic level of health care services for students. Health services include clinical services, mental health and counseling services, public health, health education, prevention services, and access to affordable university-sponsored health insurance coverage.
- Student unions/centers: Segregated fees provide the base operating funding, maintenance, and debt service for UW student unions and centers. Student unions and centers are the main facilities at UW institutions that are dedicated to social and organizational activities of the student body.

- *Intramural and recreational sports*: Segregated fees provide the base operating funding for student intramural programming and the cost of maintaining the facilities and equipment.
- *Intercollegiate athletics*: Segregated fees supplement the operating budgets of intercollegiate athletic programs. Segregated fees may be used for student athletic uniforms, equipment, medical expenses incurred from UW-sanctioned events, and student awards.
- *Child care*: Segregated fees may be used to subsidize child care costs for student parents who use the services of UW child care centers.

Segregated fees are also used to support and sustain textbook rental programs, which offer students an economical alternative to purchasing textbooks for their courses. However, UW institutions report textbook rental fees separately from all other segregated fees.

We compiled data on the programs or activities being funded with segregated fees and the rates for fiscal year (FY) 2005-06. Table 1 provides this information for the doctoral and comprehensive institutions, and Table 2 provides information for UW Colleges.

Based on information collected from UW institutions, some activities are common among UW doctoral and comprehensive institutions and UW Colleges. Organized activities, health services, student unions, and intramurals are common among all UW doctoral and comprehensive institutions. All UW doctoral and comprehensive institutions, except UW-Madison, also fund intercollegiate athletics. The common activities funded with segregated fees at UW Colleges are student activities and athletics.

Information from UW institutions indicates that some activities are funded at relatively few institutions. These include stadium/arena at UW-Oshkosh, Platteville, River Falls, Superior, and Whitewater and parking at UW-Platteville. Among the UW Colleges, student health services are funded at UW-Baraboo and UW-Richland, and textbook rental is funded at UW-Barron and UW-Richland.

According to our interviews and reports from UW institutions on segregated fee rates, services and activities for which segregated fees are spent have not changed from 1991-92 to 2005-06. These programs and activities include student-organized activities, child care, recreational sports (or intramurals), intercollegiate athletics, student health services, student transportation, parking, student-facility capital costs, and municipal charges. These programs and activities are consistent with UW System policy FAP F37.

**Table 1: FY 2005-06 Segregated Fee Rates, by Program/Activity
UW Doctoral and Comprehensive Institutions
(in dollars)**

Program/Activity	UW Institution												
	MAD	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW
Capital Projects*				400.00			189.72						
Child Care	12.28	21.20	10.84		18.37	10.41	21.34	6.00	16.00	5.73		12.35	7.08
City Bus Pass Program	62.12	76.20	20.00				9.49			12.25			
Intercollegiate Athletics		131.70	61.19	184.87	58.76	38.04	71.15	64.00	75.00	48.90	72.48	144.63	50.64
Municipal Services		6.80	18.50	14.06	11.12	20.00	7.35	18.00	35.00	10.50	13.20	22.00	16.32
Organized Activities	86.60	61.80	70.91	59.36	56.90	65.57	129.04	94.00	61.50	84.62	93.12	88.08	68.42
Parking								10.00					
Recreational Center		34.50			150.40	91.49	11.15	42.00	15.00		44.88	55.38	24.72
Recreational Sports	47.36		23.19	21.35	37.22	13.73	22.53		12.00	12.30	34.08	32.29	17.90
Stadium/Arena						29.06	14.47	42.00	35.50			57.04	14.64
Student Life/Student Organization Advising Office		12.20		101.85			16.84		43.00				5.00
Student Union/Center	182.96	205.50	298.00	271.18	208.00	233.88	152.73	186.00	315.00	280.80	203.28	255.00	287.52
Transit		14.90											
University Health Services	270.68	135.80	96.87	82.70	201.70	87.82	76.68	90.00	72.25	184.00	96.24	83.29	139.20
Other **		25.00		12.65			(2.49)	152.00	5.00	11.40	2.40	4.50	71.28
Total Per Year (excluding Textbook Rental)	662.00	725.60	599.50	1,148.02	742.47	590.00	720.00	704.00	685.25	650.50	559.68	754.56	702.72
Textbook Rental***			161.00		152.00			140.00	118.00	130.80	134.88		124.80
Total Per Year (including Textbook Rental)	662.00	725.60	760.50	1,148.02	894.47	590.00	720.00	844.00	803.25	781.30	694.56	754.56	827.52

Sources of data: UW institutions via UW System Budget Planning and Development.

*Segregated fees for capital projects are most often reported in the category in which the project fits, such as Stadium/Arena or Student Union/Center.

**"Other" includes smaller items that don't fit into these common categories of services, such as campus identification systems, leadership development, Student Activities Office, safety and loss, fee-reduction amount due to prior-year excess revenue, and some capital projects.

*** Textbook Rental is listed separately because it is reported separately from segregated fees in UW institutions' auxiliary budgets.

Table 2: FY 2005-06 Segregated Fee Rates, by Program/Activity
UW Colleges
(in dollars)

Program/Activity	UW Institution												
	BRB	BRN	FDL	FOX	MAN	MTH	MNT	MSF	RLN	RCK	SHB	WSH	WAK
Academic Skills	39.00	20.00		32.04	14.04	17.56	36.00	11.36		38.90	28.76		17.38
Athletics	82.26	89.00	105.20	45.52	90.32	87.04	97.20	120.04	112.80	64.82	95.02	95.76	57.50
Day Care		5.40		4.20		4.50		7.96	2.00	6.68			
Drama Productions	5.30		16.46	3.36	8.00	7.98	4.80	8.76	23.00	18.24	11.50		7.00
Fine Arts	21.70	8.00	26.68	17.72	18.00	32.52	2.40	7.96		26.72	9.58	50.64	30.76
Municipal Services	11.58	19.50	14.98	9.60	9.86	9.36	9.60	13.46	18.80	19.28	18.64	17.36	9.46
Music Productions	6.02		2.44					2.96	4.00	2.84			
Student Activities	134.38	41.70	36.86	103.14	65.16	49.68	30.00	57.24	33.00	73.14	75.86	71.34	100.32
Student Center		62.00	45.82				20.40		69.00				
Student Health	11.38								2.70				
Student Newspaper	3.68	7.20	4.68		2.00	11.52			7.00		8.72	7.50	6.56
Total Per Year (excluding Textbook Rental)	315.30	252.80	253.12	215.58	207.38	220.16	200.40	229.74	272.30	250.62	248.08	242.60	228.98
Textbook Rental*		120.00							123.00				
Total Per Year (including Textbook Rental)	315.30	372.80	253.12	215.58	207.38	220.16	200.40	229.74	395.30	250.62	248.08	242.60	228.98

Sources of data: UW Colleges.

*Textbook Rental is listed separately because it is reported separately from segregated fees in UW institutions' auxiliary budgets.

Segregated Fee Revenues and Expenditures

We reviewed the amounts UW System institutions received from segregated fees during the most recent five fiscal years, from FY 2001 to FY 2005. At all UW System institutions, segregated fees from students are deposited into a holding account for auxiliary operations and coded as “student services.” Most UW institutions track these segregated fee receipts when students make their tuition and fee payments. UW-Stout tracks segregated fee receipts when the bills for tuition and fees are invoiced. Table 3 shows the segregated fees collected from FY 2001 through FY 2005.

**Table 3: Segregated Fee Revenues
FY 2001 through FY 2005**

UW Institution	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Madison	18,160,905	19,653,977	21,492,390	21,916,111	22,621,799
Milwaukee *	12,063,800	13,200,600	14,861,458	16,768,957	17,623,631
Eau Claire	5,480,717	5,783,004	6,388,392	6,936,184	6,992,999
Green Bay	3,200,380	3,897,982	4,420,727	5,160,907	5,321,982
La Crosse	6,264,758	6,589,979	6,680,646	6,686,740	6,787,413
Oshkosh	3,474,185	3,800,856	4,114,312	4,471,719	4,649,956
Parkside	1,986,079	2,121,316	2,215,641	2,424,917	2,728,268
Platteville	3,416,106	3,167,442	4,168,369	4,078,885	4,373,023
River Falls**	2,434,917	2,603,039	3,002,542	3,360,466	3,694,342
Stevens Point	4,945,756	5,325,537	5,574,328	5,777,003	5,752,475
Stout *	3,875,832	4,322,041	4,453,851	4,670,158	4,783,521
Superior ***	979,500	1,071,631	1,096,706	1,457,559	1,551,416
Whitewater ***	5,096,365	5,633,825	6,304,068	6,524,949	6,676,741
Colleges **	1,546,700	1,733,097	1,807,767	1,948,643	2,088,069
TOTAL	72,926,000	77,832,695	86,581,197	92,183,198	95,645,635

Sources of data: UW System institutions and Office of Budget Planning and Development

*Revenues for UW-Milwaukee and UW-Stout for FY 2001 are projected revenues from auxiliary budgets; revenues for UW-Milwaukee FY 2002 and revenues for UW-Stout for FY 2002 to FY 2005 are projected revenues from operating budgets and fee schedules.

**Excludes textbook rental and revenues assessed in prior years but not collected until later years.

***Excludes revenues assessed in prior years but not collected until later years.

On a scheduled basis, the segregated fees deposited into the holding account are transferred to the various segregated fee-supported auxiliary operations.

Oversight of the appropriate use of segregated fees falls largely to each campus administration. According to UW institution staff, institutional budget offices regularly monitor revenues and expenditures with the staffs of the individual segregated fee-supported student-services operations. Institutional purchasing departments review and approve segregated fee expenditures. The campus administration, through the liaison to student government associations, provides ongoing assistance to students; and individual faculty advisors and other faculty and staff, through shared governance, help to ensure the use of fees complies with necessary policies and regulations.

While student-organized activities are entirely or largely supported by segregated fees alone, student-services operations funded with nonallocable segregated fees also receive funding support from other sources, such as user fees, membership fees, and sales. In operations that

have multiple funding sources, the amount of revenue from each source is separately identifiable. Expenditures are classified by purpose and are not associated with any particular funding source.

The longstanding practice in the UW System has been to manage student-services operations supported by segregated fees, along with other auxiliary operations, as solvent business enterprises. UW System institutions also operate under the policy that revenues are expended for the auxiliary operations for which they were generated. Thus, temporary transfers between operations must be repaid within a defined period, and any transfers that will be not paid back must be approved by the Board of Regents as part of the annual operating budget process.

For management purposes, UW-Madison University Health Services is exploring a system to track expenditures by revenue source. However, most UW staff we interviewed agreed that the benefits of such a system do not outweigh the costs for development, maintenance, and support.

Variation in Segregated Fee Rates

Segregated fee rates are determined based on the budgets developed each year. UW institutions set fee rates in one of two ways. Most UW institutions set the rates by program or activity. The rate is calculated by dividing the segregated fee budgets for individual programs by the projected enrollment. Total segregated fees are simply the sum of all program or activity rates. UW-Stout sets its segregated fee rates on a per-credit basis, by program or activity. Three UW institutions – UW-Eau Claire, Oshkosh, and Parkside – set aggregated rates. The rate for each program or activity at these institutions is calculated based on each program's proportion of the total segregated fee budgets. Staff we interviewed indicated that their institutions have used these models for an extended period of time and their selected model has worked well for them.

For the 2005-06 academic year, total segregated fees range from \$560 per student at UW-Stout to \$1,148 per student at UW-Green Bay. At the UW Colleges, the fees range from \$200 at UW-Marinette to \$315 at UW-Baraboo, as shown in Appendix 2. On average, students pay one dollar of segregated fees for every \$6 in tuition at UW doctoral and comprehensive institutions. Students at UW Colleges pay, on average, one dollar in segregated fees for every \$16 in tuition. Students do not have the option of not paying segregated fees, although at UW-Milwaukee, students can elect which student-organized activities they want a small proportion of the total segregated fees to cover.

Fees in Other States

We found that institutions in other states routinely charge students fees for activities and services, in addition to tuition or instructional fees, although the fees are not called “segregated fees.” Activities similar to those covered by the UW’s segregated fees include student activities, student government, health center operations and facilities, student media, recreational centers, intramural sports, athletics, bus service or parking, student union operations, and debt service for student-related facilities. These student fees are either assessed and billed to students as individual items or combined and assessed as part of a more general fee type, such as a “mandatory fee” or a student “activity fee.” Our review also identified examples of fees for

student services that are charged by institutions in other states but not by UW institutions, including:

- Technology fees: Institutions in other states commonly charge students a separate fee to cover certain information technology expenses. UW students, on the other hand, pay a tuition surcharge of 2.5 percent at UW-Madison and two percent at all other UW institutions to cover expenses to support computer laboratories; to improve student access to technologies, such as computer networks and equipment; to provide computer training; and to provide technology for students with disabilities. In 2005-06, each UW student paid approximately \$91, on average, for the UW System technology surcharge. According to UW System FAP F49, “Student Technology Fee Expenditures,” this fee is not considered a segregated fee within the UW System.
- Building fees: Institutions in other states often charge students a separate “building,” “capital improvement,” or “facilities” fee to pay for the costs of remodeling, construction, or maintenance of student facilities. These building fees may be charged as a lump sum to cover the costs associated with several student facilities, or as a separate fee for specific building projects. Some system policies, such as those from North Carolina and Idaho, expressly prohibit the use of building fees for operating costs.
- Renewable energy fees: Some other institutions charge an energy fee to promote the use of alternative energy sources. Students at the University of North Carolina passed a referendum in 2002 for a \$4 per-semester fee to support the use of cleaner renewable energy sources, such as solar, wind, and small hydroelectric power. In 2003, students at the University of Illinois passed a similar measure, charging \$2 per semester and raising more than \$300,000 by 2005 to help support renewable energy projects.

As in the UW System, the student fees vary significantly from institution to institution in other states, and even among institutions within the same system. For example, student fees at the three University of Illinois campuses ranged from \$1,382 at the University of Illinois-Springfield to \$2,298 at the University of Illinois-Chicago in 2005-06. Within the Minnesota State Colleges and Universities System, fees ranged from \$702 at Saint Cloud State University to \$839 at Southwest Minnesota State University. We found less variation among Iowa institutions, with fees ranging from \$712 at the University of Northern Iowa to \$744 at Iowa State University.

We also found differences in the amounts other institutions allocate for certain purposes. For example, Indiana University published an analysis of 2005-06 data on mandatory fees charged at Big Ten institutions, which showed that activity fees ranged from \$45 at Ohio State to \$135 at Indiana University; student health fees ranged from \$104 at Penn State to \$710 at the University of Illinois; and facilities fees ranged from \$65 at Michigan State University to \$806 at the University of Illinois. Not all institutions charged each of these fees. These differences are expected, since fees are dependent on local institutional needs, levels of public support differ from one state to another, and there is variation in the amounts and uses of tuition to cover operational costs.

PROCESS FOR SETTING SEGREGATED FEES

Each year, UW institutions submit their auxiliary operations budgets and proposed segregated fee rates to the UW System Office of Budget Planning and Development. Budget Planning and Development reviews the proposed rates and submits them to the Board of Regents for approval. We examined the process for setting segregated fees and the roles of students, campus administration, UW System Administration, and the Board of Regents in this process.

Segregated Fee Budgeting Process

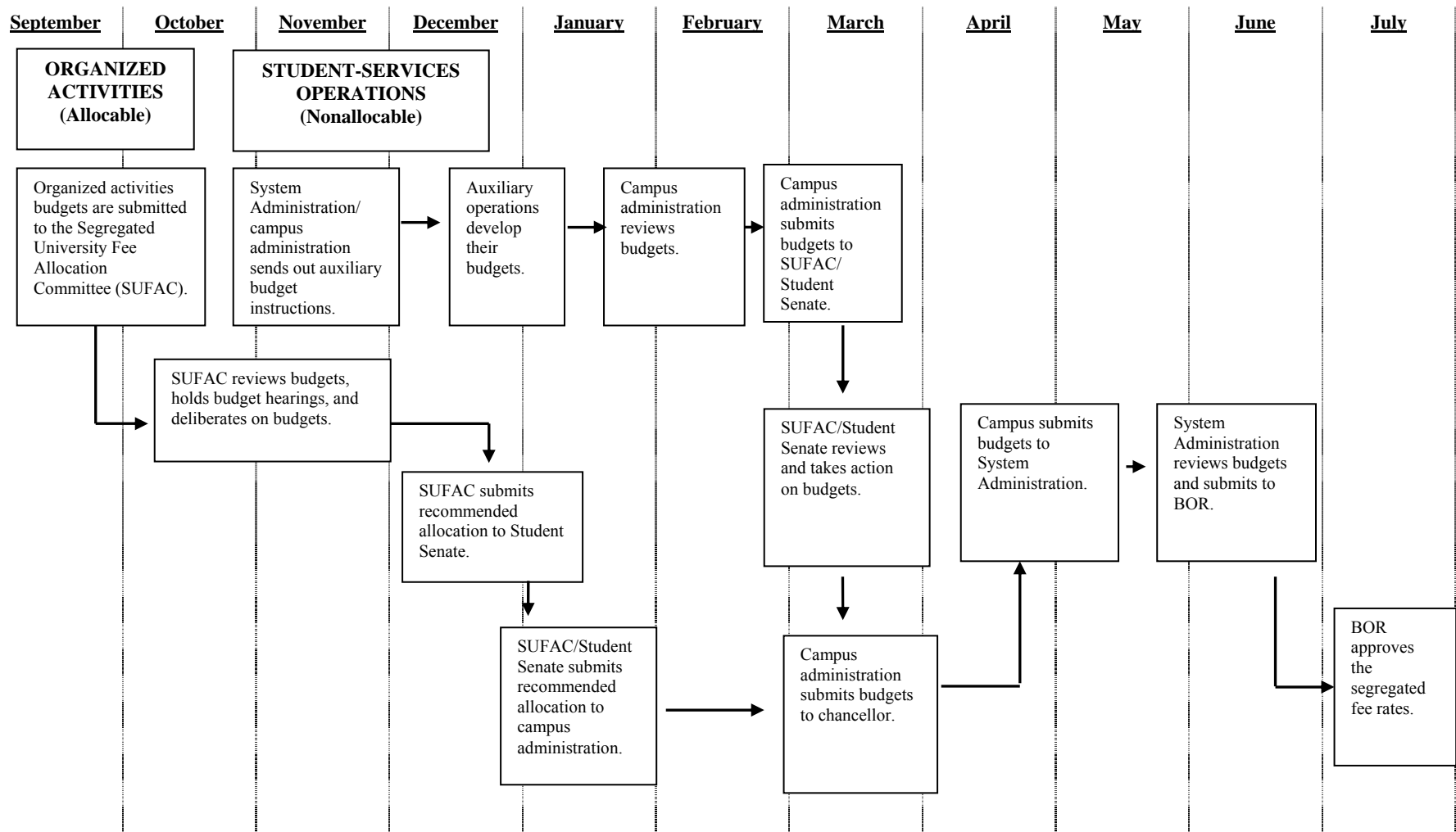
The process for setting segregated fee rates begins with budgets. The budget process varies across UW institutions, depending on the structure established at each institution. Despite the variations, the budget process for segregated fee-supported operations generally falls into two timelines. The budget process for student-organized activities normally begins early in the fall semester. The budget process for UW auxiliary operations, including student-services operations supported by segregated fees, begins toward the end of the fall semester. Figure 1 shows an overview of the segregated fee budget process and timelines.

UW institution administrators develop an evolving five-year budget or reserve management plan for each major student-services operation funded with segregated fees. Each annual budget takes into consideration the reserve or cash balance; interest income; projected revenues from other sources; projected enrollment; actual revenue receipts for the first half of the fiscal year; estimated receipts for the latter half of the fiscal year; new initiatives; the reporting threshold used for justifying certain fee increases; and cost increases for personnel, municipal services, and utility charges. Many of these factors are beyond the UW institutions' control. However, some factors are within UW institutions' control, and they have a direct impact on segregated fee rates. Examples are managing excess revenues and reserves. We examined UW institutions' procedures in these two areas:

- *Distribution of excess revenues*: Since the segregated fee rates are determined based partly on projected enrollment, the actual total receipts from segregated fees may be more or less than the amount projected when UW institutions set their segregated fee rates. Under FAP F37, "Financial Management of Auxiliary Operations," revenues must be expended for the auxiliary operations for which they were generated.

We asked UW staff about their institutions' practices in cases in which they received more in segregated fees than projected. At some UW institutions, excess receipts from segregated fees are distributed to each student-services operation, proportional to its share of the total segregated fee budget. The operations can use the excess revenue to meet unanticipated expenses. Generally, the operations must request approval from the institution's business office to spend the excess revenues beyond their approved budgets. Otherwise, it is expected that the excess receipts will go into a reserve, to be considered in projecting the upcoming year's budget.

Figure 1: Overview of the Segregated Fee Budget Process and Timelines



Note: Budget submission and Board of Regents action on proposed segregated fee rates occur earlier in even-numbered years than in odd-numbered years. Some UW institutions use a similar process, but have different timelines. Other UW institutions use similar timelines, but the process may be slightly different.

- Reserves: In addition to using reserves to pay for unanticipated expenses, UW institutions have used reserves to reduce future increases in segregated fees. Section 36.46(1)(a), Wis. Stats., authorizes UW System institutions to have a reserve for auxiliary operations. The purposes of the reserve are to ensure UW institutions have adequate funds to meet debt service requirements; to ensure that equipment and facilities can be maintained, replaced, remodeled or refurbished, as needed; and to provide an operating cushion to offset short-term revenue losses or unanticipated expenditures.

UW institutions are allowed to accumulate a reserve equal to 15 percent of their prior-year total revenues from segregated fees and auxiliary operations funded with student fees. UW institutions must obtain approval from the Department of Administration (DOA) and the Legislature's Joint Finance Committee to accumulate reserves that exceed 15 percent.

Our interviews indicate that UW institutions do not budget with the goal of accumulating excess reserves. However, excess reserves can occur for a number of reasons, including collecting more in segregated fees than projected, spending less than budgeted, and experiencing delays in project implementation.

We reviewed UW institution reports on auxiliary reserves for FY 2005-06 and found that all UW institutions carry a reserve in the accounts for student-services operations that are funded with segregated fees. Staff we interviewed indicated that their institutions have maintained smaller reserves as a result of the transfer of \$26.8 million from UW auxiliary reserves to pay for financial aid. In FY 2005-06, only three UW institutions have reserves greater than the 15 percent limit. The excess reserves at these three UW institutions were accumulations of funds designated for major capital projects that were approved by the Board of Regents and the State Building Commission. UW System Administration, with the approval of the Board of Regents, requested approval for the excess reserves, which are related to pending capital projects.

As part of the annual budget development process, each student-services operation supported by segregated fees goes through some type of assessment of its services. However, each annual budget basically represents an incremental increase over the previous year's budget, based on expected cost increases.

Student Consultation In Segregated Fee Rate Setting

Section 36.09(5), Wis. Stats., mandates that students shall be active participants in university affairs, subject to the responsibilities of the Board of Regents, the UW System President, the chancellor, and faculty. Judicial interpretation and UW interpretation of s. 36.09(5), Wis. Stats., as formulated in various Board of Regents and UW policies on segregated fees, is that students have primary responsibility for the disposition of allocable segregated fees, subject to the approval of the chancellor. Final recommendations on nonallocable segregated fees rest with the campus administration, but providing students an opportunity to review and offer advice on the disposition of nonallocable segregated fees can provide students with information about how their nonallocable fees are used. UW System policy does not mandate a specific structure or configuration for student participation.

We examined the UW institutions' structures for student participation in setting segregated fees. Although the specific structure varies across UW System institutions, we found four mechanisms through which students participate in setting segregated fee rates. These mechanisms are: Segregated University Fee Allocation Committees (SUFACs), advisory committees or councils, student government, and student-wide referenda. We also reviewed opportunities for student consultation at universities in other states.

Segregated University Fee Allocation Committee

A principle the Board of Regents established to guide the implementation of s. 36.09(5), Wis. Stats., is the establishment of a process, referred to as the Segregated University Fee (SUF) allocation, with direct student involvement in the disposition of allocable segregated fees and student advice on the disposition of nonallocable segregated fees. We reviewed the structure and role of the Segregated University Fee Allocation Committee.

- *Structure of SUFACs*: We found that all UW institutions have a SUFAC, but committee configurations and operations vary. For example: 1) UW-Oshkosh's Segregated Fee Committee has 12 members, eight of whom are students and four of whom are faculty and staff, with the student members appointed by the student association president; 2) UW-Platteville's SUFAC is comprised of two students from each of the three colleges, two from the student senate, two students elected at large, and one student from the school of graduate studies; and 3) at UW-Eau Claire and UW-Stout, the student senate functions as, or is designated as, the SUFAC. At most UW institutions, the SUFAC is a standing committee of the student association.

In addition, some UW institutions divide the SUF functions between two committees. For example, at UW-Milwaukee, the Senate Appropriations Committee (SAC) allocates monies, mainly allocable segregated fees, to student organizations. The Senate Finance Committee (SFC) allocates segregated fees to university departments and student organizations. The SAC's recommended appropriations are reviewed and approved by the SFC.

Other examples are at UW-River Falls and UW-Oshkosh. At UW-River Falls, the Leadership Development and Planning Board and the Facilities and Fees Board function similarly to the committees at UW-Milwaukee. UW-Oshkosh has a Student Allocation Committee and a Segregated Fee Committee, but the Segregated Fee Committee is not a standing committee of the student association.

- *Role of SUFACs*: At all UW institutions, the SUFAC directly allocates segregated fees for student-organized activities. At some UW institutions, the SUFAC also allocates a portion of segregated fees that fund programming activities for intercollegiate athletics, child care, recreational sports, and student centers. SUFACs at some UW institutions also initiate some student-services, such as the city bus service on campus at UW-Madison and the student-escort service at UW-Milwaukee.

SUFACs do not directly allocate segregated fees to student services, which are funded with nonallocable segregated fees, as they do for student-organized activities. At most UW institutions, however, the SUFAC does review all of the operating budgets of university departments funded with nonallocable segregated fees.

Advisory Committees or Councils

An advisory committee or council is a mechanism through which students can provide guidance on operating budgets and services supported by nonallocable segregated fees. The size, number of committees, and composition of these committees are left to the various interested parties at the institutions to decide. While the Board of Regents and UW System Administration do not mandate a specific configuration for shared-governance councils, RPD 86-4 presumes that the membership of advisory committees for segregated fee-supported operations will have a majority of students.

We found that all UW institutions have established advisory committees or councils for some of their institutions' major segregated fee-supported operations. These major operations include intercollegiate athletics, health services, intramurals, and the student union.

We examined the composition of some of these committees at some UW institutions. Some are established as part of shared governance, with faculty and staff membership, while others are established as student advisory committees and consist of students only.

All of the committees we examined, including those established as part of shared governance, have a sizeable number of student members. For instance: 1) the student health advisory committee at UW-Green Bay is composed entirely of students appointed by various student constituencies; 2) students appointed by their respective schools and colleges comprise a large majority of the Student Health Advisory Committee and the University Center Advisory Policy Board at UW-Stevens Point; 3) half of the 14 members of the UW-Madison University Health Services Advisory Committee and five of the 15 members of UW-Madison's Recreational Sports Board are students appointed by Associated Students of Madison (ASM); and 4) UW-Whitewater's University Center Board has 12 members, seven of whom are students representing various constituencies, including UW-Whitewater student government.

Student Government

At all UW institutions, the student senate, the legislative branch of student government, has a role in segregated fee setting and allocation. At some UW institutions, the student senate has only a minor role in fee setting. The differences reflect how students choose to govern themselves. For instance:

- at UW-Green Bay and Platteville, the student senate can only vote up or down on the allocation recommended by the SUFAC;
- at UW-Madison, Stevens Point, and Whitewater, two-thirds of the senators must approve to overturn the allocation recommended by the SUFAC;

- at UW-La Crosse, the student senate can approve, disapprove, or change any allocation; and
- at UW-River Falls, the student senate only reviews and approves the overall allocation, not specific budgets.

Student Referenda

At all UW institutions, the decision to hold student-wide referenda rests with student government. Since the U.S. Supreme Court decision in *Southworth*, no institutions reported using referenda to allocate segregated fees for student-organized activities, which are mainly supported by the allocable portion of segregated fees. The referenda associated with segregated fees held recently at some UW institutions were related to capital projects funded with the nonallocable portion of segregated fees.

The use of student referenda in other areas varies. UW-Green Bay, Milwaukee, Platteville, River Falls, Stout, and Whitewater rarely use referenda. On the other hand, UW-Madison and UW-Superior use referenda frequently for capital projects. UW-Madison also used a referendum to obtain student approval for the student bus service. These institutions indicated that referenda are the most representative process.

UW-Stevens Point recently expanded the use of referenda. The UW-Stevens Point Student Government Association finance bylaws had prohibited the use of segregated fees for off-campus services; however, students may sometimes benefit from off-campus services and, as a result, the Student Government Association amended its finance bylaws in 2005 to allow segregated fees to be used for such services. Any off-campus proposal for more than \$40,000 must be approved by the Student Government Association and a student referendum. The referendum requirement applies to all off-campus services, which may be funded by both allocable and nonallocable fees.

Student Consultation in Other States

Higher education institutions in other states also routinely consult with students about fee decisions, using a variety of approaches to solicit student opinion. For example, many institutions establish student fee committees, similar to the UW's SUFACs, to review fee proposals. Student governments review and comment on student fee proposals on behalf of the student body or make appointments to a separate student fee committee. In the instances we reviewed, student opinion on whether to institute or increase a fee was advisory, with additional approval required from institutional and system administrators and final approval required by a governing board. Among our findings:

- Minnesota State Colleges and Universities board policy requires institutions to provide students with the opportunity to serve on most system and university committees involving or affecting student interests, including committees that review student fees;

- Iowa, by state law, requires each institution governed by the Iowa State Board of Regents to establish a student fee committee, composed of five students and five university employees, to consider any proposed changes in student activity fees; and
- Illinois Board of Higher Education policies require dialogue between institutional administrators and students when proposing increases to student fees, allowing institutions to solicit student opinion from a student advisory committee, from an elected student government, through a referendum, or through a combination of approaches.

While many institutions allow the use of student referenda as part of the fee approval process, the California State University (CSU) and University of California (UC) Systems require student referenda, except in certain situations. CSU policies indicate that these requirements are designed to assure that institutions achieve “appropriate and meaningful” student consultation by providing students with the opportunity to directly affect fee decisions. The CSU student fee policy requires that institutions conduct a referendum before establishing a new student body association or a new student center fee. Although new fees must be approved by two-thirds of students voting in the referendum, with a simple majority required to approve increases in student body association fees, referendum results are considered advisory.

The UC System also requires a student referendum before establishing or increasing compulsory campus-based student fees, which fund student-related services, construction and renovation of student facilities, student government, and campus organizations. The UC System recently revised its student fee policies to require a minimum voting pool of at least 20 percent of all students eligible to vote in a particular student election, subject to the understanding that a chancellor may change the minimum voting pool in advance of the election.

Approval of Segregated Fee Rates

Once UW students have used each institution’s own process to formulate the funding level for student activities supported by allocable segregated fees and to review the student-services budgets supported by nonallocable segregated fees, completed budgets and any proposed segregated fee rate increases are submitted to the chancellor for approval. Each year, after approval by the chancellor, each institution submits the proposed rates to the UW System Office of Budget Planning and Development. The proposed segregated fee rates include the fees assessed for student programming, as well as for debt service and operations for capital projects that segregated fees support. Also included are justifications for any increases above the UW System reporting threshold and budgets for auxiliary operations, along with an operating budget for each operation or activity that segregated fees support. The reporting threshold is the rolling three-year average of increases in Wisconsin disposable income per capita.

Upon receiving the budgets and proposed segregated fee rates, the UW System Office of Budget Planning and Development performs a range of budgetary reviews. In addition to checking for completeness and accuracy, Budget Planning and Development reviews justifications for increases, determines how institutions with high reserves from previous years have incorporated them into the segregated fee rates being proposed, and resolves any questions with institution

staff. This office compiles the proposed segregated fee rates and tuition rates, in preparation for submitting the annual operating budget to the Board of Regents.

The Board of Regents as a whole approves the segregated fee rates as part of the annual operating budget process. Documentation on segregated fees included in the annual operating budget that Budget Planning and Development submits to the Board includes:

- a summary statement of the average increase in segregated fees among UW doctoral and comprehensive institutions and UW Colleges;
- a summary statement of reasons for the segregated fee increases;
- a chart showing the segregated fee increases compared to the previous year, by institution;
- a table displaying last year's rates, the proposed rates, the percentage increase, and explanations for changes above the reporting threshold, by institution;
- a table displaying last year's textbook rental rates, the proposed rates for textbook rental, the percentage increase, and explanations for changes above the reporting threshold, by institution; and
- the projected revenue from segregated fees, by institution.

We reviewed a sample of annual operating budget materials UW institutions submitted to UW System Budget Planning and Development and materials submitted to the Board of Regents from the past ten years. The budget materials on segregated fees have not changed significantly during this period.

Enhancements to the Segregated Fee-Setting Process

In our interviews with SUFAC chairs and vice chairs and with presidents of student associations, there was general agreement that the structure as established allows for significant student participation in the segregated fee rate-setting process at their institutions. These students also believe that the Segregated University Fee allocation process works well. Some student leaders indicated they would prefer to have students control decisions about nonallocable segregated fees as they do for allocable fees. However, we found that nonallocable segregated fees are used to maintain ongoing programs and pay for personnel, debt, and athletic commitments, and cannot be modified from year to year. UW System and Board of Regents policies grant students the opportunity only to “review and offer advice” on budgets of student-services operations supported by nonallocable fees.

Based on the collective information gathered for this review, an analysis of the fee-review process and methods for student consultation, and suggestions from staff and students, we identified a number of potential enhancements to the fee-setting process. ***We recommend UW institutions that are not currently doing so consider implementing these enhancements:***

- ***Involving students as much as possible in the early stages of budget development for segregated fee-funded operations.*** Segregated fee program directors reported that they normally develop their budgets with consultation from their advisory council, if there is one. However, some program directors also indicated that student participation has been lacking in some instances. For example, one program director reported that the health advisory committee had yet to meet, even though the segregated fee budget-development process was already underway. Another expressed concern about inconsistent attendance at committee meetings by some student members.

Some SUFAC chairs and vice chairs also expressed doubts about the extent to which the existing review process allows SUFACs to influence the budgets of student-services operations funded with nonallocable segregated fees. At some UW institutions, a SUFAC receives the nonallocable budgets in February or March. At this point, the budgets are usually set. While SUFAC members have been able to ask questions and program staff have made themselves available to answer questions, the end result, according to some SUFAC chairs, is that the SUFAC mainly has an opportunity to “rubber stamp” these budgets. Even where the SUFAC has been able to recommend some changes, some SUFAC chairs and vice chairs indicated that the changes represent a small proportion of the budgets.

Some student leaders also expressed concern about fee proposals, especially for some major capital projects, being presented as absolutely necessary. These student leaders indicated that rather than being presented as needs that the campus administration and students must address together, some proposals come to the students, apparently already decided, with cautions that student life will be greatly affected should the proposals be rejected. According to some of the student leaders we interviewed, such an approach limits the student role and capacity to explore alternatives. One option might be to charge the UW System Office of Capital Planning and Budget with an increased role in the early planning of capital projects and to ensure student leaders receive early analyses of project ramifications.

Another option is to increase communication and collaboration between the advisory councils and SUFACs. To promote earlier student involvement without creating another process separate from the SUF allocation process, some UW institutions have made advisory committees or councils an extension of the SUFAC. This is possible when the advisory councils are not established as part of shared governance. For example, at UW-River Falls, the committees advising the student-services operations supported by nonallocable segregated fees are committees of the two boards that function as SUFACs. The chairs of these committees are appointed by these boards and are members of the boards. This configuration enables the two boards to have significant influence over the nonallocable budgets at the early stages of budget development and when the budgets are eventually presented to the SUFACs.

To ensure more SUFAC involvement in and oversight of the health services budget, the UW-Stevens Point Student Senate adopted a resolution in 2005 creating the Oversight Advisory Committee for Health Services (OACHS) as a permanent subcommittee of the SUFAC. OACHS advises the campus administration on health services and consists of students from

the SUFAC, the existing Student Health Advisory Committee which is independent of student government, and the general student body.

Establishing student or shared-governance advisory committees for student-services operations, maintaining active student advisory committees, and finding structures to facilitate communication between SUFACs and advisory committees would help to ensure student involvement in determining the level of need for student services. Involving students early in the budget development process will also allow students to participate in determining the fees needed to meet the identified needs before the fees are calculated.

- ***Customizing and standardizing budget materials for the SUFAC.*** The SUFAC chairs and vice chairs we interviewed agreed that the materials their committees receive on nonallocable budgets are overwhelming. They noted that a single budget for one student service may have multiple pages of numerical tables. SUFACs have from two to five weeks to review all of the budgets, while keeping up with their school and job commitments.

Campus administrations have provided training to SUFAC members on UW policies, viewpoint neutrality requirements, and budgeting concepts. Even so, analyzing budgets of student-services operations supported by nonallocable segregated fees can be a daunting task, unless members have prior knowledge of and experience with budgeting concepts. To make the budget materials easier to understand and analyze for SUFACs, the UW-Stevens Point and UW-Green Bay administrations and their SUFACs agreed to a standard and customized format for all nonallocable budget materials submitted to the SUFAC.

A standard or streamlined format at the institutional level, perhaps one developed by students and administrators together, could enhance the extent to which students could provide meaningful feedback on nonallocable budgets. A streamlined format would also enable students to discern the significance of the budgetary information and to focus their attention on budget items that matter most to them.

- ***Submitting all nonallocable budgets to the SUFAC for review.*** At most UW institutions, the SUFAC reviews all nonallocable budgets, and these institutions have relied on SUFAC for a recommendation on nonallocable budgets. FAP F37 already requires specific action by the SUFAC on capital projects being presented to the Board of Regents for approval. However, the SUFACs at some institutions do not review all of the nonallocable budgets.

At one UW institution, the student association reviews and recommends the allocation for student-organized activities and the three-year budget for intramurals and intercollegiate athletics. The student association president and the director of financial affairs are invited to participate in meetings to review and discuss each auxiliary operation's proposed operating budget and to receive copies of the auxiliary operation budgets submitted to System Administration. At another UW institution, the operating budgets of student-services operations supported by nonallocable fees do not go to either the SUFAC or the student senate, but staff reported that the student advisory boards at these operations participate in the development of the operating budgets.

Even though the SUFAC has only an advisory role on nonallocable budgets, submitting all nonallocable budgets to SUFACs for review will offer opportunities for student government as a whole, or for an appropriate body of student government, to participate in the budget process and to make consistent use of the SUF allocation process for the nonallocable portion of the segregated fees.

Taken together, these recommended enhancements would serve to offer more opportunities for student consultation in the segregated fee rate-setting process.

SEGREGATED FEES AND MAJOR CAPITAL PROJECTS

The UW has financed student facilities with segregated fees since before merger. For instance, in 1927, the Board of Regents voted to assess segregated fees to support operations and maintenance of the Memorial Union at UW-Madison. The Board of Regents approves all major capital projects, including those funded with segregated fees. The State Building Commission must also approve all UW capital projects over a certain cost and funded with program revenue, including segregated fees.

We examined the number and types of major capital projects funded with segregated fees that were initiated between FY 1996-97 and FY 2005-06 and the segregated fee structure for these projects; the major capital project approval process and student consultation in the process; and practices related to the timing of initial and final fee assessments.

Segregated Fee-Supported Major Capital Projects

Regent Policy Document (RPD) 90-3, “Funding of University Facilities Capital Costs,” allows UW institutions to use segregated fees to finance the renovation or construction of student unions, recreation facilities, stadiums/arenas, and parking lots and structures. In the policy, the prescribed funding choice for student unions is user or segregated fees. Facilities supported by segregated fees have included the student unions or student centers at UW-Eau Claire, Milwaukee, River Falls, and Whitewater, and the stadium at UW-Whitewater. We examined the types of fee-supported major capital projects, the fee structure for capital projects, and debt service payments.

Types of Major Capital Projects

UW institutions reported a total of 31 major capital projects, funded either entirely or partially by segregated fees, that were initiated and approved by the Board of Regents between FY 1996-97 and FY 2005-06, as shown in Table 4. Most projects were student centers, recreation centers, or stadiums/arenas, which are not eligible for General Purpose Revenue support because they are for student activities rather than academic purposes. UW-River Falls reported using segregated fees to fund a child care center. RPD 90-3 does not list segregated fees as the prescribed funding choice for child care centers, but it also does not prohibit this use of segregated fees. Also, RPD 90-3 does not allow segregated fees to be used for student health services facilities. The UW-Madison student government and administration jointly requested and received a Board of

Regents waiver of this limitation in 1999, enabling UW-Madison to use segregated fees in combination with other funding sources to build University Square, which will house student health services and student-organized activity offices.

**Table 4: Segregated Fee-Funded Major Capital Projects
Initiated Between FY 1996-97 and FY 2005-06**

Type of Facility	Number of Projects	UW Institution*
Student Union/Center	14	Milwaukee, Eau Claire, Green Bay, Oshkosh, River Falls, Stevens Point, Superior, Parkside, and Whitewater.
Recreation Complex	8	Madison, Milwaukee, La Crosse, Oshkosh, River Falls, Superior, Stout, and Parkside.
Stadium/Arena Related	7	Eau Claire, Green Bay, Oshkosh, Platteville, Superior, and Whitewater.
Child Care	1	River Falls.
Other **	1	Madison.

Source: UW institutions.

*All UW Colleges capital projects are financed through and owned by city/county partnerships. UW Colleges lease the facilities for a nominal fee.

** "Other" is the University Square development that will house University Health Services and student government.

According to campus administrators we interviewed, these projects represent only the most critical needs. Many of these facilities were built in the 1960s and 1970s and are now reaching the point of needing repairs and/or renovations. Some campus administrators we interviewed predicted increased segregated fee rates in the near future because of the deferred maintenance costs for buildings that were built 30 years ago.

Total construction or renovation costs for projects using segregated fee funding often are in the \$10-to-\$20-million range, with amounts ranging from \$500,000 to \$60 million. We obtained information on total construction or renovation costs and the amount of segregated fee support for the 31 segregated fee-funded major capital projects UW institutions reported were initiated between FY 1996-97 and FY 2005-06. Twelve of the 31 projects were funded almost entirely with segregated fees. The remaining projects received funding from other program revenue, state general purpose revenue, foundations, gifts, and grants.

Fee Structure

Segregated fees are structured differently for each project. We found four types of costs paid by segregated fees that are common to many projects: planning and design costs, down payment costs, debt service costs, and costs for operations:

- *Planning and design costs:* UW institutions are expected to pay for project planning, since the State Building Commission does not allocate funding for planning and does not enumerate projects without evidence of planning. A project may cost millions of dollars for the design and planning alone. To finance the planning and design costs, some UW institutions assess a segregated fee before construction or renovation actually begins.
- *Down payment costs:* In order to accumulate cash reserves for a down payment and reduce the cost of borrowing, institutions often assess fees before they start bonding for projects.

- Debt service costs: Debt service payments result when UW institutions have to borrow either from other funds within the institution or through bonding. For most projects, UW institutions appear to spread the fees assessed for debt service over the entire period of the loan or bond. Twenty years is typical for bonding.
- Costs for operations: Some projects do not require segregated fees for operations, but some do. For new construction, UW institutions do not typically assess fees for operations until after the projects are scheduled to be completed.

Variations in any of the cost components can affect the determination of segregated fee amounts. Table 5 shows the segregated fees assessed or proposed to be assessed for the identified projects.

**Table 5: Segregated Fees Assessed for Major Capital Projects
Funded in Part with Segregated Fees and Initiated Between FY 1996-97 and FY 2005-06**

UW Institution	Project	Total Cost of Construction*	Segregated Fee Assessment
Madison	SERF Addition **	\$6.57 million	\$13 per year for debt service until debt is paid off (20-year bonding).
	University Square	\$56.8 million	\$40 per year for debt service for 20 years or until the debt is paid off. Fees for operations are not yet determined.
Milwaukee	Klotsche Center	\$42 million	\$7 per year and increase to \$34 per year in FY 07-08 for debt service until debt is retired (30-year bonding).
	Union Renovation **	\$2.59 million	No new fees needed, but proceeds from fees assessed for original bond were used to pay for new bond.
Eau Claire	Football Facility Renovation	\$607,000	No new fees needed. Using existing reserves.
	Artificial Turf	\$300,000	No new fees needed. Using existing reserves.
	Davies Center Renovation	\$8.5 million	\$76 per year. (Eau Claire is considering a major renovation/addition to Davies or construction of a replacement for the existing center.)
Green Bay	Phoenix Sports Center Addition	\$32.8 million	Initially \$100 per year in 00-01 and increase to \$400 per year (\$250 for operations and \$150 for debt service in 04-05 for both projects). Fee for debt service will be in effect for 20 years. Bonding will begin in 2007.
	University Union renovation	\$6 million	
La Crosse	Recreational Eagle Center **	\$10.7 million	\$65 per year for debt service (20-year bonding).
	University Center Renovation **	\$2.9 million	\$16.88 per year for debt service (20-year bonding).
Oshkosh	Recreation and Wellness Center **	\$21 million	Initially \$91 per year in FY 06 for debt service and \$120 per year for operations beginning in FY 08. Fees for debt service will increase to \$192 per year in FY 07-08 and remain at this level until debt is paid off.
	Stadium Repair **	\$555,000	\$15 per year for debt service. Students are also assessed \$29.06 per year for operations.
	Project 2000	\$19.8 million	\$95 per year for debt service and \$138.88 per year for operations beginning in FY 06.

UW Institution	Project	Total Cost of Construction*	Segregated Fee Assessment
Parkside	Sports Activities Center	\$13 million	\$16 per year for loan payment. Loan will be paid off in FY 2007.
	Union Expansion **	\$26 million	Initially \$100 per year and increased to \$400 per year until debt is paid off (20-year bonding).
Platteville	Stadium Renovation **	\$2.19 million	\$30 per year for debt service for 20 years and \$12 per year for operations beginning in FY 05.
	Pioneer Student Center	\$16.8 million	Initially \$147 per year for debt service until debt is retired. Initially \$125, increased to \$160 in FY 06 for operations.
River Falls	Union (original building and addition)**	\$32.9 million	Initially \$209 and increased to \$315 per year for both debt service and operations. Debt service for original building will be retired in 2011.
	Health and Human Performance Recreational Facility	\$40.5 million	\$30 per year currently and will increase to \$85 per year for debt service and operations.
	Child Care Center	\$1.1 million	\$16 per year beginning in 2002-03 for debt service for 20 years. Of the \$16, \$9.50 are new fees.
Stevens Point	Union - Phase 1 **	\$475,000	\$5 per year for debt service. Bonding is for 20 years.
	Union - Phase 2 **	\$2.2 million	\$24 per year for debt service and operations until debt is paid off. Bonding is for 20 years.
	Union - Phase 3 **	\$22.7 million	\$50 per year beginning in FY 06 for debt service, will increase to \$239 in four years and remain stable until debt is paid off. Fees for operations not yet determined.
Stout	Recreation Complex	\$9.15 million	Initially \$1.67 per credit beginning in FY 96 and increased to \$1.87 per credit in FY 06 for debt service and operations. Bonding is for 20 years.
Superior	Rothwell Student Center	\$20.8 million	Initially \$80 a year for debt service beginning in FY 06, with an increase to \$513 per student per year in FY 09-10 and staying at \$513 until debt is paid off.
	Wessman Center Expansion	\$1.12 million	\$20 per year for debt service until debt is paid off.
	Gates Physical Education Addition and Remodeling	\$15.7 million	\$42 per year for debt service. Bonding is for 20 years. \$13 was assessed for operations during 2003-04 and 2004-05.
Whitewater	University Center Addition & Renovation	\$20.2 million	Initially \$135 per year beginning in FY 2006 for 20 years.
	West Campus Development Project	\$5.18 million	\$7.80 per year for five years beginning in FY 00 for debt service, and \$4.80 per year for operations.
	DLK Field House and Renovation	\$14 million	Initially \$7.68 per year in FY 1998 for debt service. FY 2005 rate was \$12.12 per year.

Sources of data: UW Institutions, Biennial Capital Budget Requests, and Board of Regents agenda and minutes.

*The total construction costs and segregated fees assessed on some projects may change depending on final construction cost approved by the Board of Regents and whether the projects are on schedule for completion. Also, segregated fees may only account for part of the total construction costs.

**Projects funded almost entirely by segregated fees.

The fees assessed depend on a combination of factors, including student enrollment, the amount of segregated fee support for the construction or renovation of the projects, the duration of the debt service, the amount of cash reserves available, and the amount needed for operations, once a

project is completed. Fee increases for capital projects, once approved, become part of the overall segregated fees for each institution.

Debt Service Payments

We reviewed the debt payment schedules or budgets for current UW major capital projects funded with program revenue-supported borrowing, including segregated fees. Table 6 shows the annual debt payments from all program revenue sources scheduled for FY 2005-06 on major capital projects associated with student unions or student centers and recreational facilities. The facilities listed in Table 6 represent only a sample of projects funded with segregated fees.

Table 6: FY 2005-06 Scheduled Annual Debt Payments for Some UW Major Capital Projects Funded in Part with Segregated Fees

UW Institution	Project *	Debt Payment – All Program Revenue Sources**	Fiscal Year of Last Debt Payment
Madison	SERF Addition	522,838	2023
	Union	117,129	2023
Milwaukee	Union	223,107	2023
	Klotsche Center	1,425,456	2025
Eau Claire	Davies Center	94,557	2008
Green Bay	University Union & Phoenix Sports Center	442,616	2013
La Crosse	University Center	197,866	2015
	Recreational Eagle Center	548,587	2020
Oshkosh	Union	950,000	2023
	Recreation and Wellness Center	43,500	2025
Parkside	Student Union	263,856	2006
Platteville	Pioneer Stadium Renovation	57,376	2025
	Pioneer Student Center	958,652	2021
River Falls	Student Union	247,181	2012
	Student Union Addition & Child Care Center	142,869	2025
Stevens Point	Health Enhancement Center	98,861	2012
	Union Renovation - Alumni Room	26,571	2021
	Union Renovation - Elevator	18,122	2018
	Union Renovation - Lower Level	181,353	2025
Stout	Recreation Complex	499,696	2015
	Student Center	202,947	2015
Superior	Gates Physical Education Remodeling	85,337	2025
Whitewater	Field House	81,636	2021
	Athletic Field	53,759	2023
TOTAL		7,483,872	

Sources of data: UW System Financial Administration and Budget Planning and Development

*Includes projects that were initiated and approved by the Board of Regents prior to FY 1996-97.

**Actual debt payments may differ, depending on the interest rate and when the payment is made. Also, segregated fees may account only for a part of the total debt payment.

Although payment schedules are not broken down by funding source, they suggest that segregated fees accounted for a significant proportion of the program revenue used to fund these projects.

Major Capital Project Process

Major capital projects costing more than \$500,000 must be enumerated, or listed by project title and budget amount, in a nonstatutory provision enacted as part of the Legislature's biennial budget bill. In addition, the Legislature must authorize any new bonding or other monies needed to fund the projects. Project enumeration normally occurs only after a project has gone through the necessary planning and approval processes. However, the legislature can and does enumerate projects outside of the biennial budget, and sometimes the governor and the legislature, or even a UW institution, may use a somewhat different process. We reviewed the planning process, student consultation in the process, and the Board of Regents' role.

Planning Major Capital Projects

The UW major capital project process begins at the institutions. UW institutions develop evolving six-year plans of facility uses and needs. Some institutions have developed a 20-year master campus plan. The six-year plan lists the capital projects to be funded with general purpose revenue and program revenue, including segregated fees, in the subsequent three biennia. UW institutions submit their plans and projects to UW System Office of Capital Planning and Budget to be included in the Biennial Capital Budget Request. Generally, projects are included in the biennial request only after the proposed segregated fee rates, which include fee increases from the capital projects, have been approved by students and the Board of Regents.

For each project listed on UW institutions' six-year plans that will cost over \$500,000, UW institutions must submit a project request (Major Project Request) to the UW System Office of Capital Planning and Budget. The request must conform to the format established by the office, which includes: the project description and scope; analysis of needs; estimated costs, including fund sources and amounts; schedule; and previous actions on the project by the Board of Regents and the State Building Commission. The standard format also includes segregated fee impact.

The development of the six-year plan and the project requests involve significant planning, and Capital Planning and Budget staff participate extensively with UW institutions. Each capital project request must conform with accepted space-use criteria, meet architectural and engineering standards, and be within budget constraints.

Student Consultation

We examined current methods for involving students in decisions about using segregated fees for capital projects. UW institutions reported that they consult with students on all major capital projects. The process used for the disposition of nonallocable segregated fees is similar to the process used for capital projects funded with segregated fees. However, the actions with respect

to nonallocable fees may be more formalized, in the form of student senate resolutions or student-wide referenda.

Compared with other methods of student consultation, referenda provide students with the most direct opportunity to affect how their money will be spent and to help determine the types of services and facilities provided on campus. Furthermore, fees assessed for major capital projects represent a significant investment by students and their parents over an extended period of time. Some SUFAC chairs and vice chairs indicated that even though the committees have worked diligently to involve the general student population in capital project decisions, they believe students have taken an interest only after they received bills for their fees. Some student leaders recommended the use of referenda for capital projects, rather than relying on a decision by the SUFAC alone, mainly because of the level of fees and the extended period the fees will stay in effect.

Five UW institutions – UW-Madison, Eau Claire, La Crosse, Oshkosh, and Superior – reported having used referenda in some instances to obtain student input on major capital projects funded with segregated fees, even though referenda are not mandatory. Other UW institutions that have never or rarely used referenda question the benefits of referenda over SUFAC or student senate approval.

At UW institutions, the decision to hold student-wide referenda for segregated fee-supported capital projects rests with student government, with input from campus administrators. The referenda are typically held during student elections. Table 7 shows the voting turnouts for some

Table 7: Student Voting Turnouts for Recent UW Major Capital Project Referenda

Project	Year Referendum Held	Number of Students Voting	Enrollment *	Percentage of Students Voting	Method of Voting
UW-La Crosse Stadium	2006	2,741	8,809	31.1	On-line
UW-Madison Union Master Plan	2005	4,585	40,309	11.4	On-line
UW-Superior Rothwell Student Center	2004	528	2,832	18.6	Paper
UW-Superior Wessman Center Expansion	2004	678	2,832	23.9	Paper
UW-Oshkosh Recreation and Wellness Center	2002	612	10,929	5.6	Paper
UW-Madison University Square Development Project	1999	2,934	39,517	7.4	Paper
UW-Madison Southeast Recreational Facility Addition	1998	2,705	39,700	6.8	Paper

Source of data: UW institutions

*Total headcount enrollment as of the fall semester of the year during which the referenda were held.

capital project referenda held recently at some UW institutions. Students approved funding for all of the projects listed, except the UW-Madison Union Master Plan.

UW institutions use a combination of methods to inform students about the referenda, including flyers, posters, student newspapers, residence hall meetings, and e-mails. At UW institutions that have used referenda consistently for capital projects, the use of referenda is not mandatory. UW institutions that have used referenda consistently for segregated fee-supported capital projects indicated they would continue to use referenda.

Electronic voting may be one valuable tool for increasing voter turnout. Student leaders at UW-Stevens Point, River Falls, and Platteville indicated that turnout at their student elections has increased since they switched to electronic voting. In our research, Carnegie Mellon University, Clemson University, Emory University, and Boston College all reported increased turnout at student elections after switching from paper ballots to on-line voting.

We inquired about the approaches some UW institutions with electronic voting use to reach students. In addition to advertising through posters and other methods, these institutions sent mass e-mail to students, with direct links to the election ballots and referendum. Links to the ballots and referendum also appeared when students logged into their student accounts. While many students chose not to vote, they could not avoid seeing the notices of the election and referendum.

We also researched whether the results of UW student referenda on fee issues are binding. Student association constitutions and student senate bylaws we reviewed do not specifically address the issue. Based on Board of Regents and UW policies, the final decision on nonallocable segregated fees rests with the chancellors. Thus, the result of any capital project referendum would be deemed advisory only. However, in practice, it appears that referendum results are treated by campus administrations as more than advisory. Campus administrators we interviewed reported that they had not acted contrary to the advice of the students.

Our research on institutions in other states revealed that most institutions operate similarly to the UW System. Only a small number of institutions, including the University of California and California State University Systems, actually require the use of student referenda when establishing student fees, including fees assessed for major capital projects. Although required, the referendum results are advisory. The University of California System began to use referenda for student fees more than ten years ago. This system is in the process of revising its policy to allow institutions to assess fees for project planning costs, but pre-funding costs would have to be approved through student referenda. The State of California uses referenda frequently for various public policy decisions.

Staff at several UW institutions expressed concerns about using referenda for major capital projects. They noted that: 1) institutions experience low voter turnout at student elections; 2) holding referenda entails costs; 3) elected student leaders who are knowledgeable about the major capital projects are able to make better informed decisions; and 4) Wisconsin Statutes give students the authority to organize themselves in the manner they choose.

Nevertheless, using referenda is one option for enhancing student participation in the segregated fee-setting process, including the decision-making process for funding major capital projects. A

number of UW institutions are already using referenda. Another option is to obtain student input through surveys, which UW-Green Bay and Eau Claire have done in some instances.

We reviewed the language of some UW capital project referenda questions to determine what information was included in these referenda. We found that the fee amounts, purposes of the fees (debt service versus operations), and the period the fees are expected to be in effect are not always specifically stated in resolutions or in referenda questions. Providing full disclosure of the fees will help to inform students before they vote on the referenda questions.

Board of Regents Approval of Major Capital Projects

UW System Capital Planning and Budget compiles and prepares all budgets and planning materials for the Biennial Capital Budget Request to be submitted to the Board of Regents. Once the Board of Regents approves the capital budget request, Capital Budget and Planning submits the budget to the Division of State Facilities (DSF) in the Wisconsin Department of Administration (DOA). DSF reviews the capital budget and submits its recommendations to the DOA Secretary; the Governor; the State Building Commission (SBC); and finally, once all of the requisite approvals are in place, to the Joint Finance Committee of the Legislature.

After the Legislature approves the projects, UW institutions submit requests to the Board of Regents for approval to begin planning and construction or renovation. Each request includes the project description and scope, justification for the request, total costs, fund sources and amounts, budget and schedule, specific action requested, fee impacts, and verification of student approval.

We reviewed a sample of segregated fee-supported capital project requests provided to the Board of Regents each year during the last five years. All of the 11 requests we reviewed identified the program revenue amount of the construction or remodeling costs, but the segregated fee amount of program revenue for the projects was not specifically enumerated. All but one request contained a statement about the method of student approval and a general description of the segregated fee impact. However, the purposes of the fees, such as debt service or operations, amount of fees, and duration of the fees were not specified.

According to Capital Planning and Budget staff, major capital projects funded with program revenue, including segregated fees, are not included in the Capital Budget Request until students have approved these projects and the Board of Regents has approved a segregated fee plan, which includes increases for these projects. Project scope and costs may change after a project has been approved, which affects the amount of the fee initially approved by the students and the Board. To enable the Board to have enhanced oversight of segregated fee rates, Capital Planning and Budget staff have committed to ensuring that UW institutions include segregated fee impacts on capital projects requests. Thus, when the Board reviews and approves a capital project supported by segregated fees, the Board could also review the associated increase in segregated fees.

UW System Budget Planning and Development does not require UW institutions to include in their auxiliary budget materials a breakdown of segregated fee rates by activity. All UW

institutions maintain this information, and some include it with materials they submit to Budget Planning and Development. A reporting line lists capital projects as one of the activities (see Table 1), but few UW institutions report any fees on this line, instead combining fees assessed for capital projects with fees assessed for regular student services.

Based on our review of the budget documents UW institutions submit to UW System Administration, materials UW System Administration includes in the annual operating budgets submitted to the Board of Regents, and UW institutions' records on segregated fee rate information, and in order to enhance the Board of Regents' oversight of capital projects supported by segregated fees, ***we recommend the following changes for consideration:***

- ***When UW institutions request Board of Regents approval of capital projects funded with segregated fees, the institutions would incorporate the amount of segregated fees included in program revenue, as well as a schedule of estimated fees that will be assessed for the projects.*** Specifically identifying the amount of program revenue that is segregated fees and a schedule of the fees would help UW System Administration and the Board of Regents to identify projects that will be supported with any segregated fees, as well as the impact of these projects on student segregated fees.
- ***When UW institutions submit their proposed segregated fee rates to the Board of Regents for approval, the institutions would include a breakdown of rates by program/activity, identifying fees assessed for debt service on capital projects separately from fees for regular student services.*** Fees assessed specific to capital projects could be reported on the "capital project" activity line or as a subactivity under the program or activity with which the capital project is associated. This would allow UW System Administration and the Board of Regents to distinguish segregated fee increases resulting from capital projects from those resulting from student services.

Timing of Initial and Final Fee Assessments

We examined the question of when UW institutions begin to assess a fee for a capital project in relation to when the project is approved by the students, the Board of Regents, and the State Building Commission. We also examined when fees are discontinued, in relation to when the project is completed or the building occupied.

Initial Fee Assessment

UW institution staff we interviewed indicated their institutions do not have policies on when new fees for capital projects should go into effect or on how far in advance of a capital project a new fee can be collected. According to UW System Financial Administration staff, the informal operating guideline for when to begin assessing a fee for capital projects is when a project appears in the institution's six-year plan, which is provided to the Board of Regents.

Information UW institutions provided was not sufficiently complete to allow us to perform a comprehensive analysis but, based on the information we did gather, there appears to be no consistency in how far in advance of construction UW System institutions begin to assess a new

fee. However, UW institutions assure that no fees have been assessed until after the students and the Board of Regents have approved the fee rates. Practices for assessing new fees include:

- Assessing fees the fall semester after students have approved the fees. Beginning to assess fees in the fall semester after the fees have been approved is the most common practice. An example is the student union addition at UW-River Falls. Students approved the project in February 2000, and the fees were first assessed in the 2000-01 academic year. UW institutions commonly phase in the fees over several years in order to help students accommodate the higher fees.
- Assessing fees when payment for debt service is expected to begin. Bonding does not begin immediately after a project has been approved by the Board of Regents and the State Building Commission. UW-Oshkosh's practice is to try to tie the initial fee assessment to the time when the first debt payment is expected to be made. The practice ensures that UW-Oshkosh has enough money to meet the debt payment, while avoiding fee collections long before payments begin.
- Assessing fees when construction or renovation is expected to begin. This practice appears to be unique to UW-Madison. The University Square development, which will house University Health Services and student government, was approved by students in 1999. The fees won't be assessed until the 2006-07 academic year, and construction is scheduled for the summer of 2006.
- Rolling fees from existing projects to pay for new projects. Rather than assessing new fees for newly approved capital projects, the fees assessed for debt service from one project are rolled into another project after the debt is retired. UW-Whitewater used fees assessed for previous capital projects to cover the fees for the fieldhouse, for example.

UW institutions also assess fees for the operating costs of capital projects, but they do not begin to assess fees for operations until the project is completed. For example, UW-Oshkosh assessed a fee increase of \$91 per year per student for debt service in 2005-06 for its Recreation and Wellness project, but it will not assess a fee increase for operations until 2007-08, when the building is scheduled to be completed.

We researched the policies and practices at institutions in other states and found that the practices are similar to the UW's. However, we also found some unique practices that add to the list of available options:

- Assessing the fees only after a project has opened its doors. The University of California-San Diego, the University of Illinois-Urbana-Champaign, and the University of Texas-Austin do not charge the fees until the facilities have opened their doors. The advantage of this practice is that students get to use the facility when they are assessed the fees. A major disadvantage of this practice is that some institutions do not have the resources needed to pay for planning and design and initial construction costs.

- Assessing the fees only after the project has been approved by the students in two consecutive years: Students at University of Washington are considering lengthening the time it takes to approve a capital project for student funding. Under the plan, students would have two years before making a final recommendation to the board of regents. The fees would be assessed only after the final recommendation.
- Assessing a lump sum building fee to cover the costs of all capital projects: The Oregon University System and the University of Michigan assess fees for the infrastructure of a student facility project. All student facility projects are paid out of this pool.

In general, the decision to begin to assess a fee should be examined with an eye toward the total costs. Thus, it may be most economical to start assessing a fee early, as it would reduce the cost of borrowing and ultimately the total cost. At the same time, students may have a greater incentive to participate in the fee-setting process if they know they might be able to use the facilities while still in school.

Student leaders we interviewed generally understood the need to assess fee increases for planning and design and to accumulate certain levels of cash reserves in order to reduce the costs of borrowing. They also did not have concerns about paying for a facility that they will not get to use. However, some student leaders expressed concerns about the wisdom of assessing a fee before the Board of Regents or the State Building Commission has approved the project, and also about whether students bear a disproportional share of the cost for planning and design. For example:

- Phoenix Sports Center at UW-Green Bay: The Board of Regents approved the UW-Green Bay Phoenix Sports Center addition for planning in 2000 and included the project in the 2001-03 Biennial Capital Budget. However, the State Building Commission did not approve the project in that year. The project was resubmitted and later approved in the 2003-05 Biennial Capital Budget. The Board of Regents approved the project for construction in 2005, and construction began in November 2005. UW-Green Bay first assessed the fees for the project in the fall semester of 2000. The final fee amount of \$400 per year per student was phased in over several years to establish a reserve for planning costs. UW-Green Bay is scheduled to bond for the project in 2007.
- Davies Center at UW-Eau Claire: The Board of Regents approved the UW-Eau Claire student center expansion/renovation at a total cost of \$8.5 million in FY 1999-2000. The project was enumerated in the 2001-03 capital budget. UW-Eau Claire began to assess a fee in the fall of 2002, and the fee was phased in over a period of three years. The final fee rate was \$76 per student per year. As a result of a planning study and detailed building analysis, it was determined that renovation would not be feasible. In 2003, UW-Eau Claire held a student referendum to consider constructing a new center, rather than renovating the existing building. The referendum was defeated. In 2005, UW-Eau Claire conducted a survey of students. A majority of students who responded to the survey supported the construction of a new center. UW-Eau Claire continues to collect the \$76 fee assessed for the originally planned renovation/expansion of the center. The Board of Regents has not been asked to approve the construction.

In order to achieve some consistency among UW institutions, ***we recommend that the Board of Regents and UW System Administration provide guidance to UW institutions on pre-funding of capital projects.***

Final Fee Assessment

Some staff we interviewed indicated that for capital projects for which a fee increase is assessed for operations, the fees do not return to their original level when the debt is retired, since the fees assessed for operations would have surpassed any fee increases originally assessed for the debt service. Some UW staff also indicated that dropping the fee back to the original level when a debt is retired is not desirable, as it will result in fee spiking.

We examined the changes in segregated fees for some projects for which the debts have been retired. As noted earlier, current recordkeeping procedures do not allow for tracking fee increases by project, broken down by debt service and operations.

Tracking when a fee ends is also made more complicated by some projects involving multiple bonding. For instance, the renovation of the student union at UW-Stevens Point has three phases, with each phase having separate bonding. We reviewed two other examples of how institutions address segregated fees when multiple bonding is involved in capital projects:

- *Student Union expansion project at UW-Parkside:* In the early 1970s, UW-Parkside built its student union and assessed \$38 per student per year for debt service; this debt was scheduled to be retired in FY 2007. In FY 2001, UW-Parkside renovated its Sports Activities Center and assessed \$16 per student per year for debt service; this debt was also scheduled to be retired in FY 2007.

In 2002, UW-Parkside received student and Board of Regents approval to expand the student union. The fees to be assessed for debt service for the expansion alone were \$100 for the first year and will increase by \$100 a year until the fees reach \$400 per year. Students were given a choice: they could pay the entire amount for the expansion in new fees until the debt for the original union and Sports Activities Center is retired, or use the existing fees to offset the fees for the new project. Students decided on the latter.

After FY 2007, the fees assessed for debt service on the Union expansion will be \$400 per year. The debt for the original union and the Sports Activities Center will be retired, but the fees originally assessed for these purposes will continue as part of the \$400.

- *Hunt Arena at UW-River Falls:* The Hunt Arena was built with segregated fees in 1973. The increase in segregated fees assessed for debt service was \$11. The debt was retired in FY 2003-04.

In 2002-03, the Facilities and Fees Board, one of the two SUFACs at UW-River Falls, approved a \$9.50 increase in segregated fees to pay for the debt service for the child care center. However, the final estimate for the child care center was higher than projected, and

\$16 would have been needed to cover the debt service, instead of the \$9.50 initially approved.

In 2003-04, the Facilities and Fees Board voted to transfer \$6.50 from the \$11 assessed for the debt service of the arena to cover the increases in the child care center. Therefore, \$4.50 of the \$11 assessed for the arena debt service remains in effect but is now used to cover operations and future projects.

As the examples illustrate, decisions about future projects sometimes complicate the timing of when a fee for one project ends. UW institution staff indicated that when a fee is assessed only for debt service, the fee ends when the debt is retired. However, the current reporting format does not allow this to be reported.

We found that institutions in other states routinely use student fees to finance debt service to pay for renovation and construction of student-services-related buildings. In Iowa, the Board of Regents allows institutions to roll the amount assessed for debt service into new projects approved by the Board, thus keeping the fee stable. However, Colorado statutes and system policies from North Carolina and Illinois require debt service fees to expire when the debt is retired. The University of California System plans to require that referendum language disclose whether fees for debt service will be continued after a debt is retired. If the institutions plan to continue to collect the fee after the debt is retired, then institutions will be required to disclose as part of the referendum question the purposes for which the fee will be used and the process that will be used to establish the fee.

Increasing fees to support the operations of a student-services facility is justifiable; but continuing a fee after the debt is retired, when the fee was assessed specifically for debt service, raises some concerns. An option would be to discontinue the fees. However, should UW institutions decide to use the fees for operations or other capital projects, rather than discontinuing them, UW institutions should obtain additional input from students and approval from the Board of Regents at that time. Even though the fees assessed for debt service may eventually go to support operations of the facilities or student-services programming, ***we recommend that UW campus administrators, if they are not currently doing so, request student advice before using segregated fees for other purposes when the debt for which the fees were being collected is retired.*** Providing information about the eventual plan for the fees in the resolutions or referenda might also help to ensure that the students are informed when they vote.

GROWTH IN SEGREGATED FEES

Since student services funded with segregated fees, including segregated fee-supported capital projects, are expected to be managed as solvent business enterprises, it is expected that some changes will occur based on economic fluctuations and demand from students. We examined the trends in segregated fee rates, how the changes in segregated fee rates compare to other costs, what has contributed to the changes in segregated fee rates, and growth-limiting measures.

Changes in Segregated Fees

An analysis of segregated fee rates shows a range of growth rates in the past ten years. Between FY 1996-97 and FY 2005-06, increases in segregated fee rates, excluding textbook rental fees, ranged from 47 percent at UW-Stout to 185 percent at UW-Green Bay, among UW doctoral and comprehensive institutions. The average increase during this period was 95 percent. At UW Colleges, fee increases ranged from eight percent at UW-Fox Valley to 87 percent at UW-Baraboo.

We also compared the changes in allocable and nonallocable segregated fees for all institutions except UW Colleges, which do not separate allocable and nonallocable segregated fee rates:

- on average, nonallocable fees increased 96 percent during the past ten years, 37 percent during the past five years, and nine percent in the past year;
- on average, allocable fees increased 50 percent during the past ten years, ten percent during the past five years, and six percent in the past year;
- all but five UW institutions reported larger increases in nonallocable than allocable fees between FY 1996-97 and FY 2005-06, as detailed in Appendix 3; and
- UW-Platteville and UW-Superior reported a rate decrease in allocable segregated fee rates between FY 1996-97 and FY 2005-06, as shown in Appendix 3.

Table 8 on the following page shows increases in total segregated fee rates for all UW institutions.

We also analyzed changes in segregated fees specifically for student-organized activities, to determine whether the Supreme Court's decision in the *Southworth* case appeared to have any affect on the growth in fees. The policy changes resulting from *Southworth* could have increased the extent to which certain student organizations sought segregated fee funding, because the changes removed prohibitions on funding student activities that are politically partisan or religious in nature. Also, viewpoint neutrality does not allow for consideration of past years' funding for a particular organization, so an organization could request significantly more than it did in a prior year.

Some institution staff reported that new student organizations were funded in recent years. Also, annual allocations to some student organizations change from year to year. We could not determine to what extent the new student organizations receiving segregated fee support and the changes in the allocation were attributable specifically to *Southworth*. We did find instances at one UW institution in which the student judiciary reversed two SUFAC decisions to reject segregated fee funding requests for two student organizations. The reversals reflect the challenge of applying viewpoint neutrality to student organizations with religious or politically partisan purposes. A systemwide review of the 2001 post-*Southworth* changes to FAPs F20 and F37 could help to assess the effects of the policy changes and any challenges in applying the changes, as well as the extent of growth in segregated fees for student-organized activities.

**Table 8: Changes in Total Segregated Fee Rates
(Excluding Textbook Rental Fees)**

UW Institution	Current (FY 2005-06) Segregated Fee Rate	One-Year (FY 2004-05 to FY 2005-06) Change (%)	Five-Year (FY 2001-02 to FY 2005-06) Change (%)	Ten-Year (FY 1996-97 to FY 2005-06) Change (%)
Doctoral and Comprehensive				
Madison	662.00	8.9	27.8	74.7
Milwaukee	725.60	4.7	22.6	57.4
Eau Claire	599.50	4.2	30.9	86.8
Green Bay	1,148.02	-0.5	31.7	185.5
LaCrosse	742.47	5.1	19.0	86.3
Oshkosh	590.00	17.5	31.4	116.9
Parkside	720.00	11.1	39.5	90.5
Platteville	704.00	4.8	22.4	93.9
River Falls	685.25	8.8	39.8	101.5
Stevens Point	650.50	14.4	33.5	71.8
Stout	559.68	6.0	18.1	46.9
Superior	754.56	15.7	66.2	137.2
Whitewater	702.72	26.5	43.1	95.6
AVERAGE	711.10	8.8	32.1	94.6
UW Colleges				
Baraboo	315.30	12.1	50.1	87.3
Barron	252.80	6.4	29.3	71.4
Fond du Lac	253.12	3.1	14.6	39.2
Fox Valley	215.58	-2.0	7.8	8.1
Manitowoc	207.38	16.6	21.3	51.9
Marathon	220.16	4.7	15.9	26.2
Marinette	200.40	19.3	36.3	60.7
Marshfield	229.74	3.9	7.4	45.8
Richland	272.30	7.0	15.8	41.1
Rock	250.62	19.5	34.8	66.6
Sheboygan	248.08	0.0	15.7	55.1
Washington	242.60	-0.2	6.8	25.1
Waukesha	228.98	4.7	54.1	65.7
AVERAGE	241.31	6.8	22.6	47.6

Sources of data: UW System Budget Planning and Development and UW Colleges.

Growth in Segregated Fees Compared with Growth in Tuition and Other Costs

We conducted several analyses to determine how the growth in segregated fees compares with growth in selected other costs. We examined:

- *Growth in segregated fees compared with resident undergraduate tuition, room, and meal rates:* We compared the changes in segregated fees with changes in the costs of resident undergraduate tuition, room, and meals at UW doctoral and comprehensive institutions. In comparison to resident undergraduate tuition, segregated fees grew faster in the past year, but

had smaller five-year and ten-year growth. However, the growth in segregated fees was significantly larger than the growth in both room and meal rates, as shown in Appendix 4. Some UW administrators indicated that their institutions had not constructed new residence halls for many years, but when new or replacement residence halls under construction are completed, room rates will increase.

- Segregated fees as a proportion of total UW tuition and fees: In FY 2005-2006, segregated fees represent from ten to 21 percent of the total tuition and fees at UW doctoral and comprehensive institutions, and from five to seven percent of the total resident undergraduate tuition and fees charged by UW Colleges, as shown in Appendix 5. In comparison to five and ten years ago, the average proportion of segregated fees among UW doctoral and comprehensive institutions has not changed significantly but is down slightly. Segregated fees represented a smaller proportion of the tuition and fees at all UW Colleges compared to five and ten years ago.
- UW segregated fees compared with peer institutions' fees: We compared UW segregated fees with the amount of student fees charged by peer institutions in other states. We found that Wisconsin's student fees appear to be less than peer institutions' fees, as shown in Appendix 6. For example, UW-Madison's annual segregated fees of \$662 in 2005-06 were \$312 less than the average amount charged by its peer institutions; UW-Milwaukee's fees of approximately \$726 were \$528 less than the average of its peers; and the average segregated fees at comprehensive institutions, which were \$715, were approximately \$143 less than the average of their peers. However, the types of fees vary significantly, so a direct comparison of these amounts may be misleading.
- Peers' student fees as a proportion of total tuition and fees: As an alternative to examining the amount charged for student fees, we compared fees with total tuition and fees and found that UW institutions charge approximately the same proportion of fees to total tuition and fees as do peer institutions. For example, UW-Madison's fees are 10.5 percent of tuition and fees, while fees at peer institutions represent 11.4 percent of these costs. UW-Milwaukee's segregated fees represented approximately 12 percent of the total cost of tuition and fees, compared to 15 percent of that cost at its peer institutions. The proportion of fees to tuition and fees was also roughly similar between UW comprehensive institutions and their peers.
- Growth in UW segregated fees compared with growth in peers' fees: We examined the growth of student fees over the five-year period between 2001 and 2005 and found that fee increases at UW institutions were less than at their peers. For example, fees increased by 28 percent at UW-Madison between 2001 and 2005, while fees at peer institutions grew by 44 percent. UW-Milwaukee increased its segregated fees by 23 percent, while student fees at UW-Milwaukee's peers increased by 38 percent during the same time period. Fees increased 34 percent at UW comprehensive institutions, compared to 45 percent at their peer institutions between 2001 and 2005.

Factors Contributing to Growth in Segregated Fees in the UW System

We analyzed segregated fee increases and interviewed staff at the six UW institutions we visited to examine what factors contributed to the growth in segregated fees at these institutions. Our analysis of segregated fee increases between FY 1996-97 and FY 2005-06 reveals that increases in certain program operations, capital projects, and new program initiatives contributed to the growth in segregated fees at these institutions.

The programs with the largest increases were intramurals at UW-Madison and UW-Stout; organized activities at UW-Madison, Milwaukee, and Stout; health services at UW-Milwaukee; intercollegiate athletics at UW-Milwaukee, Green Bay, and Stout; and the student union at UW-Madison and Stevens Point. Table 9 shows the changes in the projected revenue sources and proposed expenditures that accounted for large increases in these programs.

**Table 9: Factors Contributing to Increases in Some Segregated Fee-Supported Programs
Between FY 1997 and FY 2006 at UW Institutions Visited**

UW Institution	Program	Budgeted Cost Increases	Projected Revenues
Madison	Organized Activities	Salaries and wages, and supplies and expenses.	Non-factor, as revenue from other sources is very small.
	Intramurals	Fringe benefits and debt service.	Increased revenue from sales and user charges may have kept increases lower than it they would have been.
	Union	Fringe benefits and municipal charges.	Slower revenue growth from sales and charges.
Milwaukee	Organized Activities	Allocation to student-organized activities.	Non-factor, as revenue from other sources is very small.
	Health Services	Fringe benefits.	Non-factor, as revenues from both segregated fees and sales/charges are proportional to total revenues.
	Intercollegiate Athletics	Fringe benefits.	Increased revenue from sales and user charges may have kept increases lower than it they would have been.
Green Bay	Intercollegiate Athletics	Supplies and expenses, and fringe benefits.	Significant drop in revenue from sales/charges.
Stevens Point	Union	Fringe benefits.	Increased revenue from sales and user charges may have kept increases lower than they would have been.
Stout	Intramurals	Fringe benefits.	Drop in revenue from other sources.
	Intercollegiate Athletics	Salaries and wages, and fringe benefits.	Significant drop in revenue from sales/charges.
	Organized Activities	Allocation to student-organized activities.	Non-factor, as revenue from other sources is very small.

At all UW institutions we visited, segregated fee increases resulting from capital projects accounted for a significant proportion of the growth. For instance, segregated fees assessed for capital projects account for 35 and 26 percent of the FY 2005-06 segregated fee rates at UW-Green Bay and UW-Platteville, respectively.

UW-Green Bay, Madison, and Milwaukee also reported new initiatives that contributed to the increases in their institutions' segregated fees. In FY 1997-98, UW-Green Bay implemented a fee to enhance student life. The fee represented 17 percent and 9 percent of total segregated fees in FY 1997-98 and FY 2005-06, respectively. The Madison City Metro Bus Pass, implemented in FY 1996-97, added \$40 (or 11 percent) to UW-Madison's segregated fee rate in FY 1996-97 and \$62 (or 10 percent) to the rate in FY 2005-06. Be On the Safe Side (BOSS), the student advisor position to the Student Association, and the Peer Outreach and Mentoring Center were implemented in FY 1999-00 at UW-Milwaukee. These programs added \$13 to UW-Milwaukee's segregated fee rate in FY 1999-00 and in FY 2005-06.

Staff indicated that students initiated many of the activities that have led to increases in segregated fees. Some student leaders we interviewed reported that recent initiatives were intended to address unmet needs and to fund new student organizations and activities associated with campus mission and diversity goals.

Growth-Limiting Measures

We examined measures to limit the growth in segregated fees. The practice comes closest to limiting the growth in segregated fees is the reporting threshold.

Prior to FY 1996-97, UW institutions provided justifications for all segregated fee increases, no matter how small. In FY 1996-97, UW System Administration established a reporting threshold for auxiliary operations. UW institutions whose proposed segregated fee rate is above the reporting threshold are required to include in their requests justifications for the increases. As mentioned previously, the threshold is calculated based on a rolling three-year average of increases in Wisconsin disposable income per capita. The threshold is applied to an institution's total segregated fees.

All but two UW doctoral and comprehensive institutions had increases larger than the threshold in at least half of the ten years between FY 1996-97 and FY 2005-06. However, only four of the 13 UW Colleges had increases above the threshold during five of the last ten years.

We inquired about how the threshold is applied at UW institutions. Although UW administrators we interviewed understand that the threshold is a reporting threshold, some UW institutions have chosen to apply the threshold as a measure to hold down segregated fee increases. Administrators at UW-Milwaukee and UW-Stout reported that their institutions have applied the threshold more as a cap when developing their budgets and setting segregated fee rates.

Most UW administrators we interviewed agreed that using the reporting threshold as a cap is not an appropriate means for limiting growth in segregated fees, as the annual allowable increases for pay plan, fringe benefits, and other charges easily exceed the reporting threshold in some years. Some administrators also expressed concerns about imposing a fee limit, as the UW institutions need flexibility to respond to the changing needs of students and the increasing costs of maintaining student-services facilities.

We reviewed efforts other states use to monitor and limit increases in student fees. While not all of the institutions in other states that we examined implement measures to limit growth in student fees, some approaches we identified include:

- *Establishing dollar limits*: Several systems set dollar limits for fee increases: 1) the Board of Trustees of the Minnesota State Colleges and Universities (MnSCU) System establishes maximum dollar limits for various fees, with individual institutions requesting an increase in the limit if necessary, although MnSCU staff report that the board has not increased the limits in recent years; 2) state statutes allow the Board of the Oregon University System to charge all students within the system the same building fee, up to a maximum of \$45 per quarter or \$67.50 per semester, with projects developed within the constraints of the building-fee revenue for each individual campus; and 3) the Texas Education Code and University of Texas System policies establish dollar limits for various types of fees, with a student vote required before a higher education institution may exceed a fee limit.
- *Establishing growth limits*: Some systems limit the percentage that fees may be increased each year: 1) Idaho restricts increases to ten percent per year; and 2) the Texas Education Code and University of Texas System policies also require a student vote to approve fee increases above ten percent per year. As a comparison, segregated fees increased within the UW System by approximately 9 percent last year, as shown in Appendix 4.
- *Monitoring against price indices*: Several systems monitor fees, sometimes in combination with tuition, against various consumer price indices, with institutions typically required to justify student fees that increase above the index. For example, the Iowa State Board of Regents monitors tuition and fees against the Higher Education Price Index (HEPI), which is a price index specifically designed to monitor costs in higher education; and the Nevada System of Higher Education uses the median of tuition and fees for western states, as reported by the Western Interstate Commission on Higher Education, as a benchmark for monitoring its tuition and fee increases.

We noted that despite measures to limit growth in student fees at these institutions, their student fees have increased.

A possible alternative to setting a fee limit is to establish a process for UW institutions to use to assess the activities and operations supported by segregated fees. Some UW segregated fee-supported operations periodically survey students to obtain their feedback on existing services and to identify new service needs, and some perform analyses of operations as part of the annual budget development process. However, these surveys and analyses are not done regularly and consistently across all operations within an institution and across the UW System.

Implementing a periodic process for assessing segregated fee-supported activities could provide an opportunity to determine whether changes are needed in institutions' fee-setting processes, in student involvement, or in student services. Specific components of a review could include: examination of the level of funding relative to the demands and needs of students; examination of strategies and plans to meet the demand for services; or an assessment of alternative funding options, in lieu of establishing a fee. Numerous possible methodologies exist, including

conducting cost-benefit analysis, surveying students, focusing on higher-cost program areas, or comparing services and fees to other institutions. Since it is expected that students would be active participants, these reviews would provide another mechanism for student participation in determining student needs and setting segregated fees. The reviews could be structured to suit each individual UW institution.

While a review process would not ensure that growth in segregated fees will be restrained, it would enable UW institutions to develop programming that reflects and is relevant to the demands and needs of students, is of high quality, and is efficient. In addition, such an analysis could help the UW System examine the reasons that costs for certain common activities vary significantly across UW institutions and develop an assessment of the appropriate range of fees for selected activities.

We found that some institutions in other states have conducted reviews of certain activities and student services supported by student fees. For example, a University of North Carolina policy requires the establishment of a review committee with representatives of all aspects of campus life to review student fees. Ohio State University conducted a review of how resources were allocated to student organizations. The review resulted in the university's overhauling the system for registering student organizations and allocating university resources to these activities.

CONCLUSION

This review found that UW institutions have used segregated fees for student activities and services as defined by UW policies, and students participate in setting the segregated fees through a number of mechanisms. These mechanisms vary across the UW System. The review also found that all UW institutions have established a Segregated University Fee (SUF) allocation process, as required by UW policies. Even though the SUF allocation process is sound, we have recommended the following enhancements:

- involving students as much as possible in the early stages of budget development for segregated fee-funded operations;
- customizing and standardizing budget materials submitted to the Segregated University Fee Allocation Committees; and
- submitting all operating budgets of student-services operations funded with the nonallocable portion of segregated to the Segregated University Fee Allocation Committees for review.

The review found that students and the Board of Regents approve all major capital projects supported by segregated fees. The methods used to obtain student input vary within individual UW institutions and across the UW System. To enhance the Board's oversight of major capital projects funded with segregated fees, we have recommended that UW institutions consider:

- incorporating the amount of segregated fees included in program revenue, as well as a schedule of estimated fees that will be assessed for the projects, when UW institutions request Board of Regents approval for capital projects funded with segregated fees; and
- including a breakdown of the segregated fee rates by activity and identifying fees assessed for debt service on capital projects separately from fees for regular student services when UW institutions submit their proposed segregated fee rates to the Board of Regents for approval.

Fee assessment practices also vary from project to project. In order to achieve some consistency among UW institutions on how far in advance of a major capital project a new fee can be assessed, we have recommended that the Board of Regents and UW System Administration provide guidance to UW institutions on collecting fees in advance for capital projects. We have also recommended that UW institutions, if they are not currently doing so, request student advice before using segregated fees for other purposes when the debt for which the fees were being collected is retired.

Finally, the review found that segregated fees have increased since FY 1996-97. Contributing factors have included growth in student-services costs, capital projects, and new initiatives. Except for the reporting threshold, the review did not find particular measures to limit growth. However, the student fees at institutions in other states that have implemented fee-limiting measures have also increased. We have suggested UW institutions conduct periodic assessments of activities and services supported by segregated fees, with the assessments structured to suit each individual UW institution.

Appendix 1

Board of Regents and UW System Policies Applicable to Segregated Fees

Policy	Year Adopted/ Revised	Summary
Regent Policy Document 78-9, Basic Health Module.	1978	Establishes the basic student health module. The basic health module can be funded with segregated fees.
Regent Policy Document 90-3, Funding of University Facilities' Capital Costs.	1990	States the Board of Regents' position and preference for the appropriate funding sources for various UW facilities' capital costs and lists the criteria the Board of Regents uses to evaluate the appropriateness of funding proposed for UW facilities' capital costs.
Financial and Administrative Policies, Child Care Centers (G38).	1994	Sets the expectations for child care centers and the appropriate funding sources for child care centers. Segregated fees should be used for student parents only.
Financial and Administrative Policies, Auxiliary Enterprises Support Services Chargeback (F42).	1996	Allows certain administrative and physical plant support services, such as payroll services, building maintenance, and utilities to be charged to auxiliary enterprises when these services provide a direct benefit to the auxiliaries. Segregated fee-supported operations are auxiliary enterprises.
Financial and Administrative Policies, Student Services Funding (G15).	1998	Defines student services and delineates the appropriate funding sources for various student services.
Financial and Administrative Policies, Financial Management of Auxiliary Operations (F43).	1999	Provides guidance to UW System institutions to ensure that auxiliary operations are managed in a programmatically and fiscally sound fashion. The policy addresses rate setting, competition with the private sector, reserves, multi-year budgeting and planning, and fund transfers.
Financial and Administrative Policies, Segregated Fee Determination and Distribution (F37).	2000	Defines the purposes for which segregated fees can be used and differentiates the roles of students and campus administration pertaining to segregated fees.
Financial and Administrative Policies, Segregated Fee Expenditures (F20).	2001	Provides guidance on appropriate and inappropriate expenditures of segregated fees and requires student government, in consultation with the chancellor, to develop policies and procedures for the Segregated University Fee (SUF) allocation process.
Financial and Administrative Policies, Charging Fuels and Utilities – Auxiliary Enterprises (G3).	2003	Provides guidance on determining and assessing fuel/utilities costs. Programs and support services funded with segregated fees are exempt from charges. Programs funded by a combination of user and segregated fees are to prorate the charges.

Appendix 2

Segregated Fee Rates * FY 1996-97 to FY 2005-06

UW Institution	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Doctoral and Comprehensive										
Madison	379.00	380.00	404.00	445.00	498.00	518.00	569.00	582.00	608.00	662.00
Milwaukee	460.90	478.50	492.10	546.60	566.90	591.90	614.90	665.60	693.00	725.60
Eau Claire	321.00	344.30	365.40	391.60	427.20	458.00	479.75	538.00	575.50	599.50
Green Bay	402.10	423.60	490.00	556.00	711.50	872.00	1,023.00	1,154.00	1,154.00	1,148.02
LaCrosse	398.50	456.14	453.00	519.00	592.00	624.00	669.89	682.21	706.19	742.47
Oshkosh	272.00	293.00	352.00	404.00	427.00	449.00	460.01	490.00	502.00	590.00
Parkside	378.00	392.00	412.01	448.00	496.17	516.02	532.00	572.01	648.00	720.00
Platteville	363.00	368.00	380.00	414.00	561.00	575.00	584.00	615.00	672.00	704.00
River Falls	340.00	351.50	370.50	382.00	435.00	490.00	551.50	606.50	630.00	685.25
Stevens Point	378.60	395.20	415.80	453.40	466.60	487.30	510.40	521.20	568.80	650.50
Stout	380.88	395.76	410.16	428.40	454.08	473.76	490.56	507.60	528.24	559.68
Superior	318.10	338.10	342.10	377.10	407.30	454.10	461.30	620.20	652.34	754.56
Whitewater	359.28	374.40	404.64	422.16	459.84	491.04	528.00	545.80	555.64	702.72
UW Colleges										
Baraboo	168.30	191.00	196.40	205.72	205.16	210.06	216.60	257.80	281.20	315.30
Barron	147.50	152.50	174.00	180.40	187.10	195.46	200.00	208.00	237.70	252.80
Fond du Lac	181.80	189.00	198.46	205.64	211.32	220.92	229.50	238.40	245.60	253.12
Fox Valley	199.40	195.20	208.90	208.90	208.90	199.90	205.70	211.80	220.00	215.58
Manitowoc	136.50	144.50	152.50	154.20	165.50	171.00	163.00	168.20	177.80	207.38
Marathon	174.40	184.80	184.80	184.80	180.02	190.00	203.80	206.20	210.30	220.16
Marinette	124.70	128.30	135.30	136.00	142.56	147.06	153.80	166.70	168.00	200.40
Marshfield	157.60	163.60	163.40	168.48	178.42	213.88	213.76	219.30	221.20	229.74
Richland	193.00	199.50	209.50	219.00	227.62	235.20	232.46	241.40	254.60	272.30
Rock	150.40	160.70	170.70	176.82	185.64	185.98	193.40	200.80	209.80	250.62
Sheboygan	159.90	166.00	191.10	197.84	205.12	214.40	222.70	231.40	248.10	248.08
Washington	193.90	202.10	200.50	214.66	219.60	227.22	228.40	239.10	243.00	242.60
Waukesha	138.20	142.20	140.70	143.12	142.82	148.58	162.60	194.20	218.70	228.98

Sources of data: UW System Budget Planning and Development and UW Colleges.

*Excludes textbook rental fees. Textbook Rental is reported separately from segregated fees in UW institutions' auxiliary budgets.

Appendix 3

Changes in Allocable and Nonallocable Segregated Fees

UW Institution	FY 2005-06 Rate	One Year (FY 2004-05 to FY 2005-06) Change		Five-Year (FY 2001-02 to FY 2005-06) Change		Ten-Year (FY 1996-97 to FY 2005-06) Change	
		\$	%	\$	%	\$	%
Allocable							
Madison	161.00	20.92	14.9	57.70	55.9	88.08	120.8
Milwaukee	211.30	9.30	4.6	33.10	18.6	91.90	77.0
Eau Claire	126.92	6.41	5.3	4.10	3.3	44.43	53.9
Green Bay	63.36	-7.93	-11.1	-11.01	-14.8	20.48	47.8
LaCrosse	94.28	2.05	2.2	7.56	8.7	23.43	33.1
Oshkosh	79.30	-4.46	-5.3	15.55	24.4	36.02	83.2
Parkside	136.02	24.47	21.9	4.21	3.2	69.47	104.4
Platteville	94.00	0.00	0.0	4.00	4.4	-27.00	-22.3
River Falls	70.50	5.12	7.8	5.12	7.8	11.41	19.3
Stevens Point	102.60	14.49	16.4	36.85	56.0	57.05	125.2
Stout	49.44	2.16	4.6	6.72	15.7	19.20	63.5
Superior	55.61	0.00	0.0	-21.42	-27.8	-5.32	-8.7
Whitewater	60.54	2.40	4.1	-21.06	-25.8	7.74	14.7
AVERAGE	100.37	5.76	6.1	9.34	10.3	33.61	50.3
Nonallocable							
Madison	501.00	33.08	7.1	86.30	20.8	194.92	63.7
Milwaukee *	514.30	23.30	4.7	100.60	24.3	172.80	50.6
Eau Claire	472.58	17.59	3.9	137.40	41.0	234.07	98.1
Green Bay	1084.66	1.95	0.2	287.03	36.0	723.04	199.9
LaCrosse	648.19	34.23	5.6	110.94	20.6	229.04	54.6
Oshkosh	510.70	92.46	22.1	125.45	32.6	281.98	123.3
Parkside	583.98	47.53	8.9	199.77	52.0	272.52	87.5
Platteville	610.00	32.00	5.5	125.00	25.8	368.00	152.1
River Falls	614.75	50.13	8.9	190.13	44.8	253.84	70.3
Stevens Point	547.90	67.21	14.0	126.35	30.0	214.85	64.5
Stout	510.24	29.28	6.1	79.20	18.4	159.60	45.5
Superior	698.95	102.22	17.1	321.88	85.4	441.78	171.8
Whitewater	642.18	144.68	29.1	232.74	56.8	335.70	109.5
AVERAGE	610.73	51.97	9.3	163.29	36.5	298.63	95.7

Sources of data: UW Institutions.

Note: UW-Green Bay reported capital projects under allocable; these numbers were moved to nonallocable. UW-Oshkosh reported all intercollegiate athletics under allocable; these numbers were moved to nonallocable. UW-Parkside reported intercollegiate athletics in allocable for 1996-97 and in nonallocable for all other years; the number for 1996-97 was moved to nonallocable. UW-Stevens Point reported child care as nonallocable in 2000-01 and in allocable for all other years; the number was moved to allocable.

Appendix 4

Change in Segregated Fees Compared to Changes in Resident Undergraduate Tuition, Room, and Meal Charges

UW Institution	Segregated Fees *			Undergraduate Resident Tuition			Room (Regular Double)			Meals**		
	One- Year	Five- Year	Ten- Year	One- Year	Five- Year	Ten- Year	One- Year	Five- Year	Ten- Year	One- Year	Five- Year	Ten- Year
Madison	8.9	27.8	74.7	6.9	57.5	111.8	6.2	29.3	65.8	6.9	5.4	24.0
Milwaukee	4.7	22.6	57.7	6.9	58.7	108.1	11.9	36.2	49.5	3.1	14.0	46.2
Eau Claire	4.2	30.9	86.8	6.9	53.5	105.9	2.4	18.1	52.1	4.6	22.4	39.9
Green Bay	-0.5	31.7	185.5	6.9	54.1	99.5	4.1	29.6	70.3	0.0	15.0	27.8
La Crosse	5.1	19.0	86.3	7.2	56.0	102.0	7.5	43.2	94.3	3.0	29.7	46.4
Oshkosh	17.5	31.4	116.9	6.7	58.0	104.6	10.0	38.1	79.5	3.8	8.4	92.7
Parkside	11.1	39.5	90.5	6.9	54.1	99.5	0.0	6.2	39.5	6.3	13.3	61.9
Platteville	4.8	22.4	93.9	6.9	54.1	99.5	6.8	30.2	89.5	0.1	9.5	35.3
River Falls	8.8	39.8	63.2	6.9	54.1	99.5	6.5	24.6	61.6	3.7	16.5	34.6
Stevens Point	14.4	33.5	71.8	6.9	54.1	99.5	7.0	17.0	41.0	3.6	13.7	36.6
Stout	6.0	18.1	46.9	6.9	54.0	109.5	11.6	37.0	82.8	1.5	13.0	35.6
Superior	15.7	66.2	137.2	6.7	59.5	106.5	2.0	23.8	69.5	1.6	8.2	18.7
Whitewater	26.5	43.1	95.6	6.9	59.5	106.5	4.6	17.9	56.8	7.7	20.0	51.1
AVERAGE	8.8	32.1	94.6	6.9	56.0	104.2	6.1	26.2	63.5	3.6	14.1	40.2

Sources of data: Annual Operating Budgets for the rates.

* Excludes textbook rental fees. Textbook Rental reported separately from segregated fees in UW institutions' auxiliary budgets.

** Most popular meal plan or average spending per student for meal at each institution.

Appendix 5

Segregated Fees as a Proportion of Tuition and Fees

UW Institution	Current (FY 2005-06)			Five Years Ago (FY 2001-02)			Ten Years Ago (FY 1996-97)		
	Segregated Fees * (\$)	Tuition & Fees (\$)	Seg Fees %	Segregated Fees * (\$)	Tuition & Fees (\$)	Seg Fees %	Segregated Fees * (\$)	Tuition & Fees (\$)	Seg Fees %
Doctoral and Comprehensives									
Madison	662.00	6,280.00	10.5	518.00	4,086.00	12.7	379.00	3,030.00	12.5
Milwaukee	725.60	6,219.60	11.7	591.90	4,053.90	14.6	460.90	3,099.90	14.9
Eau Claire	599.50	5,013.50	12.0	458.00	3,334.00	13.7	321.00	2,464.00	13.0
Green Bay	1,148.02	5,425.02	21.2	872.00	3,648.00	23.9	402.10	2,545.10	15.8
La Crosse	742.47	5,073.47	14.6	624.00	3,400.00	18.4	398.50	2,541.50	15.7
Oshkosh	590.00	4,977.00	11.9	449.00	3,225.00	13.9	272.00	2,415.00	11.3
Parkside	720.00	4,997.00	14.4	516.02	3,292.02	15.7	378.00	2,521.00	15.0
Platteville	704.00	4,981.00	14.1	575.00	3,351.00	17.2	363.00	2,506.00	14.5
River Falls	685.25	4,962.25	13.8	490.00	3,266.00	15.0	340.00	2,483.00	13.7
Stevens Point	650.50	4,927.50	13.2	487.30	3,263.30	14.9	378.60	2,521.60	15.0
Stout	559.68	5,050.68	11.1	473.76	3,389.76	14.0	380.88	2,523.88	15.1
Superior	754.56	5,181.56	14.6	454.10	3,230.10	14.1	318.10	2,461.10	12.9
Whitewater	702.72	5,129.72	13.7	491.04	3,267.04	15.0	359.28	2,502.28	14.4
AVERAGE	711.10	5,247.56	13.6	538.47	3,446.62	15.6	365.49	2,585.72	14.1
UW Colleges									
Baraboo	315.30	4,292.30	7.3	210.06	2,632.06	8.0	168.30	1,947.30	8.6
Barron	252.80	4,229.80	6.0	195.46	2,617.46	7.5	147.50	1,926.50	7.7
Fond du Lac	253.12	4,230.12	6.0	220.92	2,642.92	8.4	181.80	1,960.80	9.3
Fox Valley	215.58	4,192.58	5.1	199.90	2,621.90	7.6	199.40	1,978.40	10.1
Manitowoc	207.38	4,184.38	5.0	171.00	2,593.00	6.6	136.50	1,915.50	7.1
Marathon	220.16	4,197.16	5.2	190.00	2,612.00	7.3	174.40	1,953.40	8.9
Marinette	200.40	4,177.40	4.8	147.06	2,569.06	5.7	124.70	1,903.70	6.6
Marshfield	229.74	4,206.74	5.5	213.88	2,635.88	8.1	157.60	1,936.60	8.1
Richland	272.30	4,249.30	6.4	235.20	2,657.20	8.9	193.00	1,972.00	9.8
Rock	250.64	4,227.64	5.9	185.98	2,607.98	7.1	150.40	1,929.40	7.8
Sheboygan	248.08	4,225.08	5.9	214.40	2,636.40	8.1	159.90	1,938.90	8.2
Washington	242.60	4,219.60	5.7	227.22	2,649.22	8.6	193.90	1,972.90	9.8
Waukesha	228.98	4,205.98	5.4	148.58	2,570.58	5.8	138.20	1,917.20	7.2
AVERAGE	241.31	4,218.31	5.7	196.90	2,618.90	7.5	163.51	1,942.51	8.4

Sources of data: System Budget Planning and Development, UW Colleges, and UW System Budget Summaries.

*Excludes textbook rental fees. Textbook Rental is listed separately because it is reported separately from segregated fees in UW institutions' auxiliary budgets.

Appendix 6

Comparison of Segregated Fees to Student Fees at Peer Institutions

Resident Tuition and Fees at Selected Doctoral Peer Institutions

Institution	FY 2005-06			FY2001-02			Percent Change in Fees
	Fees (\$)	Tuition & Fees (\$)	Percent	Fees (\$)	Tuition & Fees (\$)	Percent	
Illinois-UC	1,592	9,536	16.7	1,344	5,754	23.4	18.5
Indiana	821	7,651	10.7	539	4,734	11.4	52.3
Iowa	722	5,612	12.9	406	3,522	11.5	77.8
Michigan	914	9,213	9.9	852	6,935	12.3	7.3
Mich. State	1,156	8,346	13.8	694	5,666	12.2	66.5
Minnesota	1,431	8,599	16.6	871	5,723	15.2	64.3
Ohio State	573	8,082	7.1	378	4,788	7.9	51.6
Penn State	582	11,508	5.1	342	7,396	4.6	70.2
AVERAGE	974	8,568	11.4	678	5,565	12.2	43.7
UW-Madison	662	6,280	10.5	518.00	3,808.00	13.6	27.8

Sources of data: UW System Budget Planning and Development data, institutional websites, and Integrated Postsecondary Education Data System Peer Analysis data.

Comparison of Resident Tuition and Fees for Selected UW-Milwaukee Peer Institutions

Institution	FY 2005-06			FY 2001-02			Percent Change in Fees
	Fees (\$)	Tuition & Fees (\$)	Percent	Fees (\$)	Tuition & Fees (\$)	Percent	
Georgia State	826.00	4,464.00	18.5	660.00	3,292.00	20.0	25.2
Rutgers-Newark	1,475.50	8,811.50	16.7	1,126.00	6,376.00	17.7	31.0
SUNY-Buffalo	1,718.00	6,068.00	28.3	1,329.50	4,729.50	28.1	29.2
Temple	500.00	9,640.00	5.2	350.00	7,324.00	4.8	42.9
U of Akron	1,123.68	7,933.68	14.2	577.70	4,796.50	12.0	94.5
U of Cincinnati	1,425.00	8,877.00	16.1	954.00	5,823.00	16.4	49.4
Illinois-Chicago	2,298.00	7,576.00	30.3	1,640.00	4,934.00	33.2	40.1
Missouri-KC	870.00	7,365.00	11.8	638.64	4,883.64	13.1	36.2
U of Toledo	1,048.32	7,478.16	14.0	929.52	5,105.68	18.2	12.8
AVERAGE	1,253.83	7,579.26	16.5	911.71	5,251.59	17.4	37.5
UW-Milwaukee	725.60	6,219.92	11.7	591.90	4,053.90	14.6	22.6

Sources of data: UW System Budget Planning and Development data, institutional websites, and Integrated Postsecondary Education Data System Peer Analysis data.

Appendix 6 (continued)

Comparison of Resident Tuition and Fees for Selected Comprehensive Institutions

Institution	FY 2005-06			FY 2001-02			Percent Change in Fees
	Fees (\$)	Tuition & Fees (\$)	Percent	Fees (\$)	Tuition & Fees (\$)	Percent	
Bemidji State	767.70	6,013.70	12.8	694.00	4,164.00	16.7	10.6
Central Michigan	765.00	5,374.50	14.2	680.00	4,247.00	16.0	12.5
Chicago State	1,405.00	6,625.00	21.2	950.00	4,355.00	21.8	47.9
Eastern Illinois	1,743.90	6,372.90	27.4	1,307.60	3,701.60	35.3	33.4
Eastern Michigan	1,077.50	6,540.50	16.5	980.00	4,602.50	21.3	9.9
Governor's State	771.00	6,135.00	12.6	291.00	3,819.00	7.6	164.9
Indiana State	108.00	6,820.00	1.6	50.00	3,740.00	1.3	116.0
Ind. U-Northwest	427.28	4,901.78	8.7	242.50	3,463.00	7.0	76.2
Ind. U-South Bend	405.60	4,988.10	8.1	394.70	3,672.20	10.7	2.8
Ind. U-Southeast	405.12	4,879.62	8.3	238.80	3,459.30	6.9	69.6
Mankato	720.00	5,402.00	13.3	569.00	3,619.00	15.7	26.5
Moorhead	761.42	5,225.42	14.6	501.60	3,375.90	14.9	51.8
Northeastern Ill	846.00	5,646.00	15.0	474.00	2,898.00	16.4	78.5
Oakland U	486.00	6,122.26	7.9	472.00	4,638.00	10.2	3.0
Purdue U-Calumet	401.00	5,081.00	7.9	223.10	3,494.60	6.4	79.7
St. Cloud	702.30	5,461.80	12.9	498.00	3,561.00	14.0	41.0
Southern Ill-Edwardsville	859.00	5,209.00	16.5	717.10	3,291.10	21.8	19.8
U of Akron	1,123.68	7,933.68	14.2	577.70	4,796.50	12.0	94.5
U of Ill-Springfield	1,382.00	5,965.00	23.2	626.00	3,611.00	17.3	120.8
Michigan-Dearborn	397.90	6,869.80	5.8	291.10	5,205.70	5.6	36.7
Michigan-Flint	316.00	6,111.00	5.2	226.00	4,584.00	4.9	39.8
Minnesota-Duluth	1,913.44	9,069.94	21.1	821.88	5,741.88	14.3	132.8
Northern Iowa	712.00	5,602.00	12.7	324.00	3,440.00	9.4	119.8
Western Ill	1,442.70	6,410.70	22.5	1,300.00	4,282.00	30.4	11.0
W. Michigan	752.00	6,884.00	10.9	602.00	4,730.60	12.7	24.9
Winona State	732.50	5,672.50	12.9	604.50	3,714.50	16.3	21.2
Wright State	1,290.00	6,621.00	19.5	894.00	4,596.00	19.5	44.3
Youngstown	1,332.00	6,332.00	21.0	1,012.00	4,204.00	24.1	31.6
AVERAGE	858.79	6,081.08	14.1	591.52	4,035.98	14.7	45.2
UW Comp Avg	715.40	5,058.83	14.1	535.45	3,333.27	16.1	33.6

Sources of data: UW System Budget Planning and Development data, institutional websites, and Integrated Postsecondary Education Data System Peer Analysis data.


Note: Student fees in other states may include costs, such as technology or health insurance fees, which are not included in Wisconsin's segregated fees. UW tuition includes a 2.5 percent tuition surcharge at UW-Madison and 2 percent at all other UW institutions for technology, which amounted to \$137 per year at UW-Madison, \$108 at Milwaukee, and an average of \$85 per year at the comprehensive institutions in 2005-06. In comparison, of the five Big Ten institutions that charge a separate technology fee, the fees ranged from \$60 at the University of Michigan to \$372 at Indiana University.

**Office of Operations Review and Audit**

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

DATE: April 25, 2006

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

FROM: Ron Yates, Director 

SUBJECT: Program Review of Academic-Performance Standards in Division I and II Athletic Coaches' Contracts and Performance Evaluations

In response to a request during the March 9, 2006 meeting of the Board of Regents Business, Finance, and Audit Committee, the Office of Operations Review and Audit has gathered background information and developed a proposal for topics that could be included in a review of academic-performance standards in UW coaches' contracts.

Background

A review could identify the extent to which academic standards are included in athletic coaches' contracts and are part of job performance evaluations at UW institutions that participate in National Collegiate Athletic Association (NCAA) Division I and II athletics. UW-Madison, Milwaukee, and Green Bay participate in Division I athletics, while UW-Parkside participates in Division II athletics. We briefly examined the UW System's adoption of standards for student-athletes and recent NCAA actions involving academic assessment.

Academic Standards for Student-Athletes

In the 1980s, studies showed that a significant number of students who played for certain Division I-A athletic programs at that time did not ultimately graduate. The studies raised questions about whether student-athletes were prepared for college and whether higher education institutions were providing adequate support to assure the academic success of their student-athletes.

In 1989 the private John S. and James L. Knight Foundation established a Commission on Intercollegiate Athletics to try to identify approaches for reforming a range of issues surrounding intercollegiate athletics, including academic issues. The UW Board of Regents endorsed and adopted ten principles outlined in the Knight Foundation Commission's 1991 report as Regent Policy Document (RPD) 91-7, "Endorsement of Statement of Principles from the Knight Foundation Commission on Intercollegiate Athletics."

Several of the principles relate to the academic success of student-athletes, including requirements that: (1) the admission of each student-athlete be based on a determination by admissions officials that the student will have a reasonable promise of success at achieving an academic degree; (2) student-athletes demonstrate each term that they are progressing toward graduation within five years of enrollment; and (3) student-athletes, in each sport, graduate in at least the same proportion as non-athletes. The RPD applies to the three NCAA Division I UW institutions.

During the same time period, the NCAA instituted a series of reforms to improve the academic performance of student-athletes. For example, the NCAA established “initial-eligibility” standards, which require that students complete a minimum number of high school courses and meet minimum grade point average (GPA) and SAT or ACT score standards in order to be recruited into Division I and II athletics. The NCAA also established continuing academic eligibility requirements for student-athletes while in a program, including requirements that students complete a minimum number of credits toward a degree each year and meet minimum GPA requirements.

NCAA Academic Progress Report

In 2004 the NCAA adopted the Academic Progress Report (APR), a new measure of Division I teams’ academic success. The APR is calculated for a team by giving points to student-athletes who receive scholarships if they remain enrolled in the institution and meet academic-eligibility standards. Division I teams that fall below a score of 925 are subject to penalties, including loss of scholarships in the sport; a score of 925 corresponds roughly to an anticipated graduation rate of 50 percent. Teams that consistently fall below the standard may be subject to additional scholarship reductions, recruiting restrictions, lack of access to postseason competition, and restricted membership in the NCAA.

The NCAA began releasing preliminary APR data last year and imposing penalties on some institutions based on data released this year. University of Wisconsin teams scored well on the report, with ten teams scoring in the top ten percent nationally. Only one team did not meet the standard, but it was exempted from penalties because not enough data were collected to assure that the score was accurate.

Some guidelines suggest that one approach for assuring that athletes meet academic standards is to include student academic-performance standards in the contracts and job performance evaluations of athletic directors and coaches.

Review Objectives

A program review would provide information about: (1) academic standards for student-athletes; (2) the process for contracting with athletic directors and coaches; and (3) the extent to which coaches’ contracts and job performance evaluations include criteria related to student-athletes’ academic performance. Based on our preliminary research, we plan to focus the review on the following objectives and questions:

- **Review and describe NCAA Division I and II academic standards for student-athletes.** What are the NCAA's academic reform efforts and academic-performance standards? How have UW institutions performed on these measures?
- **Review the process UW institutions use when developing contracts for athletic directors and coaches at Division I and II UW institutions.** What is the process for approving contracts, including whether and under what circumstances the institutions' athletic boards and the Board of Regents are involved in the approval process? How many contracts do UW institutions have with athletic directors and coaches at each Division I and II UW institution? What efforts are being made to revise the current contracting process to include academic standards?
- **Document the extent to which academic standards for student-athletes are incorporated into contracts and job performance evaluations for athletic directors and coaches at Division I and II UW institutions.** How many contracts, if any, include language related to the academic performance of student-athletes? How are academic standards incorporated into the job performance evaluations of athletic directors and coaches? What types of student academic-performance measures are used? Under what circumstances are incentives or disincentives included? To what extent are athletic directors or coaches responsible for coordinating tutoring and counseling resources to help students overcome academic deficiencies? What approaches do institutions in other states use to include academic-performance standards for student-athletes in coaching contracts?

Methodology

We estimate that this review will take approximately three months. Methods used to accomplish the review objectives will include: (1) reviewing NCAA guidelines regarding academic-performance standards for student-athletes; (2) reviewing academic performance data of UW student-athletes at Division I and Division II UW institutions; (3) interviewing athletic board members, human resources staff members, and administrators at the athletic departments of Division I and II UW institutions, as appropriate; (4) reviewing examples of contracts and job performance evaluation tools that incorporate academic-performance standards; and (5) conducting Internet research to identify approaches higher education institutions in other states use to include academic-performance standards in athletic contracts.

Review of Chancellors' and President's Car Allowance

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents eliminates the \$700 per month car allowance as soon as existing contractual obligations are concluded, and that the President and the Chancellors be provided cars through the Department of Administration's State leasing contract.

REVIEW OF CHANCELLORS' AND PRESIDENT'S CAR ALLOWANCE

EXECUTIVE SUMMARY

BACKGROUND

Prior to July, 2004, Chancellors of the UW System institutions and the UW System President were assigned a fleet vehicle as part of their employment contract. In the spring of 2004, the State was reducing the size of its vehicle fleet and targeted cars with fewer than 16,000 miles for elimination. Then President Katharine Lyall reviewed equity among Chancellors when some cars were targeted for elimination. In order to meet the intent of the employment contract and to remain competitive in the executive compensation package offered to Chancellors and the President, the University eliminated their personally assigned fleet vehicles and provided a taxable \$700 per month vehicle allowance. Providing either an allowance or a vehicle is a standard component of the executive compensation package of presidents and chancellors throughout higher education.

REQUESTED ACTION

Approval of Resolution I.2.f.

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents eliminates the \$700 per month car allowance and adopts a policy of providing a University-leased vehicle for all new Chancellors. For current Chancellors and the UW System President, the \$700 per month car allowance will be eliminated as soon as existing contractual obligations are concluded.

DISCUSSION

Several options were considered in lieu of the existing car allowance. They included reducing the mileage reimbursement rate, reducing the amount of the allowance, eliminating the mileage reimbursement, returning to personally assigned fleet cars, and using state contracts to lease vehicles. The advantages and disadvantages of each were also considered. Most problematic is the fact that the Chancellors and System President have entered into personal liability contracts either through lease or purchase based upon good faith and what they understood to be a contractual arrangement with the University. A change in the midst of their contracts with the car companies would result in financial penalties.

It is therefore recommended that the \$700 per month allowance be eliminated as soon as existing contractual obligations are concluded, and that the President and Chancellors be provided cars through the Department of Administration's State leasing contract.

RELATED REGENT POLICIES

None

2005-07 ADMINISTRATIVE
POSITION REDUCTION REPORT

BUSINESS, FINANCE, AND AUDIT COMMITTEE

RESOLUTION

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2005-07 Administrative Position Reduction Report for submission to the Secretary of the Department of Administration.

May 5, 2006

Agenda Item I.2.g.(1)

UNIVERSITY OF WISCONSIN SYSTEM 2005-07 ADMINISTRATIVE POSITION REDUCTION REPORT

BACKGROUND

The 2005-07 State of Wisconsin Biennial Budget, 2005 Wisconsin Act 25, included a requirement that the Board of Regents reduce expenditure and position authority in the UW System's state operations appropriations to create additional operational efficiencies and balance the budget. The efficiencies included \$35 million biennially associated with administrative savings and required a reduction of 200 administrative full-time equivalent (FTE) positions.

The budget further required the Board of Regents to submit a report to the Secretary of the Department of Administration by May 30, 2006 related to eliminating the administrative positions. It further stipulated that the UW System's GPR position creation authority would be suspended for the 2006-07 fiscal year until the plan was approved.

Combined with the required reduction of 220 FTE as part of the 2002 Budget Adjustment Bill, and the 600 FTE reduction required in 2005-07, this reduction of 200 FTE will result in the loss of more than 1,000 FTE to the UW System in the past 5 years, leaving the University at its lowest GPR authorized level since 1980-81. This report does not reflect the full impact of the budget reductions on UW System institutions. Several positions will also be held vacant as a result of the combination of the efficiency reductions and the Joint Finance Committee reductions. The impact of the combined reductions will be included in the 2006-07 Annual Operating Budget document, presented in June 2006.

REQUESTED ACTION

Approval of Resolution I.2.g.(1)

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the 2005-07 Administrative Position Reduction Report for submission to the Secretary of the Department of Administration.

DISCUSSION

2005 Wisconsin Act 25, the 2005-07 State of Wisconsin Biennial Budget, included a requirement that the Board of Regents "submit to the Secretary of the Department of Administration for his or her approval a plan to eliminate 200 administrative positions within the University of Wisconsin System, specified by position classification and location. Notwithstanding section 16.505 (2p) of the statutes, the Board of Regents of the University of Wisconsin System may not during the 2006-07 fiscal year create any full-time equivalent

academic staff or faculty positions from revenues appropriated under 20.285 (1)(a) of the statutes until the secretary of administration approves the plan.”

University staff requested clarification of how to define the term “administrative.” Based on subsequent discussions, it was agreed that position reductions should be consistent with the Legislative Audit Bureau’s report on “University of Wisconsin System Staffing,” released in September of 2004. The Legislative Audit Bureau’s report expanded the definition of administrative staff beyond staff coded in the “institutional support” activity to include staff who had management, clerical and secretarial, professional non-faculty, and technical and paraprofessional responsibilities. The rationale for expanding the definition was to capture positions, whose duties were largely administrative in nature, including:

- Program assistants who keep records, type correspondence, maintain schedules, and perform similar administrative functions in various academic departments throughout the UW System;
- Accountants and grants managers who ensure compliance with federal requirements for the use of funds that support a large percentage of UW System’s research activity;
- Assistant deans whose responsibilities are associated with personnel, student records, and budget development;
- Administrative program and support staff such as program assistant supervisors, who manage daily administrative activities;
- Financial services staff such as accountants, purchasing agents, and budget analysts who track financial transactions, process vouchers, and perform other financial management tasks;
- Human resources staff who process employment and payroll forms and manage related records and
- University relations, communications, and fund raising staff who work in System Administration and at individual UW system institutions.

In addition, it was agreed that the major concern with regards to which positions could be eliminated based upon the administrative efficiency cuts was the need to avoid faculty and instructional staff reductions. No faculty and instructional staff have been reduced from the UW System because of the targeted administrative reductions.

The Board of Regents established criteria for managing the administrative reductions as part of the 2005-06 Annual Budget Decision rules, as follows:

1. Faculty and Instructional Academic Staff positions will not be reduced as part of the administrative savings.
2. Budget reductions should first target administrative expenses that are least related to serving students, meeting legal accountability responsibilities, achieving Plan 2008 Goals, and providing opportunities to generate (non-GPR) revenues.
3. One-time reduction opportunities should be considered in the short term to give Provosts and Chancellors time to plan more permanent modifications including changes to program array.

The 2005-07 Budget in Brief included a segment on “Streamlining Administrative Services.” One portion of streamlining was to realign the number of staff in certain larger agencies with public sector staffing ratios. The UW System received a target to reduce procurement staff positions by 14.8 FTE as part of the 200 FTE administrative staffing reduction. This report reflects a reduction of 13.0 FTE procurement positions.

RELATED REGENT POLICIES

None.

University of Wisconsin System
Report on Administrative Positions Eliminated in the 2005-07 Biennia
Per 2005 Wisconsin Act 25, Section 9152 (3)

UW-Madison

Unclassified Positions	33.73
Administrative Officer/M	1.00
Administrative Program Manager I	2.30
Administrative Program Specialist	1.00
Assistant Dean	4.90
Assistant Director Unspecified (8)	0.67
Assistant Researcher	1.00
Assistant Scientist	0.29
Associate Dean	1.85
Associate Editor	0.38
Associate Policy and Planning Analyst	0.69
Associate Researcher	0.75
Associate Scientist	0.07
Director, Computer Services/M	0.09
Director, Media Development /L	1.00
Dis Univ Legal Cnsl	0.27
Information Processing Consultant	3.00
Instructional Program Manager I	2.00
Laboratory Manager II	0.05
Outreach Specialist	0.30
Project Assistant-Regular	0.30
Research Associate	2.30
Research Program Manager I	0.20
Research Program Manager III	1.50
Research Specialist	0.63
Researcher	0.63
Senior Administrative Program Specialist	1.00
Senior Information Processing Consultant	1.29
Senior Media Specialist	0.10
Senior Research Specialist	0.13
Senior Scientist	0.06
Student Services Coordinator	2.48
Student Sv Pr Mgr II	0.50
Vice Chancellor	1.00
Classified Positions	46.79
Academic Department Supv	0.70
Academic Dept Manager	1.00
Accountant	0.50
Accountant - Advanced	1.00
Accountant - Journey	0.40
Carpenter	0.24
Clerical Assistant	0.75
Custodian	6.00
Electronic Tech Media	0.50

UW-Madison Continued

Classified Positions

Facility Designer Journey	1.00
Financial Specialist 1	0.49
Financial Specialist 2	1.00
HR Manager	0.43
Instrument Maker - Adv	2.70
IS Comprehensive Services Senior	0.30
IS Data Services Senior	1.00
IS System Development Services Senior	2.00
IS Tech Services Senior	0.92
Payroll & Benefits Supervisor	0.20
Prog Asst Supv Adv	1.00
Program Assistant 1	5.01
Program Assistant 2	6.70
Program Assistant 3	7.83
Program Assistant 4	1.52
Research Gardener	0.40
Secretary Confidential	0.70
Student Status Exam 2	2.00
Tech Typist - Senior	0.50
Total UW-Madison	80.52

UW-Milwaukee

Unclassified Positions

	7.58
Assistant Dean	1.80
Associate Academic Librarian	1.00
Associate Dean	0.50
Director, Unspecified (7)	2.12
Outreach Specialist	0.86
Special Assistant	0.50
Student Services Specialist	0.30
University Relations Specialist	0.50

Classified Positions

	11.00
Clerical Assistant	2.00
IS Tech. Svc. Senior	2.50
Purchasing Agent-Senior	2.00
Program Assistant 2	3.50
UW Human Resources Manager	1.00

Total UW-Milwaukee

18.58

UW-Eau Claire

Unclassified Positions

	3.07
Administrative Program Manager III	1.00
Consultant	1.00
Director, Continuing Education/M	0.27
Student Services Program Manager III	0.80

UW-Eau Claire Continued

Classified Positions	6.93
Carpenter	1.00
Craftsworker Supervisor	1.00
Educational Opportunity Specialist	1.00
Maintenance Mechanic 3	0.56
Painter	0.22
Program Assistant 3	0.75
Program Assistant Supervisor	1.00
Purchasing Agent	1.00
University Services Program Associate B	0.40
Total UW-Eau Claire	10.00

UW-Green Bay

Unclassified Positions	0.47
Associate Vice Chancellor	0.47
Classified Positions	3.00
Auditor-Journey	1.00
Financial Specialist 2	1.00
Stock Clerk	1.00
Total UW-Green Bay	3.47

UW-La Crosse

Unclassified Positions	10.00
Academic Librarian	1.00
Assistant Vice Chancellor	1.00
Associate Counselor	1.00
Consultant	2.00
Director, Financial Aid	1.00
Director, Counseling & Testing	1.00
Dean	1.00
Senior Pshychologist	1.00
Student Services Coordinator	1.00
Classified Positions	7.00
Dean Assistant	1.00
IS Data Serv. Con./Adm.	1.00
IS Sys. Dev. Srv. Senior	1.00
Photographer	1.00
Academic Department Assoc. B	1.00
Purchasing Agent Program Supervisor	1.00
University Services Associate	1.00
Total UW-La Crosse	17.00

UW-Oshkosh

Unclassified Positions	3.00
Administrative Program Manager III	1.00
Assistant to Chancellor-AF ACT III	1.00
Director, Purchasing/M	1.00

UW-Oshkosh Continued

Classified Positions	2.17
Carpenter	1.00
Human Resources Assistant Advanced	0.17
Info. Sys. Development Service Senior	1.00
Total UW-Oshkosh	5.17

UW-Parkside

Unclassified Positions	4.00
Advisor	2.00
Assistant Vice Chancellor	2.00
Classified Positions	2.00
Purchasing Associate	1.00
Shipping and Mail Clerk 2	1.00
Total UW-Parkside	6.00

UW-Platteville

Unclassified Positions	0.50
Outreach Program Manager III	0.50
Classified Positions	1.08
Police Officer	0.50
Program Assistant 2	0.38
Storekeeper	0.20
Total UW-Platteville	1.58

UW-River Falls

Unclassified Positions	1.00
Director, Purchasing/M	1.00
Classified Positions	1.53
Internal Auditor	1.00
Program Assistant 1	0.25
Program Assistant 2	0.28
Total UW-River Falls	2.53

UW- Stevens Point

Unclassified Positions	8.00
Associate Outreach Specialist	1.00
Director, Media Development/M	1.00
Director, Public Information/M	1.00
Director, Unspecified (6)	1.00
Director, Unspecified (8)	1.00
Information Processing Cons.	3.00
Classified Positions	1.00
Purchasing Agent-Objective	1.00
Total UW-Stevens Point	9.00

UW-Stout

Unclassified Positions	9.85
Admin. Program Manager I	1.00
Admin. Program Manager II	1.40
Assistant Chancellor	1.00
Associate Dean	1.25
Director, Unspecified (7)	2.25
Director, Unspecified (8)	0.37
Instructional Program Manager III	0.83
Student Service Coordinator	1.00
Student Service Specialist	0.75
Classified Positions	3.77
Document Production Assistant	0.85
Financial Specialist 2	1.00
IS Tech Svc Senior	1.00
Operations Prog. Assoc. B	0.92
Total UW-Stout	13.62

UW-Superior

Unclassified Positions	1.75
Associate Recreation Specialist	0.25
Development Skills Specialist	0.50
Director, Public Information/M	1.00
Classified Positions	2.75
Academic Department Assoc. B	0.50
IS Comp. Supp. Tech. 1	1.00
Univ. Services Associate 1	1.00
Univ. Services Program Assoc. B	0.25
Total UW-Superior	4.50

UW-Whitewater

Unclassified Positions	3.05
Associate Director Unspecified (7)	0.50
Director, Career Planning & Placement/M	1.00
Director, Unspecified (8)	0.35
Senior Rehabilitation Specialist	0.20
Student Services Program Manager III	1.00
Classified Positions	6.00
Electronic Tech. Agency	2.00
Financial Specialist 1	0.50
Financial Specialist 2	1.00
Library Services Assistant-Senior	1.00
Program Assistant 3	1.50
Total UW-Whitewater	9.05

UW Colleges

Unclassified Positions	2.17
Administrative Program Manager I	0.09
Advisor	0.20
Associate Info Proc	0.18
Associate Student Services Coordinator	0.10
Chancellor	0.50
Senior Admin. Specialist	0.10
Senior Inform. Proc. Consultant	1.00
Classified Positions	1.33
Financial Specialist 1	0.14
Financial Specialist 3	1.00
IS Compr. Serv. Prof.	0.08
University Services Associate 2	0.11
Total UW Colleges	3.50

UW-Extension

Unclassified Positions	4.73
Administrative Officer	0.73
Associate Dean	1.00
Chancellor	0.50
Director, Aux. Operations	1.00
Director, Unspecified (7)	1.00
Secretary of the Faculty	0.50
Classified Positions	0.00
Total UW-Extension	4.73

System Administration/Systemwide

Unclassified Positions	8.50
Administrative Program Specialist	1.50
Associate Institutional Planner	2.00
Director, International Education Program	1.00
Director, Unspecified (8)	1.00
Senior Institutional Planner	1.00
Special Assistant	1.00
Vice President	1.00
Classified Positions	2.25
Accountant-Senior	1.00
Auditor-Advanced	1.00
Program Assistant Advanced Confidential	0.25
Total System Administration/Systemwide	10.75

Total Positions

Unclassified	101.40
Classified	98.60

Total Procurement Positions

	13.00
Procurement Positions in Administrative Reductions	8.00
Additional Procurement Positions	5.00

**UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2005-2006 - Third Quarter**

FISCAL YEAR 2005-2006	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
Total	69,150,559	43,201,637	1,679,677	78,018,584	19,086,528	516,661,497	91,276,585	819,075,066
Federal	39,984,520	29,526,346	11,000	9,187,277	0	357,781,627	79,196,972	515,687,741
Nonfederal	29,166,038	13,675,291	1,668,677	68,831,307	19,086,528	158,879,870	12,079,613	303,387,325
FISCAL YEAR 2004-2005								
Total	64,193,247	47,415,328	768,656	63,664,028	17,424,740	579,438,273	100,309,072	873,213,344
Federal	33,243,107	34,391,660	417,003	14,531,390	3,717,260	431,509,756	83,778,372	601,588,548
Nonfederal	30,950,140	13,023,668	351,653	49,132,638	13,707,480	147,928,518	16,530,700	271,624,796
INCREASE(DECREASE)								
Total	4,957,312	(4,213,691)	911,021	14,354,556	1,661,788	(62,776,776)	(9,032,487)	(54,138,278)
Federal	6,741,413	(4,865,314)	(406,003)	(5,344,113)	(3,717,260)	(73,728,129)	(4,581,401)	(85,900,807)
Nonfederal	(1,784,101)	651,623	1,317,024	19,698,669	5,379,048	10,951,352	(4,451,087)	31,762,529

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2005-2006 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2005-2006								
Madison	23,403,108	21,441,152	1,589,177	64,460,243	19,097,074	490,617,648	21,373,366	641,981,768
Milwaukee	5,074,189	9,473,998	62,000	2,454,318	0	19,155,707	13,435,852	49,656,064
Eau Claire	750,630	432,785	0	0	0	525,338	6,020,235	7,728,988
Green Bay	23,760	2,561,409	18,000	389,833	0	1,093,735	2,334,076	6,420,813
La Crosse	1,222,427	850,995	6,000	561,063	0	1,660,064	3,944,021	8,244,570
Oshkosh	7,252,052	5,004,688	0	0	0	593,506	3,833,046	16,683,292
Parkside	517,283	1,090,570	0	168,582	0	259,948	4,173,733	6,210,116
Platteville	765,839	57,058	1,500	477,338	(10,565)	49,910	4,136,607	5,477,687
River Falls	664,717	357,052	0	1,245,159	0	83,462	4,005,789	6,356,179
Stevens Point	5,336,762	475,110	0	206,524	0	1,698,562	6,729,421	14,446,379
Stout	2,769,350	194,931	0	1,523,667	0	26,519	6,080,989	10,595,456
Superior	39,307	0	0	699,648	0	595,863	1,664,475	2,999,293
Whitewater	178,384	61,800	0	2,340,696	19	209,291	6,241,052	9,031,242
Colleges	18,023	12,179	3,000	493,020	0	41,945	7,303,923	7,872,090
Extension	21,134,728	0	0	0	0	0	0	21,134,728
System-Wide	0	1,187,909	0	2,998,492	0	50,000	0	4,236,401
Totals	69,150,559	43,201,637	1,679,677	78,018,584	19,086,528	516,661,497	91,276,585	819,075,066
Madison	15,817,944	9,711,212	0	2,657,217	0	336,804,491	11,568,148	376,559,012
Milwaukee	3,179,773	8,983,810	5,000	0	0	16,894,624	12,954,623	42,017,830
Eau Claire	691,396	390,527	0	0	0	396,937	6,020,235	7,499,095
Green Bay	7,760	2,225,300	0	40,979	0	392,172	2,279,082	4,945,293
La Crosse	1,106,180	840,945	6,000	561,456	0	1,034,431	3,944,021	7,493,033
Oshkosh	5,325,318	4,661,387	0	0	0	446,965	3,833,046	14,266,716
Parkside	465,783	903,257	0	0	0	220,141	4,071,072	5,660,253
Platteville	634,991	0	0	348,516	0	0	4,136,607	5,120,114
River Falls	585,332	276,696	0	858,594	0	44,098	4,005,789	5,770,509
Stevens Point	3,403,809	222,460	0	0	0	783,458	6,729,421	11,139,148
Stout	2,381,501	122,843	0	1,125,299	0	24,492	5,591,279	9,245,414
Superior	29,307	0	0	691,329	0	540,422	1,664,475	2,925,533
Whitewater	143,337	0	0	1,854,191	0	197,977	5,688,510	7,884,015
Colleges	6,348	0	0	102,971	0	1,419	6,710,664	6,821,402
Extension	6,205,741	0	0	0	0	0	0	6,205,741
System-Wide	0	1,187,909	0	946,725	0	0	0	2,134,634
Federal Totals	39,984,520	29,526,346	11,000	9,187,277	0	357,781,627	79,196,972	515,687,741
Madison	7,585,164	11,729,940	1,589,177	61,803,026	19,097,074	153,813,157	9,805,218	265,422,756
Milwaukee	1,894,416	490,188	57,000	2,454,318	0	2,261,083	481,229	7,638,234
Eau Claire	59,234	42,258	0	0	0	128,401	0	229,893
Green Bay	16,000	336,109	18,000	348,854	0	701,563	54,994	1,475,520
La Crosse	116,247	10,050	0	(393)	0	625,633	0	751,537
Oshkosh	1,926,734	343,301	0	0	0	146,541	0	2,416,575
Parkside	51,500	187,313	0	168,582	0	39,807	102,661	549,863
Platteville	130,848	57,058	1,500	128,822	(10,565)	49,910	0	357,573
River Falls	79,385	80,356	0	386,565	0	39,364	0	585,670
Stevens Point	1,932,953	252,650	0	206,524	0	915,104	0	3,307,231
Stout	387,849	72,088	0	398,368	0	2,027	489,710	1,350,042
Superior	10,000	0	0	8,319	0	55,441	0	73,760
Whitewater	35,047	61,800	0	486,505	19	11,314	552,542	1,147,227
Colleges	11,675	12,179	3,000	390,049	0	40,526	593,259	1,050,688
Extension	14,928,987	0	0	0	0	0	0	14,928,987
System-Wide	0	0	0	2,051,767	0	50,000	0	2,101,767
Nonfederal Totals	29,166,038	13,675,291	1,668,677	68,831,307	19,086,528	158,879,870	12,079,613	303,387,325

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2005-2006 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
FISCAL YEAR 2004-2005								
Madison	17,770,040	27,254,660	690,106	50,001,791	17,334,242	553,580,373	27,382,489	694,013,701
Milwaukee	4,680,323	6,036,794	71,500	2,530,248	0	17,752,989	13,561,169	44,633,024
Eau Claire	149,229	1,556,097	0	0	0	787,851	6,615,128	9,108,305
Green Bay	11,589	3,637,801	0	322,033	74,258	884,594	3,734,067	8,664,342
La Crosse	938,978	106,880	0	520,354	0	3,113,978	4,933,027	9,613,217
Oshkosh	4,235,929	5,238,351	0	0	0	1,279,210	4,081,631	14,835,121
Parkside	425,352	649,389	0	104,620	0	288,350	4,168,229	5,635,940
Platteville	601,678	(1,190)	5,000	439,066	0	216,785	4,576,013	5,837,352
River Falls	489,067	291,468	0	1,566,964	0	21,132	4,218,399	6,587,030
Stevens Point	6,610,079	1,063,028	0	365,481	0	778,937	4,705,128	13,522,653
Stout	3,157,739	144,381	0	2,346,752	8,830	272,624	6,285,879	12,216,205
Superior	60,365	10,000	0	741,329	0	238,773	1,580,996	2,631,463
Whitewater	290,953	109,942	0	2,951,608	7,410	221,336	6,632,259	10,213,508
Colleges	16,463	15,080	2,050	745,090	0	1,341	7,834,657	8,614,681
Extension	24,755,462	0	0	0	0	0	0	24,755,462
System-Wide	0	1,302,646	0	1,028,691	0	0	0	2,331,337
Totals	64,193,247	47,415,328	768,656	63,664,028	17,424,740	579,438,273	100,309,072	873,213,344
Madison	10,504,768	16,134,687	417,003	6,507,159	3,717,260	411,712,060	12,785,902	461,778,839
Milwaukee	2,124,527	5,785,155	0	278,415	0	14,228,191	13,203,870	35,620,158
Eau Claire	8,705	1,514,958	0	0	0	664,790	6,615,128	8,803,581
Green Bay	0	3,471,806	0	0	0	852,489	3,691,800	8,016,095
La Crosse	820,796	106,880	0	54,386	0	1,764,830	4,933,027	7,679,919
Oshkosh	3,435,321	4,995,051	0	0	0	1,037,755	4,081,631	13,549,758
Parkside	465,602	471,141	0	0	0	250,403	4,078,372	5,265,518
Platteville	497,777	0	0	303,366	0	56,822	4,576,013	5,433,978
River Falls	476,171	237,246	0	1,067,650	0	0	4,202,599	5,983,666
Stevens Point	4,468,695	227,684	0	263,868	0	376,930	4,705,128	10,042,305
Stout	2,794,123	59,406	0	1,621,112	0	261,000	5,881,769	10,617,410
Superior	60,365	0	0	741,329	0	120,783	1,580,996	2,503,473
Whitewater	236,513	85,000	0	2,578,699	0	183,703	6,060,986	9,144,901
Colleges	5,193	0	0	257,514	0	0	7,381,152	7,643,859
Extension	7,344,550	0	0	0	0	0	0	7,344,550
System-Wide	0	1,302,646	0	857,892	0	0	0	2,160,538
Federal Totals	33,243,107	34,391,660	417,003	14,531,390	3,717,260	431,509,756	83,778,372	601,588,548
Madison	7,265,272	11,119,973	273,103	43,494,632	13,616,982	141,868,313	14,596,587	232,234,862
Milwaukee	2,555,796	251,639	71,500	2,251,833	0	3,524,798	357,299	9,012,866
Eau Claire	140,524	41,139	0	0	0	123,061	0	304,724
Green Bay	11,589	165,995	0	322,033	74,258	32,105	42,267	648,247
La Crosse	118,182	0	0	465,968	0	1,349,148	0	1,933,298
Oshkosh	800,608	243,300	0	0	0	241,455	0	1,285,363
Parkside	(40,250)	178,248	0	104,620	0	37,947	89,857	370,422
Platteville	103,901	(1,190)	5,000	135,700	0	159,963	0	403,374
River Falls	12,896	54,222	0	499,314	0	21,132	15,800	603,364
Stevens Point	2,141,384	835,344	0	101,613	0	402,007	0	3,480,348
Stout	363,616	84,975	0	725,640	8,830	11,624	404,111	1,598,796
Superior	0	10,000	0	0	0	117,990	0	127,990
Whitewater	54,440	24,942	0	372,909	7,410	37,633	571,273	1,068,607
Colleges	11,270	15,080	2,050	487,576	0	1,341	453,505	970,822
Extension	17,410,912	0	0	0	0	0	0	17,410,912
System-Wide	0	0	0	170,799	0	0	0	170,799
Nonfederal Totals	30,950,140	13,023,668	351,653	49,132,638	13,707,480	147,928,517	16,530,700	271,624,796

UNIVERSITY OF WISCONSIN SYSTEM
GIFTS, GRANTS AND CONTRACTS AWARDED - BY INSTITUTION
QUARTERLY REPORT & PRIOR-YEAR COMPARISON
FISCAL YEAR 2005-2006 - Third Quarter

	Public Service	Instruction	Libraries	Misc	Phy Plt	Research	Student Aid	Total
INCREASE (DECREASE)								
Madison	5,633,068	(5,813,508)	899,071	14,458,452	1,762,832	(62,962,725)	(6,009,123)	(52,031,933)
Milwaukee	393,866	3,437,204	(9,500)	(75,930)	0	1,402,717	(125,317)	5,023,040
Eau Claire	601,401	(1,123,312)	0	0	0	(262,513)	(594,893)	(1,379,317)
Green Bay	12,171	(1,076,392)	18,000	67,800	(74,258)	209,141	(1,399,991)	(2,243,530)
La Crosse	283,449	744,115	6,000	40,709	0	(1,453,914)	(989,006)	(1,368,647)
Oshkosh	3,016,123	(233,663)	0	0	0	(685,704)	(248,585)	1,848,171
Parkside	91,931	441,181	0	63,962	0	(28,402)	5,504	574,176
Platteville	164,161	58,248	(3,500)	38,272	(10,565)	(166,875)	(439,406)	(359,665)
River Falls	175,650	65,584	0	(321,805)	0	62,330	(212,610)	(230,851)
Stevens Point	(1,273,317)	(587,918)	0	(158,957)	0	919,625	2,024,293	923,726
Stout	(388,389)	50,550	0	(823,085)	(8,830)	(246,105)	(204,890)	(1,620,749)
Superior	(21,058)	(10,000)	0	(41,681)	0	357,090	83,479	367,830
Whitewater	(112,570)	(48,142)	0	(610,912)	(7,391)	(12,045)	(391,207)	(1,182,266)
Colleges	1,560	(2,901)	950	(252,070)	0	40,604	(530,734)	(742,591)
Extension	(3,620,734)	0	0	0	0	0	0	(3,620,734)
System-Wide	0	(114,737)	0	1,969,801	0	50,000	0	1,905,064
Totals	4,957,312	(4,213,691)	911,021	14,354,556	1,661,788	(62,776,776)	(9,032,487)	(54,138,278)
Madison	5,313,176	(6,423,475)	(417,003)	(3,849,942)	(3,717,260)	(74,907,569)	(1,217,754)	(85,219,827)
Milwaukee	1,055,246	3,198,655	5,000	(278,415)	0	2,666,433	(249,247)	6,397,672
Eau Claire	682,691	(1,124,431)	0	0	0	(267,853)	(594,893)	(1,304,486)
Green Bay	7,760	(1,246,506)	0	40,979	0	(460,317)	(1,412,718)	(3,070,802)
La Crosse	285,384	734,065	6,000	507,070	0	(730,399)	(989,006)	(186,886)
Oshkosh	1,889,997	(333,664)	0	0	0	(590,790)	(248,585)	716,958
Parkside	181	432,116	0	0	0	(30,262)	(7,300)	394,735
Platteville	137,214	0	0	45,150	0	(56,822)	(439,406)	(313,864)
River Falls	109,161	39,450	0	(209,056)	0	44,098	(196,810)	(213,157)
Stevens Point	(1,064,886)	(5,224)	0	(263,868)	0	406,528	2,024,293	1,096,843
Stout	(412,622)	63,437	0	(495,813)	0	(236,508)	(290,490)	(1,371,996)
Superior	(31,058)	0	0	(50,000)	0	419,639	83,479	422,060
Whitewater	(93,176)	(85,000)	0	(724,508)	0	14,274	(372,476)	(1,260,886)
Colleges	1,155	0	0	(154,543)	0	1,419	(670,488)	(822,457)
Extension	(1,138,809)	0	0	0	0	0	0	(1,138,809)
System-Wide	0	(114,737)	0	88,833	0	0	0	(25,904)
Federal Totals	6,741,413	(4,865,314)	(406,003)	(5,344,113)	(3,717,260)	(73,728,129)	(4,581,401)	(85,900,807)
Madison	319,892	609,967	1,316,074	18,308,394	5,480,092	11,944,844	(4,791,369)	33,187,894
Milwaukee	(661,380)	238,549	(14,500)	202,485	0	(1,263,715)	123,930	(1,374,632)
Eau Claire	(81,290)	1,119	0	0	0	5,340	0	(74,831)
Green Bay	4,411	170,114	18,000	26,821	(74,258)	669,458	12,727	827,273
La Crosse	(1,935)	10,050	0	(466,361)	0	(723,515)	0	(1,181,761)
Oshkosh	1,126,126	100,001	0	0	0	(94,914)	0	1,131,213
Parkside	91,750	9,065	0	63,962	0	1,860	12,804	179,441
Platteville	26,947	58,248	(3,500)	(6,878)	(10,565)	(110,053)	0	(45,801)
River Falls	66,489	26,134	0	(112,749)	0	18,232	(15,800)	(17,694)
Stevens Point	(208,431)	(582,694)	0	104,911	0	513,097	0	(173,117)
Stout	24,233	(12,887)	0	(327,272)	(8,830)	(9,597)	85,599	(248,754)
Superior	10,000	(10,000)	0	8,319	0	(62,549)	0	(54,230)
Whitewater	(19,393)	36,858	0	113,596	(7,391)	(26,319)	(18,731)	78,620
Colleges	405	(2,901)	950	(97,527)	0	39,185	139,754	79,866
Extension	(2,481,925)	0	0	0	0	0	0	(2,481,925)
System-Wide	0	0	0	1,880,968	0	50,000	0	1,930,968
Nonfederal Totals	(1,784,101)	651,623	1,317,024	19,698,669	5,379,048	10,951,353	(4,451,087)	31,762,529

Authorization to Distribute the Delayed
2005-06 Pay Plan to University Academic Leadership
Contingent Upon Release of Funds by Joint Committee on Employment Relations

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution:

That, contingent upon release by the Joint Committee on Employment Relations of the previously delayed 2005-06 pay plan for University Academic Leaders, the Board of Regents authorizes the UW System President to distribute the pay plan funds in accordance with the attached Schedule A, effective July 1, 2005.

May 5, 2006

I.2.g.(3)

**AUTHORIZATION TO DISTRIBUTE DELAYED 2005-06 PAY PLAN
TO UNIVERSITY ACADEMIC LEADERSHIP CONTINGENT UPON
RELEASE OF FUNDS BY JOINT COMMITTEE ON EMPLOYMENT
RELATIONS**

EXECUTIVE SUMMARY

BACKGROUND

The 2005-07 biennial budget provided for a 2% pay plan effective July 1, 2005 for the 2005-06 fiscal year. At its meeting of July 19, 2005, the legislative Joint Committee on Employment Relations passed a resolution which precluded the release of the 2% pay plan to University Academic Leadership (i.e., those persons in Executive Salary Groups 1-9) until the University demonstrated that significant changes in personnel policies and practices had been made.

REQUESTED ACTION

Approval of Resolution I.2.g.(3)

That, contingent upon release by the Joint Committee on Employment Relations of the previously delayed 2005-06 pay plan for University Academic Leaders, the Board of Regents authorizes the UW System President to distribute the pay plan funds in accordance with the attached Schedule A, effective July 1, 2005.

DISCUSSION

Since September, 2005, the University of Wisconsin System and its Board of Regents have made significant changes to personnel policies and procedures. A report of these changes was sent to Senator Lasee and Representative Gard in a letter from President Reilly dated March 17, 2006.

As the 2% pay plan has been withheld for ten months and will be distributed across the board in accordance with the Board of Regents' pay plan distribution guidelines, it is recommended that the President be authorized to distribute the pay plan as soon as JCOER authorizes its release. This will alleviate the need for an additional delay to the next scheduled Board of Regents' meeting.

RELATED REGENT POLICIES

Regent Policy Document 94-4 Executive Salary Structure

SCHEDULE A									
UW EXECUTIVE SALARY ADJUSTMENTS									
RECOMMENDED SALARIES									
		UW	6/30/2005		Recommended		BOR Established	BOR Established	BOR Established
		SEG	Salary		July 1, 2005		2005-06 Range Min (.90 BOR Midpt)	2005-06 Range Midpt (.95 Peer Median)	2005-06 Range Max (1.1 BOR Midpt)
<i>s. 20.923 (4g)</i>							MINIMUM	MIDPOINT	MAXIMUM
<i>BOR Range Positions</i>									
PRESIDENT									
Kevin Reilly	SYS	9	320,000		326,400		277,541	308,379	339,217
SENIOR VICE PRESIDENTS									
Cora Marrett	SYS	5	227,075		231,617		195,166	216,851	238,536
Donald Mash	SYS	5	230,000		234,600		195,166	216,851	238,536
CHANCELLORS									
John Wiley	MSN	8	251,043	*	256,064	*	297,968	331,075	364,183
Carlos Santiago	MIL	7	250,000	**	255,000	**	232,767	258,629	284,492
Vicki Lord Larson (Int)	EAU	3	168,622		168,622		168,622	187,357	215,249
W. Bruce Shepard	GBY	3	168,622		171,994		168,622	187,357	206,093
Douglas Hastad	LAC	3	168,622		171,994		168,622	187,357	206,093
Richard Wells	OSH	3	168,622		171,994		168,622	187,357	206,093
John Keating	PKS	3	168,622		171,994		168,622	187,357	206,093
David Markee	PLT	3	168,622		171,994		168,622	187,357	206,093
Donald Betz	RVF	3			175,000		168,622	187,357	206,093
Linda Hunt Bunnell	STP	3	172,500		175,950		168,622	187,357	206,093
Charles Sorensen	STO	3	174,434		177,923		168,622	187,357	206,093
Julius Erlenbach	SUP	3	168,622		171,994		168,622	187,357	206,093
Margaret Cleek (Int)	COL	3	164,686		167,980		168,622	187,357	206,093
Marvin Van Kekerix (Int)	EXT	3	164,686		167,980		168,622	187,357	206,093
DOCTORAL VICE CHANCELLORS									
Peter Spear	MSN	6	227,075		231,617		198,148	220,165	242,181
Rita Cheng	MIL	4	200,000		200,000		179,128	199,031	218,934
* This salary level does not include \$55,000 received from a personal services contract outside of the control of the Board of Regents									
** This salary level does not include \$20,000 received from a personal services contract outside of the control of the Board of Regents									

**** This salary level does not include \$20,000 received from a personal services contract outside of the control of the Board of Regents**

[illegible]

SCHEDULE A									
UW EXECUTIVE SALARY ADJUSTMENTS									
RECOMMENDED SALARIES									
		UW SEG	6/30/2005 Salary		Recommended July 1, 2005		BOR Established 2005-06 Range Minimum	BOR Established 2005-06 Range Midpoint	OSER/SEG 2005-06 Range Maximum
s. 20.923 (4g) OSER Range Positions							MINIMUM	MIDPOINT	MAXIMUM
VICE PRESIDENTS									
Deborah Durcan	SYS	2	138,933		141,712		157,145	174,606	167,065
COMPREHENSIVE VICE CHANCELLORS									
Steven Tallant (Int)	EAU	1	126,000		128,520		125,917	139,907	142,765
Susan Hammersmith	GBY	1	135,549		138,260		125,917	139,907	142,765
Elizabeth Hitch	LAC	1	131,509		134,139		125,917	139,907	142,765
Lane Earns	OSH	1	138,000		138,000		125,917	139,907	142,765
Rebecca Martin	PKS	1	131,509		134,139		125,917	139,907	142,765
Carol Sue Butts	PLT	1	129,085		131,667		125,917	139,907	142,765
Virginia Coombs	RVF	1	126,055		128,576		125,917	139,907	142,765
Virginia Helm	STP	1	133,024		135,684		125,917	139,907	142,765
Robert Sedlak	STO	1	130,499		133,109		125,917	139,907	142,765
David Prior	SUP	1	133,024		135,684		125,917	139,907	142,765
Richard Telfer	WTW	1	129,489		132,079		125,917	139,907	142,765
Greg Lampe (Int)	COL	1	126,000		128,520		125,917	139,907	142,765
Ellen Fitzsimmons (Int)	EXT	1	126,000		128,520		125,917	139,907	142,765

UW EXECUTIVE SALARY ADJUSTMENTS	
RECOMMENDED SALARIES	

REVISED 04/25/06

I.3. Physical Planning and Funding Committee

Thursday, May 4, 2006
Van Hise Hall
1220 Linden Drive

10:00 a.m. All Regents

- Presentation of 2006 Academic Staff Awards for Excellence

10:30 a.m. All Regents

- Presentation on Diversity

11:30 p.m. Box Lunch

12:00 noon All Regents

- Summary of 2007-09 Biennial Budget Initiatives

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

- a. Approval of the Minutes of the April 6, 2006 Meeting of the Physical Planning and Funding Committee
- b. UW-Extension: Authority to Grant an Easement for an AT&T Telecommunications Cabinet [Resolution I.3.b.]
- c. UW-Madison: Authority to Adjust the Project Scope and Budget of the Health Emotions Research Institute (HERI) Addition Project [Resolution I.3.c.]
- d. UW-Madison: Authority to Acquire a Parcel of Land for the Expansion of University Research Park [Resolution I.3.d.]
- e. UW-Madison: Authority to Amend Agreements Contained in the Master Term Sheet with Madison Real Estate Properties for the Redevelopment of the University Square Development Project Mall and University Parking Lot 47 [Resolution I.3.e.]
- f. UW-Oshkosh: Approval of the Design Report and Authority to Construct the South Campus Parking Ramp Project [Resolution I.3.f.]
- g. UW-River Falls: Authority to Adjust the Project Budget and Construct the Dairy Science Teaching Center Project Through a Request for Proposals (RFP) Process [Resolution I.3.g.]

- h. Report of the Assistant Vice President
 - Building Commission Actions
- x. Additional items which may be presented to the Committee with its approval

Authority to Grant an Easement for an
AT&T Telecommunications Cabinet,
UW-Extension

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW Colleges/UW-Extension Chancellor and the President of the University of Wisconsin System, authority be granted for the officers of the Board of Regents to grant a permanent easement in the city of Madison, Dane County, Wisconsin, for modification and new installation of telecommunications utilities.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action May 2006

1. Institution: The University of Wisconsin–Extension
2. Request: Requests authority for the officers of the Board of Regents to grant a permanent easement in the city of Madison, Dane County, Wisconsin, for modification and new installation of telecommunications utilities.
3. Description and Scope of Project: Approval of this request provides Wisconsin Bell, Inc.(doing business as AT&T Wisconsin) a permanent telecommunications utilities easement in the northwest corner of 3817 Mineral Point Road, located in the Northwest quarter of the Northwest quarter of Section 28, Township 7 North, Range 9 East in the city of Madison, Dane County, Wisconsin. This easement permits AT&T Wisconsin to legally extend telecommunications utilities across university property to area residents and businesses.
4. Justification of the Request: Wisconsin Bell, Inc. was granted a telecommunications utilities easement for this same location in November 1992. The current easement does not grant AT&T Wisconsin sufficient rights to install additional equipment and therefore, AT&T Wisconsin is unable to provide enhanced telecommunications services to the area. This request replaces the existing easement and grants AT&T Wisconsin sufficient rights to serve the area with complete telecommunications services. Although this specific location does not provide enhanced telecommunications services to the university other similar locations not within university boundaries do. In the interest of being a good neighbor, the university requests that this easement be granted.
5. Budget and Schedule: Not Applicable.
6. Previous Action: None.

G:\CPB\BOR-SBC\EXT\0506_3817MineralPtRd_ATT_TelcommUtilityEasement.doc

Authority to Adjust the Project Scope and
Budget of the Health Emotions Research
Institute (HERI) Addition 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 project scope and budget of the Health Emotions Research Institute (HERI) Addition project, located at the University Research Park, 6001 Research Park Boulevard, Madison, Wisconsin by \$3,000,000 Gift Funds for a total revised project cost of \$10,000,000 Gift Funds.

THE UNIVERSITY OF WISCONSIN SYSTEM
Request for
Board of Regents Action

May 2006

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to increase the project scope and budget of the Health Emotions Research Institute (HERI) Addition project, located at the University Research Park, 6001 Research Park Boulevard, Madison, Wisconsin by \$3,000,000 Gift Funds for a total revised project cost of \$10,000,000 Gift Funds.
3. Description and Scope of Project: This project will add 10,000 gross square feet (GSF) to the 32,000 GSF addition being constructed to the Wisconsin Psychiatric Institute and Clinics (WisPIC) building under the terms of a land use agreement between the Board of Regents and the University of Wisconsin-Medical Foundation. Upon completion of the addition, the university will accept the completed facility as a gift-in-kind from the foundation.

The additional 10,000 GSF will provide fourteen clinical and two research beds, four exam rooms, and associated support spaces such as reception areas, equipment rooms and offices for the UW Comprehensive Sleep Disorders Center.

The Medical Foundation has solicited proposals for the additional work and received responses from three contractors, Boldt, Findorff, and Vogel. Pricing for the total project of 42,000 GSF will not exceed \$10,000,000. The University of Wisconsin Medical Foundation has obtained gift funds for this additional work.

4. Justification of the Request: The university has sleep related programs in five locations:
(a) The UW Hospital and Clinics offers a Sleep Clinic, staffed by physicians with expertise in sleep disorders who see patients in consultation on any sleep disorder; and
(b) a Sleep Laboratory, which provides specialized testing and treatment procedures. The clinic and the laboratory are located in approximately 1,000 assignable square feet (ASF) in the UW Hospital and Clinics building (Clinical Sciences Center (CSC)). A third (c) clinical sleep facility is operated by Meriter Hospital where UW clinical faculty perform diagnostic sleep studies. A fourth (d) location is in the Wisconsin Psychiatric Institute and Clinics (WisPIC) at the University Research Park, 6001 Research Park Boulevard where research sleep studies are performed. Finally, (e) research sleep studies are done by UW faculty at the Medical Sciences Center (MSC) located at 1300 University Avenue. The first four sleep programs would cease operation and be consolidated at the proposed HERI Addition and become the UW Comprehensive Sleep Disorders Program. Valuable space in both UW and Meriter Hospitals would be reassigned for more urgent clinical purposes. The MSC sleep center would continue.

The original plan for the HERI addition included 4,000 gross square feet for a Sleep Research Program to be used by several faculty members with occasional need for clinical sleep research. At the same time, the UW Hospital and Clinics, UW Medical Foundation, and the School of Medicine and Public Health began planning for a comprehensive clinical and research sleep center that would draw on the expertise of approximately 20 UW-Madison faculty members now scattered at different locations described in the previous paragraph.

The consolidated sleep program became a reality when the participating institutions—UW Hospital and Clinics, UW Medical Foundation, the School of Medicine and Public Health, and Meriter Hospital—came to agreement on consolidating their activities and this had not occurred when the initial project was submitted to the Regents and Building Commission.

Locating the consolidated sleep studies and follow up clinics as part of the HERI addition will streamline the operation and improve the ability to perform research sleep studies. The waiting list for patients at any of the UW sleep centers is approximately four months, fragmenting care and requiring patients to wait several months to obtain a final diagnosis and treatment plan. Expansion at the HERI site will provide additional beds superior to those originally envisioned and within excellent proximity to our sleep researchers, many of whom are located in the WisPIC building.

The additional funding will also be provided by a gift from the UW Medical Foundation. Upon completion of the addition, the university will accept the completed facility as a gift-in-kind from the foundation.

5. Budget: Not Applicable.

6. Previous Action:

February 10, 2006 Resolution 9127	Granted authority to enter into a land use agreement with the University of Wisconsin Medical Foundation, to allow them to construct a Health Emotions Research Institute (HERI) Addition to the Wisconsin Psychiatric Institute and Clinics Building and to accept the completed facility as a gift-in-kind from the foundation.
--------------------------------------	---

Authority to Acquire a Parcel of Land for the
Expansion of University Research Park,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, authority be granted to acquire 9.358 acres of land in the city of Madison, Dane County for \$3,434,540 Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action May 2006

1. Institution: The University of Wisconsin-Madison
2. Request: Requests authority to acquire 9.358 acres of land in the city of Madison, Dane County for \$3,434,540 Program Revenue Supported Borrowing plus closing costs and any necessary environmental abatement costs.

Description: Approval of this request will permit acquisition of a nine acre parcel of land on the south-east boundary of the 113-acres acquired by the University of Wisconsin-Madison in 2001 known as the Shapiro & Weston property. These two parcels are on the south boundary of the current West Madison Agricultural Research Station. New development will be a continuation of the University Research Park. University Research Park, Inc. negotiated the purchase price responsive to market conditions after completion of two appraisals of \$2,350,000 and \$3,348,000. The parcel is improved with an old house which will be demolished. An environmental audit and soil samples have been completed. An environmental assessment has been obtained demonstrating no major environmental risks.

The parcel is located immediately northwest of the intersection of Junction Road (County M), and Valley View Road (see adjoining map). Ms. Janet H. Hoopes and Ms. Elizabeth Jane Barber currently own the parcel. University Research Park, Inc. obtained an offer to purchase from the owners and will assign the offer to the University of Wisconsin-Madison.

3. Background and Justification: The Research Park at Mineral Point Road and Whitney Way is almost completely developed and will need about 100-120 acres of land to continue its mission. In 2001, UW-Madison purchased 113 acres from the Shapiro & Weston Investment Company to provide University Research Park with land to continue its mission to encourage partnerships between business and university researchers, responding to the research needs of established and emerging companies.

The Hoopes property is in the city of Madison and was annexed into the city with the Shapiro & Weston property. The city of Madison has adopted a Pioneer Neighborhood Development Plan and adopted zoning ordinances that accommodate the development of a Research & Development Center on these parcels.

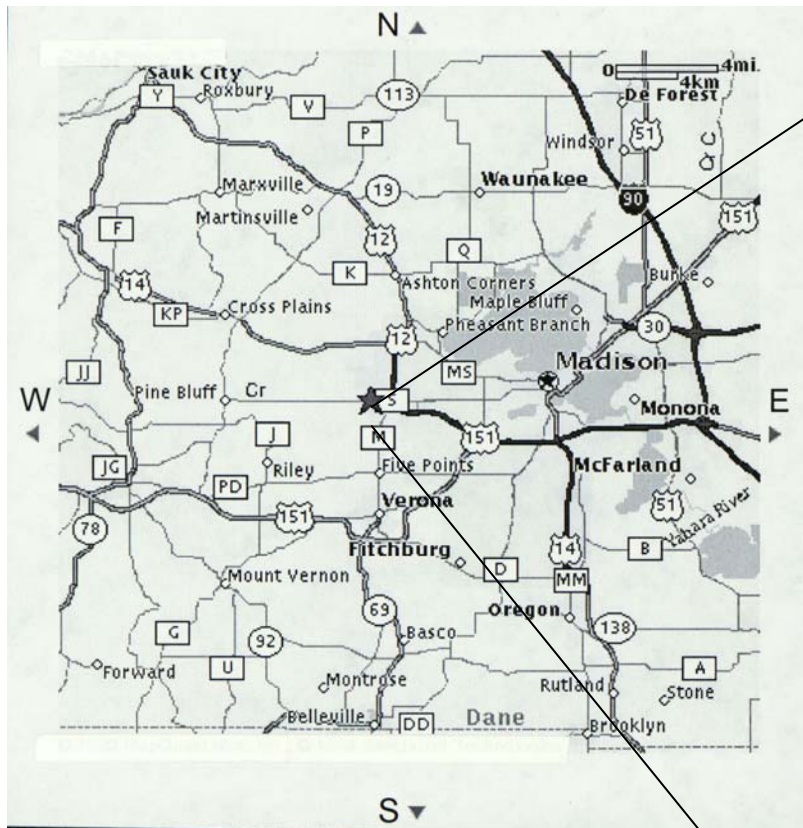
This proposed acquisition will provide a cohesive “front door” for the first phase of University Research Park expansion. The early phases of expansion can be done without significantly displacing existing agricultural research projects or facilities of the West Madison Agricultural Research Station.

5. Budget: Purchase Price: \$3,434,540. The debt service will be financed with revenues derived from the Research Park.

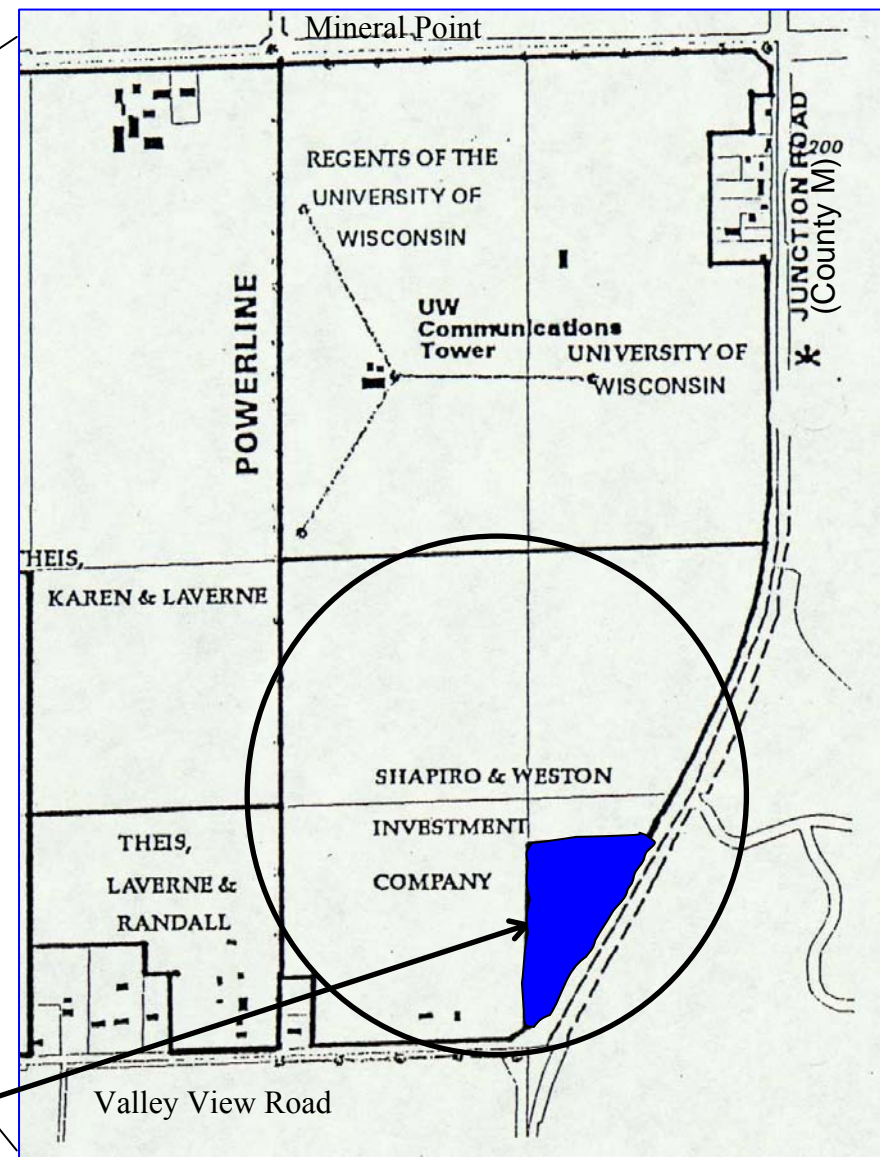
6. Previous Action:

June 8, 2001
Resolution 8386

Granted authority to remove the rezoning requirement to acquire approximately 113 acres of land in the Town of Middleton, Dane County, as authorized by Regent action in December, 2000. The acquisition cost was \$4,416,500 Program Revenue Supported Borrowing plus closing costs and environmental abatement costs, if any (funded from University Research Park Revenues). Acquisition remained contingent upon completion of a favorable environmental assessment.



Area Map: Madison and West Dane County



Proposed Acquisition

Authority to Amend the Master Term
Sheet with Madison Real Estate Properties
for the Redevelopment of the University
Square Development Project,
UW-Madison

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and President of the University of Wisconsin System, authority be granted to amend the Master Term Sheet with Madison Real Estate Properties for the redevelopment of the University Square Development Project.

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action May 2006

1. Institution: The University of Wisconsin–Madison
2. Request: Requests authority to amend the Master Term Sheet with Madison Real Estate Properties for the redevelopment of the University Square Development Project.
3. Description and Scope of Project: The State of Wisconsin and the University of Wisconsin-Madison are partnering with Madison Real Estate Properties (MREP) to engage the developer (Executive Management Incorporated) to construct a master condominium project on the development parcel which will create a minimum of four condominium units; the University Unit, one or more Retail Units, one or more Private Housing Unit(s), and a Parking Unit. The complete project will be approximately 1,104,656 square feet including parking. The University Unit portion will occupy approximately 229,779 square feet of the project, and will consist of offices for the bursar, registrar, Student Financial Services, University Health Service, and a student activity center.

The university's participation in the project requires the execution of five agreements, including a ground lease (the "Ground Lease") between the Board of Regents and MREP leasing a portion of the university property to MREP for purposes of creating the development parcel and an easement agreement permitting the use of a portion of the university property in connection with the development. The parties will also execute a Development Agreement and Purchase Agreement. Additionally, the university will be either a party or third party beneficiary to architect's and construction manager's agreements pursuant to which the development will be constructed. The master term sheet also contemplated that the university would obtain a Right of First Offer regarding the balance of the project not owned by the university. Finally, the university will, as part of the Purchase Agreement, have certain approval rights over the Condominium Declaration.

The proposed request amends the master term sheet as follows:

- (a) Amend the original closing language in the Purchase Agreement to change the closing date from the completion of construction to May 26, 2006. Conditions prior to closing will include, but not be limited to, completion of all condominium documents to the satisfaction of all parties and the recording of the condominium declaration and plat, entering into of a guaranteed maximum price contract for the project, in form and content acceptable to all parties, recording of a warranty deed for the university unit in the condominium, and receipt of title insurance for the university unit.

(b) Eliminates the Right of First Offer Agreement between the Board of Regents of the University of Wisconsin System and MREP requiring each party to seek an offer to purchase from the other party 365 days before selling its unit or units to a third party.

4. Justification of the Project: Amending the closing language to permit purchase of the University Unit prior to the commencement of construction in May 2006 permits the developer to minimize transfer tax liability and eliminates a majority of the university's estimated \$2,156,400 in property tax liability for the development period.

At the time of closing, the university unit in the project will not be constructed, but will consist of air and development rights. The construction payment schedule will not change substantially as a result of the university taking title to the property. Payment in full will not be completed until substantial completion of the project.

The Right of First Offer agreement requires each party to seek an offer to purchase from the other party 365 days before selling its unit or units to a third party. At the end of the 365 day waiting period, either party can still refuse the offer. As such, there is no advantage to the university in retaining this agreement; however, elimination of the agreement permits the developer to obtain project financing and retain the structure of its housing partnership.

5. Budget: The total project cost is \$56,850,000.

6. Previous Action:

August 19, 2004
Resolution 8888

Granted authority to seek enumeration of the University Square Redevelopment project as a part of the 2005-07 Capital Budget. The project was subsequently enumerated in the 2005-07 Capital Budget at an estimated cost of \$56,850,000 with the release of \$17,000,000 Program Revenue Supported Borrowing in July 2005 and release of \$39,850,000 General Fund Supported Borrowing in July 2007.

September 9, 2005
Resolution 9052

Approval granted to: (1) implement the Master Term Sheet for the University Square Redevelopment Project in conjunction with Madison Real Estate Properties, in accordance with the Master Term Sheet, along with improvements to the East Campus Pedestrian Mall, at an estimated total cost of \$56,850,000; (2) amend the campus boundary to include the redevelopment site; (3) release \$17,000,000 Program Revenue Supported Borrowing in September 2005; (4) release \$39,850,000 General Fund Supported Borrowing in July 2007; and (5) authorize the officers of the Board to execute the Ground Lease, Development Agreement, Condominium Documents, Purchase Agreement, Right of First Offer, easements and other agreements and documents required to implement the project in accordance with the provisions of the Master Term Sheet.

Approval of the Design Report and
Authority to Construct the South Campus
Parking Ramp Project, UW-Oshkosh

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, the Design Report be approved and authority be granted to:
(a) increase the project enumerated budget by \$232,000 Program Revenue Supported Borrowing
(b) replace \$321,000 of Program Revenue Supported Borrowing with an equal amount of General Fund Supported Borrowing - Utilities Repair and Renovation, and (c) construct the South Campus Parking Ramp project at an estimated total project cost of \$7,551,000 (\$7,230,000 Program Revenue Supported Borrowing, and \$321,000 General Fund Supported Borrowing - Utilities Repair and Renovation).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action May 2006

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Requests approval of the Design Report and authority to: (a) increase the project enumerated budget by \$232,000 Program Revenue Supported Borrowing (b) replace \$321,000 of Program Revenue Supported Borrowing with an equal amount of General Fund Supported Borrowing - Utilities Repair and Renovation, and (c) construct the South Campus Parking Ramp project at an estimated total project cost of \$7,551,000 (\$7,230,000 Program Revenue Supported Borrowing, and \$321,000 General Fund Supported Borrowing - Utilities Repair and Renovation).
3. Description and Scope of Project: The project will design and construct a 448 stall parking ramp (136,650 GSF/132,170 ASF) on a parcel of land located at the northwest corner of the intersection of High Street and Osceola Street on the University of Wisconsin Oshkosh Campus. The parking ramp will be a multi-story, above ground cast-in-place post-tensioned concrete parking structure with a brick faced exterior. The perimeter of the structure will be horizontal with internal ramping between levels.

Site preparation will include the demolition of an existing baseball field and twelve existing tennis courts; and the reconstruction of eight new tennis courts with associated fencing and lighting. A portion of the existing surface parking Lot 13, located south of the Kolf Physical Education Center, will be demolished to facilitate the construction of the new tennis courts and a new pedestrian mall between High Avenue and Pearl Avenue. The remainder of Lot 13 will be reconstructed to maintain as many stalls as possible. The project will result in a net increase of 359 parking stalls.

4. Justification of the Project: More than 70 percent of the university's 8,200 students commute to campus. That number of commuting students, combined with 1,560 university employees, has resulted in a long standing parking deficit of over 1300 spaces. The campus currently has 2,725 owned and 819 leased parking spaces to meet the needs of students, staff and visitors. The leased spaces are short term (three months to five years), and in June 2006 the number available will drop to 544.

In 2003 a parking master plan was developed to address the shortage of campus parking. The campus is located in an urban area bounded by the Fox River and industrial property to the west, businesses and multi-family housing to the south, and residential neighborhoods to the north and east. Competition for limited street parking creates conflicts between neighborhood residents and university commuters. There is growing pressure from surrounding homeowners and city administrators to restrict the street parking near campus. To help address this problem the

university offers free bus service to staff and students, however, the limited buss schedule does not meet everyone's needs.

To preserve the limited open spaces on campus, the parking master plan addressed a significant portion of the parking shortage by recommending the construction of two campus parking ramps. This proposed ramp will address the parking needs on the south end of campus where the majority of program revenue facilities are located, including all campus residence halls, the Reeve Memorial Union, the Gruenhagen Conference Center and the Student Recreation and Wellness Center which is now under construction. The Kolf Physical Education Center is located just to the north of the proposed parking ramp. The different use patterns of these facilities will allow the ramp it to meet a variety of parking demands extending through a range of hours and days of the week.

General Fund Supported Borrowing (GFSB) is being added to the budget to fund a portion of the tennis court reconstruction. The existing courts have been resurfaced multiple times and have deteriorated to the point where resurface only lasts a few years. They need to be reconstructed with a new base of free draining material. GFSB is normally used to fund 85 percent of this type of work, and the \$312,000 represents that percentage of the cost of reconstructing the existing courts.

5. Budget:

	%	Cost
Construction		\$6,301,000
A/E Fees	6.5%	409,796
Other Fees		63,650
DSF Mgmt. Fee	4%	272,200
Contingency	8%	504,354
Moveable Equipment		0
Percent for Art	0.0%	0
Total Project Cost		\$7,551,000

6. Previous Action:

August 19, 2004 Resolution 8888	Granted authority to seek enumeration of the South Campus Parking Ramp project as a part of the 2005-07 Capital Budget. The project was subsequently enumerated in the 2005-07 Capital Budget at \$7,319,000 Program Revenue Supported Borrowing.
------------------------------------	---

Authority to Adjust the Project Budget and
Construct the Dairy Science Teaching
Center Project Through a Request for
Proposals (RFP) Process,
UW-River Falls

PHYSICAL PLANNING AND FUNDING COMMITTEE

Resolution:

That, upon the recommendation of the UW-River Falls Chancellor and the President of the University of Wisconsin System, authority be granted to design and construct the Dairy Learning Center project, and increase the project budget by \$2,100,000 General Fund Supported Borrowing - All Agency Funds, at a total estimated project cost of \$9,313,000 (\$6,713,000 General Fund Supported Borrowing; \$2,100,000 General Fund Supported Borrowing - All Agency Funds, and \$500,000 Gift Funds).

THE UNIVERSITY OF WISCONSIN SYSTEM

Request for Board of Regents Action May 2006

1. Institution: University of Wisconsin-River Falls
2. Request: Requests authority to design and construct the Dairy Learning Center project, and increase the project budget by \$2,100,000 General Fund Supported Borrowing - All Agency Funds, at a total estimated project cost of \$9,313,000 (\$6,713,000 General Fund Supported Borrowing; \$2,100,000 General Fund Supported Borrowing - All Agency Funds, and \$500,000 Gift Funds).
3. Description and Scope of Project: This project will construct dairy farm facilities at the Mann Valley Farm for the UW-River Falls College of Agriculture, Food and Environmental Sciences. The new facilities, totaling 66,650 ASF, will accommodate a 96 cow milking herd and 146 young replacement cows necessary to support instruction and research. The project will provide facilities to house dairy cattle throughout all stages of life and will support instruction in state-of-the-art dairy industry practices and technology. Construction will also provide facilities to handle animal waste using the methods that have a low environmental impact. Construction will include:
 - site excavation, service drives, parking, site lighting, fencing,
 - mature cow housing, a special needs barn, a calf barn, a heifer shed,
 - a milking center with contemporary milking equipment,
 - feed bunkers, a bagged feed area, a feed mixing building, hay storage,
 - a classroom/laboratory building, and
 - a manure management system and compost pad.

This project will be designed and constructed by the contractor who submitted the lowest cost proposal in response to a Request for Proposals (RFP), and will be managed by DSF in a manner similar to that used on standard state projects.

4. Justification of the Request: Detailed justification for this project was provided in documentation included in the 1997-1999, 1999-2001, and 2003-2005 UW System Capital Budget request materials. In summary, this project will construct new state-of-the-art dairy farm facilities to support the undergraduate dairy science program at UW-River Falls, one of the largest programs in the country.

The current dairy farm is located near the main campus within the city limits in an area experiencing rapid urban growth, and is no longer compatible with adjacent land uses. The existing facilities are outdated, in very poor condition, too small to accommodate an optimal herd size, and unable to support instruction in current and developing dairy industry practices.

The proposed project will relocate the dairy operations to the Mann Valley Farm, an

existing campus lab farm that is located in a rural area two miles northwest of the city of River Falls, and is adequate to support dairy operations and related instructional and research needs.

The scope of this project has been revised several times in response to new programmatic requirements and budget considerations. When it became apparent during programming that the initial budget, enumerated in 1999-2001, was inadequate to construct a complete replacement farm, the project was revised to be funded and built in two phases: a Phase I project funded in the 1999-2001 biennium, and a Phase II project funded in the 2003-2005 biennium.

This project has been bid twice. Bids for the Phase I work that were received in December of 2002 would have resulted in a project budget that was 43 percent over the approved budget. The project was then redesigned with a reduced scope of work that incorporated both Phase I and Phase II portions and was re-bid. Bids for this combined phase project that were received in July, 2004 would have resulted in a total project cost that was 44% over the approved budget. In December 2004, the State Building Commission declined to authorize an increase in budget for this project, and instead authorized a waiver of state statute to allow a competitive RFP process. This process was used in an attempt to use private sector expertise to design and construct the most cost effective project. The RFP was written to reflect a revised scope of work would meet minimum instructional and research needs, but that had less complex buildings than earlier schemes, and allowed more latitude to proposers in designing and constructing the project than in a conventional design-bid-build process.

The RFP was advertised, and additionally potential proposers were contacted. However, only one proposal was received on the proposal date of April 13, 2006. Accepting this proposal will result in an estimated project budget that is \$1,056,000 less than the \$3,156,000 increase that would have been necessary had the July 2004 bid been accepted. At this point many options for reducing the project cost have been investigated, including simplification of project scope and use of a different delivery method. It is not likely that any other options are available that could reduce costs without compromising functionality to less than what is needed for an operational dairy center, and causing further delays in meeting the critical instructional need for a suitable facility.

5. Budget:

	%	Cost
Construction		\$7,287,000
A/E and Other Fees	10.3%	752,000
DSF Mgmt. Fee	4.0%	300,000
Contingency	3.0%	221,000
Milking Parlor Equip.		341,000
Movable Equipment		412,000
Percent for Art		0
Total Project Cost		\$9,313,000

6. Previous Actions:

August 8, 1996 Resolution 7256	Recommended that the Dairy Science Teaching Center project be submitted to the Department of Administration and the state Building Commission as part of the 1997-1999 Capital Budget request, at an estimated total project cost of \$2,862,000 General Fund Supported Borrowing, but the Department of Administration's final recommendations only supported advancing this project for planning.
August 20, 1998 Resolution 7740	Recommended that Dairy Science Teaching Center be submitted to the Department of Administration and the state Building Commission as part of the 1999-2001 Capital Budget request, at an estimated total project cost of \$2,862,000 General Fund Supported Borrowing. The project was subsequently enumerated in the 1999-2001 Capital Budget at \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 Gift/Grants).
October 5, 2001 Resolution 8455	Approved the Design Report and authorized construction of the Dairy Science Teaching Center – Phase I project for an estimated total project cost of \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 Gift Funds).
August 22, 2002 Resolution 8582	Recommended that the Dairy Science Teaching Center – Phase II project be submitted to the Department of Administration and the state Building Commission as part of the 2003-2005 Capital Budget request at an estimated total project cost of \$3,782,000 General Fund Supported Borrowing. The project was subsequently enumerated in the 2001-2003 Capital Budget at that amount and fund source.

- November 7, 2003
Resolution 8765
- Approved the Design Report and authorized construction of the Dairy Science Teaching Center at an estimated total project cost of \$7,213,000 (\$6,713,000 General Fund Supported Borrowing and \$500,000 Gift Funds). Of this total, \$3,431,000 (\$2,931,000 General Fund Supported Borrowing and \$500,000 was previously authorized.
- November 4, 2004
Resolution 8941
- Granted authority to increase the budget the budget of the Dairy Science Teaching Center project by \$3,156,000 general Fund Supported Borrowing for an estimated total project cost of \$10,369,000 (\$6,713,000 General Fund Supported Borrowing, \$3,156,000 existing General Fund Supported Borrowing, and \$500,000 Gift Funds). The building commission subsequently declined to authorize a budget increase and instead authorized use of an RFP process.

REVISED-4/28/06

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

May 5, 2006
8:30 a.m.
1820 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin

II.

1. Calling of the roll
2. Remarks by Governor Doyle
3. Approval of the Minutes of the April 7, 2006 Meeting of the Board
4. Report of the President of the Board
 - a. Resolution of Appreciation to Regent Roger Axtell
[Resolution II.4.a.]
 - b. Resolution of Appreciation to Vicki Lord Larson for service as UW-Eau Claire Interim Chancellor
[Resolution II.4.b.]
 - c. Resolution of Appreciation to Marvin Van Kekerix for service as UW Colleges and UW-Extension Interim Chancellor
[Resolution II.4.c.]
 - d. Resolution of Appreciation to Margaret Cleek for service as UW Colleges Interim Chancellor
[Resolution II.4.d.]
 - e. Report on the May 3, 2006 meeting of the Hospital Authority Board
 - f. Additional items that the President of the Board may report or present to the Board
5. Report of the President of the System
6. Report of the Education Committee
7. Report of the Physical Planning and Funding Committee
8. Report of the Business, Finance, and Audit Committee
9. Additional resolutions
10. Communications, petitions, memorials
11. Additional or unfinished business

12. Recess into closed session to consider annual personnel evaluations, as permitted by s.19.85(1)(c), *Wis. Stats.*, to consider a salary adjustment at UW-Madison, 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 be reconvened in open session following completion of the closed session.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

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

STANDING COMMITTEES

Executive Committee

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

Business, Finance, and Audit Committee

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

Education Committee

Elizabeth Burmaster (Chair)
Danae D. Davis (Vice Chair)
Roger E. Axtell
Milton McPike
Christopher M. Semenas
Michael J. Spector

Physical Planning and Funding Committee

Jesus Salas (Chair)
Gregory L. Gracz (Vice Chair)
Judith V. Crain

Personnel Matters Review Committee

Danae D. Davis (Chair)
Roger E. Axtell
Judith V. Crain
Gerard A. Randall
Michael J. Spector

Committee on Student Discipline and

Other Student Appeals

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

OTHER COMMITTEES

Liaison to Association of Governing Boards

Eileen Connolly-Keesler

Hospital Authority Board - Regent Members

Roger E. Axtell (Vice Chair)
Peggy Rosenzweig
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

Danae D. Davis (Chair)
Charles Pruitt
Jesus Salas
Christopher M. Semenas

Academic Staff Excellence Awards Committee

Eileen Connolly-Keesler (Chair)
Judith V. Crain
Danae D. Davis
Milton McPike
Gerard A. Randall
Jesus Salas
Brent Smith

Public and Community Health Oversight and Advisory Committee

Patrick Boyle, Regent Liaison

Regent Meeting Improvement Committee

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

Committee Regarding Faculty/Academic Staff

Disciplinary Process

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

Special Regent Committee for UW-La Crosse

Chancellor Search

Brent Smith (Chair)
Judith V. Crain
Thomas Loftus
Jesus Salas

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

BOARD OF REGENTS MEETING SCHEDULE

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)

July 6 and 7 (cancelled, circumstances permitting)

August 17 and 18

September 7 and 8

October 5 and 6 (UW-Platteville)

November 9 and 10

December 7 and 8

Meeting schedule 2006